GNSG 622: Evidence Based Practice Process

Bundles for Final Letter Grades

- A = all maintenance assignments + all scaffolding assignments + all signature assignments + A quality final paper
- B = 3 of 4 maintenance assignments + 6 of 7 scaffolding assignments + all 4 signature assignments
- C = 2 of 4 maintenance assignments + 4 of 7 scaffolding assignments + 3 of 4 signature assignments
- D = 2 of 4 maintenance assignments + 4 of 7 scaffolding assignments + 2 of 4 signature assignments
- F = below D criteria

Choices & Grace System

- Each student is given 3 tokens at the beginning of the semester. These tokens can be redeemed for the following:
  - Late submission of assignment (48 hours)
  - Revision of assignment

Assignment Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>9/4</td>
<td>maintenance</td>
</tr>
<tr>
<td>Introduction</td>
<td>9/11</td>
<td>scaffolding</td>
</tr>
<tr>
<td>PICO Question</td>
<td>9/18</td>
<td>scaffolding</td>
</tr>
<tr>
<td>Reading</td>
<td>9/25</td>
<td>maintenance</td>
</tr>
<tr>
<td>Reading</td>
<td>10/2</td>
<td>maintenance</td>
</tr>
<tr>
<td>Evaluation Table &amp; Summary</td>
<td>10/9</td>
<td>scaffolding</td>
</tr>
<tr>
<td>Reading</td>
<td>10/16</td>
<td>maintenance</td>
</tr>
<tr>
<td>EBP Paper Phase I</td>
<td>10/23</td>
<td>signature</td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td>10/30</td>
<td>scaffolding</td>
</tr>
<tr>
<td>Action Plan</td>
<td>11/6</td>
<td>scaffolding</td>
</tr>
<tr>
<td>Cost-Benefit Assessment</td>
<td>11/13</td>
<td>scaffolding</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>11/20</td>
<td>scaffolding</td>
</tr>
<tr>
<td>EBP Paper Phase II</td>
<td>11/27</td>
<td>signature</td>
</tr>
<tr>
<td>EBP Oral Presentation</td>
<td>12/4</td>
<td>signature</td>
</tr>
<tr>
<td>EBP Paper (whole)</td>
<td>12/11</td>
<td>signature (A only)</td>
</tr>
</tbody>
</table>
# EBP Paper Phase I Grading Rubric

**GNSG 622: EBP Process**

## Introduction

1. **Examine significant problem in an area of nursing specialization**
   - Describes identified nursing problem succinctly and logically
   - Includes supportive relevant statistical data of the problem
   - Examines impact of the identified problem in relation to:
     - Patients
     - Nursing/Nurses
     - Organization/System
   - Explains current practice and why it is not ideal
   - Clearly proposes a solution to problem, explains why this could be superior to current practice
   *Must meet 6 of 7 with appropriate depth & accuracy for credit*

## Literature Review

2. **Develop PICO question and describe appropriate search strategies and theoretical framework**
   - Clearly states PICO question using PICO format (i.e. Population, Intervention, Comparison, Outcome)
   - Describes evidence search strategies using at least 3 research databases, with limiting parameters and keywords
   - Utilizes at least 10 studies within the last 5 years, that are included in the Evaluation & Synthesis Tables
   - Clearly describes chosen EBP model and connects model to identified problem and proposed solution
   *Must meet 3 of 4 with appropriate depth & accuracy for credit*

3. **Critically appraise the primary research evidence and inter-professional sources of evidence**
   - Critically appraises primary research evidence including the following key elements: Sample, design, instruments, results, interpretations of findings, and strengths/limitations for validity, reliability, and applicability
   - Concisely summarizes interprofessional sources of evidence including clinical practice guidelines (CPGs), systematic reviews, position statements, benchmarks, if applicable
   - Compares and contrasts findings from different studies
   - Logically organizes content by themes
   - Chooses high quality evidence (levels I-III)
   - Connects evidence appraisal to the Evidence Evaluation & Synthesis Tables
   *Must meet 5 of 6 with appropriate depth & accuracy for credit*

4. **Develop a logical discussion of the findings as they pertain to the project**
   - Logically and systematically discusses the significance of the evidence review findings in relation to:
     - Patient
     - Nurse/nurses
     - System/organization
     - Existing research without restating the evidence evaluation
     - Limitations of the evidence evaluation
     - Recommendations for future studies
   *Must meet 5 of 6 with appropriate depth & accuracy for credit*

5. **Create Evidence Evaluation Table & Evidence Synthesis Table**
   - Evidence Evaluation Table (as an appendix) includes succinct and accurate key features from published evidence of 10 studies including:
     - Authors/year
     - Design, methods & level of evidence
     - Sample & setting
     - Major variables
     - Measurement
     - Data analysis
     - Results/findings
     - Validity, reliability & applicability
   - Evidence Synthesis Table (as an appendix) includes succinct and pertinent features to compare across all 10 studies
   *Must attempt all 9 criteria for each of 10 studies cited, and may only contain 7 errors for credit*
### Professional, Scholarly Writing

**6. Construct a scholarly change process paper**
- Does not exceed 12 pages in length (exclusive of title page, abstract, reference pages and appendices)
- Organized with proper headings such as Introduction, Methods, Results, Discussion, References, and Appendices with necessary subheadings/transitions so that the entire project flows smoothly and cogently
- Contains < 5 grammar, spelling and/or punctuation errors for the entire paper, including attachments
- Sentences written without fragments or run-ons
- Paragraphs are neither short or long
- At least 10 professional, primary, peer-reviewed research articles cited
- At least 10 references are current (< 5 years)

*Must meet 6 of 7 criteria for credit*

**7. Apply APA format according to the 6th edition of the APA manual**
Formatted according to APA manual 6th edition regarding:
- Title page
- Font and typeface
- Running head and page numbers
- Margins
- Spacing
- Headers
- Abbreviations
- Professional language (e.g. no use of contractions, first person, colloquialisms)
- Citations
- Italics for points of emphasis
- Direct quotes (max = 1)
- Reference page
- Appendices (e.g. Evidence Evaluation Table)

*Must meet 10 of 13 criteria for credit*

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### EBP Paper Phase II Grading Rubric
**GNSG 622: EBP Process**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Abstract</td>
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</table>
| 8. Develop a concise abstract of the significant aspects of the EBP project | Succinct summary of the background, purpose & project intervention  
Succinct summary of impact of the findings to patient, nurse/nurses, and/or system/organization.  
Evidence aligned with practice problem  
Limits to 250 words (single paragraph without paragraph indentation, no abbreviation/citations)  
*Must meet 3 of 4 with appropriate depth & accuracy for credit* |
| Proposal                  |          |
| 9. Evaluate the pre-program change with characteristics of the environment | Appraises feasibility of the intervention as it pertains to the environmental context including:  
Project implementation setting  
Cultural considerations  
Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change  
SWOT analysis (strength, weakness, opportunity, threat) of project is accurately and clearly discussed; focuses on strengths to encourage “buy-in” of reader and stakeholders  
Cost benefit assessment is convincing and adds to “buy-in”  
*Must meet 4 of 5 with appropriate depth & accuracy for credit* |
| 10. Discuss proposal for change of practice inclusive | Outlines steps for implementation plan of proposal in a logical sequence, detailed and clearly stated, including:  
Realistic timeline |
IDEA Evaluation Feedback

What is your perspective on the grading system used in this course (specifications grading)? Do you think it offered a fair assessment of your work? How do you feel that it affected your effort in this class?

- I spent a lot of time in this class but didn’t mind the grading system. It was a fair assessment of my work.
- The grading system better reflects actual life where projects and proposals are either accepted or rejected.
- Very fair!!!
- It did offer a fair assessment of this class; however, the amount of work is so much for only 2 credits.
- I like it! Feels fair.