

APPENDIX D
Oral Comprehensive Exam: Evidence Based Practice Project
Rubric

Passing = 81%; Fail = Less than

Student _____

Date _____

Score _____

Title of Project _____

STUDENT LEARNING OUTCOMES	Initial (2)	Emerging (3)	Developing (4)	Highly Developed (5)	Points Awarded
I. Examine significant problem in an area of nursing specialization	Meets < 4 criteria in highly developed column	Meets 4 of 6 criteria in highly developed column	Meets 5 of 6 criteria in highly developed column	Meets the following criteria (n =6) <ul style="list-style-type: none"> • Problem statement is clear, focused and logically related to background • Includes supportive relevant statistical data of the problem Examines impact of the identified problem in relation to the 3 spheres: <ul style="list-style-type: none"> • Patients • Nursing/Nurses • Organization/System Compares and contrasts current practice with best practice	
II. Develop PICO question and describes appropriate search strategies and theoretical framework	Meets < 3 criteria in highly developed column	Meets 3 of 5 criteria in highly developed column	Meets 4 of 5 criteria in highly developed column	Meets the following criteria (n = 5) <ul style="list-style-type: none"> • Clearly stated PICO question using PICO format (i.e. Population, Intervention, Comparison, Outcome) • Describes literature search strategies using various databases • Describes detailed literature search strategies with inclusion/exclusion criteria and keywords used • Sufficient amount of literature identified • Describe theoretical framework in relation to problem 	
III. Creates literature summary grid	Meets < 5 criteria in highly developed column	Meets 5 of 7 criteria in highly developed column	Meets 6 of 7 criteria in highly developed column	Literature Summary Grid (as an appendix) includes succinct summary key features from published research articles including <ul style="list-style-type: none"> • authors/year • purpose of study 	

				<ul style="list-style-type: none"> • design • sample size and description • instruments • results • strengths/limitations 	
IV. Critically appraises the primary research evidence and inter-professional sources of evidence	Meets <6 criteria in highly developed column	Meets 6 of 8 criteria in highly developed column	Meets 7 of 8 criteria in highly developed column	<p>Meets the following criteria (n = 8)</p> <ul style="list-style-type: none"> • Chooses research evidence in the last 5 years • Critically appraises primary research evidence including the following key elements: Sample, design, instruments, results, interpretations of findings, and strengths/limitations • Concisely summarizes other interprofessional sources of evidence including clinical practice guidelines (CPGs), systematic reviews, position statements, benchmarks) • Compares and contrasts findings from different studies • Logical organization of the contents by theme • Cites high-quality evidence related to the topic • Linked connection with Literature Summary Grid • Synthesizes the key findings of the literature review in a summary paragraph 	
V. Develop a logical discussion of the findings	Meets < 5 criteria in highly developed column	Meets 5 of 7 criteria in highly developed column	Meets 6 of 7 criteria in highly developed column	<p>Meets the following criteria (n = 7)</p> <p>Logically and systematically discusses the significance of the literature review findings in relation to</p> <ul style="list-style-type: none"> • Patient • Nurse/nurses • System/organization • Existing research without restating the evidence/literature review • Limitations of the literature review • Recommendations for future studies <p>Problem /purpose statement as well as clinical relevance of the literature review findings to the nursing and healthcare as a concluding paragraph</p>	
VI. Evaluate the pre-program change with characteristics of the environment	Meets < 5 criteria in highly developed column	Meets 5 of 7 criteria in highly developed column	Meets 6 of 7 criteria in highly developed column	<p>Appraises feasibility of the intervention as it pertains to the environmental context including (n =7)</p> <ul style="list-style-type: none"> • Physical factors • Cultural considerations • Clear/thorough discussion of organizational 	

				<p>stakeholders and impact each stakeholder has on progression of clinical change</p> <ul style="list-style-type: none"> • SWOT analysis (strength, weakness, opportunity, threat) of project is accurately and clearly discussed, focus on strengths encourage “buy-in” of reader and stakeholders • Cost benefit assessment is convincing and adds to “buy-in” • Available resources (i.e. cost of instruments, time for conduction of audit, development of teaching modules, and/or nurse participation) • Interrelationships 	
VII. Discuss proposal for change of practice inclusive of evaluation	Meets < 6 criteria in highly developed column	Meets 6 of 8 criteria in highly developed column	Meets 7 of 8 criteria in highly developed column	<p>Meets the following criteria (n = 8)</p> <p>Outline for steps for implementation of proposal in a logical sequence is detailed and clearly stated</p> <ul style="list-style-type: none"> • Realistic timeline • Instruments • IRB process/process improvement • Data collection procedures • Resources • Evaluation process • Future recommendations <p>Concluding paragraph includes restatement of the problem, desired outcomes and succinct summary of literature findings without redundancy or introduction of new material</p>	
VIII. Effectively organizes information clearly, concisely and logically.	Meets < 4 of the highly developed criteria.	Meets 4 out of the 6 highly developed criteria.	Meets 5 out of 6 of the highly developed criteria.	<p>Meets all of the following criteria (n=6)</p> <ul style="list-style-type: none"> • Introduces self (i.e. first/last name, credentials) and topic at the beginning of the presentation. • Presents information in a clear, logical, coherent manner. • Selects 3 or more diverse visual aids • Generates instructional aides (e.g. handouts, slides) that were easy to see/read/interpret • Demonstrates creativity using graphics to support presentation • Used correct grammar and pronunciation • Presented with correct spelling and punctuation 	

IX. Utilized presentation strategies				Presentation style met(all of the following N=8): <ul style="list-style-type: none"> • Greetings and introduction are appropriate • Moves away from podium • Rate was neither too fast nor too slow. • Eye contact was engaging, rarely refers to notes or slides • Volume was appropriate to audience • Language was professional, without informality, bias or speech fillers (e.g. um, like, uh, etc). • Gestures effectively utilized • Questions answered/handled in an expert manner 	
X. Presented project in professional manner				Professional manner met all of the following (n=8): <ul style="list-style-type: none"> • Arrived early enough to set-up and be prepared to start on time • Professional business attire (non-scrubs) was clean, wrinkle free and loose fitting • Closed-toe shoes • Shirts/Blouses do not expose cleavage, chest or midriff • Undergarments are not visible or outlined • Conservative jewelry is worn • Hair is unadventurous, styled and neat • Presented in an organized manner. • Presented information within 30 minute (+ or – 2 minutes) time period, not including Q&A 	
Total Points					

Examiner’s Comments:

Strengths demonstrated in presentation:

Opportunities for growth demonstrated in presentation:

Examiner's Signature

Date

Examiner's Signature

Date

Examiner's Signature

Date