



**NURS 5306.01W, TRANSLATIONAL RESEARCH IN NURSING**  
**COURSE SYLLABUS: SPRING 2021**

Please, click on the following link to access A&M-Commerce COVID 19 Information,  
<https://new.tamuc.edu/coronavirus/>

**INSTRUCTOR INFORMATION**

Instructor: Carole McKenzie, PhD, RN, CNM, Course Coordinator  
Office Location: Nursing and Health Sciences Building, Rm 232  
Office Hours: as posted  
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Office Fax: 903-886-5729  
University Email Address: [carole.mckenzie@tamuc.edu](mailto:carole.mckenzie@tamuc.edu)

Preferred Form of Communication: email  
Communication Response Time: 2 business days

**COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Melnyk, B. M. & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice* (4th ed.). Philadelphia, PA: Wolters Kluwer.

Online resources and articles as directed/posted.

**Course Description**

This course focuses on the logic, methods, and techniques of the research process as they apply to the nursing profession. Evidence-based practice, research utilization, and knowledge transformation processes are emphasized. The research-oriented approach is explored from problem formulation to analysis and interpretation in both quantitative and qualitative

methodologies. The opportunity to recognize a researchable problem in nursing and to develop a plan for its study is provided. This course meets 595 research requirement. Prerequisites: Instructor permission.

### **Student Learning Outcomes**

Upon completion of the course, the student will have been given the opportunity to:

1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates (AACN Essential IV & IX).
2. Advocate for the ethical conduct of research and translational scholarship with particular attention to the protection of the patient as a research participant (AACN Essential IV).
3. Articulate the credibility of sources of information and the relevance to advanced practice (AACN Essential IV).
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN Essential IV).
5. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues (AACN Essential IV & IX).
6. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations (AACN Essential IV).
7. Interpret research, bringing the nursing perspective, for policy makers and stakeholders (AACN Essential IV).

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word and PowerPoint.

### **Instructional Methods**

This is an online course requiring students to complete reading assignments, online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include power points, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = 59% or Below

If Exams are included in the course requirements, 80% average is required.

<b>PICOT Question</b>	<b>5%</b>
<b>Critical Appraisals (6)</b>	<b>30% (5% each)</b>
<b>Abstract</b>	<b>10%</b>
<b>Poster</b>	<b>15%</b>
<b>EBP Paper</b>	<b>20%</b>
<b>Evidence Table</b>	<b>10%</b>
<b>IRB/CITI Tutorials</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>

### Late Submissions:

It is expected that you will submit all class and clinical assignments on time. If you need an extension, it should be requested before the due date/time and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%.

Communication on these matters is the student's responsibility.

Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

### Paper Submissions:

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

### Group Work:

All members of the group will receive the same grade on any group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on

his/her own. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

### Assessments

**All assignments are due on 2359 of the date listed.**

**PICOT Question                                  5%                                  1/31**

Each student will develop a PICOT question based on a topic of interest to them and that would apply to a family practice clinic. This PICOT question will be used in completing the critical appraisals, abstract, poster and EBP Paper and evidence table assignments. These assignments will also prepare the student for their performance improvement project completed in future courses. See grading rubric on D2L (Learning outcome #1).

**Critical Appraisals    30% (5% each)                  2/7; 2/21; 2/28**

A critical appraisal is an assessment of all aspects of a research article. The study's main components should be summarized. A critical appraisal also contains comments about the positive and negative aspects of the study and the report of the study. Students are required to complete critical appraisals of six (6) separate nursing research articles, at least one using qualitative research methodology.

Each student will be responsible for submitting three (3) critical appraisal submissions of six (6) separate nursing research articles (2 for each submission), at least one (1) utilizing qualitative research methodology in the third submission. . The other articles can be quantitative, qualitative and/or mixed method. No systematic review can be used for this assignment. The journal articles used for this assignment must be research studies published within the last 5 years in English. The appraisals should be brief (about 150 words) description and evaluation of the article. This should include a description of the research question, methodology, results and implication for advanced nursing practice. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, and (d) explain how this work illuminates your PICOT topic. The critical appraisals should cite references according to APA on a reference page for each submission. Each reference submission should be no more than 2 pages in APA format, including the reference page. No title page is required but **separately attach a copy of the full text** of each article. Each submission includes two (2) articles. See grading rubric on D2L (Learning outcomes #3 & #4).

**Abstract    10%    3/7**

Each student will prepare an abstract based on the literature review for their PICOT question using the provided example. Feedback will be given from faculty on the abstract and students will resubmit with changes. The grades on the two abstracts will be averaged. See grading rubric on D2L (Learning outcomes #1, #6 & #7).

**Note: Date could change depending upon when abstracts are due for the virtual research symposium.**

**Poster** **15%** **3/14**

Each student will prepare a poster based on the literature review and abstract related to their PICOT question. Examples will be provided. Posters will be approved by course faculty prior to printing. Feedback will be given from faculty on the poster and students will resubmit with changes. The grades on the two posters will be averaged. Posters will be submitted for presentation by the student at the university annual research symposium on April 6th. See grading rubric on D2L (Learning outcomes #1, #6 & #7).

**Virtual Research Symposium: required attendance** **4/6**

All students are required to submit an abstract, develop a poster and participate in the university annual research symposium, this year to be held virtually. Students will be available during the time that the symposium is held to answer questions and discuss this poster.

**EBP Paper** **20%** **4/18**

Each student will prepare a written paper that includes the literature review, theoretical/conceptual framework and an organizational change theory related to their PICOT question. See grading rubric on D2L (Learning outcomes #1, #4 & #6).

**Evidence Table** **10%** **4/25**

Each student will complete an evidence table based on the provided example with a minimum of ten (10) articles related to their PICOT question. See grading rubric on D2L (Learning outcomes #3 & #4).

**IRB/CITI Tutorial** **10%** **5/2**

All students are required to complete all 9 modules of the computer-based tutorial entitled “Social and Behavioral Responsible Conduct of Research Course” and the CITI Compliance Training: Protection of Human Subjects tutorials offered at the following site: <https://www.citiprogram.org/>. Instructions on registering and beginning training can be found here: <http://www.tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx>. A copy of the certificates of completion are to be submitted as indicated in the course schedule (Learning outcomes #2 & #5).

As an adult learner and responsible professional, the student is responsible for reading and completing assignments and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come prepared to any course event/meeting. Assignments must be handed in on time.

Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor. Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email or via cell phone. If a phone call is not answered, please leave a message with Angie Hill and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

Students are expected to adhere to the chain of command in nursing courses, just as you would when you are employed as a professional nurse. If you need to discuss something related to a course, you should first speak to your clinical instructor (if a clinical course); then the appropriate faculty if not a clinical course. If a student needs to discuss further to achieve resolution, the next steps would be to meet with the course coordinator, which is noted in each syllabus, and then either the BSN or MSN coordinator. Finally, the nursing department chair would be accessed next if resolution is not achieved. Communication must, of necessity, follow these professional steps.

It is expected that assignments will be graded and returned to the students within two (2) weeks of submission.

### **Interaction with Instructor Statement**

It is expected that you will check your D2L course and email at least DAILY for communication from course faculty. A response will occur to any communication within two (2) business days. Communication between faculty and student is primary and taken seriously. Preferred communication methods are individualized office hours, e-mail or via office phones. If a phone call is not answered, please leave a message with the departmental assistant, Angie Hill, and send an e-mail using the direct link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-8-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Please, click on the following link to access A&M-Commerce Covid 19 Information,

<https://new.tamuc.edu/coronavirus/>

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Nursing Student Guide**

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/MSNStudentGuide/default.aspx>

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### Student Responsibilities or Tips for Success in the Course

- Logging into the course website daily during the week
- **Checking emails at least daily**
- Updating semester calendar with communicated changes
- At least three hours of weekly study
- Attendance at all class meetings, seminars and simulations
- Review of examinations.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>



<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further,

an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**COURSE OUTLINE / CALENDAR**

<b>Week Monday Date</b>	<b>Content</b>	<b>Reading Assignments Melnik &amp; Fineout-Overholt (4<sup>th</sup> ed.)</b>	<b>Class Meetings/ Class Assignments</b>
1 1/11	Course Overview	Syllabus Chapter 1	<b>Class 1/13; 0800-1000</b>
2 1/18	Types of research  PICOT Questions	Chapter 2	<b>MLK Holiday—1/18</b>
3 1/25	Relevant Evidence  Hierarchy of Evidence	Chapter 3	<b>PICOT Question due by 2359, 1/31</b>
4 2/1	Critical Appraisal  Theoretical Frameworks	Chapter 4	
5 2/8	Quantitative & Qualitative Appraisal	Chapters 5 & 6	<b>Critical Appraisal #1 due by 2359, 2/7</b>
6 2/15	Implementing Evidence in Clinical Practice  Role of Quality Improvement  IRB Process	Chapters 9 & 10	<b>Critical Appraisal #2 due by 2359, 2/21</b>
7 2/22	Innovation & Evidence	Chapter 12	<b>Critical Appraisal #3 due by 2359, 2/28</b>
8 3/1	Models to Guide EBP Implementation	Chapter 13	<b>Abstract due by 2359, 3/7</b> <b>*date could change dependent upon dates for abstract submission for virtual research symposium</b>
9 3/8	Disseminating Evidence	Chapter 18	

10 3/15	Motivating Change  <b>LAST DAY TO WITHDRAW</b>	Chapter 14	<b>Poster due by 2359, 3/14</b>  <b>SPRING, 2021 WITHDRAWAL DATE—3/18/2021</b>
11 3/22	Ethical Considerations	Chapter 22	
12 3/29	Open		
13 4/5	Integrating Patient Preference	Chapter 7	<b>Annual Research Symposium 4/6</b>
14 4/12	Teaching EBP in Clinical Settings	Chapter 16	<b>EBP Paper due 2359, 4/18</b>
15 4/19	Grant Proposals	Chapter 21	<b>Evidence Table due by 2359, 4/25</b>
16 4/26	Finals Week		<b>IRB/CITI Tutorial due by 2359, 5/2</b>

### PICOT Question Grading Rubric

Score			Score
<b>Population</b>	<b>(15 pts) Multiple relevant descriptors of the population present in question</b>	<b>(0 pts.) Population not adequately identified in question</b>	
<b>Intervention</b>	<b>(15 pts) Includes specific interventions of interest</b>	<b>(0 pts.) Intervention not adequately identified in question</b>	
<b>Comparison</b>	<b>(15 pts) Identifies specific alternatives of interest for comparison</b>	<b>(0 pts.) Comparison not adequately identified in question</b>	
<b>Outcome</b>	<b>(15 pts) Objective and meaningful outcomes included in question</b>	<b>(0 pts.) Outcome not adequately identified in question</b>	
<b>Timeliness</b>	<b>(10 pts) Appropriate clinical measurement of time present</b>	<b>(0 pts.) Time not measurable. appropriate or present</b>	
<b>Relevance</b>	<b>(10 pts) Well-built question raising clinically significant issue—searchable</b>	<b>(0 pts.) Does not present a clinical question or issue</b>	
<b>Articles</b>	<b>(10 pts) One (1) peer reviewed, nurse authored, appropriate to question included with submission</b>	<b>(0 pts.) Not appropriate; not peer reviewed; not nurse authored</b>	
<b>APA format for reference page</b>	<b>(10 points) APA correct, 2 points off for each unique error</b>		
<b>Total</b>	<b>100 points possible</b>		

### Critical Appraisals Grading Criteria/Rubric

Each student will be responsible for submitting three (3) critical appraisal submissions of six (6) separate nursing research articles (2 for each submission), at least one (1) utilizing qualitative research methodology in the third submission. . The other articles can be quantitative, qualitative and/or mixed method. No systematic reviews can be used for this assignment. The journal articles used for this assignment must be research studies published within the last 5 years in English. The appraisals should be brief (about 150 words) description and evaluation of the article. The bibliography should cite references according to APA on a reference page for each submission. Each submission should be no more than 2 pages in APA format. No title page is required but **attach a copy of the full text of each article including the reference page as a separate submission.**

Criteria	Possible Points	Score	Comments
<b>Format:</b> Reference page and text in APA format (2 points off for each unique error), grammar, spelling in text	15		
<b>Relevance:</b> Articles should reflect current research relevant to nursing today	5		
<b>Article:</b> (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, and (d) explain how this work illuminates your PICOT topic.	20		
<b>Complete and Accurate description:</b> brief descriptive and evaluative paragraph that includes the research question, methodology (1 qualitative in the third submission, and results.	20		
<b>Nursing Applications/Implications:</b> Give at least two applications and/or implications for advanced practice nursing focusing on theory, research and/or practice and based on the substance of the article.	20		
<b>Organization and Coherence:</b> clear, coherent summary of studies	15		
<b>Articles submitted</b>	5		

Total (100 points possible):

**EBP Paper Grading Criteria/Rubric**

<b>Criteria</b>	<b>Not present or included</b>	<b>Not Acceptable</b>	<b>Needs improvement</b>	<b>Satisfactory</b>	<b>Excellent</b>	<b>Earned Points</b>
<b>5 nursing research articles following stated criteria and attached</b>	<b>0 Not included</b>	<b>6 Inadequate Not enough articles, 3 or more did not meet the criteria</b>	<b>12 Adequate 2-3 articles did not meet the criteria</b>	<b>16 Good All areas 1 article did not meet the criteria</b>	<b>20 Excellent coverage</b>	
<b>Critical appraisal of articles, including hierarchy of evidence; articles and patient situation supports the clinical decision made</b>	<b>0 Not present or included</b>	<b>12 Inadequate Many important things missing</b>	<b>24 Adequate Some gaps</b>	<b>32 Good All areas</b>	<b>40 Excellent coverage</b>	
<b>Organization of the paper, manner of presentation</b>	<b>0 Disorganized Incoherent</b>	<b>5 Serious organization problems</b>	<b>8 Acceptable</b>	<b>12 Good</b>	<b>15 Excellent Ideas flow well</b>	
<b>Use of proper APA format for references, in text references and reference page, including title page</b>	<b>0 No reference list, not in APA format</b>			<b>10 Follows APA format</b>		
<b>Grammar Spelling 3-5 pages, not including title and reference pages</b>	<b>0 10 or more errors</b>		<b>6 5-9 errors</b>	<b>9 Fewer than 5 errors</b>	<b>15 Excellent No errors</b>	

Maximum points 100

Total:

## **Abstract format**

Title

Presenter First Last, BSN, RN

Department Nursing

College College of Education and Human Services

Category:     Undergraduate                     Graduate  
                   Faculty

Type of presentation:     Oral     Poster

### **Purpose**

Identified problem-PICOT question, reasons for choosing this topic. Purpose of your project. Significance of topic: guidelines, demographics, etc.

### **Methodology**

A review of the literature was completed using terms “ ” from xxxx-xxxx. Include databases used. A total of xx articles were identified. The references for these were reviewed for other relevant articles. xx articles that applied to the identified population and content were reviewed.

### **Findings**

What did your identified articles indicate on the topic?

### **Implications for Advanced Nursing Practice**

How your findings can be used. Is further research needed? Any issues/challenges identified?



## Abstract Grading Rubric

Include your PICOT question and an overview of the clinical situation that your group used to develop the PICOT question. An appraisal of each article (5 total) with in-text references that includes the hierarchy of evidence for each article and how you will use the article in your clinical decision is to be included in the abstract. Then, indicate your group's evidence-based clinical decision.

The abstract should be 150-250 words in total. The abstract page should include a running head and page number. Include a separate title page and reference page with all articles listed.

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfactory	Excellent	Earned Points
<b>PICOT Question and clinical situation overview</b>	<b>0</b> Not included	<b>6</b> Inadequate	<b>12</b> Adequate	<b>16</b> Good	<b>20</b> Excellent coverage	
<b>Critical appraisal of articles, including hierarchy of evidence; use of article in decision</b>	<b>0</b> Not present or included	<b>6</b> Inadequate Many important things missing	<b>12</b> Adequate Some gaps	<b>16</b> Good All areas	<b>20</b> Excellent coverage	
<b>Clinical decision</b>	<b>0</b> Not present	<b>6</b> Inadequate	<b>12</b> Acceptable	<b>16</b> Good	<b>20</b> Excellent	
<b>Organization of the paper, manner of presentation</b>	<b>0</b> Disorganized Incoherent	<b>5</b> Serious organization problems	<b>8</b> Acceptable, not outstanding	<b>12</b> Good	<b>15</b> Excellent Ideas flow well	
<b>Use of proper APA format for abstract, in-text references and title and reference pages</b>	<b>0</b> No reference list, not in APA format			<b>10</b> Follows APA format		
<b>Grammar Spelling 1 page, not including title and reference pages</b>	<b>0</b> 10 or more errors		<b>6</b> 5-9 errors	<b>9</b> Fewer than 5 errors	<b>15</b> Excellent No errors	

Maximum points: 100

Total:

### Poster Grading Rubric

<b>Criteria</b>	<b>Not present or included</b>	<b>Not Acceptable</b>	<b>Needs improvement</b>	<b>Satisfactory</b>	<b>Excellent</b>	<b>Earned Points</b>
<b>Purpose</b>	<b>0</b> Not included	<b>6</b> Inadequate	<b>12</b> Adequate	<b>16</b> Good	<b>20</b> Excellent coverage	
<b>Methodology</b>	<b>0</b> Not present or included	<b>3</b> Inadequate Many important things missing	<b>6</b> Adequate Some gaps	<b>8</b> Good All areas	<b>10</b> Excellent coverage	
<b>Findings</b>	<b>0</b> Not present	<b>6</b> Inadequate	<b>12</b> Acceptable	<b>16</b> Good	<b>20</b> Excellent	
<b>Implications</b>	<b>0</b> Not present	<b>6</b> Inadequate	<b>12</b> Acceptable	<b>16</b> Good	<b>20</b> Excellent	
<b>Selected References</b>	<b>0</b> Not present or included	<b>3</b> Inadequate Many important things missing	<b>6</b> Adequate Some gaps	<b>8</b> Good All areas	<b>10</b> Excellent coverage	
<b>Organization of the poster, manner of presentation; grammar, spelling</b>	<b>0</b> Disorganized Incoherent	<b>6</b> Serious organization problems	<b>12</b> Acceptable	<b>16</b> Good	<b>20</b> Excellent Ideas flow well	

Maximum points: 100

Total:

### Evidence Table Grading Rubric

<b>Criteria</b>	<b>Possible points</b>	<b>Score</b>
Author, Year of publication (within 5 years); at least ten research articles	<b>10</b>	
Type of Research Identified	<b>10</b>	
Correct Level of Research Identified	<b>10</b>	
Sample size Identified	<b>10</b>	
Sample Composition Identified	<b>10</b>	
Setting Identified	<b>10</b>	
Results Identified	<b>20</b>	
Limitations identified	<b>20</b>	