

Rubric Template

Rubric Topic: Qualitative Research Article

	A (100-90)	B (89-80)	C (79-70)	F (< 69)
Abstract and Introduction (5 points)	The topic is introduced, and the groundwork is laid as to the direction of the report.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	The topic is not introduced, and the groundwork is not laid as to the direction of the paper.	Does not adequately convey introduce the topic. Does not describe subtopics to be reviewed. Lacks adequate theses statement
Literature Search (20 points)	Demonstrates a sophisticated critique of the sources reviewed; shows a deep understanding of the breadth of the subject.	Demonstrates an accomplished critique of the sources reviewed.	Demonstrates a less than acceptable critique of the sources reviewed. Inappropriate use of search terms.	Demonstrates unacceptable critique of the sources reviewed. Inappropriate use of search terms. Inappropriate use of search sites (e.g. Goggle, Yahoo vs. PubMed, CINAHL).
Determination of Level of Evidence (25 points)	Accurately determined the appropriate level of evidence using the Johns Hopkins Research Evidence Appraisal tool.	Identified the level, however the one or two of the elements related to independent variable, control group, or random assignment was not appropriately identified.	Level of evidence misidentified completely, however an attempt was made to justify the level's selection.	Complete misidentification of level of evidence and justification for level.

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<p>Quality of Evidence (25 points)</p>	<p>Accurately determined the appropriate quality of evidence using the Johns Hopkins Research Evidence Appraisal tool. At least 90% of the component questions were accurately identified and answered with the appropriate "yes", "no", or "NA".</p>	<p>Determined the appropriate quality of evidence using the Johns Hopkins Research Evidence Appraisal tool. At least 80% of the component questions were accurately identified and answered with the appropriate "yes", "no", or "NA".</p>	<p>Determined the appropriate quality of evidence using the Johns Hopkins Research Evidence Appraisal tool. At least 70% of the component questions were accurately identified and answered with the appropriate "yes", "no", or "NA".</p>	<p>Determined the appropriate quality of evidence using the Johns Hopkins Research Evidence Appraisal tool. Less than 69% of the component questions were accurately identified and answered with the appropriate "yes", "no", or "NA".</p>
<p>Summary (10 points)</p>	<p>The summary is well written, insightful and summarizes all the relevant sections of the paper.</p>	<p>The summary section includes some discussion related to each section of the critique, leveling and quality of the research article.</p>	<p>The summary has elements of the relevant section; however, the flow and connection of each section lack a cohesive writing approach.</p>	<p>The summary is completely unfocused and lacks continuity for supporting the proposed level and quality of the research article.</p>

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<p>APA and Grammar (15 points)</p>	<p>Uses APA format accurately and consistently. Sentences are clear, concise, and direct; tone is appropriate.</p> <p>Grammatical skills are strong with almost no errors per page. Correct use of APA format per 6th edition, and including:</p> <ul style="list-style-type: none"> • Clear introduction and conclusion, overviewing and reviewing paper's main topics • Use of headings according to APA • Appropriately formatted in-text citations and reference page • Appropriately formatted title page. 	<p>Uses APA format with no more than 3 minor violations.</p> <p>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</p>	<p>Uses APA format with greater than 3 minor violations.</p> <p>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</p>	<p>Reflects incomplete knowledge of APA format.</p> <p>Grammatical errors or spelling & punctuation substantially detract from the paper</p>
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Qualitative Critique: Paper Outline

- I. **Title page:** use the example for formatting the Title page from APA 6th Edition

- II. **Abstract:** your abstract should be a very brief summary of your article critique. "An abstract is a brief, comprehensive summary of the contents of the article [critique]; it allows the reader to survey the contents of an article [critique] quickly..." (APA 6th edition, p. 25). The Abstract is written after you have completed the body of your paper.
 - a. Your abstract should very briefly alert the reader of your critique of the following:
 - i. Your clinical problem and the PICO question
 - ii. The title of your article (in the appropriate APA 6th edition format)
 - iii. The databases used to find your article
 - iv. The results of your critique in terms of *(separate page)*
 1. Level of Evidence
 2. Quality of evidence
 - v. Key Words: briefly list the key words used for your literature search.
bottom of abstract

- III. **Introduction:**
 - a. Define the clinical problem *why and where*
 - b. Formulate the PICO question in your own words.

- IV. **Literature Search:**
 - a. Tell the reader the approach you used to find the article for this critique
 - i. Number of articles you first encountered *(approach used to find article)* ↓
 - ii. How you reduced the number of article to the article you used for the critique
address title, author, and journal it came from

- V. **Determination of the Level of Evidence:** Using the Johns Hopkins Evidence Appraisal Tool;
 - a. Discuss the study design: What type of design was used by the researchers?
 - i. Did the researchers: *write creatively from tool*
 1. Manipulate an independent variable?
 2. Was there a control group?
 3. Were the study participants randomly assigned to an intervention and control group?
 - ii. IF THE ANSWER TO ALL 3 QUESTIONS ABOVE IS NO, THEN IT IS EITHER A NON-EXPERIMENTAL DESIGN OR QUALITATIVE DESIGN.
 - b. Discuss how the Level of Evidence and the study findings helped you answer your PICO question.

"database, search terms, # of articles found"
why you chose the one chosen

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Sample until saturation

- VI. **Quality of the Evidence:** Address each of the following elements if applicable in narrative form:
- a. Does the article identify what is known (or not known) about your clinical problem and how their research will address any gaps in knowledge?
 - b. Was the purpose of the study clearly presented?
 - c. Was the literature review used in the article current (most sources were within 5 years or considered "classic")?
 - d. Was the sample size sufficient based upon the study design? Remember, qualitative sampling is different from quantitative.
 - e. Are data collection methods described clearly? What was the method used?
 - f. How was the study concerned to be trustworthy in the opinion of the researchers?
 - g. Were the results presented clearly?
 - h. If tables were used in the article, was the narrative consistent with the table content?
 - i. Were the study limitations identified and addressed?
 - j. Were the conclusions based on the results?
 - k. What is the "Quality Rating Based on the Quality of the article? How did you arrive at your decision?
- VII. **Summary:** Summarize the following:
- a. The clinical problem
 - b. Your PICO question
 - c. The name of the article you critiqued
 - d. How you determined the article was suitable for your clinical question and PICO
 - e. Briefly how the results of the Level of Evidence and Quality of the Evidence helped you determine whether or not you would make the recommendation to use the study's results in your clinical practice.