

**Assurance of Student Learning
2018-2019**

College of Health and Human Services

School of Nursing and Allied Health

Doctor of Nursing Practice 0011

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: The student will critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing best practices for improved health outcomes.

Instrument 1 | Direct: Analysis of Doctor of Nursing Practice (DNP) Project Proposal Paper

Instrument 2 | Indirect: DNP End of Program and Feedback on Resources Survey

Instrument 3 | Direct: Analysis of DNP Portfolio: Essential VIII Advanced Nursing Practice Summary Paper

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: The student will develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.

Instrument 1 | Direct: Analysis of Systematic Review Paper

Instrument 2 | Indirect: Course Evaluations (DNP courses NURS 712, NURS 714, NURS 750)

Instrument 3 | Direct: Analysis of DNP Portfolio: Essential III Clinical Scholarship and Analytic Methods for EBP Summary Paper

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: The student will apply the relevant advanced practice role to improve patient health outcomes and health care systems.

Instrument 1 | Direct: BSN to DNP Family Nurse Practitioner certification examination first time pass rate

Instrument 2 | Direct: Analysis of DNP Project Proposal Paper

Instrument 3 | Indirect: Preceptor Evaluations, NURS 554 Primary Care Practicum

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Overall, the results from this assessment indicate that the program has reached and/or exceeded the self-reported assessment goals in each category.

This assessment resulted in the following recommendations:

Revise DNP Project Proposal Rubric in Sp20.

Implement a rubric for Essential III and VIII Summary Papers in Sp20.

Continue to evaluate the DNP End of Program Survey results.

Continue to monitor first time Family Nurse Practitioner certification examination pass rates.

Student Learning Outcome 1

Student Learning Outcome	The student will critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing best practices for improved health outcomes.		
Measurement Instrument 1	DNP Project Proposal Paper		
Criteria for Student Success	Direct: Students will score of ≥ 160 of 200 pts on the DNP Project Proposal paper completed in NURS 750 (Program Evaluation). In this paper students appraise the literature on a problem in health care, develop a purpose for their DNP project, and integrate the evidence into the project plan to explore and improve health outcomes.		
Program Success Target for this Measurement	96%	Percent of Program Achieving Target	100%
Methods	Annual review of all DNP Project Proposal Papers (n = 20) in SP19. A rubric identifying the sections of background (35 pts), problem and purpose (30 pts), literature review (15 pts), theoretical framework (15 pts), and methodology (75 pts) was used for grading by course faculty and academic advisor. The average score was 175/200 pts and 14 of 20 students scored ≥ 180 pts and six students scored between 160 and 179.5 pts. Overall students scored the lowest in the methodology section with an average of 65 of 75 pts.		
Measurement Instrument 2	Indirect: DNP End of Program and Feedback on Resources Survey		
Criteria for Student Success	Students will self-report “agree” on the item “the knowledge gained from this course will assist in meeting the following outcome: critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes” on the DNP End of Program Survey.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	The student completed DNP End of Program Survey is delivered in the spring prior to graduation and reviewed annually for DNP program outcome attainment. In Sp19 all survey completers (n = 13) selected “agree” on a 3 point Likert scale of <i>disagree, neither agree or disagree, and agree</i> on the program outcome of “the knowledge gained from this course will assist in meeting the following outcome: critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.” on the DNP End of Program Survey.” The survey response rate was 67% from all graduating DNP students.		
Measurement Instrument 3	Direct: DNP Portfolio Essential VIII Summary Paper Score		
Criteria for Student Success	Students will score ≥ 9.0 of 12 pts on the Essential VIII-Advanced Nursing Practice Summary paper.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	95%
Methods	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational competencies for DNP programs by the American Association of Colleges of Nursing (AACN). The portfolio includes admission goal statements, course assignments from selected courses, DNP project article, DNP oral presentation, and DNP Essential Summary Papers. The graduating student’s DNP portfolio components are assessed throughout the program and must be finalized during their last year of the program. The DNP summary paper rubric was scored on a 4 point Likert scale of <i>needs remediation, competent, good, and exemplary</i> . The Essential VIII summary paper rubric includes the following items: “describe course activities and the relationship to DNP Essential VIII” (4 pts); “demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes” (4 pts); and “evaluate the links among practice, organizational, population, fiscal, and/or policy issues” (4 pts). Ninety-five percent (17/18 students) scored ≥ 9 pts on the Essential VIII Advanced Nursing Practice Summary paper. A detailed analysis found that 100% of students scored ≥ 3 pts on the items of “describe course activities and the relationship to DNP Essential VIII” and “demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes.”		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Actions:			

The Program outcomes as measured by DNP Project Proposal, DNP end of program survey, and DNP Essential VIII summary paper were examined in relation to SLO1 in F19. **DNP Project Proposal Paper:** Over the last three years the DNP project proposal has been written in sections across the semester and posted by the student in 4 discussion boards prior to the submission of the final DNP project proposal. Students evaluate their peer's work and give peers suggestions for improvement. Each discussion board is graded by the faculty with suggestions for improvement. This approach allows the student to evaluate their work as compared to their peers and allows for faculty input prior to grading of the final project proposal. However, students continue to receive lower scores in the Methodology section of the DNP Project Proposal. The DNP Project Proposal Rubric was reviewed and revised by faculty with added explanation for the Methodology section in F19. **DNP End of Program Survey:** The DNP End of Program survey results were reviewed by the graduate faculty and Program Evaluation Committee in F19. **DNP Portfolio Essential VIII Summary Paper:** Analysis of the Essential VIII Summary papers was completed in F19 and reported to faculty. A problem in inconsistent grading for these papers was identified (each essential paper is graded by the student's advisor).

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The DNP Project Proposal Rubric was reviewed and revised by faculty with additional explanation in the Methodology Section and will be implemented in Sp20. An Essential VIII Summary Paper Rubric was created to facilitate consistency in faculty grading in F19 and the Essential Papers were reassessed. These measures will be evaluated in Sp20.

Student Learning Outcome 2			
Student Learning Outcome	The student will develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.		
Measurement Instrument 1	Direct: Systematic Review paper. A systematic review of the student's DNP project topic is the final paper in NURS 712 (Evidence Based Practice). A systematic review is a summary of the evidence on the student's DNP topic using a rigorous process for identifying, appraising, and synthesizing evidence to answer a clinical question and draw conclusions on the evidence gathered. The evidence evaluated includes the considerations of cultural, economic, ethical, political, and technology.		
Criteria for Student Success	Students will score ≥ 80 of 100 pts on the Systematic Review paper		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	93%
Methods	All (n = 30) systematic review papers were reviewed in SP19. The systematic review rubric contains six sections: introduction (10 pts), methods (15 pts), results (25 pts), discussion (20 pts), caring for my patients (20 pts) and APA format (10 pts). The systematic reviews are graded by each student's academic advisor. Twenty-three students scored ≥ 90 pts, 5 students scored from 80 to 89, and 2 students scored 76 pts. Analysis of the individual sections revealed the lowest section scores were found in the results section (19.5 pts out of 25 pts) and APA formatting (6.7 pts out of 10 pts).		
Measurement Instrument 2	Indirect: Analysis of NURS 712, 714, and 750 Course Evaluations		
Criteria for Student Success	Students will self-report "agree" on course evaluations of NURS 712 (Evidence-Based Practice), NURS 714 (Finance), and NURS 750 (Program Evaluation) when asked "the knowledge gained from this course will assist in meeting the following outcome: develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models."		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	95%
Methods	Student course evaluations are distributed by course faculty and reviewed each semester by the Program Evaluation Committee, program coordinator, and faculty. The course evaluations include all DNP program outcomes and students are asked to indicate <i>agree, neither agree or disagree, disagree</i> "knowledge gained from this course will assist in meeting the following outcome each DNP outcomes. Course evaluations of NURS 714 (n =10), NURS 712 (n =19) and NURS 750 (n = 8) were analyzed for percent of "agree" on the DNP outcome develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models. Ninety-five percent (35/37) students selected agree. Of note the overall response rate was 51%.		
Measurement Instrument 3	Direct: DNP Portfolio Essential III Summary Paper		
Criteria for Student Success	Students will score of ≥ 12.0 of 16 pts on the Essential III Summary Paper.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational competencies for DNP		

	<p>programs by the American Association of Colleges of Nursing. The portfolio includes admission goal statements, course assignments from selected courses, DNP project article, DNP oral presentation, and DNP Essential Summary Papers. The graduating student's DNP portfolio components are assessed throughout the program and must be completed during their last year of the program. The DNP summary paper for DNP Essential III (Clinical Scholarship and Analytical Methods for Evidence-based Practice) is assessed on a 4 point Likert scale of <i>needs remediation, competent, good, and exemplary</i> and all (18/18 students) of students scored ≥ 12 pts of 16 pts on the Essential III summary paper. The sections includes describe course activities and the relationship to DNP Essential III; use analytic methods to critically appraise existing literature and other evidence to determine best evidence for practice; use information technology and research methods appropriately to analyze data from practice, and disseminate findings from EBP and research to improve healthcare outcomes. The section scores were lowest in "use information technology and research methods appropriately to analyze data from practice" with an average score of 3.1 of 4.0 pts.</p>
<p>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</p>	<p>Met Not Met</p>
<p>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</p>	
<p>The Program outcomes as measured by the systematic review paper, course evaluations, and Essential III summary paper were examined in relation to SLO 2. A rubric was created for Essential III Summary Paper. Systematic Review Paper: There were no problems identified. Analysis of NURS 712, 714, and 750 Course Evaluations: There were no problems identified; however, the response rates for course evaluations are somewhat lower than expected. DNP Portfolio Essential III Summary Paper Rubric: Analysis of the Essential III Summary papers was completed in F19 and reported to faculty. A problem of inconsistent grading for the summary papers was identified (each essential paper is graded by the student's advisor).</p>	
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p>	
<p>An Essential III Summary Paper Rubric was created to facilitate consistency in faculty grading in F19 and the Essential III Papers were reassessed. These measures will be evaluated in Spring 2020 for comparison.</p>	

Student Learning Outcome 3			
Student Learning Outcome	The student will apply the relevant advanced practice role to improve patient health outcomes and health care systems.		
Measurement Instrument 1	Direct: Family Nurse Practitioner certification examination pass rates		
Criteria for Student Success	Students will pass on their first attempt of the Family Nurse Practitioner certification examination.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	Family nurse practitioner (FNP) certification first time pass rates are reviewed each semester for all BSN to DNP students with a concentration of FNP. 100% of BSN to DNP students graduating in Su18, F18, and Sp19 (n = 16) passed the FNP examination on their first attempt.		
Measurement Instrument 2	Direct: Analysis of DNP Project Proposal Paper. In this paper students appraise the literature on a problem in health care, develop a purpose for their DNP project, and integrate the evidence into the project plan to explore and improve health outcomes.		
Criteria for Student Success	Students will score ≥ 160 pts of 200 total pts on the DNP Project Proposal.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	Annual review of all DNP Project Proposal Papers (n = 20) in Sp19. A rubric identifying the paper sections of background, problem and purpose, literature review, theoretical framework, and methodology was used for grading by course faculty and academic advisor. The average score was 175/200 pts and 14 of 20 students scored ≥ 180 pts and six students scored between 160 and 179.49 pts. Overall students scored the lowest in the methodology section with an average of 65 of 75 pts.		
Measurement Instrument 3	Indirect: Final preceptor clinical evaluations of students enrolled in NURS 554 (Primary Care Practicum)		
Criteria for Student Success	Students enrolled in NURS 554 (Primary Care Practicum) will score ≥ 9 pts on the preceptor clinical evaluation section of "Plan of care and implementation of treatment."		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	NURS 554 is the final clinical course for BSN to DNP (family nurse practitioner concentration) students. Midterm and final preceptor evaluations are completed by the clinical preceptor and reviewed each semester by clinical faculty. Each student is assessed on a 4 point		

	<p>Likert scale with <i>competency not met (1); inconsistent performance, preceptors assistance more than expected (2); consistently improving in this area, preceptor assistance as expected (3); and consistently demonstrates competency (4)</i> by the clinical preceptor on the preceptor evaluation form. Students are expected to score at least a 3 on each clinical evaluation item. The preceptor evaluation section of plan of care and implementation of treatment includes three items: “formulates patient care management plan in collaboration with preceptor”; “implements health promotion and disease prevention education”; and “recommends referral for those patients beyond the NP scope of practice” for a maximum score of 12 pts. Preceptor evaluations for NURS 554, Primary Care Practicum are were reviewed in F18 and Sp19 (n = 15) and 100% (n = 15) scored ≥ 9 pts on the plan of care and implementation section. The subsection item average scores were 3.9 (formulates patient care management plan in collaboration with preceptor, 3.8 (implements health promotion and disease prevention education), and 3.7 (recommends referral for those patients beyond the NP scope of practice).</p>	
<p>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</p>	<p>Met</p>	<p>Not Met</p>
<p>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</p>		
<p>The Program outcomes as measured by first time pass rate on the FNP certification examination, DNP project proposal analysis, and clinical preceptor evaluation were examined in relation to the SLO3 in F19. Family Nurse Practitioner certification examination pass rates: no problems identified. Analysis of DNP Project Proposal Paper: Students continue to receive lower scores in the Methodology section of the DNP Project Proposal. The DNP Project Proposal Rubric was reviewed and revised by faculty with added explanation for the Methodology section in F19. Final Preceptor Clinical Evaluations: there were no problems identified.</p>		
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p>		
<p>The revised DNP Project Proposal rubric will be implemented in Sp20. These measures will be evaluated in Spring 2020 for comparison.</p>		

DNP Essential Eight Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Describes course activities and the relationship to DNP Essential VIII				
Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes.				
Evaluate the links among practice, organizational, population, fiscal, and/or policy issues.				

DNP Essential Three Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Describes course activities and the relationship to DNP Essential III				
Use Analytic methods to critically appraise existing literature and other evidence to determine best evidence for practice.				
Use information technology and research methods appropriately to analyze data from practice				
Identify gaps in evidence for practice				
Disseminate findings from EBP and research to improve healthcare outcomes.				

Western Kentucky University

DNP Program Family Nurse Practitioner Track
Preceptor Evaluation Form Nursing 554
Final Evaluation

Student Name _____ Date of Evaluation _____

Preceptor Name and Clinical Site _____ Total number of hours _____

Directions: In each section please rate the student's performance based on these four levels of performance:

4 - Consistently demonstrates competency

2 - Inconsistent performance

Preceptor assistance more than expected

3 - Consistently improving in this area

Preceptor assistance as expected

1 - Competency not met

		Circle number to indicate rating:			
I.	Professional Role				
	A. Communicates effectively with patients, families, and health professionals	4	3	2	1
	B. Demonstrates professionalism in appearance and demeanor	4	3	2	1
II.	Assessment of Health Status				
	A. Obtains and accurately documents a relevant history	4	3	2	1
	B. Performs and accurately documents expected physical examination	4	3	2	1
	C. Analyzes client data	4	3	2	1
III.	Diagnosis of Health Status				
	A. Identifies clinical presentation of primary care problems in children	4	3	2	1
	B. Selects appropriate diagnostic tests and screening procedures	4	3	2	1
	C. Formulates comprehensive differential diagnosis	4	3	2	1
IV.	Plan of Care and Implementation of Treatment				
	A. Formulates patient care management plan in collaboration with preceptor	4	3	2	1
	B. Implements health promotion and disease prevention education	4	3	2	1
	C. Recommends referral for those patients beyond the NP scope of practice	4	3	2	1
V.	Clinical Judgment and Decision-making				
	A. Demonstrates sound clinical judgment	4	3	2	1
	B. Collaborates with other health professionals appropriately	4	3	2	1

Comments: _____

Preceptor signature _____

Student signature _____

Additional Comments:

revised 2017

DNP Program Evaluation Proposal Rubric 200 Points		
Title		5 Points
Succinctly articulates the program proposal's purpose.	1 pg	
Abstract		15 Points
Concise (≤ 200 words)	1 pg	
Succinct and informative. Includes the following information in the abstract: <i>Introduction/Background, Problem Statement, Program's Purpose, Methods</i>		
Introduction/Background		15 Points
Discuss <i>importance, relevance, prevalence/scope</i> of the program proposal's topic by discussing Global, National, State, and Regional/Local background on topic. <i>Discussion begins broad (global) and narrows to your program proposal's population focus.</i>	1 pgs	
Succinctly discuss the program proposal's problems that have been identified in the literature and the importance/implications for this work to be completed.		
Makes it clear to the reader why the reader should be interested in this program proposal's topic.		
Clearly leads into the program proposal's problem statement.		
Problem Statement		15 Points
Succinctly and clearly articulate the breadth and depth of the program proposal's problem, why it is a concern, and why it should be evaluated.	.5 pgs	
Substantiate the program proposal's problem with factual information and justify the need for embarking on this project.		
Conclude this section with a statement indicating why this topic is a problem for society and that this topic should be evaluated.		
Program Proposal's Purpose		15 Points
Limited your program proposal's purpose to one or two key areas that are clearly articulated.	1 pg	
Succinctly describe what the program proposal will involve and what it will accomplish.		
Provides the reader with a clear understanding of the program proposal. <i>Each purpose is succinct and is related to the problem statement.</i>		
Clinical Question		15 Points
Clearly describes the program proposal's phenomenon of interest using the PICO approach: [P = Population, I = Intervention, C = Comparison, O = Outcomes]. <i>Each clinical question is succinct and is limited to one sentence.</i>	0.5 pg	
Literature Review		15 Points
Succinctly and clearly synthesize the results of the literature search related to the program proposal's phenomenon of interest.	2 pgs	
Arrives at a conclusion about what information is available in the literature.		
Provides evidence to defend a logical argument identifying why further clinical inquiry is needed (the gap in the literature), which supports the need for the program proposal.		
Discuss how the program proposal is needed to address the gap. <i>Uses primary sources of information (See Moran et al., 2014, p. 117).</i>		
Theoretical Framework		15 Points
Using your chosen framework/model to scientific underpin your program proposal, succinctly discuss the framework's/model's concepts.	1.0 pgs	
Succinctly discuss the theoretical concepts that affect the <i>structure and process</i> in the program proposal.		
The theoretical framework/model concepts are soundly woven into the program proposal. <i>Chosen theoretical framework/model is compatible with guiding and informing the program proposal.</i>		
Methodology		20 Points
WRITE IN FUTURE TENSE BEGINNING HERE:		
<i>Identify appropriate design plan for proposed project. (Moran et al., 2014, p. 127 – 135).</i>		
Describe the program proposal's plan in detail connecting the plan to the program proposal's purpose.		

Subjects		15 Points
Discuss how participants will be chosen and the total number of participants for inclusion in the program proposal to ensure validity of the project. Qualitative Study: Discuss how sampling may be done to achieve data saturation.	.5 pg	
Discuss inclusion and exclusion criteria.		
Setting		10 Points
Discuss the program proposal's setting. Identify potential extraneous variables that may influence the program proposal's outcome and control for these variables.	.5 pg	
Tools		15 Points
Discuss the Data Source(s): <i>tools, instruments, questionnaires, evaluations, or surveys</i> used to evaluate the phenomenon of interest. Qualitative Study: Discussion of what questions (depending on your approach, i.e. unstructured, structured, semi-structured interview/focus group, etc.) used to evaluate the phenomenon of	.5 pg	
Discuss the validity and reliability of the Data Source(s). Qualitative Study: See Darawsheh (2014) under Bb Content Modules---Qualitative Study Resources		
<i>Refer to Data Source coding in appendix.</i>		
Data Collection		15 Points
Describe the program proposal's data collection process. <i>Process is congruent with program's design.</i>	1.0 pgs	
Discuss location of data collection and who will be responsible for collecting data. <i>Provide the primary investigators (PI's) and/or data collector(s)' background and credentials.</i>		
Discuss the program proposal's expected timeline. <i>Refer to Gantt chart in appendix.</i>		
Identify the Data Source(s)' response rate that will be considered acceptable for the program proposal.		
Discuss how to increase Data Source(s) response rate and how to track non---responders.		
<i>Data collection is compatible and relates to the program proposal's clinical question(s).</i>		
Appendix		5 Points
Data Source(s) Data Source coding Gantt chart		
APA Rubric		10 Points
Total 200 Points:		
Comments:		

Rubric for DNP Scholarly Proposal adapted from Moran et al. (2014).

Recommended page lengths are +/- 0.25 (or ¼) of a page length.

Your paper should not exceed 12 pages.

Systematic Review Rubric

Title and Abstract	5 pts
Title: <i>Identify the report as a systematic review or integrative review.</i>	
Abstract: <i>Provide a structured abstract including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings.</i>	
Introduction: Rationale and Objectives	5 pts
Rationale: <i>Describe the rationale for the review in the context of what is already known</i>	
Objectives: <i>Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).</i>	
Methods	15 pts
Eligibility criteria: <i>Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale</i>	
Information sources: <i>Describe all information sources in the search (e.g., databases with dates of coverage, contact with study authors to identify additional studies) and date last searched.</i>	
Search: <i>Present the full electronic search strategy for at least one major database, including any limits used, such that it could be repeated.</i>	
Study Selection: <i>State the process for selecting studies (i.e., for screening, for determining eligibility, for inclusion in the systematic review).</i>	
Data Collection Process: <i>Describe the method of data extraction from reports (e.g., piloted forms, independently by one or two reviewers) and any processes for obtaining and confirming data from investigators.</i>	
Data Items: <i>List and define all variables for which data were sought (e.g., PICOS, funding sources).</i>	
Results	25 pts
Study Selection: <i>Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.</i>	
Study Characteristics: <i>For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citation.</i>	
Risk of Bias Within Studies: <i>Present data on risk of bias of each study and, if available, any outcome-level assessment (see PRISMA Item 12).</i>	
Results of Individual Studies: <i>For all outcomes considered (benefits and harms), present, for each study: (a) simple summary data for each intervention group and (b) effect estimates and confidence intervals.</i>	
Synthesis of Results: <i>Present the main results of the review.</i>	
Discussion	20 pts
Synthesis of Evidence: <i>Summarize the main findings, including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., health care providers, users, and policy makers).</i>	
Limitations: <i>Discuss limitations at study and outcome level (e.g., risk of bias), and at review level (e.g., incomplete retrieval of identified research, reporting bias).</i>	
Conclusions: <i>Provide a general interpretation of the results in the context of other evidence, and implications for future research.</i>	
Will the results help me in caring for my patients?	20 pts
<i>Are the results relevant to persons in similar situations?</i>	
<i>Are the results relevant to patient values and/or circumstances?</i>	
<i>How may the results be applied to clinical practice?</i>	

Systematic Review Rubric

APA Rubric

10 pts

Rubric adapted from:

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gotsche, P. C., Loannidis, J. P. A.,...Moher, D.

(2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies

That evaluate health care interventions: Explanation and elaboration. PLoS Medicine: e1000100.

doi: 10.1371/journal.pmed.1000100