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### Reliability and Validity Testing of a Rubric Aimed at Assessing Quality of Responses in a Virtual Journal Club

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## Background

- Journal clubs (JC) are a common form of education in health care with the goal of promoting the translation of research evidence into practice<sup>1</sup>.
- Virtual journal clubs (VJC) can facilitate a critical review of research to change nursing practice based on empirical findings<sup>2</sup> through quality responses.
- The better the quality of the responses, the more nurses are critically reviewing the possibility of a change in practice based on evidence.
- However, an assessment tool to evaluate the quality of VJC responses does not exist.

## Purpose

To determine the reliability and validity of a rubric developed to assess the quality of responses in a virtual journal club.

## Methods

This is a psychometric assessment of a rubric study.

- Content validity will be established on a 4-point Likert scale where 5-10 clinical educators will assess the relevance and clarity of each rubric item.
- Once agreement is met, inter-observer reliability will be established by the assessment of VJC responses from 10-20 Advanced and/or Expert Medical-Surgical nurses. Each VJC responses will have 2-3 assessments for comparison.

Assessment items were taken from questions developed to derive a contact hour for responses.

**Figure 1. Researcher-developed Rubric: Virtual Journal Club Posting Quality Assessment Tool**

Component	Definition	Scoring
Identification of main idea	Reader identifies main idea (issue, topic, practice) of the article. (Item 1)	0=No 1=Yes
	Reader discusses why main idea of article is important. (Item 2)	0=Not at all 1=To a limited extent 2=To a great extent
Comparison to clinical setting	Reader compares article's main idea to current clinical setting. (Item 3)	0=Not at all 1=To a limited extent 2=To a great extent
Application to clinical setting	Reader states if the main idea could or could not be implemented in clinical setting. (Item 4)	0=No 1=Yes
	Reader explains why main idea could or could not be implemented in clinical setting. (Item 5)	0=Not at all 1=To a limited extent 2=To a great extent

**Tables 1 & 2. Content validity results of rubric items related to clarity and relevance of each item**

	Item 1 clear	Item 2 clear	Item 3 clear	Item 4 clear	Item 5 clear
Disagree or somewhat disagree	0 of 7	0 of 7	0 of 7	0 of 7	0 of 7
Somewhat agree or Agree	7 of 7 (6 agree and 1 somewhat agree)	7 of 7 (6 agree and 1 somewhat agree)	7 of 7 (6 agree and 1 somewhat agree)	7 of 7 (all 7 agree)	7 of 7 (all 7 agree)

	Item 1 relevant	Item 2 relevant	Item 3 relevant	Item 4 relevant	Item 5 relevant
Disagree or somewhat disagree	0 of 7	0 of 7	0 of 7	0 of 7	0 of 7
Somewhat agree or Agree	7 of 7 (6 agree and 1 somewhat agree)	7 of 7 (6 agree and 1 somewhat agree)	7 of 7 (6 agree and 1 somewhat agree)	7 of 7 (all 7 agree)	7 of 7 (all 7 agree)

## Results

### Content Validity Results

- The 5 rubric items (Figure 1) were considered to be sufficient to determine the quality of a response because none of the 7 reviewers suggested more or different items.
- The content validity coefficients for all items were all excellent. 100% of the 7 reviewers found the 5 items relevant and 100% of the 7 reviewers found the 5 items clear (Tables 1 & 2).

### Inter-observer Reliability

- Work in progress.

## Implications for Practice

- This study engages clinical educators and staff nurses in the research and tool development process.
- Study byproduct is a tool to assist staff and informal leaders in evidence-based practice engagement, driving an engaged workforce.
- An engaged workforce is a happy workforce which then leads to staff retention.

## References

- <sup>1</sup>Bilodeau, I., Pepin, J., & St-Louis, L. (2012). Journal club in a critical care unit: An innovative design triggering learning through reading and dialogue. *Dynamics*, 23(1), 18-23.
- <sup>2</sup>Berger, J., Hardin, H. K., & Topp, R. (2011). Implementing a virtual journal club in a clinical nursing setting. *Journal for Nurses in Staff Development*, 27(3), 116-120.

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