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.
- Virtual journal clubs (VJC) can facilitate a critical review of research to change nursing practice based on empirical findings 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.

Methods

This is a psychometric assessment of a rubric study.

1. 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.
2. 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 response will have 2-3 assessments for comparison. Assessment items were taken from questions developed to derive a contact hour for responses.

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


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