Reliability & Validity Testing of a Rubric for Assessing Response Quality in a Virtual Journal Club

Simone Cheong
West Kendall Baptist Hospital, simonech@baptisthealth.net

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

Sally Bonet MSN, RN, Simone Cheong MSHSA, MSN, CMSRN, RN, & Lizette Gonzalez BSN, CMSRN, RN

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.1
• 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.

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.
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 responses 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

Contact Information
sallybo@baptisthealth.net
simonech@baptisthealth.net
lizetteg@baptisthealth.net

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Definition</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of main idea</td>
<td>Reader identifies main idea (issue, topic, practice) of the article.</td>
<td>0=Not at all 1=To a limited extent 2=To a great extent</td>
</tr>
<tr>
<td>Reader discusses why main idea of article is important.</td>
<td>0=Not at all 1=To a limited extent 2=To a great extent</td>
<td></td>
</tr>
<tr>
<td>Comparison to clinical setting</td>
<td>Reader compares article’s main idea to current clinical setting.</td>
<td>0=Not at all 1=To a limited extent 2=To a great extent</td>
</tr>
<tr>
<td>Application to clinical setting</td>
<td>Reader states if the main idea could or could not be implemented in clinical setting.</td>
<td>0=No 1=Yes</td>
</tr>
<tr>
<td>Reader explains why main idea could or could not be implemented in clinical setting.</td>
<td>0=Not at all 1=To a limited extent 2=To a great extent</td>
<td></td>
</tr>
</tbody>
</table>

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