



NUR635: Nursing Research

Rubric for Evaluating the Research Article (Group project)

- For systematic review article, use the template in BB under “Templates”.

Total Score=44

CATEGORY	Excellent=4	Good=3	Acceptable=2	Poor=1	N/A	Score
1-Overall Writing Skill RULE: Be aware of composition skills including writing clearly, easy to read and avoid long paragraphs. Keep related ideas and information, clauses and phrases, together. Be aware of writing mechanics including spelling and punctuation. Use sentences effectively to accomplish the goal of the report	Completely follows RULES for writing composition; articulation skills; and writing mechanics.	Minor flows in articulation and sentence style. Shows competence in the use of writing mechanics.	Sufficient use of diction and syntax.	Minimally follows the writing RULES.		
2- Organization RULE: Use appropriate headings and subheadings. Use appropriate/effective transitions. Use effective sequence of ideas/information.	Headings and subheadings are used to indicate logical flow of ideas. Transition and sequence of ideas are appropriate and effective.	Minor flows in use of heading and subheading.	Average use of “Organization” RULE.	Often contains illogical shifts and poor flow of ideas.		
3- Introduction/Background RULE: Present clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study. Present a well articulated summary of research literature that substantiate the study with reference.	Complete presentation of significance of the problem and articulation of the existing literature on the topic.	Above the average presentation of significance of the problem and articulation of the existing literature on the topic.	Sufficient use of literature to support study focus.	Student is not well informed about the state of literature on the problem.		
4- Objective/s RULE: Clearly state overall goal of the study, objective/specific aim/s and tied them to the research hypotheses, if applicable.	Overall goal of the study is well presented along with subheadings for objectives/aims/hypotheses.	Well presentation of study aims/objectives, and hypothesis, if applicable.	Present, but buried at end of the “Introduction” or “Background”.	Vague presentation of study objectives /aims and hypotheses.		
5- Methods RULE: Tell reader about the study design, sampling, recruitment, site/s, inclusion, exclusion criteria, and main variables relevant to the research objectives/aims and how they were measured.	Completely follows RULES. Presents research design, eligibility criteria, overall number for the sample, predictor, outcome, and confounding variables, if applicable.	Above the average presentation of RULES.	Sufficient use of RULES.	Too many flows in the method section.		
6- Data Analysis	Complete presentation of statistical procedures and techniques to analyze	Above the average presentation of RULES.	Sufficient use of RULES.	Lacks presentation of data analysis.		



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RULE: Describe statistical procedures and techniques used to analyze and evaluate study data.	and evaluate study data.					
7- Results RULE: Provide study findings. Present these as logically appropriate in text, tables, or figures; do not repeat in the text what is demonstrated in a table or figures.	Perfect presentation of study findings within logically appropriate text, tables, or figures.	Above the average presentation of study findings.	Sufficient use of logically appropriate text to explain study findings.	Vague presentation of study findings.		
8- Discussion/Conclusion/Recommendation/Implication on nursing practice RULE: Discuss study findings so that it reflect objectives and hypothesis. Emphasizing new and important aspects of the study's conclusions. Ensure that all conclusions are justified by the results. Identify the implications of the findings and their limitations. Compare the implications and limitations of these findings with those reported in other related studies. Recommendations, if appropriate, may be included.	Complete presentation of discussion RULE.	Above the average presentation of discussion RULE.	Sufficient presentation of discussion RULE.	Vague presentation of discussion RULE.		
9- References: RULES: MUST USE ENDNOTE.	Complete adherence to reference RULES.	Appropriate adherence to reference RULES.	Sufficient adherence of reference RULES.	Poor adherence to reference RULES.		
10- Table/s RULES: Use appropriate title for each table. Abbreviations may be used to simplify a table; define all abbreviations in a single footnote. Number tables consecutively in the order of their first citation in the text. Identify statistical measures of variation such as standard deviation and standard error of the mean.	Complete adherence to the RULES.	Appropriate adherence to the RULES.	Sufficient adherence of the RULES.	Poor adherence to the RULES.		
11- Figure/s RULES: Figures and its legend should be sufficiently informative that the results can be understood without reference to the text.	Complete adherence to the RULES.	Appropriate adherence to the RULES.	Sufficient adherence of the RULES.	Poor adherence to the RULES.		



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* For Powerpoint presentation of a systematic review/meta-analysis: use the template for the oral presentation posted in BB under "Templates"

Rubric for the Oral Presentation Team Evaluation Form

Team Members _____

Start Time: _____ **Stop Time:** _____

Organization

- ____ (2) 1. Did team effectively introduce the problem?
- ____ (2) 2. Did they state the purpose of the presentation?
- ____ (2) 3. Was there a good summary/conclusion?
- ____ (2) 4. Did the team demonstrate that they were well prepared?
- ____ (2) 5. Did they stay within the time allocated for them?

Total = _____ **Score:**

Delivery

- ____ (2) 1. Did each member have a significant speaking part?
- ____ (2) 2. Were the deliveries smooth and rehearsed?
- ____ (2) 3. Could the deliveries be heard throughout the audience?
- ____ (2) 4. Did speakers demonstrate enthusiasm in their presentation?

Total = _____ **Score:**

Visual Aids

- ____ (2) 1. Did each speaker integrate visual aids into the presentation?
- ____ (2) 2. Were the visuals supportive of the purpose of the presentation?
- ____ (2) 3. Were they of good quality?
- ____ (2) 4. Were there sufficient visuals to support the presentation content?

Total = _____ **Score:**

Addressing Key Issues

- ____ (2) 1. Did the team develop a logical and systematic justification of the proposed design?
- ____ (2) 2. Was an effective job performed on the potential uses for the design?

Total = _____ **Score:**

Response to Questions

- ____ (5) 1. Did the team handle questions intelligently and professionally?

Total Team Score _____



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Oral Presentation Grading Rubric

Name: _____

Overall Score: /40

Nonverbal Skills	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire report is read from note.
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

Verbal Skills	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking Skills	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear & understand.

Timing	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Length of Presentation	Within two minutes of allotted time +/-.	Within four minutes of allotted time +/-.	Within six minutes of allotted time +/-.	Too long or too short, ten or more minutes above or below allotted time.

Content	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Subject Knowledge	An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims.	Sufficient information with many good points made, uneven balance and little consistency.	There is a great deal of information that is not clearly integrated or connected to the research.	Goal of research unclear, information included that does not support research claims in any way.
Organization	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.
Visuals	Excellent visuals that are tied into the overall story of the research.	Appropriate visuals are used and explained by the speaker.	Visuals are used but not explained or put in context.	Little or no visuals, too much text on slides.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has many spelling and/or grammatical errors.

Comments:



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Attendance

Students must comply with the attendance policy of the University outlined in the CDU Catalog and also provided in each course syllabus. Attendance in all nursing courses is conducive to the learning experience of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. *Therefore, attendance at all classes is expected. MMDSON policy states that attendance is required for at least 90% of all clinical and theory courses; if attendance falls below 90%, the course grade may be lowered one course grade for every class session missed. It is expected that students will arrive on time for class. Absence from clinical for more than one session must be made up and could result in clinical failure, thus a failure in the class. All absences must be made up with course/clinical instructor's guidance.*

All clinical absences are required to be made up in the Clinical Setting or via simulation. Excessive absence from clinical sessions may result in the inability to meet course objectives and failure of the course. Absenteeism from a clinical day that is due to unavoidable and serious reason is acceptable. In such circumstances, the student must advise his/her instructor immediately and make arrangements to complete course requirements.

Absences must be reported to the instructor prior to the scheduled class clinical/lab/simulation time. Students are responsible for making up any skills lab and clinical/simulation lab hours before the next scheduled skills lab or clinical rotation. If the time missed is longer than 2 weeks (for example, 10% of the required clinical experience), the student will be required to repeat the course. Students who must repeat a course will not be allowed to progress with the cohort. Students can only fail one course in the program.

Tardiness

Regular class/clinical attendance is a student obligation and the student is responsible for all the work including test and written work of all class meetings. No right or privilege exists that permits a student to be late from any given class meetings except instructor excused absences (illness, family emergencies). If you must enter late, do so quietly and do not disrupt the class. Students arriving late for an examination, quiz, or other activity may be denied admission to class at the instructor's option until after the activity is over.

Leave Class Early Policy

Do not leave class early unless it is an absolute necessity. If you know in advance you will need to leave class early, sit near an exit and inform the instructor prior to the start of class.

Chronic tardiness and or leaving class early may adversely affect your course grade and may cause you to receive a grade of F.

Examination Policy

Students are strongly advised to attend all classes. Students who are absent from a regularly scheduled examination will receive a grade of "0" zero as their examination grade. To avoid a zero students must notify the faculty member administering the examination or course coordinator of the absence within 24 hours prior to the scheduled examination. Only urgent occurrences (i.e. Death in the immediate family



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or illness of the student) will be accepted as a reason for absence. Make up exams will be administered with proof of the urgency (i.e. Signed note from the treating practitioner), and at the discretion of the faculty. Final examinations are administered according to the established schedule; changes are permitted at the discretion of teaching faculty.

All belongings including but not limited to bag packs, books, notebooks, coats, cellular phones, smart devices of any kind (e.g. smart Watches, smart Glasses), hats, caps and personal property may be required to be placed in a designated area or collected as directed by the instructor before writing an examination.

Late Assignments

All assignments for the course are to be completed and submitted on time via link provided in the Blackboard to receive full credit.

Late assignments will not be accepted unless prior arrangements have been made with the faculty. If assignments are accepted late, they are subject to penalization of 1% per day up to 5 days. After 5 days, the grade will be zero.

Grading

To pass each nursing course, MSN students must obtain a cumulative grade of **80% (B)** for courses and RN-BSN students must obtain a cumulative grade of **76% (C+)** (Please see chart below). However, in all graduate nursing tracks, an overall grade point average of “B” or better is required to progress in the program. Students must pass the assigned “pass/fail” components of each course and must complete all clinical hours where required. Grading criteria per School of Nursing standards is listed below:

Grading criteria/scale per School of Nursing standards are listed below:

MSN/PMC		
A	94% or above	= 4.0
A-	90-93%	= 3.67
B+	86-89%	= 3.33
B	80-85%	= 3.00
<i>Any Grade lower than B is considered fail in clinical/non-clinical course.</i>		

Academic Integrity

Expectation: Both the SON and the university expect academic integrity in all projects, papers, examinations, etc.

Definitions: Academic Integrity: The maintenance of academic integrity and quality education is the responsibility of each student at Charles Drew University. Cheating or plagiarism in connection with an



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academic program is an offense for which a student will be expelled, suspended, or given another disciplinary action.

Academic dishonesty diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. Academic dishonesty includes:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

- A. Students completing any examination should assume that external assistance (e.g. books, notes, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.
- B. Students may not allow others to conduct research or prepare work for them without advance authorization from the instructor.
- C. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

Fabrication: Intentional falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism: To steal or pass off the words or ideas of another as one's own, or to use without crediting the source.

Cheating, plagiarism, fabrication and facilitating academic dishonesty will result in a grade of an "F" for that assignment plus permanent probation for all student(s) involved and it may lead to possible F in the course and/or expulsion from the program

Any incident of violation of the Academic Integrity Policy may be handled by a faculty member or may be treated as a judicial action, following the Student Codes of Conduct in the Student Handbook. Documentation of a violation and any resulting discipline may be placed in the student's file.

Student Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact CDU's Student Disability Services. More information can be found on the CDU website student affairs link, services and reasonable accommodations for students with disabilities at <https://www.cdrewu.edu/stu/Reasonable>.



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Student Disability Services

Creating an inclusive and accessible learning environment is essential. If you are a student with a disability and seek reasonable accommodation, contact Dr. Candice Goldstein, Disability Services Coordinator by telephone at (323) 357-3635 or email at candicegoldstein@cdrewu.edu to speak confidentially about services and options. The accommodations process is collaborative, and the Coordinator will work with the student, faculty member and any other relevant personnel to facilitate reasonable accommodations that will not fundamentally alter the standards of the course.

If you are eligible, please provide your accommodations letter at the beginning of the semester (preferably the first week of class) whenever possible because accommodations are not retroactive. Early notice and implementation of accommodations optimize the opportunity for a successful outcome.

More information and how to register is available at <https://www.cdrewu.edu/students/Accommodations>

Student Success Programs

The Division of Student Services offers various academic supports and programs to assist you in better understanding course material and facilitating equitable access to the curriculum. Programs and services are administered by qualified professional staff, graduate students, and undergraduate peer leaders.

Contact Student Services at studentservices@cdrewu.edu or visit their webpage <https://www.cdrewu.edu/students>



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Online Teaching Policy: Please see below and the “online teaching policy” posted in course site in BB under section “Syllabus”.

Online Teaching Policy Policy Proposal:

Charles R. Drew University of Medicine and Science Fall 2020 Classes at CDU will be conducted through hybrid instruction for the foreseeable future, including using remote digital resources such as Blackboard, videoconferencing, online programs, etc. Learning in a remote setting has some different challenges from learning in an in-person class. The university would like to ensure that students receive a comparable remote learning experience. This includes maintaining students’ engagement through active class participation. Recommendations for webcam usage in online teaching:

- Students can choose any appropriate background to use to block out a private and personal setting.
- Students should conduct themselves in the same manner as if in an in-person setting. They should be properly attired and avoid gesturing inappropriately during a session. In addition, they should avoid distracting activities while engaged in a video session, such as moving from room to room or using a second screen (phone, tablet, laptop) during class.
- If for any reason a student does not want to use their webcam during a class, they must seek permission from their professors before the onset/beginning of the class. Online Class Instruction → Classes should be held at the designated times on the academic course schedule.
- Classes should consist primarily of synchronous teaching using Blackboard Collaborate Ultra, Zoom, or Teams.
 - Asynchronous elements such as recorded segments can be used but should be provided as supplementary material to aid in the course.
- All assignments should be graded in Blackboard in a timely manner. If possible, at least, one grade should be on Blackboard before the Add/Drop period. There should be a column that designates a calculated overall grade for the student so that they know at all times how they are performing in the course.
- Faculty should read the statement provided from the Office of Compliance to the students to ensure accessibility and compliance with Americans with Disabilities Act. In addition, it should be placed in the course syllabi.
- Faculty are encouraged to incorporate learning elements that facilitate active and group learning. → Students are expected to attend lectures at the appointed time unless excused by the instructor.
- Where practical, exams and quizzes should be through software such as Blackboard, Examsoft, or similar online software. Regardless of the method, all scores and grades should be entered into the Blackboard grade book in a timely manner.
- Students should adhere to academic integrity which is a commitment to honesty and moral behavior in a hybrid academic environment. Faculty may require the monitoring of tests and/or quizzes using web-conferencing tools (e.g., Blackboard Collaborate or Zoom) and/or the use of secure browser tools, such as Proctorio.
- Students taking online courses, like all courses at CDU, are subject to the Academic Dishonesty Policy, and the Student Code of Conduct.



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- Students should be encouraged to attend class through a reliable connection such as a home computer and internet connection. They should be discouraged from using phone interface, while driving around, weak cellular signal, etc. Program Coordinator / Director
- Before the beginning of each academic term, the program coordinator should submit the list of instructors to the Office of Faculty Development and Assessment (OFDA), including new or continuing faculty, to assure their readiness by completing a review of the workshop materials in online teaching strategies that OFDA provided in Summer 2020.
- Program Directors should recommend instructors who missed training or prefer to retake CDU Faculty Development Series Workshops in Online Teaching Strategies to enroll in a customized course designed to ensure CDU instructor readiness for teaching and learning promotion.
- Program Director should review and suggest any amendment if the policy inclusively applies for all types of courses. CDU Remote Learning Resources All laptops loaned out by the university include webcams. CDU offers subsidized hot spots for students who do not have reliable home internet. Other low-cost home internet services are available (See Student Services website)

<https://www.cdrewu.edu/continuity-classesalternative-learning>

<https://www.cdrewu.edu/about-cdu/InformationTechnology>

<https://www.cdrewu.edu/students/virtual-resources>

<https://www.cdrewu.edu/students/academic-support-and-services>