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| Top of Form  **PICOT Statement Paper**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **1 Unsatisfactory 0.00%** | **2 Less than Satisfactory 75.00%** | **3 Satisfactory 79.00%** | **4 Good 89.00%** | **5 Excellent 100.00%** | | **80.0 %Content** |  | | | | | | | **30.0 %** **Identification of Clinical Problem/Issue** | Clinical problem/issue is not identified, and resolution is not addressed. | Clinical problem/issue is identified with little discussion of resolution or patient outcome. | Clinical problem/issue is identified but not supported with clinical observations or evidence. The identified problem/issue can be resolved, or a patient outcome shows minimal improvement. | Clinical problem/issue is identified based on clinical observation experience or evidence in literature. Articles are cited to support the need for change in nursing practice. The identified problem/issue can be resolved, or a patient outcome can be improved using nursing interventions. | Clinical problem/issue is identified based on key concepts that define evidence-based practice or clinical experience. Articles are cited to support the need for change in nursing practice. The identified problem/issue can be resolved, or a patient outcome can show a marked improvement through a nursing intervention. |  | | **30.0 %** **Clinical Problem/Issue, Including Description, Evidence-Based Solution, Nursing Intervention, Patient Care, Health Care Agency, and Nursing Practice** | Clinical problem/issue is not described with clarity and the corresponding elements are not included. | Clinical problem/issue description includes a basic understanding of the problem/issue and setting, with few of the following elements explained: evidence-based solution, nursing intervention, patient care, health care agency, and nursing practice. | Clinical problem/issue description includes a basic understanding of the problem/issue, the setting, and the patient population. The following elements are explained: evidence-based solution, nursing intervention, patient care, health care agency, and nursing practice. Minimal rationale is provided to support the resolution of the clinical problem/issue. | Clinical problem/issue description includes a thorough understanding of the problem/issue, the setting, the patient population, and why it is a problem/issue. The following elements are explained in detail: evidence-based solution, nursing intervention, and patient care consistent with specific health care agency and nursing practice. Sound rationale is provided supporting the clinical problem/issue resolution. | Clinical problem/issue description includes a developed and thorough explanation of the problem/issue, the setting, the patient population, and the rationale for why it is a problem/issue. The identified clinical problem/issue explains the following elements with detail and clarity: evidence-based solution, nursing intervention, and improved patient care consistent with specific health care agency resulting in nursing practice change. Sound rationale is provided in the discussion of the clinical problem/issue resolution. |  | | **10.0 %** **PICOT Statement Focused on Resolution, Improvement, Application, and Intervention** | PICOT statement does not focus on resolution of a problem/issue, improvement of patient care or application of a nursing intervention. | PICOT statement discusses a clinical problem/issue without a focus on improvement or intervention. | PICOT statement focuses on the resolution of a clinical problem/issue that improves patient care through the application of a nursing intervention. | PICOT statement focuses on the resolution of a clinical problem/issue, with discussion of improving patient care through the application of an evidenced-based nursing intervention. | PICOT statement clearly focuses on the resolution of a clinical problem/issue and aims at improving patient care through the application of an evidenced-based nursing intervention. |  | | **10.0 %** **PICOT Statement Including Population, Intervention, Comparison, Outcomes, and Time** | Population, Intervention, Comparison, Outcomes, and Time are not included. | Population, Intervention, Comparison, Outcomes, and Time are present, but lack detail or are incomplete. | Population, Intervention, Comparison, Outcomes, and Time are present. | Population, Intervention, Comparison, Outcomes, and Time are clearly provided and well developed. | Population, Intervention, Comparison, Outcomes, and Time are comprehensive and thoroughly developed with supporting details. |  | | **15.0 %Organization and Effectiveness** |  | | | | | | | **5.0 %** **Presentation** | Paper lacks any discernible overall purpose or organizing claim. | Thesis is insufficiently developed or vague. Purpose is not clear. | Thesis is apparent and appropriate to purpose. | Thesis is clear and forecasts the development of the paper. Thesis is descriptive and reflective of the arguments and appropriate to the purpose. | Thesis is comprehensive and contains the essence of the paper. Thesis statement makes the purpose of the paper clear. |  | | **5.0 %** **Argument Logic and Construction** | Statement of purpose is not justified by the conclusion. The conclusion does not support the claim made. Argument is incoherent and uses noncredible sources. | Sufficient justification of claims is lacking. Argument lacks consistent unity. There are obvious flaws in the logic. Some sources have questionable credibility. | Argument is orderly, but may have a few inconsistencies. The argument presents minimal justification of claims. Argument logically, but not thoroughly, supports the purpose. Sources used are credible. Introduction and conclusion bracket the thesis. | Argument shows logical progressions. Techniques of argumentation are evident. There is a smooth progression of claims from introduction to conclusion. Most sources are authoritative. | Clear and convincing argument that presents a persuasive claim in a distinctive and compelling manner. All sources are authoritative. |  | | **5.0 %** **Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction is used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, or word choice are present. | Some mechanical errors or typos are present, but they are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. | Writer is clearly in command of standard, written, academic English. |  | | **5.0 %Format** |  | | | | | | | **2.0 %** **Paper Format (use of appropriate style for the major and assignment)** | Template is not used appropriately or documentation format is rarely followed correctly. | Template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | Template is used, and formatting is correct, although some minor errors may be present. | Template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |  | | **5.0 %Format** |  | | | | | | | **3.0 %** **Documentation of Sources (citations, footnotes, references, bibliography, etc., as appropriate to assignment and style)** | Sources are not documented. | Documentation of sources is inconsistent or incorrect, as appropriate to assignment and style, with numerous formatting errors. | Sources are documented, as appropriate to assignment and style, although some formatting errors may be present. | Sources are documented, as appropriate to assignment and style, and format is mostly correct. | Sources are completely and correctly documented, as appropriate to assignment and style, and format is free of error. |  | | **100 %** **Total Weightage** |  | | | | |  |   Bottom of Form |  |
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