

**Title:**

Communicating Expectations: Development of an Abstract Reviewer Rubric

**Description:**

This session will detail the necessary components of the installation of a peer reviewer rubric for abstract reviewers for provider-directed, provider paced educational activities. The importance of using rubrics will be emphasized along with issues associated with development, initiation and utilization will be discussed and practiced.

**Objectives:**

1. Describe the importance of developing and utilizing rubrics for abstract review
2. Critique current rubrics and submitted abstracts
3. Discuss issues associated with the development through utilization of abstract reviewer rubrics

**Purpose Statement:**

The purpose of this presentation will be to discuss how one association translated the use of educational rubrics into a tool utilized by peer reviewers for provider-directed, provider-paced educational abstract submissions.

**Abstract:***Background*

The concept of peer review has been around form more than 300 years (Weller, 2001) and professional organizations have used peer reviewers to further their practices since the 18<sup>th</sup> century (Adler & Abraham, 2009; Kronick, 1990). However, many organizations and associations have yet to employ structured education and training for their peer reviewers. The purpose of this presentation will be to discuss how one association translated the use of educational rubrics into a tool utilized by peer reviewers for provider-directed, provider-paced educational abstract submissions. Rubrics have been used as a guide to establish and communicate standards to nursing students for years when developing a paper or a project. The standards set by rubrics assure educational objectives are met and nursing standards of practice are integrated. The importance of using rubrics will be emphasized as a way to decrease subjective judgment and increase consistency and the quality of abstract submissions.

*Purpose Statement*

The purpose of this presentation will be to discuss how one association translated the use of educational rubrics into a tool utilized by peer reviewers for provider-directed, provider-paced educational abstract submissions.

*Description of the Intervention*

After educational activities, association staff reviewed evaluations from peer reviewers. This prompted an examination of the reviewer process which identified a need for consistency between abstract reviewers. A small group of reviewers and experts were assembled, and after a review of the literature, an abstract rubric was developed.

### *Evaluation and Outcome*

The rubric was reviewed and piloted by peer reviewers. Additional alterations were made based on peer reviewer feedback and re-evaluated. A final abstract rubric was developed. All peer reviewers were provided education regarding the use of the abstract rubric via online training. Peer reviewers who successfully passed the training were utilized. The abstract rubric was made available to abstract authors and utilized during the next provider-directed, provider paced educational activity.

### *Implications for nursing practice*

The use of an abstract rubric provides for consistency in judging the scientific abstracts, as well as elevating the level and complexity of abstracts submitted (Forsyth, Wright, Scherb, & Gaspar, 2010). With increased rigor, the substance of provider-directed, provider paced educational activities will also increase. This will further the science of nursing by disseminating nursing practices.

## References

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