

| Assessment Category                                                  | Type of Assessment        | Steps of EBP                                                                                                                                |                                                                                           |                                                                                       |                                                                                           |                                                                                                        |
|----------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Benefit to Patients                                                  | Patient-Oriented Outcomes | Given the clinical outcome(s) identified, are patients experiencing better outcomes in association with a specific EBP learning initiative. |                                                                                           |                                                                                       |                                                                                           |                                                                                                        |
| Behaviors                                                            | Activity Monitoring       | How frequently do learners ask questions about patients?                                                                                    | How frequently and to what extent are searches conducted related to patient care?         | How frequently do learners critically appraise evidence related to patient care?      | How frequently do learners consciously choose or reject evidence related to patient care? | Have learners reflected on their EBP behavior and identified areas for improvement?                    |
| Skills                                                               | Performance Assessment    | How complete and relevant are the learners' PICO/PIO questions?                                                                             | How thoroughly and efficiently do learners conduct searches?                              | Can learners complete critical appraisals, both of singular items and collections?    | Can learners come to a reasonable interpretation of how to apply the evidence?            | Have learners been able to reflect on their skills and take action to improve them?                    |
| Knowledge                                                            | Cognitive Testing         | Can learners structure answerable questions?                                                                                                | Can learners identify appropriate databases to search?                                    | Can learners select appropriate methods of critical appraisal?                        | Can learners identify situations where it is feasible and appropriate to apply EBP?       | Can learners identify successful approaches to translating EB knowledge                                |
| Self-Efficacy                                                        | Self-Report/ Opinion      | How well do learners think they ask answerable questions?                                                                                   | How well do learners think they conduct searches?                                         | How well do learners think they critically appraise evidence?                         | How well do learners think they apply EBP?                                                | How well do learners think they evaluate EBP outcomes?                                                 |
| Attitudes                                                            |                           | How much do learners value asking answerable questions?                                                                                     | How much do learners value conducting searches?                                           | How much do learners value critical appraisal?                                        | How much do learners value the application of EBP?                                        | How much do learners value the evaluation of EBP?                                                      |
| Reaction to the Educational Experience                               |                           | Did the educator's teaching style enhance learners' enthusiasm for asking questions?                                                        | Did learners feel that enough time was provided for them to practice their search skills? | Did learners feel that appraisal was covered in sufficient depth to meet their needs? | Did the learners feel that the practice examples were relevant to their situation?        | Did learners feel that taking time to reflect on their current use of research in practice was useful? |
| Classification Rubric for EBP Assessment Tools in Education (CREATE) |                           | Ask                                                                                                                                         | Search                                                                                    | Appraise                                                                              | Integrate                                                                                 | Evaluate                                                                                               |