

Program(s): PhD Program in Nursing
 Department: Nursing
 College/School: School of Nursing
 Date: June 15, 2019
 Primary Assessment Contact: Joanne Schneider, joanne.schneider@slu.edu

1. Which program student learning outcomes were assessed in this annual assessment cycle?

3. Generate and disseminate nursing knowledge through research that is innovative, rigorously conducted, ethically sound, and culturally sensitive.

Addresses:

University-wide graduate-level learning outcomes #4: Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in both oral and written forms.

University-wide graduate-level learning outcomes #5: Evidence scholarly and/or professional integrity in the field of study.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Direct

- a. Final research proposal assignment: In NURS 6809, 80% of students will write a thorough research methods section to include design, setting, participants, recruitment/sampling plan, measures/instruments, procedures, sample size estimation, potential problems, limitations, data analysis, and innovation to achieve at least 80% on NURS 6809 rubric. (attached).
- b. Group instrument development project: In NURS 6802, 80% of students will complete a group project to develop an instrument to measure a nursing variable to achieve at least 80% on the group project rubric (attached).
- c. Individual instrument development project: In NURS 6802, 80% of students will complete an individual project in which they design a study to test the new instrument and will achieve at least 80% on the individual project rubric (attached).
- d. Final Integrity Issues paper. In NURS 6812, 80% of students will achieve at least 80% (based on a grading rubric) by identifying 4 relevant issues in scientific integrity, relating the problem to an ethical principal, and describing an approach to managing each issue that they may encounter (rubric attached).
- e. Final statistics project: In NURS 6806, 80% of students will complete a databased project to achieve 44 out of 55 possible points on NURS 6806 rubric (attached).
- f. At their dissertation defense, 80% of students will demonstrate above average [score ≥ 3 (1=not at all and 5=very)] on items #1 through #4 of the of *Faculty Review of Dissertation* form: that the dissertation work was rigorously conducted, ethically sound, culturally sensitive, and innovative.

Indirect

End-of-program survey: 90% of graduates score agree or strongly agree (4 or 5) on items #8 through #12:

After completing the nursing PhD program, I have gained the knowledge and skills to:

#8. Apply research ethics in the conduct of research and writing for publication.

#9. Integrate principles of cultural competence in working with different populations and ethnic groups in development and dissemination of nursing research.

#10. Prepare a manuscript for publication.

#11. Prepare a proposal and conduct a nursing research study.

#12. Articulate implications of research for the public, nursing practice, and health policy.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Direct

a. Final research proposal assignment: In NURS 6809, the faculty member used the NURS 6809 rubric (attached) to score studies final research proposal. Then for this report, the faculty member computed the scores in Excel.

b. Group instrument development project and c. Individual instrument development project:

Students were scored on their ability to leverage what they have learned within the classroom context about clinimetrics and psychometrics to evaluate the measurement weaknesses contained in a given body of literature and respond with rigorous research methodology that can address those gaps in a manner that is ethical and culturally appropriate. Scores on the group and individual aspects of the assignment can range from 0 to 30 with higher scores indicative of research that is rigorous, innovative, ethical, and culturally appropriate. The assessment data was analyzed by aggregating total scores on the graded assignments using relative frequencies. Both of the faculty members of the course completed analysis of the assessment data.

d. Final Integrity Issues paper. The two faculty who teach in this course reviewed the student work on the integrity issues paper. (rubric attached)

e. Final statistics project: The faculty member used the rubric to score students databased projects.

f. At their dissertation defense, we surveyed faculty who attended the defense and we tallied the scores.

Indirect

End-of-program survey: For items #8-#12: We ran descriptive statistics. See the bar graphs attached.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Direct

a. Final research proposal assignment: Of students across the last 3 years, all of them received above 80% on their final research proposal (rubric attached).

| Year | # of students | Final proposal scores |
|------|---------------|-----------------------|
| 2017 | 10 | 95-100% |
| 2018 | 11 | 93-100% |
| 2019 | 3 | 85-100% |

Thus, the outcome was achieved.

b. Group instrument development project and c. Individual instrument development project:

The evidence reviewed here suggests that the educational programming implemented in NURS 6802 effectively imparted skills related to the generation and dissemination of nursing knowledge through research that is innovative, rigorously conducted, ethically sound, and culturally sensitive. In 2018 100% of our students completed the group and individual aspects of the comprehensive paper and 100% accrued 80% or more of the points on both aspects of the assignment. In 2019 100% of our students completed the group and individual aspects of the comprehensive paper and 100% accrued 80% or more of the points on the group part of the project and 91.67% accrued 80% or more of the points on the individual assignment. (rubric attached)

d. Final Integrity Issues paper. In NURS 6812, 80% of students will achieve at least 80% by identifying 4 relevant issues in scientific integrity.

Outcome

| Year | # of students | Integrity Issues Paper Grades |
|------|---------------|-------------------------------|
| 2018 | 11 | 85-96% |
| 2017 | 12 | 86-99% |
| 2016 | 7 | 88-95% |

This outcome was achieved. Some of the scientific integrity issues that students discussed included: Authorship, data management, confidentiality, informed consent (health literacy, voluntary), compensation of research participants, recruitment issues, vulnerable populations and others. Key principles addressed included: justice, autonomy, beneficence, non-maleficence, and fidelity.

e. Final statistics project: In NURS 6806, 80% of students will complete a databased project to achieve 44 out of 55 possible points on NURS 6806 rubric (attached). This outcome was achieved.

f. At their dissertation defense, in the past 2 years, we have had 4 students defend.

Mean scores for each of the dissertation criteria on a scale of (1=not at all and 5=very) (survey attached).

| | Student 1 (n=4) | Student 2 (n=7) | Student 3 (n=3) | Student 4 (n=5) | % of students with scores ≥3 |
|----------------------------|--------------------|--------------------|--------------------|--------------------|---------------------------------|
| 1. rigorously conducted | 4.4 | 4.7 | 4.0 | 4.0 | 100% |
| 2. ethically sound | 5.0 | 5.0 | 4.3 | 5.0 | 100% |
| 3. culturally sensitive | 4.7 | 4.5 | 4.3 | 4.8 | 100% |
| 4. innovative | 4.6 | 4.7 | 4.7 | 4.0 | 100% |

The outcomes were achieved.

Indirect

End-of-program survey: (survey attached)

#8. Apply research ethics in the conduct of research and writing for publication. (see below)

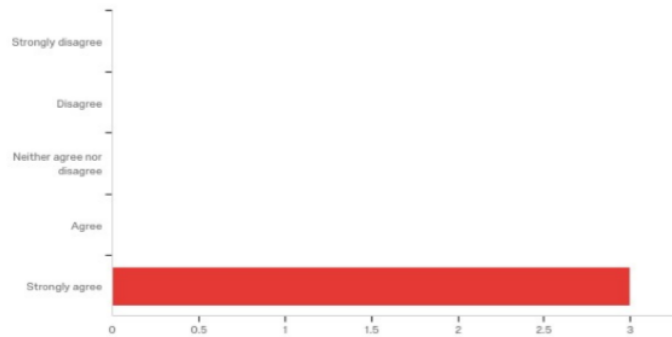
#9. Integrate principles of cultural competence in working with different populations and ethnic groups in development and dissemination of nursing research. (see below)

#10. Prepare a manuscript for publication. (see below)

#11. Prepare a proposal and conduct a nursing research study. (see below)

#12. Articulate implications of research for the public, nursing practice, and health policy. (see below)

Q8 - 8. After completing the nursing PhD program, I have gained the knowledge and skills to apply research ethics in the conduct of research and writing for publication.



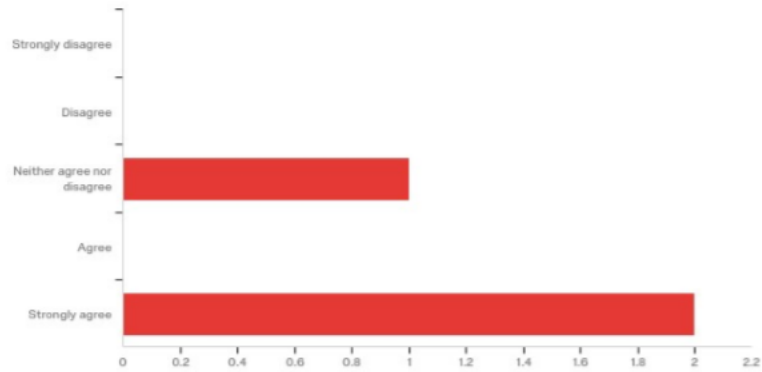
| # | Answer | % | Count |
|---|----------------------------|---------|-------|
| 1 | Strongly disagree | 0.00% | 0 |
| 2 | Disagree | 0.00% | 0 |
| 3 | Neither agree nor disagree | 0.00% | 0 |
| 4 | Agree | 0.00% | 0 |
| 5 | Strongly agree | 100.00% | 3 |
| | Total | 100% | 3 |

Q21 - Comments regarding question 8, "research ethics".

Comments regarding question 8, "research ethics".

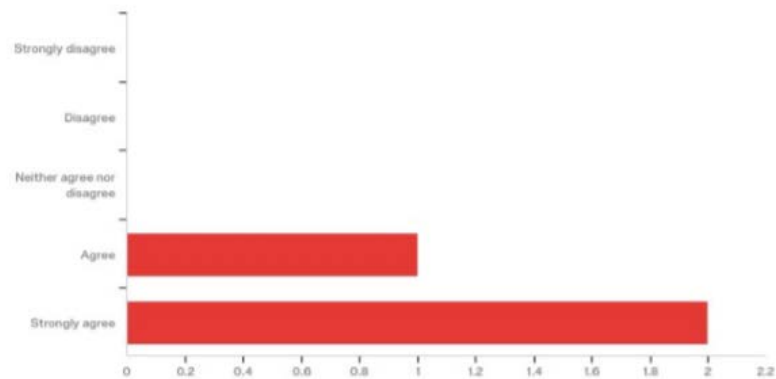
Writing for publication is still not one of my strong skills and I wish I had a little more help with that.

Q9 - 9. After completing the nursing PhD program, I have gained the knowledge and skills to integrate principles of cultural competence in working with different populations and ethnic groups in development and dissemination of nursing research.



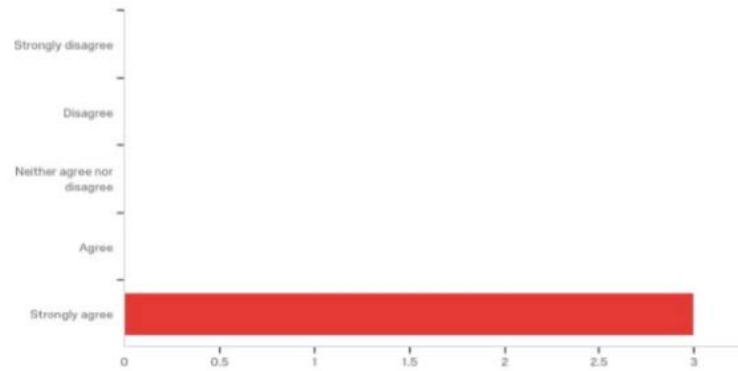
| # | Answer | % | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly disagree | 0.00% | 0 |
| 2 | Disagree | 0.00% | 0 |
| 3 | Neither agree nor disagree | 33.33% | 1 |
| 4 | Agree | 0.00% | 0 |
| 5 | Strongly agree | 66.67% | 2 |
| | Total | 100% | 3 |

Q10 - 10. After completing the nursing PhD program, I have gained the knowledge and skills to prepare a manuscript for publication.



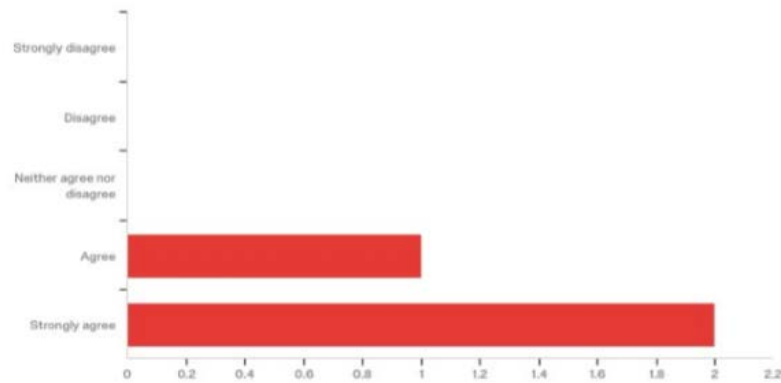
| # | Answer | % | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly disagree | 0.00% | 0 |
| 2 | Disagree | 0.00% | 0 |
| 3 | Neither agree nor disagree | 0.00% | 0 |
| 4 | Agree | 33.33% | 1 |
| 5 | Strongly agree | 66.67% | 2 |
| | Total | 100% | 3 |

Q11 - 11. After completing the nursing PhD program, I have gained the knowledge and skills to prepare a proposal and conduct a nursing research study.



| # | Answer | % | Count |
|---|----------------------------|---------|-------|
| 1 | Strongly disagree | 0.00% | 0 |
| 2 | Disagree | 0.00% | 0 |
| 3 | Neither agree nor disagree | 0.00% | 0 |
| 4 | Agree | 0.00% | 0 |
| 5 | Strongly agree | 100.00% | 3 |
| | Total | 100% | 3 |

Q12 - 12. After completing the nursing PhD program, I have gained the knowledge and skills to articulate Implications of research for the public, nursing practice, and health policy.



| # | Answer | % | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly disagree | 0.00% | 0 |
| 2 | Disagree | 0.00% | 0 |
| 3 | Neither agree nor disagree | 0.00% | 0 |
| 4 | Agree | 33.33% | 1 |
| 5 | Strongly agree | 66.67% | 2 |
| | Total | 100% | 3 |

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Direct

a. Final research proposal assignment: This project is a culmination of prior iterations and has been a very meaningful project over the years. Students have repeatedly commented on how much this project has taught them. Therefore, I plan to make no changes in this project at this time.

b. Group instrument development project and c. Individual instrument development project:

While the evidence presented under item 4 was consistent with outcome #3, the results implicate one assessment deficiency. Namely, the assignment's rubric should be further refined by increasing the details of the assessment process. Revision of the rubric will further refine student's execution of the required skills.

d. Final Integrity Issues paper. Recommendations: Students are applying course concepts in an appropriate manner. No changes are recommended but we will continue to update course readings as appropriate.

e. Final statistics project: No change at this time.

f. At their dissertation defense, faculty need to continue with their current rigor.

Indirect

End-of-program survey: #8 to #12. Overall we are on the right track. We might examine where we can emphasize cultural competency. This will be discussed at our first program meeting in the fall.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

Direct

a. Final research proposal assignment: The faculty member will continue to monitor this project. The project as a whole will continue as it is, while refinement of the instructions as needed.

b. Group instrument development project and c. Individual instrument development project:

The current rubric is under revision and will be implemented in revised form in Spring of 2020.

d. Final Integrity Issues paper. This is the first assessment.

e. Final statistics project: Will review student evaluation comments and determine what follow up is needed.

f. At their dissertation defense, the faculty are definitely on the right track.

Indirect

End-of-program survey: Items #8 - #12: Faculty are on the right track except for cultural competence. We will discuss at the first program meeting in the fall and consider bringing cultural competence through each course.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

Appendix below

Name: _____ Date: _____ Key: FFPNT-for full points next time

Format Instructions

Font (size, color, type density) and Line Spacing

Font size: must be 11 points or larger (smaller text in figures, graphs, diagrams and charts is acceptable as long as it is legible)

Type density: must be no more than 15 characters per linear inch (including characters and spaces)

Line spacing: must be no more than six lines per vertical inch

Text color: must be black (color text in figures, graphs, diagrams, charts, tables, footnotes and headings is acceptable)

We recommend the following fonts, although other fonts (both serif and non-serif) are acceptable if they meet the above requirements: Arial, Garamond, Georgia, Helvetica, Palatino Linotype, Times New Roman, Verdana.

RESEARCH PLAN PART 1: Specific Aims (possible 8 points):

The purpose of the specific aims is to describe concisely and realistically the goals of the proposed research and summarize the expected outcome(s), including the impact the proposed research will exert on the research fields involved.

Recommended Length: No more than 1 page.

Content: The specific aims should cover:

- broad, long-term goals;
- the specific objectives and hypotheses to be tested;
- summarize expected outcomes; and
- describe impact on the research field.

This is the most important page of the entire application because it may be the only section the unassigned reviewers read to understand approach, impact, and innovation.

Suggestions for total points:

- 1) **Introduction:** Generally, the Specific Aims section should begin with a brief narrative [leading up to and] describing the long-term goals or objectives of the research project. Brief introduction to orient the reader to the topic and the need for this research in the field. Build up to the purpose of the study. Add only what is needed to support the purpose and aims. Includes defining terms used in the purpose or specific aims. (make it clear, interest grabbing, define terms)—**2 points.**
- 2) **Purpose statement:** Suggest using this terminology, “The purpose of this study is to...” **A fatal flaw would be if the purpose statement does not follow logically from introduction—2 points.**
- 3) **Specific Aims:** List succinctly the specific objectives of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field.... Make sure your specific aims & hypothesis are clearly stated, testable, and adequately supported by citations & preliminary data. Be as brief and specific as possible. For clarity, each aim should consist of only one sentence. Most successful applications have 2-4 specific aims. List specific aims, include hypotheses as possible. **A fatal flaw would be if the specific aims do not follow logically from purpose statement—2 points.**
- 4) **Payoff:** Include a brief statement of the overall impact of the research studies. Payoff: What is the payoff, expected outcome, significance summary—**2 points.**

| | |
|---------------------|--|
| 1)Introduction: | |
| 2)Purpose Statement | |
| 3)Specific Aims | |
| 4)Payoff | |

RESEARCH PLAN PART 2: Significance and Innovation (possible 8 points):

This section should explain the importance of the problem or describe the critical barrier to progress in the field. Explain how the proposed research project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields. Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved. **Recommended Length: Approximately 2 pages.**

Content: This section should cover:

- the state of existing knowledge, including literature citations and highlights of relevant data;
- rationale of the proposed research;
- explain gaps that the project is intended to fill; and
- potential contribution of this research to the scientific field(s) and public health.

Suggestions for total points:

1. **Background:** Make a compelling case for your proposed research project. Why is the topic important? Why are the specific research questions important? Establish significance through a careful review of published data in the field, including your own. Avoid outdated research. Use citations not only as support for specific statements but also to establish familiarity with all of the relevant publications and points of view. Use of subtitles is effective ways to lead readers along. Review what is known and what needs to be known (be consistent with objectives and synthesize the literature)—**2 points**
2. **Theoretical Framework:** Highlight why this research is important beyond this specific project i.e., theoretically. Provide a theoretical framework and **specifically** describe how it will be used in this project.—**2 points**
3. **Significance:** Highlight why research findings are important beyond the confines of a specific project i.e., how can the results be applied to further research in this field or related areas. Clearly state public health implications. Explain the importance of this project and how it will contribute to the field (must be strong and convincing). Suggest that in a separate section, start your sentences like this: This study is significant because...—**2 points**
4. **Innovation** Explain how the application challenges and seeks to shift current research or clinical practice paradigms. Describe any novel theoretical concepts, approaches or methodologies, instrumentation or interventions developed or used, and any advantage over existing methodologies, instrumentation, or interventions. Explain any refinements, improvements, or new applications of theoretical concepts, approaches or methodologies, instrumentation, or interventions. Content: The innovation section could (and should if at all possible) include the following:
 - Explain why concepts and methods are novel to the research field.
 - Focus on innovation in study design and outcomes.
 - Summarize novel findings to be presented as preliminary data in the Approach section.Describe how the application differs from current research or clinical practice paradigms. Provide a careful review of the current literature to support the innovative methodologies, approaches, or concepts of your research. Demonstrate familiarity with novel methodologies by citing your publications or your collaborator’s publications. Be very direct by starting your sentences like this “This study is innovative because...”—**2 points**

| | |
|-------------------------|--|
| 1)Background | |
| 2)Theoretical Framework | |
| 3)Significance | |
| 4)Innovation | |

RESEARCH PLAN PART 3: Approach (possible 24 points):

Approach The purpose of the approach section is to describe how the research will be carried out. This section is crucial to how favorably an application is reviewed. Recommended Length: 5-10 pages. Content: The research design and methods section should include the following:

- PI's preliminary work/studies, data, and experience relevant to the application and the experimental design;
- the overview of the experimental design;
- a description of methods and analyses to be used to accomplish the specific aims of the project;
- a discussion of potential difficulties and limitations and how these will be overcome or mitigated;
- expected results, and alternative approaches that will be used if unexpected results are found;
- a projected sequence or timetable (work plan);
- if the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high risk aspects of the proposed work;
- a detailed discussion of the way in which the results will be collected, analyzed, and interpreted;
- a description of any new methodology used and why it represents an improvement over the existing ones.

Content: The research design and methods section should include the following (not necessarily in this order):

1. **PI's preliminary work**/studies, data, and experience relevant to the application and the experimental design; Alternatively, integrate preliminary work/data with the methods description for each Specific Aim. Preliminary work can be an essential part of a research grant application and helps establish the likelihood of success of the proposed project. Include the research team here and the role and the expertise/prior work each member brings to the project. —2 points
2. **Overview of the experimental design** including rationale, briefly restate aims and design to address them—2 points; Describe the methods and analyses to be used to accomplish the specific aims of the project:
3. **Setting** [description including number of patients who might qualify for this project & rationale for setting]—2 points
4. **Participants** [description, with inclusion/exclusion criteria & rationale; mention race, gender, and children]—2 points
5. **Recruitment/sampling plan** [description & rationale]—2 points
6. **Measures/instruments** [connect each to the aims and/or theory directly; rationale for each; description of measure including sample items and subscales, scoring method/calibration (what do high scores mean), validity & reliability or specificity & sensitivity (actual values); for samples see good quality published research]—2 points
7. **Procedures** [very detailed with rationale as needed; include assignment technique and how data will be collected; include hazardous situations and precautions planned]—2 points
8. **Sample size calculations** [description & rationale]—2 points
9. **Data Analysis:** Discuss in detail the way in which the results will be collected, analyzed, and interpreted; Data analysis should be organized by specific aim [specify independent & dependent variables and covariates for each test]—2 points
10. **Timetable:** Projected the sequence or timetable (work plan) for completing the study [description & rationale]—2 points;
11. **Alternate Strategies:** Develop alternative strategies for potential problems. Potential problems, think about things that might go wrong that you can do something about, have a backup plan, such as not being able to recruit enough participants. Discuss potential difficulties and how these will be overcome or mitigated; Potential problems, think about things that might go wrong that you can do something about, have a backup plan, such as not being able to recruit enough participants. Point out any procedures or situations that may be hazardous and precautions to be exercised. These can be incorporated throughout, not in a separate section. [discuss alternative strategies and benchmarks for success]—2 points
12. **Limitations, things you cannot do something about** (describe each and plan for minimizing each). Include how this project has value in spite of these limitations.—2 points

Suggestions for total points:

- Number the sections in this part of the application to correspond to the numbers of the Specific Aims.
- Avoid excessive experimental detail by referring to publications that describe the methods to be employed. Publications cited should be by the applicants, if at all possible. Citing someone else's publication establishes that you know what method to use, but citing your own (or that of a collaborator) establishes that the applicant personnel are experienced with the necessary techniques.
- If relevant, explain why one approach or method will be used in preference to others. This establishes that the alternatives were not simply overlooked. Give not only the "how" but the "why."
- If employing a complex technology for the first time, take extra care to demonstrate familiarity with the experimental details and potential pitfalls. Add a co-investigator or consultant experienced with the technology, if necessary.
- Explain how the research data will be collected, analyzed, and interpreted as well as any resource sharing plans as appropriate.

| RESEARCH PLAN PART 3: Approach continued: | |
|--|--|
| 1)PI and team | |
| 2)Overview of design | |
| 3)Setting | |
| 4)Participants | |
| 5)Recruitment | |
| 6)Measures | |
| 7)Procedures | |
| 8)Sample Size | |
| 9)Data Analysis | |
| 10)Timetable | |
| 11)Alternate Strategies | |
| 12)Limitations | |

| | |
|---|--|
| RESEARCH PLAN PART 1: Specific Aims (possible 8 points): | |
| RESEARCH PLAN PART 2: Significance and Innovation (possible 8 points): | |
| RESEARCH PLAN PART 3: Approach (possible 24 points): | |
| TOTAL (possible 40 points): | |

NURS 6802: Group Instrument development project rubric

| | | |
|--|-------------------------|--|
| Introduction: Describes the test conceptualization and clearly define the construct. Describe the purpose of the measure and population of interest. | 2-3 paragraphs/2 points | |
| Literature review: Describe the relationship of the construct and other existing variable and measures. Literature provided to support to test conceptualization. | 2 pages/4 points | |
| Item Writing and administration: Include items to assess all dimensions of the construct. Describe the number of items initially developed and , how items were developed and the rational for the scaling and scoring, | 2 pages/5 points | |
| Methods: SME's presented with a clear definition of construct. SME's informed of items scoring and scaling instructions for their task. Include a list of the items presented to the SME panel. | 2 pages/5 points | |
| Results: Includes a Statistical Analysis of SME rating. Includes a decision for dropping or adding items based on analysis. Additional items identified by SME's. Include a list of the final items. | 2 pages/5 points | |
| Discussion: Description of the implications of pilot testing of the instrument. Describe potential positive/negative implications of the scale. Describe the implication for nursing. | 2-3 paragraphs/5 points | |
| Clarity of thought | 2 points | |
| Compliance with APA standards | 2 points | |
| total | 30 | |

Please include the lists of items in Appendixes.
10 page limit exclusive of reference and appendixes.

NURS 6802: Measurement Individual Project Grading Rubric

| | |
|---|----|
| Criterion-Relate and Construct Validity | |
| Practical, relevant and reliable process for assessing criterion-related validity described | 2 |
| Rational for criteria for validating scale provided | 2 |
| Describe whether the proposed criteria would be concurrent, predictive or post-predictive | 2 |
| Provided recommendations for measures of convergent validity | 2 |
| Provided recommendations for measures of discriminant validity | 2 |
| Test Manual Development | |
| Clearly defined the construct | 2 |
| Identified the number of SME's and how they were identified | 2 |
| Described the steps of the instruments development | 2 |
| Justify the decision made in the scale development | 2 |
| Describe how the instrument was revised from conceptualization to content validity testing | 2 |
| Discuss the proposed validation of the scale | 2 |
| Identify limitations of the proposed validation plan | 2 |
| Described the theoretical and practical implications of the measure you've developed | 2 |
| Included the initial and final version of the scale | 2 |
| Reflection on the measurement development process | 2 |
| Total Points | 30 |

NURS 6812 Final Integrity Issues Paper

| Student: | Student Score | Comments |
|---|---------------|----------|
| Issue 1 – Ethical principle(s) and actions – (16) | | |
| Issue 2 - Ethical principle(s) and actions – (16) | | |
| Issue 3 - Ethical principle(s) and actions – (16) | | |
| Issue 4 - Ethical principle(s) and actions – (16) | | |
| Clarity of expression - (20) | | |
| References/ APA - (16) | | |

NURS 6806: Final statistics project

In consultation with your professor, each student will identify an existing dataset to pose research questions to and then answer using methodology discussed in this course. **Do not** plan on collecting your own data for this project. We only have the length of the semester to complete the entire project and the process of getting IRB approval and collecting enough data for multivariate analysis requires more time than the duration of a regular semester. Rather, students are expected to use a publicly available dataset for secondary analysis. Publicly available datasets for secondary data analyses do not require extensive data collection (if any) and IRB approval is typically achieved in less than a week. See examples of secondary and/or publicly available datasets provided below.

The graded form of your final project will be an oral presentation of your research poster and a poster summary abstract submittable to a professional poster session (See <http://guides.nyu.edu/posters> for guidance on constructing your poster). Hence, part of developing your poster will involve identifying a conference (e.g., MNRS) you could potentially submit the completed poster to and comply with their poster expectations (e.g., <http://www.psychologicalscience.org/index.php/convention/call-for-submissions/rules-guidelines#.VLVT4CvF8Ro>).

Additionally, all students are expected to meet all IRB expectations/requirements (IRB main webpage: <http://www.slu.edu/division-of-research-administration-home/institutional-review-board-%28irb%29>).

(1) It is **required** that students complete CITI's Biomedical Research training modules at <https://www.citiprogram.org/> if they have not done so already.

(2) It is **required** that each poster developed will have undergone review with IRB using at a **minimum** SLU IRB Human Subjects Research Determination form on the following link: [http://www.slu.edu/division-of-research-administration-home/institutional-review-board-\(irb\)/getting-started](http://www.slu.edu/division-of-research-administration-home/institutional-review-board-(irb)/getting-started).

Examples of secondary and/or public dataset sources:

<http://www.healthypeople.gov/2020/How-to-Use-DATA2020>

<https://www.icpsr.umich.edu/icpsrweb/landing.jsp>

<http://www.cdc.gov/nchs/surveys.htm>

<http://nces.ed.gov/>

http://fcon_1000.projects.nitrc.org/indi/abide/

Final Project Topic Summary (Note, rubric below does NOT apply):

Students are expected to email a one paragraph summary of their topic of interest to the professor (See course calendar for due date). The summary is worth five (5) points and is graded as pass/fail. The student is not awarded the 5 points until a satisfactory summary is submitted. The maximum number of attempts on submitting a satisfactory summary is three (3). The summary is the initiation of a dialogue between the student and professor in regards to the final project. The summary is expected to contain (1) a sentence or two introducing the topic, (2) rationale behind selecting the topic, (3) major themes you are aware of in the literature on your topic, and (4) a search strategy to identify publically available datasets.

Final Project Dataset Identified (Note, the rubric below does NOT apply):

Students are expected to email to the professor a one paragraph summary describing the dataset they have identified for their final project (See course calendar for due date). The summary is worth five (5) points and is graded as pass/fail. The student is not awarded the 5 points until a satisfactory summary is submitted. The maximum number of attempts on submitting a satisfactory summary is three (3). The summary is a continuation of the dialogue between the student and professor in regards to their final project. The summary is expected to contain a (1) sentence or two describing the dataset, (2) description of the variables of interest to the student including their level(s) of measurement and experimental design and (3) two research questions you intend to pose to the data. **Note, do NOT send the professor the dataset but Do include a weblink to the dataset if possible.**

Rubric

| Scoring | 0 | 1 | 2 | 3 | 4 | 5 |
|--|--|--|-------------------------------------|---|--|--------------------|
| Professionalism - Follows APA style. - Maintains research ethics consistent with the profession ² . - Design (e.g., color, borders, | Little evidence of compliance with professional standards ¹ . | Errors in this criteria are such that the level of professionalism detracts away | Three or more issues raise concern. | Generally meets expectations but 1 or 2 issues raise concern. | Overall meets expectations with no more than one | Meets Expectations |

| | | | | | | |
|--|--|---|--|--|--|---------------------------|
| <p>pictures) does not detract away from the content.</p> <ul style="list-style-type: none"> - Evidence of compliance with IRB. - Completion of CITI Biomedical research training modules. | | <p>from the presentation.</p> | | | <p>weakness.</p> | |
| <p>Organization</p> <ul style="list-style-type: none"> - Sections of the poster are congruent in content and form. - Content is not crowded and can be viewed at a distance of 3 or more feet consistent with event expectations. | <p>Errors in this criteria are such that the poster is difficult to follow and understand.</p> | <p>Errors in this criteria are such that entire an section (or sections) is difficult to follow and understand.</p> | <p>Three or more problems reduce the quality of the poster.</p> | <p>Generally meets expectations but 1 or 2 weaknesses raise concern.</p> | <p>Overall meets expectations with no more than one concern.</p> | <p>Meets Expectations</p> |
| <p>Compliance</p> <ul style="list-style-type: none"> - An event to submit the poster to is identified and expectations delineated by the event are complied with. - Copy of the event expectations are turned in. | <p>Criteria are not addressed.</p> | <p>Few elements of this criteria are met.</p> | <p>Three or more weaknesses are present and/or 3 or more elements are missing</p> | <p>Generally meets expectations but 1 or 2 weaknesses are present and/or 1 or 2 elements are missing</p> | <p>Overall meets expectations with no more than one concern.</p> | <p>Meets Expectations</p> |
| <p>Writing</p> <ul style="list-style-type: none"> - Writing is clear and connected with one or two, if any, errors in grammar, spelling, APA style, and/or punctuation. | <p>Errors in this criteria are such that the poster is difficult to follow and understand.</p> | <p>Errors in this criteria are such that entire an section (or sections) is difficult to follow and understand.</p> | <p>Three or more problems reduce the quality of the writing.</p> | <p>Generally meets expectations but 1 or 2 problems reduce the quality of the writing.</p> | <p>Overall meets expectations with no more than one concern.</p> | <p>Meets Expectations</p> |
| <p>Figures/Tables</p> <ul style="list-style-type: none"> - Clear - Accurate - Succinct - Summary enhances the poster | <p>Criteria was not addressed.</p> | <p>The figure is such it detracts away from the poster.</p> | <p>The figure does not contribute to the poster.</p> | <p>Generally meets expectations but 1 or 2 weaknesses raise concern.</p> | <p>Overall meets expectations with no more than one concern.</p> | <p>Meets Expectations</p> |
| <p>Content</p> | <p>0</p> | <p>1 to 3</p> | <p>4 to 5</p> | <p>6 to 7</p> | <p>8 to 9</p> | <p>10</p> |
| <p>Poster Abstract</p> <ul style="list-style-type: none"> - Content of the poster is contained in the abstract. - Writing is clear and connected with one or two, if any, errors in grammar, spelling, APA style, and/or punctuation. | <p>Criteria was not addressed.</p> | <p>Few elements of this criteria are met and/or errors make the handout difficult to follow and understand.</p> | <p>Three or more problems reduce the quality of the writing and/or utility of the summary.</p> | <p>Generally meets expectations but 1 or 2 weaknesses raise concern.</p> | <p>Overall meets expectations with no more than one concern.</p> | <p>Meets Expectations</p> |

| | | | | | | |
|---|---|---|---|--|---|---------------------|
| <p>Analyses</p> <ul style="list-style-type: none"> - Techniques employed are those covered in this course. - Appropriate inferential statistics are provided (e.g., effect size). - Appropriate descriptive statistics are provided - Analyses are complete (e.g., this is not a proposal). - Displays thoughtful application of course material. | Analyses are missing | Errors in this criteria, are such that the validity of the study is unreasonable to assume. | Errors in this criteria, are such that the validity of the study is seriously in doubt. | Generally meets expectations but 1 or 2 weaknesses are present and/or 1 or 2 elements are missing | Overall meets expectations with no more than one concern | Meets Expectations |
| <p>Research Questions/Hypotheses</p> <ul style="list-style-type: none"> - Inquiries follow logically from the introduction. - Answers to the research inquiries are congruent with the analyses implemented and the inquiries themselves. - Displays thoughtful application of course material. | Research questions and/or hypotheses are missing. | Errors in this criteria are such that the validity of the study is unreasonable to assume. | Errors in this criteria are such that the validity of the study is seriously in doubt. | Generally meets expectations but 2 or 3 weaknesses are present and/or 2 or 3 elements are missing. | Overall meets expectations with no more than one concern. | Meets Expectations. |

1. Note, if professional standards are violated, this may warrant rejection of the poster for a grade (e.g., plagiarism).

2. *Resources for further clarity:* [http://www.slu.edu/division-of-research-administration-home/institutional-review-board-\(irb\)/regulations/ethical-codes](http://www.slu.edu/division-of-research-administration-home/institutional-review-board-(irb)/regulations/ethical-codes)

Faculty Review of Dissertation

Student Name: _____ Date: _____

Please rate the extent to which the dissertation met the outcomes below.

The dissertation work was:

| | | | | | | | | | | | |
|-------------------------|------------|---|--|---|--|---|--|---|--|---|------|
| 1) Rigorously conducted | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 2) Ethically sound | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 3) Culturally sensitive | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 4) Innovative | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |

The PhD candidate demonstrated beginning skills in:

| | | | | | | | | | | | |
|--|------------|---|--|---|--|---|--|---|--|---|------|
| 5) Knowledge development | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 6) Research methods | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 7) Critiquing science | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 8) Integrating science | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 9) Presenting professionally (Leadership) | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |
| 10) Leadership: future plans | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | Not at all | | | | | | | | | | Very |

Comments:

End-of-Program Survey QUESTIONNAIRE – PhD PROGRAM IN NURSING

Please respond to each statement by selecting the number that best reflects your opinion, from 1 for *Strongly Disagree* to 5 for *Strongly Agree*. If a particular question does not apply, please circle N/A (not applicable). We appreciate your taking additional time to add comments.

1. My PhD nursing program provided me with sufficient formal and informal learning experiences to build scientific depth in my area of study. (Examples: course work, MNRS, research conferences)
2. As a result of my doctoral nursing education, I am able to appreciate the history and philosophies of science including ways of knowing and habits of the mind. (Examples: course work, readings)
3. My PhD program provided me with beginning expertise to critique and integrate different science perspectives in the conduct of research. (Examples: course work, assignments, MNRS, research conferences)
4. I believe my doctoral education provided me ways to generate new ideas based on critical evaluation of existing knowledge. (Examples: course work, assignments, MNRS, research conferences)
5. Through my PhD nursing program, I developed beginning skills in advanced research design and statistical methods. (Examples: course work, readings, dissertation research)
6. As a result of my PhD nursing program, I am able to use professional and research ethics and judgment in the conduct of research and for writing for publication. (Examples: course work, assignments, dissertation research)
7. My PhD nursing program provided me ways to manage, process, and analyze data, information, and knowledge. (Examples: quantitative and qualitative course work, statistics courses)
8. As a result of my PhD nursing education, I can assume leadership in the conduct of culturally competent scholarship to improve nursing practice. (Examples: course work, dissertation research)
9. I believe my doctoral education informed me how to prepare research grants and manuscripts for publication. (Example: course work, assignments)
10. Because of my PhD nursing program, I can communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession. (Examples: course work, assignments, MNRS, research conferences)
11. I believe my doctoral education provided me with theoretical/scientific underpinnings of nursing and other disciplines relevant to my area(s) of interest. (Examples: course work, dissertation research)
12. My doctoral nursing education provided practice knowledge that informs nursing science and its application. (Examples: course work, dissertation research)
13. My PhD nursing program incorporated leadership strategies to influence health policy and professional issues in my areas of interest. (Examples: course work, assignments, MNRS, research conferences)