



UNIVERSITY OF MARY GRADUATE COURSE SYLLABUS

Prefix/Course Number/Section: NUR 551

Course Title: Critique and Design of Nursing Research

Course Length: 10 weeks

Credit Hours: 3

Course Format: online

Course Description

Understanding and utilizing research findings are fundamental skills that are needed to advance the nursing profession. This course focuses on advanced scholarly activities that are utilized to conduct nursing research. The history of nursing research; steps that are utilized to conduct research; and differences between the utilization of quantitative and qualitative research methodologies are discussed. The modeling of servant leadership principles that includes the incorporation of research into one's own practice; engaging in and encouraging activities to generate evidence; and promoting others to use research findings will be explored.

Course's Role in the Curriculum

This course is required for these graduate nursing majors: Nursing Leadership & Management, MSN/MBA in Healthcare Administration Dual Degree, Nurse Educator, Nursing & Healthcare Informatics, and Family Nurse Practitioner.

Mission and Vision

University of Mary

Mission Statement

The University of Mary exists to serve the religious, academic, and cultural needs of the people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

Saint Gianna School of Health Sciences

Mission Statement

Prepare health care professionals, anchored in moral courage, who respect and defend the dignity of the human person.

Vision

In the spirit of St. Gianna, we envision a thriving center of excellence that prepares servant leaders who will transform healthcare for everyone at all stages of life.

Nursing Division

Mission Statement

The Nursing Division prepares nurses, with a foundation in moral courage, to protect the dignity of the human person and to provide safe, quality, compassionate, patient-centered healthcare to the people in the region and beyond.

Vision

Graduates of the St. Gianna School of Health Sciences, Nursing Division, will be successful leaders, effective collaborators, sophisticated consumers of research, and compassionate providers of care. These graduates will be socially and ethically accountable, culturally sensitive, value the sanctity of life, respectful of diverse populations, and responsive to the changing healthcare environment.

Relationship of the Course to UMary's Mission and Values

Benedictine Values

Modeling the values of hospitality, service, community, moderation, respect for persons, and prayer. A definition of each of the Benedictine Values is available for review [online](#). The Benedictine Values that are addressed in this course include community and hospitality in which safe and positive learning environments

are created for students to grow and gain knowledge in the research process through the provision of critique and constructive feedback to classmates in the class discussions. Respect for persons is an essential attribute so that the students can gain knowledge in an open safe learning environment. Service is evidenced by the commitment to increase awareness of research utilization by the nursing profession to improve the delivery of safe patient care and to the further the profession of nursing.

Servant Leadership

A definition of servant leadership is available for review [online](#). A nurse who possesses a graduate degree in nursing must possess a solid foundation in the discipline of research. This background is essential to develop into a professional Servant Leader role model who will utilize this knowledge to further the profession of nursing as well as to enhance the quality of patient care through actions by conducting research, utilizing research to make informed decisions, or by encouraging others to utilize research to enhance the quality of patient care.

Competence Experience

| Course Outcomes | Nursing Essentials | Program Outcomes | QSEN | UMary Graduate Competencies | NLN | AONL Nurse Manager | NONPF | Methods of Assessment |
|---|------------------------------------|--|------|-----------------------------|-----|--------------------|-------|---|
| Appreciate the foundations of nursing research in an evidence-based practice healthcare environment. | Masters: IV, IX Doctorate: III | NE: 1 FNP: 2 NLM: 5 DD: 2 NI: 2 | EBP | Professional Distinction | 7 | II | 2 | Discussion • SCH 1.1, 1.3, 2.2, PD 1.1, COM 2.2 |
| Delineate steps that are needed to conceptualize and plan a study to generate evidence. | Masters: IV, IX Doctorate: II | NE: 1 FNP: 4 NLM: 4 DD: 2 NI: 3 | EBP | Scholarship | 8 | I | 2 | Critical Appraisals • SCH 1.3 |
| Differentiate between the quantitative research methodology and the qualitative research methodology in terms of fundamental principles, applications, designs, and conducting these studies. | Masters: IX Doctorate: III | NE: 8 FNP: 4 NLM: 1 DD: 2 NI: N/A | EBP | Scholarship | 7 | I | 2 | Tests Research Forums • SCH 1.4 |
| Discern the nursing servant leadership responsibility to link research to clinical practice. | Masters: IV, IX Doctorate: VIII | NE: 8 FNP: 5 NLM: 6 DD: 5 NI: 1, 4 | QI | Professional Distinction | 5 | III | 3 | Discussion • SCH 1.1, 1.3, 2.2, PD 1.1, COM 2.2 CITI Certification • SCH 1.2 |

Master's Essentials in Nursing

- I. Background for Practice from Sciences and Humanities
- II. Organizational and Systems Leadership
- III. Quality Improvement and Safety
- IV. Translating and Integrating Scholarship into Practice
- V. Informatics and Healthcare Technologies
- VI. Health Policy and Advocacy
- VII. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VIII. Clinical Prevention and Population Health for Improving Health
- IX. Master's Level Nursing Practice

Doctoral Essentials in Education for Advanced Nursing Practice

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

Nursing Leadership & Management Program Outcomes

1. Designs processes to achieve quality, cost-effective and ethical health outcomes
2. Appreciates the complexity of human resource management in today's healthcare
3. Evaluate quality and safety measures
4. Designs a plan of change using principles of servant leadership guided by Benedictine Values
5. Collaborates with others to improve the quality of professional nursing practice and health care policy
6. Utilizes evidence based practice for performance improvement
7. Possesses requisite knowledge to pursue doctoral education
8. Uses information technology to improve processes
9. Demonstrates effective principles of change while providing client centered care

Nurse Educator Program Outcomes

1. Demonstrates an expanded knowledge base of the art and science of nursing.
2. Creates teaching environments, established by nursing standards, which incorporate the application of learning theories, implementation of varied teaching strategies, and use of diverse evaluation methods.
3. Evaluates curricular design in regard to the student experience, the achievement of program outcomes, and the attainment of accreditation standards.
4. Illustrates the nurse educator's responsibility to foster professional competence, behavior, and role socialization of students in teaching/learning milieus.
5. Understands the role of the nurse educator in student development of intra- and interprofessional communication skills to advance the delivery of safe patient care.
6. Recognizes how political, institutional, societal, and economic forces influence the role of the nurse educator.
7. Acts with moral courage in the nurse educator's role as a change agent and facilitator of innovation, through the utilization of servant leadership principles and the Benedictine values, to protect the dignity of the human person.
8. Articulates a commitment to the practice of lifelong learning to maintain competence as a nurse educator, cultivate nursing knowledge, and promote the scholarship of nursing.

MSN/MBA in Healthcare Administration / Dual Degree Program Outcomes

1. Integrate ethical practices & policies which appropriately address the unique healthcare laws and regulations healthcare organizations must follow.
2. Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems.
3. Collaborate with interdisciplinary teams, consumers, & other stakeholders to effect needed change in healthcare delivery systems.
4. Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics.
5. Incorporate service and Benedictine values into nursing leadership practices.
6. Evaluate current domestic and global issues on healthcare and possible impacts to a changing healthcare industry.

- Analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.

FNP Program Outcomes

- Demonstrates competence in health promotion, disease prevention, & illness management of individuals, families, and communities.
- Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote positive change in the delivery of care along the healthcare continuum
- Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
- Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings-
- Influences, negotiates, and manages change among an inter-professional team for purposes of advancing healthcare quality among patients, populations, and systems.
- Practices reflectively as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision-making.

Nursing and Healthcare Informatics Program Outcomes

- Integrate the influence of professional nursing standards, the code of ethics, principles of servant leadership, moral courage, Benedictine values, nursing philosophy, and personal beliefs, on the professional informatics nurse's practice.
- Value the input of collaboration with the patient, family, and healthcare team to improve quality and safety in patient outcomes when developing strategies, policies, or procedures for introducing, evaluating, or modifying information technology applied to nursing practice, administration, education, or research.
- Analyze and interpret patient, nursing, or information systems data to improve nursing services and to inform health policy and advocacy efforts.
- Translate nursing practice information and informatics technology between nurses, healthcare team members, administration, systems engineers, analysts, or designers.
- Develop or implement policies or practices that respect the dignity of the human person and ensure the integrity, privacy, confidentiality, and security of patient information.
- Apply knowledge of computer science, information science, nursing, and informatics theory to nursing practice, education, administration, in collaboration with other health informatics specialists with focus on pt. safety, pt. outcomes & population health
- Design, develop, select, test, implement, and evaluate new or modified informatics solutions, data structures, and decision- support mechanisms to support patients, health care professionals, and their information management and human-computer and human-technology interactions within health care contexts.

Quality and Safety in Nursing Education (QSEN) Competencies

| | |
|-----------------------------|--|
| Quality Improvement (QI): | Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems. |
| Safety: | Minimize risk of harm to patients and providers through both system effectiveness and individual performance. |
| Teamwork and Collaboration: | Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. |
| Patient-centered Care: | Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. |

- Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
- Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

University of Mary Graduate Competencies

The University of Mary graduate programs offer its students preparation in the following four areas of competence:

- **Communication [COM]:** Graduates demonstrate excellence in communication. Students are engaging and effective communicators demonstrated by employing collaborative dialogue and adapting language to resonate with multiple audiences and/or cultures. Their communication reflects a strong command of their field(s) due to the accurate application of disciplinary standards and infusion of disciplinary frameworks and evidence into oral and written works.
- **Moral Courage [MC]:** Graduates clarify, support, or defend what is right and true, whether reached by faith or reason, when confronted by opposing actions or viewpoints in order to serve an understanding of the truth and to promote a culture of human dignity, justice, and virtue. Students, motivated by serving truth, evaluate and respond to actions or viewpoints opposed to what is right or true. Based on faith or reason, they clarify, support, or defend truth and a culture of human dignity, justice, and virtue.
- **Professional Distinction [PD]:** Graduates are servant leaders committed to excellence in their professions and communities. Students integrate knowledge and skills in the applicable discipline for professional service and/or contributions to society. They integrate applicable ethical principles and synthesize supporting reasons/evidence for decision-making. Students pursue the common good by prioritizing the needs of, and cultivating the growth of, others above their own circumstances and aspirations.
- **Scholarship [SCH]:** Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship. Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. They develop a professional philosophy grounded in scholarship.

For students to acquire proficiency in these competences, continual assessment of learning in an atmosphere of openness and free inquiry is promoted.

AONL Nurse Manager Competencies

- I. The Science: Financial Management, Human Resource Management, Performance Improvement, Foundational Thinking Skills, Technology, Strategic Management, Appropriate Clinical Practice Knowledge
- II. The Art: Human Resource Leadership Skills, Relationship Management and Influencing Behaviors, Diversity
- III. The Leader Within: Personal and Professional Accountability, Career Planning, Personal Journey Disciplines

NLN Core Competencies for Nurse Educators

1. **Facilitate Learning:** Nurse educators are responsible for creating an environment in the classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
2. **Facilitate Learner Development and Socialization:** Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.
3. **Use Assessment and Evaluation Strategies:** Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.

4. **Participate in Curriculum Design & Evaluation of Program Outcomes:** Responsible for formulating outcomes & designing curricula that reflect contemporary healthcare trends & prepare graduates to function effectively in the healthcare environment.
5. **Function as a Change Agent and Leader:** Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.
6. **Pursue Continuous Quality Improvement in Nurse Educator Role:** Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.
7. **Engage in Scholarship:** Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.
8. **Function within the Educational Environment:** Nurse educators are knowledgeable about the educational environment, within which they practice and recognize how political, institutional, social and economic forces impact their role.

NONPF Nurse Practitioner Core Competencies

1. Patient Care
2. Knowledge of Practice
3. Practice-Based Learning & Improvement
4. Interpersonal and Communication Skills
5. Professionalism
6. Systems-Based Practice
7. Interprofessional Collaboration
8. Personal and Professional Development

BOOKS AND SUPPLIES

Required Texts, Resource Materials, and Other Materials/Activities that will Incur Student Costs

American Psychological Association. (2020). Publication manual of the American psychological association (7th ed.). The American Psychological Association.

Polit, D. F., & Beck, C. T. (2021). Nursing research: Generating and assessing evidence for nursing practice (11th ed.). Wolters Kluwer/Lippincott Williams & Wilkins.

POLICIES

Attendance and Excessive Absence Policy

Class Attendance

Graduate study not only focuses on individual study, but also hinges on discussion and exchange of ideas between faculty and students and non-faculty professionals and students. Therefore, it is the expectation of the Division of Nursing that all graduate nursing students regularly attend scheduled lectures, discussion boards, seminars, conferences, clinical/practical experiences, presentations, and other required educational offerings.

Instructors are required to maintain reports of student attendance and to report absences for each course. For purposes of determining if a student is in attendance, she/he must be physically present in seated classes, and she/he must be participating in online classes on at least a weekly basis. Online course participation includes participating in discussion boards, submitting assignments on time, and/or interacting with the instructor through electronic means.

Attendance is required for all face-to-face and online synchronous meetings. This expectation includes Institute weeks for FNP students. Synchronous meetings may include but are not limited to institute meetings, online lectures, seminars, conferences, presentations, and webinars. It is the student's responsibility to obtain time off

from work to accommodate class attendance. Any absence may subject the student to credit loss for associated coursework. Special unforeseen or unavoidable circumstances will be taken under consideration and may include such examples as significant student illness or hospitalization, extreme family emergencies, flight cancellation or road closures due to inclement weather, subpoenas, jury duty, military service, bereavement, and religious observances. In these, or like, situations the program coordinator may excuse the student absence. Examples that will not be excused include but are not limited to absences related to employment responsibilities, vacations, childcare issues, attending or presenting at conferences, and special events.

Instructors are not obligated to accommodate examinations or required course meetings to meet students' preferences. If a student determines there may be a special unforeseen or unavoidable circumstance resulting in an inability to participate in a required course meeting, that student must communicate with the course faculty and program coordinator immediately.

Failure to Adhere to Attendance Requirements

Consequences of a single unexcused absence for a scheduled synchronous class meeting may result in any of the following:

- Dismissal from the course
- 5% reduction in overall course grade
- A zero for the related assignment

Absence from scheduled clinical experiences and/or class without prior approval will be recorded as an unexcused absence. One unexcused absence will place student on academic warning. Notification of this status will be given in writing. Further unexcused absences may result in academic suspension from the program.

Excused Absence Policy

The University has a policy on excused absences related to sponsored/sanctioned activities and events. The policy is available for review online <https://bit.ly/2UuCUYe>. Students participating in such activities and events are expected to review this policy and comply with it. As long as appropriate prior notification is given according to this policy, students and faculty reach a mutual agreement concerning make-up work, and students complete the work in question, faculty shall not penalize a student for missing a class or exam when they were granted an excused absence from the university. Any questions concerning the policy may be referred to the course instructor who may refer the question to the athletic director, student activities director, or academic affairs for response.

Assignment & Exam Policy/ies

The timeliness of assignments will also be a factor in the grading process. Assignments are to be submitted at the time that has been specified by the course instructor unless there are special circumstances and the instructor is notified of these circumstances prior to the assignment deadline. **Late assignments will have 10% deducted from the assignment before grading.** Assignments that are submitted **seven** days after the posted due date, without faculty approval, will receive the grade of **zero**.

Channel for Communication Relating to this Course

For questions or concerns related to this course, students should communicate them to the following individuals in the order listed below. Students should also review the university's policy on [academic grievances](#) to learn more about the university's process for responding to academic concerns.

Instructor > Program Coordinator (*FPN: Dr. Jenna Herman, NOL: Dr. Joanne Lassiter, MSN Programs: Dr. Deb Cave*) > Dr. Billie Madler, Associate Dean bmadler@umary.edu > Dr. Mary Dockter, Dean mdockter@umary.edu

Statement Regarding Academic Honesty

Students are expected to read the University of Mary's Academic Honor Code and Honor System and abide by all the standards of conduct and requirements contained therein. When a student is in doubt about whether or not an action might constitute an Academic Honor Code violation, s/he should request clarification from the instructor **before** the action in question is undertaken. The Academic Honor Code is available for review [here](#) or on my.umary.edu under the General University Policies.

Statement Regarding Reasonable Accommodations

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for disabled students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact Dr. Lynn Dodge, coordinator of Student Accessibility Services, in the Student Success Center (lower level of Welder Library) at (701) 355-8264 or ljdodge@umary.edu.

Course Specific Policies/Procedures/Information

The University Policy, [Student Conduct in Instructional Settings](#), and the [Dress Code Policy](#) outlined in the Graduate Nursing Handbook will both be adhered to in this course.

It is an expectation that graduate nursing students demonstrate professional conduct in all interactions. Please refer to the Behavioral Standards and Professional Conduct section outlined in the Graduate Nursing Student Handbook.

It is the faculty's responsibility to provide a structure and framework for learning and give guidance and direction in all learning experiences. Using a variety of teaching strategies, faculty will help students meet the outcomes of the course. However, learning is the responsibility of the student, so active participation is expected. This course will be conducted via Internet, using a variety of methods. All students must have access to a computer with Internet capability and course software required. Students must be able to use the Internet to access course documents to send and receive emails and attachments and to conduct Internet searches. Students may work together on assignments, projects, papers, etc., only when directed by faculty.

Student Responsibilities for Own Learning:

1. Required assignments should be read before the concept is presented in class (competencies, syllabus assignments, reading assignments, etc.). Attend class regularly via Internet discussion, complete reading requirements and participate actively. Participation requires reading extensively on topics for each session, asking and answering questions, participating in discussion board items and completing assignments located within each week's module content.
2. Students are to be timely in discussion board responses and in email responses. The discussion boards/assignments are meant to be a resource for all class members, and students consent to this as a condition of class participation.
3. Library and Internet resources beyond the required readings are to be used. This includes locating and using references specific to this course.

WORKLOAD AND GRADING

Workload Expectations

Since this is a three semester credit graduate level course offered over 10 weeks, you can expect to spend approximately 4.5 hours per week interacting in class and another nine hours per week studying and preparing assignments outside of class time.

Major Assignments

| Assignments | Location of Assignment Expectations | % of Grade |
|---|-------------------------------------|------------|
| Discussion Due Date: Modules 1, 2, 3, 4, 5, 9, 10 | Appendix A | 20% |
| Exams Exam 1: Due Module 2 (covers materials from Modules 1 and 2) Exam 2: Due Module 4 (covers materials from Modules 3 and 4) Exam 3: Due Module 6 (covers materials from Modules 5 and 6) Exam 4: Due Module 7 (covers materials from Module 7) Exam 5: Due Module 8 (covers materials from Module 8) Exam 6: Due Module 10 (covers materials from Modules 9 and 10) | | 30% |
| Completion of the CITI Training Due Date: At the time of Module 6 | Appendix B | 10% |
| Ethics in Research Paper | Appendix C | 10% |
| Research Article Critical Appraisals Quantitative Critical Appraisal Due Date: Week 7 Qualitative Critical Appraisal Due Date: Week 8 | Appendix D | 20% |
| Online Research Article Forums Quantitative Forum Class Meeting Week 8 Qualitative Forum Class Meeting Week 9 | Appendix E | 10% |
| Professional Portfolio The Professional Portfolio assignment is not part of this course grade. However, this assignment is placed here as a reminder so that you can begin to work on your professional portfolio early in your program of study. There may be activities/assignments in this course that you may identify that facilitated your achievement of your program's graduate education essentials, competencies, outcomes, and/or professional standards. The Professional Portfolio guidelines are located on the Home Page of every course and are located under the Portfolio tab. This tab contains guidelines, the grading rubric, and examples of portfolios. Please note: It is an expectation that students create a webpage to house the contents of their Professional Portfolio. The assignment guidelines offer clear directions to help the student's success with this endeavor. Portfolios completed within Canvas will not be accepted. | Homepage of the Course | N/A |

Methods for Evaluation and Grading Scale

Graduate students must perform at a level that exceeds undergraduate expectations. All course assignments are required. To pass the course students must fulfill all assignment requirements. Assignment guidelines and grading rubrics are outlined in the appendices of this document for each major assignment.

Grading Scale

| Letter Grade | Percentage |
|--------------|------------|
| A | 94-100 |
| A- | 92-93 |
| B+ | 90-91 |
| B | 86-89 |
| B- | 84-85 |
| Below 84 | Failing |

Students are encouraged to review the University Catalog and the Program Handbook for policies regarding successful academic progression. **The Graduate Nursing Student Handbook indicates a letter grade of less than B- is not passing. Grades will not be rounded.**

Appendix A Discussion Rubric

Each week of class begins on Monday and runs through Sunday. Modules will be open for student viewing, in preparation for the upcoming week, at 6am (central) the Saturday preceding the upcoming week. Discussion will conclude each week on Sunday at 11:59pm. The last week of every course will conclude on Friday at 11:59pm.

Faculty will be assessing discussion timeliness, quality, and engagement according to the rubric criterion outlined below. Initial weekly discussion posts are due on Wednesday at 11:59pm. Components of a quality discussion post are carefully bulleted in the rubric. Degree of engagement is not merely assessed by number of responses. The response/s of an engaged discussion participant will evidence, for the faculty, the student's review of classmate contributions across the week. Students may make multiple responses on varying days of the week or they may make one response that is a synthesis of contributions from their classmates across the week. Moreover, an engaged discussion participant is aware of feedback and questions posed to them and responds appropriately.

| Criterion | Exemplary | Proficient | Emerging | Unsatisfactory |
|---|---|---------------------------------------|---|-----------------------------|
| Completeness of Initial Post <ul style="list-style-type: none"> Addresses all components of the posted question. | Criterion expectation is fully met. 1 pt. | | Criterion not met 0 pts. | |
| Quality of Initial Post <ul style="list-style-type: none"> Evidences analysis and synthesis to create a strong, substantive post that states the case. Shows use of sound argumentation and scholarly prose that evidences mastery of concepts and key points from readings and other scholarly sources. Demonstrates evidence of critical thinking. Exhibits excellent use and citation of scholarly references external to the course. Thoughtfulness and comprehensive understanding of the discussion topic is evident. Explores new lines of argument or different perspective which foster further discussion. | The contribution displays an adeptness with criterion expectations and models graduate level work. 3 pts. | Expectations met 2 pts. | The specified expectation needs to be strengthened 1 pt. | Criterion not met 0 pts. |
| Timeliness <ul style="list-style-type: none"> Initial discussion post is made no later than assigned deadline on Wednesday. | Criterion expectation is fully met. 1 pt. | | Criterion not met 0 pts. | |
| Quality of Contribution to Class Discussion <ul style="list-style-type: none"> Thoughtfully evaluates and responds to classmates' postings using sound argumentation, scholarly prose, and tactfulness; the response is comprehensive and challenging. These responses serve to deepen the conversation. Contributes additional, substantive, thoughtful, and analytical, yet succinct responses to other classmates' postings. Strengths and weakness of classmates' discussion content are identified. Reponses integrate course material and are supported by scholarly reference external to the course. Reponses show evidence of critical thinking. | The contribution displays an adeptness with criterion expectations and models graduate level work. 2 pts. | Expectations met 1 pt. | The specified expectation needs to be strengthened 0.5 pt. | Criterion not met 0 pts. |
| Degree of Participation in Class Discussion and Engagement <ul style="list-style-type: none"> Builds on ideas from other classmates through frequent and ongoing cross talk and interaction. Responses to other learners include substantive feedback that extends the discussion by raising questions and sharing additional resource information. Responds to feedback from other learners and/or faculty. Takes part in discussion in an ongoing basis over the course of the week as evidenced by contributions to discussion. | The contribution displays an adeptness with criterion expectations and models graduate level work. 2 pts. | Expectations met 1 pt. | The specified expectation needs to be strengthened 0.5 pt. | Criterion not met 0 pts. |
| Mechanics/Formatting <ul style="list-style-type: none"> Postings are without spelling, grammar, punctuation, or syntactical errors that distract the reader from the content. Word choice is consistently accurate and appropriate. Excellent use and proper APA citation of evidence based references that are used in the discussion. | Criterion expectation is fully met. 1 pt. | Criterion is partially met 0.5 pts | Criterion not met 0 pts. | |

Dev. 7/2016, Rev. 4/2017

Discussion

Faculty, using the rubric on the previous page, will determine discussion forum grades each week. Faculty will also utilize a number of discussion forums in this course to assess student progress toward achievement of the University of Mary Graduate Competencies. The table below highlights which discussion forum questions aligned with which subcomponents of each Graduate Competence and offers the rubric utilized to document the degree of achievement. These rubrics will not affect the student's grades yet will be used by faculty and program leadership to determine aggregate student outcomes.

| SCHOLARSHIP | | | | | | | |
|---|--|--|--|--|---|---|--|
| COMPONENT 1 Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. | | | | | | | |
| | Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| Module 3 Discussion 1 | SCH 1.1 Student develops and then implements an effective research or evidence-based practice plan (hereafter plan). | Student does not develop a plan. | Student develops a plan that appears effective. | Student implements a plan but finds it does not yield intended results. | Student implements a plan that could or does yield intended results. | Student implements a complex plan that could or does yield intended results. | Student implements a complex plan that yields valuable results from which recommendations may be made. |
| Module 2 Discussion 1 | SCH 1.3 Student critically analyzes multiple forms of scholarship. | Student does not critically analyze scholarship. | Student critically analyzes few sources of scholarship. | Student critically analyzes multiple sources of scholarship. | Student critically analyzes multiple sources of scholarship to identify drawbacks and benefits. | Student critically evaluates multiple sources of scholarship to recommend a course of action. | Student critically evaluates multiple sources of scholarship to identify ways of expanding the field. |
| COMPONENT 2 Students develop a professional philosophy grounded in scholarship. | | | | | | | |
| Module 5 Discussion 1 | SCH 2.2 Student extracts concepts and theories from the predominate knowledge base to shape his/her professional philosophy. | Student does not evidence a professional philosophy founded on his/her field's knowledge base. | Student evidences a professional philosophy that is not substantially founded on his/her field's knowledge base. | Student evidences a professional philosophy that is founded on his/her field's knowledge base. | Student synthesizes concepts and theoretical foundations from the applicable field to deepen his/her professional philosophy. | Student applies synthesized professional philosophy to address problems of practice. | Student contributes to others' developing professional philosophies to address problems of practice. |

| PROFESSIONAL DISTINCTION | | | | | | | |
|--|--|---|--|---|--|--|---|
| COMPONENT 1 Students integrate knowledge and skills in the applicable discipline for professional service and/or contributions to society | | | | | | | |
| | Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| Module 9 Discussion 1 | PD 1.1 Student integrates discipline-specific knowledge and/or skills into his/her field or professional practice. | Student does not integrate discipline-specific knowledge and/or skills into field or professional practice. | Student inconsistently integrates discipline-specific knowledge and/or skills into field or professional practice. | Student integrates discipline-specific knowledge and/or skills into field or professional practice. | Student consistently integrates discipline-specific knowledge and/or skills into field or professional practice. | Student consistently integrates with accuracy discipline-specific knowledge and/or skills into field or professional practice. | Student consistently integrates with precision discipline-specific knowledge into field or professional practice. |

| COMMUNICATION | | | | | | | |
|---|---|--|---|---|---|--|---|
| COMPONENT 2 | | | | | | | |
| Students' communication reflect a strong command of their field(s) due to the accurate application of disciplinary standards and infusion of disciplinary frameworks and evidence into oral and written works. | | | | | | | |
| | Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| Module 5 Discussion 1 | COM 2.2 Student synthesizes discipline-specific theories or perspectives. | Student does not apply discipline-specific theories or perspectives. | Student effectively applies one theory or perspective to a situation. | Student effectively applies more than one theory or perspective to a situation. | Student effectively analyzes multiple theories or perspectives. | Student synthesizes multiple theories or perspectives. | Student critically analyzes multiple theories or perspectives to create new insights. |

Appendix B
CITI Certification
Due Date: Module 6

All graduate nursing students enrolled with the University of Mary will participate in either primary research or an EBP Project as a capstone scholarly work. It is a priority that all students are prepared to act in an ethical manner during this endeavor and any future endeavors that involve Human Subjects and data analysis. To promote competence in ethical research practices, the University of Mary requires all students, who will engage in scholarly capstone work, to earn a certification with the Collaborative Institutional Training Initiative, otherwise known as CITI. Students are expected to complete this expectation as part of their graduate research course and maintain active certification through the duration of their scholarly capstone work.

The CITI mission statement is (taken from their webpage):

The Collaborative Institutional Training Initiative (CITI Program) is dedicated to promoting the public's trust in the research enterprise by providing high quality, peer-reviewed, web-based educational courses in research, ethics, regulatory oversight, responsible conduct of research, research administration, and other topics pertinent to the interests of member organizations and individual learners.

These materials are designed and regularly updated to:

- *Enhance the knowledge and professionalism of investigators, staff, and students conducting research in the United States and internationally*
- *Educate members, administrators, and leadership of ethics committees that review and oversee research*
- *Promote ethical research at organizations through the education of research administrators and organizational leadership*

To complete the required certification, follow the instructions outlined on the following page. There is no charge to students for completion of this registration or certification. Students will upload their CITI certification the respective course assignment page as evidence of successful completion of this course requirement.

CITI Certification

Completion of this assignment will be evaluated by points and any related grading rubric. However, the assignment also help faculty determine student progression toward achievement of various University of Mary Graduate Competencies. The table below highlights the rubrics faculty will use to assess each student's level of mastery for associated subcomponents of respective Graduate Competencies. These rubrics will not affect the student's grade yet will be used by faculty and program leadership to determine aggregate student outcomes.

| SCHOLARSHIP | | | | | | |
|--|---|--|---|--|---|--|
| COMPONENT 1 | | | | | | |
| Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. | | | | | | |
| Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| SCH 1.2 Student applies relevant codes of conduct to research or evidence-based practice. | Student demonstrates no knowledge of research/evidence-based practice codes of conduct applicable to his/her field. | Student identifies all aspects of research/evidence-based practice codes of conduct applicable to his/her field. | Student demonstrates compliance with some aspects of Research/evidence-based practice codes of conduct applicable to his/her field with extensive guidance. | Student demonstrates compliance with all aspects of research/evidence-based practice codes of conduct applicable to his/her field with guidance. | Student demonstrates compliance with all aspects of research/evidence-based practice codes of conduct applicable to his/her field, with limited guidance. | Student demonstrates expertise with all aspects of research/evidence-based practice codes of conduct applicable to his/her field, accurately applying them with no guidance. |



CITI Learning Course Instructions

To access Institutional Review Board instructions, forms, and training, go to my.umary.edu and register (if you have not already) and login. Click the student tab at the top of the page and find the Institutional Review Board for Human Subjects link on the left. Click there and that will take you to the Institutional Review Board page.

Scroll on the right and locate the Training for the Protection of Human subjects section. Click on the CITI Program Link. If this is your first time, you need to register. Click on register and select University of Mary as your organization affiliation. Check both the I AGREE to Terms of Service and I affirm that I am an Affiliate of University of Mary boxes.

Click on the continue to create your CITI program username and password link. As directed in Steps 2 - 4, fill in your personal information and create your username and password.

Step 5 answer the questions

Step 6 complete the information required by University of Mary

Step 7 you will be asked a series of questions in order to add the course.

Select Curriculum - leave alone

Question 1: Select Human Subject Research – Social & Behavioral Research Investigators

Question 2: IRB Chair – leave blank

Question 3: Public Health Resource – leave blank

Question 4: Good Clinical Practice – leave blank

Question 5: Conflict of Interest – leave blank

Question 6: Responsible Conduct of Research – leave blank

Question 7: Information Privacy Security – leave blank

Question 8: Laboratory Animal Research - leave blank

Step 8 select complete registration

Under Institutional Courses select **view courses** for University of Mary and start course.

Appendix C Ethics in Research Paper

Ethical principles are critical to preservation of the dignity of the human person and the integrity of research practices. For this assignment students will view the movie *Capote* (2005), a biography of Truman Capote who is one of the greatest American writers. The movie illustrates how Capote utilized qualitative research methods to obtain information from people who were connected to the murder of a family in a rural setting to write the book *In Cold Blood*. In this movie, you will get a glimpse of American society in the 1950s and societal norms of that era. This movie is a very valuable tool for analyzing the importance of ethics when obtaining research data from vulnerable subjects and the means that Capote used to get these people to give him information. You may have seen this movie previously, but now you need to view it with the lens of a person who is conducting research. You can access this movie through online sources such as Amazon or Netflix.

Please review the rubric below prior to viewing the movie. Please do not view this movie with young children; in fact I would not let anyone under the age of 18 view the movie as a small section of the movie is very graphic in depicting the murder of the family. This crime prompted the writing of his book.

You are to write a scholarly paper, four to five pages addressing the importance of ethics when conducting nursing research. Your paper will address a comparison/contrast of the role ethics had in conducting research in the 1950s to the present day, an examination of the components of the Institutional Review Process (IRB) in relation to Capote's methods of obtaining data for his book; an examination of the Benedictine values displayed by Capote during the movie, and an analysis of Capote's informational approach utilizing ANA's Code of Ethics and Chapter 7 from Polit and Beck (2021).

Resources to complete the assignment:

- [ANA Code of Ethics](#)
- [Benedictine Values](#)
- Capote (2005) - Movie
- Polit and Beck (2021) (Chapter 7)

Ethics in Research Grading Rubric

| Criterion | Exemplary | Proficient | Emerging | Not met |
|---|-------------------------|------------|----------|---------|
| Cover Page: A cover page is included and follows APA 7th ed. | Met 2 pts/Not met 0 pts | | | |
| Introduction – Brief discussion on the importance of ethics when conducting nursing research. | 10 | 8 | 5 | 0 |
| Compare and contrast the role ethics had in conducting research studies in the 1950s to the present day | 10 | 8 | 5 | 0 |
| <p>Examine the components of the Institutional Review Process (IRB) and answer the questions below with examples from Capote's (2005) movie:</p> <ul style="list-style-type: none"> • Was the study approved and monitored by an Institutional Review Board, Research Ethics Board, or other similar ethics review committees • Were participants subject to any physical harm, discomfort, or psychological distress? Did Capote take appropriate steps to remove, prevent, or minimize harm? • Did the benefits to participants outweigh any potential risks or actual discomfort they experienced? Did the benefits to society outweigh the costs to the participants? • Was any type of coercion or undue influence used to recruit participants? Did they have the right to refuse to participate or to withdraw without penalty? • Were participants deceived in any way? Were they fully aware of participating in a study and did they understand the purpose and nature of the research? • Were adequate steps taken to safeguard the participants' privacy? Was confidentiality maintained? • Were appropriate informed consent procedures used? If not, were there valid and justifiable reasons? • Were the vulnerable groups of prisoners, children, pregnant women, students, elderly, and poor involved in the collection of the research data? If yes, were special precautions used because of their vulnerable status? | 30 | 25 | 15 | 0 |
| Examine the Benedictine values of hospitality, community, respect for persons, prayer, moderation, and service. Discuss how these values were displayed or not displayed by Capote | 5 | 4 | 3 | 0 |
| Analyze the ethics (or lack of ethics) that you gleaned from Capote's approach to obtaining information for his book utilizing ANA's Code of Ethics and Chapter 7 from Polit and Beck (2021). Include in your analysis the ethical stances of Beneficence, Respect for Human Dignity, Justice, and The Right to Privacy. | 25 | 20 | 10 | 0 |
| Conclusion | 5 | 4 | 3 | 0 |
| Reference page: The reference page is included and follows APA 7 th ed. format. All references listed are used in the narrative of the paper and no references used in the paper are left off the reference page | 3 | 2 | 1 | 0 |
| Paper Structure and Grammar: Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner | 5 | 3 | 2 | 0 |
| APA Format: Appropriate use of APA format to include page numbering, page format, and citations | 5 | 3 | 2 | 0 |

Ethics in Research Paper

Completion of this assignment will be evaluated by points and any related grading rubric. However, the assignment also help faculty determine student progression toward achievement of various University of Mary Graduate Competencies. The table below highlights the rubrics faculty will use to assess each student's level of mastery for associated subcomponents of respective Graduate Competencies. These rubrics will not affect the student's grade yet will be used by faculty and program leadership to determine aggregate student outcomes.

| SCHOLARSHIP | | | | | | |
|--|---|--|---|--|---|--|
| COMPONENT 1 | | | | | | |
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| PROFESSIONAL DISTINCTION | | | | | | |
|--|---|--|--|--|---|---|
| COMPONENT 2 | | | | | | |
| Students integrate applicable ethical principles and synthesize supporting reasons/evidence for decision-making. | | | | | | |
| Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| PD 2. 1 Student integrates applicable ethical principles into decision making. | Student does not integrate ethical principles into decision making. | Student chooses applicable ethical principles for decision-making. | Student applies ethical principles into decision making. | Student integrates applicable ethical principles into decision making. | Student discerns why a decision was ethical or unethical and modifies the decision to reflect ethical principles. | Student discerns which ethical principles are most applicable and integrates them into decision-making. |

| MORAL COURAGE | | | | | | |
|---|--|--|--|---|--|---|
| COMPONENT 1 | | | | | | |
| Students, motivated by serving truth, evaluate and respond to actions or viewpoints opposed to what is right or true. | | | | | | |
| Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| MC 1a. Student evaluates actions and/or viewpoints opposed to what is right or true. | Student does not evaluate viewpoints/actions opposed to what is right or true. | Student identifies actions/viewpoints opposed to what is right or true. | Student distinguishes truth from error in actions/viewpoints opposed to what is right or true. | Student explains the truth and error in actions/viewpoints opposed to what is right or true. | Student lucidly explains the truth and error in actions/viewpoints opposed to what is right or true. | Student lucidly and thoroughly explains the truth and error in actions/viewpoints opposed to what is right or true. |
| MC 1b. Student responds to actions and/or viewpoints opposed to what is right and true in ways that effect positive change (i.e., ways that promote truth and a culture of human dignity, justice, and virtue). | Student does not respond to actions/viewpoints that are opposed to what is right and true. | Student responds to actions/viewpoints that are opposed to what is right/true but does not affect positive change. | Student responds to actions/viewpoints that are opposed to what is right/true that occasionally effects positive change. | Student respectfully responds to actions/viewpoints that are opposed to what is right/true that regularly | Student respectfully responds to actions/viewpoints that are opposed to what is right/true that frequently | Student respectfully responds to actions/viewpoints that are opposed to what is right/true that substantively |

| | | | | | | |
|---|---|---|--|---|--|---|
| | | | | effects positive change. | effects positive change. | effects positive change. |
| COMPONENT 2 Based on faith or reason, student clarifies, supports, or defends truth and a culture of human dignity, justice, and virtue. | | | | | | |
| MC 2. Student employs reason or faith to clarify, support, and defend truth and a culture of human dignity, justice, and virtue. | Student does not employ reason or faith to clarify, support, or defend truth or a culture of dignity, justice, or virtue. | Student employs reason or faith on occasion to clarify, support, or defend truth or a culture of dignity, justice, or virtue. | Student employs reason or faith periodically to clarify, support, or defend truth or a culture of dignity, justice, or virtue. | Student employs reason or faith regularly to clarify, support, and defend truth or a culture of dignity, justice, and virtue. | Student employs reason or faith consistently to clarify, support, and defend truth or a culture of dignity, justice, and virtue. | Student strategically employs reason or faith consistently to clarify, support, and defend truth and a culture of dignity, justice, and virtue. |

Appendix D Guidelines for the Quantitative and Qualitative Research Article Critical Appraisal Assignments

It is important not only for nurses to know how and where to access research but also how to critically appraise the research information. Merely identifying research studies does nothing to inform the quality of the research that may be used to shape health care decisions. To inform the decision-making process, research most closely related to the clinical inquiry must be analyzed. The quality of research information that healthcare decisions are based needs to be assured. One efficient method to determine the quality of research is the critical appraisal of primary research.

For this assignment students will assign themselves to one of four groups. To assign yourself to a group:

1. enter the NUR 551 Canvas course
2. select the People tab in the left-hand navigation bar
3. select the Qualitative and Quantitative Critique tab along the top
4. drag your name from the unassigned column to one of the four groups

Working with your group members, you will select ONE QUANTITATIVE and ONE QUALITATIVE nursing research to analyze and critique. These selections must be uploaded to the respective assignment dropbox and approved by faculty prior to beginning your critique. The faculty will evaluate your selection to determine if the **nursing** research design aligns with rubric criteria. It will be impossible to be successful with completing the critical appraisal templates if you have not selected a quantitative and a qualitative research design article. As a result, you will be best served to submit the articles you are considering early in the semester for approval by the course faculty. If the publications you have selected do not align with a quantitative and a qualitative research design, the faculty will be able to redirect you and you will be allowed to resubmit another selection. It is important to allow time for your group to not only have the appropriateness of the select publications determined, but also, time then to complete the critical appraisal templates.

Once approved, a representative from the group must upload a copy of the research articles to the respective discussion board. Posting to the discussion board makes your approved research article accessible to your classmates which will be important for subsequent expectations of this assignment.

Using the approved quantitative and qualitative research articles, the group will complete a Research Critique Template (linked in the respective assignment page within the course) for each approved research article. One representative of the group will submit each completed critique by the assigned due date to the respective assignment dropbox within the course.

Select research articles for this assignment that has relevance to nursing practice. The Welder Library has multiple databases with full text research articles. You are encouraged to visit the *Library Services* Module within your course for guides, tutorials, and an opportunity to connect with a librarian.

Carefully read the research articles that you select and follow the grading rubrics (below) to complete the assignments. Please refer to your research textbook if clarification is needed for some of the grading rubrics' criteria.

QUANTITATIVE RESEARCH ARTICLE CRITIQUE TEMPLATE

| | | |
|--|----------------------------------|-----------------|
| Briefly define characteristics of quantitative research studies (your textbook is an excellent resource). | | |
| Group Response: | | |
| Critique CRITERIA | STUDY EXCERPT/INFORMATION | CRITIQUE |
| Problem Statement: Describe the problem for the study. Was it clearly stated? | | |
| Purpose of the Study: Describe the purpose of the study. Was the purpose clearly stated in the article? | | |
| Research Question(s) and Hypothesis: Describe the study's broad research question(s) and hypothesis (if present). State if these components of research were clearly stated in the article. | | |
| Independent and Dependent Variables: Describe the independent and dependent variables for the study (if they are stated in the article). Delineate if these components are clearly stated in the article. Describe if the research question(s) support a causal relationship between the independent and dependent variables. | | |
| Validity of the Study: Describe if there is congruency among the problem statement; the purpose of the study; the research question(s); and the independent and dependent variables. Describe what type of foundation that these relationships have for the validity of this study. | N/A | |
| <p>Type of Quantitative Research Design: The excerpt describes the type of quantitative research design that was used for this study. In your critique, state how this quantitative research design facilitated the researcher to answer the research question(s).</p> <p>If the design is experimental or quasi-experimental, answer the following questions (as appropriate): Was there an intervention or treatment? Was the intervention adequately described? Was the control or comparison condition adequately described?</p> <p>Was an experimental or quasi-experimental design used?</p> <p>If the study was a RTC, what specific experimental design was used? Were randomization procedures adequately explained? Did the report provide evidence that randomization was successful – that is, resulted in groups that were comparable prior to the intervention? If cluster randomization was used, was there an adequate number of units?</p> <p>If the design is quasi-experimental, what specific quasi-experimental design was used? Is there justification for deciding not to randomize participants to treatment conditions? Does the report provide evidence that any groups being compared were equivalent prior to the intervention?</p> | | |

| | | |
|---|--|--|
| <p>If the design was nonexperimental, was the study inherently nonexperimental? If not, is there justification for not manipulating the independent variable? What specific nonexperimental design was used? If a retrospective design was used, is there justification for not using a prospective design? What evidence does the report provide that any groups being compared or similar with regard to important confounding characteristics? What types of comparisons are specified in the design (e.g. before-after, between groups)? Did these comparisons adequately eliminate the relationship between the independent and dependent variables? If there are no comparisons, or faulty comparisons how does this affect the study's integrity and interpretability of the results? Was the study longitudinal? Was the timing of the time of the collection of the data appropriate? Was the number of data collection points reasonable? Was binding/masking used? Is yes, who was blinded and was this adequate? If not, is there an adequate rationale for failure to mask? Is the intervention the type that could raise expectations that in and of themselves could alter the outcomes?</p> <p>If the study was a survey, describe the methodology to collect data.</p> <p>In your opinion, was this the most appropriate method used to collect data?</p> | | |
| <p>Reliability and Validity of the Instrument Utilized for the Study: Describe the reliability and validity measurement of the instrument(s) that was/were used to measure the study's outcomes. Critique the instrument's reliability and validity in relationship to the research findings and implications.</p> | | |
| <p>Sample for the Study: The group transcribes an excerpt from the article that identifies the research sample. The critique assesses the appropriateness of the:</p> <ul style="list-style-type: none"> • sample recruitment methods • sample inclusion and exclusion criteria • representative nature of the sample to the population • sample size to support research conclusions • sample techniques (stratification and randomization) <p>The critique of the sampling technique will state if you believe that there was a representative and well-defined sample that met the sampling criteria for this study. If the sampling was stratified, describes if a useful stratification variable was selected. If the study was a randomized control trial answer the following questions: How were subjects assigned to groups? Was it random assignment to the experimental and control groups? Was random assignment concealed from the individuals who were first enrolling subjects into the study? Were the subjects and providers kept blind to the study group? Were reasons given to explain why subjects did not complete the study? Were the follow-up assessments conducted long enough</p> | | |

| | | |
|--|--|--|
| <p>to fully study the effects of the intervention? Were the subjects analyzed in the group to which they were randomly assigned? Was the control group appropriate? Were the instruments used to measure the outcomes valid and reliable? Were the subjects in each of the groups similar on demographic and baseline clinical variables?</p> | | |
| <p>Data Collection The group transcribes an excerpt from the article that identifies the data collection procedures. The critique analyzes appropriateness of:</p> <ul style="list-style-type: none"> • data collection methods (i.e. if the report provides sufficient information about data collection procedures) • consistency of data collection procedure with the aims of the study. • the amount of data collected (i.e., Were <i>too much</i> data collected in terms of burdening study participants—and, if so, how might this have affected data quality? Did data collected address the varied needs of the study.) • research instruments pretesting • individual/s collecting the data were appropriate and why (i.e., training of data collectors, ability to elicit or produce high-quality data, ability to monitor their performance, were they blinded) • data collection setting • Steps taken to control for confounding participant characteristics that could affect the equivalence of groups being compared | | |
| <p>Statistical Analysis of the Data: The group transcribes an excerpt from the article that identifies the statistical analysis of the data. The critique analyzes appropriateness of</p> <ul style="list-style-type: none"> • statistical analysis to answer the research questions/hypothesis • stated support of the research hypotheses with adequate statistical power to make this decision <p>In your critique, state how the researcher(s) answered the following questions if the study was a cohort or a control randomized trial:</p> <ul style="list-style-type: none"> • If a cohort study, how likely was the outcome event/s in a specified period of time? How precise are the study estimates? • a control randomized trial, What were the results? How large was the intervention or treatment effect (NNT, NNH, effect size, level of significance)? How precise is the intervention or treatment (CI)? | | |
| <p>Results of the Study:</p> | | |

| | | |
|---|--|--|
| <p>The group transcribes an excerpt from the article of the important results of the study, including the study's limitations, "mixed" results (if any), and generalizability of the findings.</p> <p>The critique analyzes the appropriateness of</p> <ul style="list-style-type: none"> • types of evidence to support the interpretation, and its persuasiveness • the possible effects of the limitations on the credibility of the research evidence • the possible explanations offered if "mixed" results reported • results interpreted in light of findings from other studies • any unwarranted conclusions drawn by the researchers about generalizability of the findings? | | |
| <p>Presentation of the Findings: The critique assesses the appropriateness of</p> <ul style="list-style-type: none"> • presentation of the specific findings in the article • displayed data to allow the reader to verify the researcher's conclusions • presentation of the data (ie logical, consistent, and easy to follow) • tables, figures, or graphs used to present the data | | |
| <p>Overall Understanding of the Article: The critique assesses the appropriateness of</p> <ul style="list-style-type: none"> • the article effectively promotes understanding • the report gives the reader a clear picture of the research study | | |
| <p>Implications for Use of this Research Article: The group transcribes the specific recommendations that were made by the authors. The critique assesses the appropriateness of:</p> <ul style="list-style-type: none"> • These recommendations, given the study's limitations and the magnitude of the effects—as well as evidence from other studies • the study's implications for clinical practice ("clinical significance"), nursing theory, or future nursing research • the results of the study are relevant to persons in similar situations | | |
| <p>Describe how the use of the quantitative research methodology fits the overall purpose for answering the research question and conducting this study. Group Response:</p> | | |

Grading Rubric for Quantitative Research Article Critical Appraisal

| Criterion | Exemplary | Proficient | Emerging | Not Met |
|--|-----------|------------|----------|---------|
| Quantitative Research The group wrote a brief definition of characteristics of quantitative research studies. | 5 pts | 3 pts | 1 pt | 0 pts |
| Problem Statement The group accurately identified and transcribed the problem statement from the article to the critique template. The group offered a succinct critique of the problem statement. | 5 pts | 3 pts | 1 pt | 0 pts |
| Purpose of the Study The group accurately identified and transcribed the purpose of the study from the article to the critique template. The group offered a succinct critique of the purpose of the study. | 5 pts | 3 pts | 1 pt | 0 pts |
| Research Question(s) and Hypothesis The group accurately identified and transcribed the research question/s and/or hypothesis from the article to the critique template. The group offered a succinct critique of the research question/s and or hypothesis. | 5 pts | 3 pts | 1 pt | 0 pts |
| Independent and Dependent Variables The group accurately identified and transcribed the research variables from the article to the critique template. The critique considered: <ul style="list-style-type: none"> • the independent and dependent variables for the study (if they are stated in the article) • if these components are clearly stated in the article • if the research question(s) support a causal relationship between the independent and dependent variables. | 5 pts | 3 pts | 1 pt | 0 pts |
| Validity of the Study The critique considered if the research: study <ul style="list-style-type: none"> • was congruent among the problem statement; the purpose of the study; the research question(s); and the independent and dependent variables. • described what type of foundation these relationships have for the validity of this study, | 5 pts | 3 pts | 1 pt | 0 pts |
| Type of Quantitative Research Design The group accurately identified and transcribed the type of quantitative research design from the article to the critique template. The critique: <ul style="list-style-type: none"> • Describes the type of quantitative research design that was used for this study. • States how this quantitative research design facilitated the researcher to answer the research question(s). • Answers questions (found in research critique template) that aligns with the type of quantitative design that was used in the article chosen. | 10 pts | 3 pts | 1 pt | 0 pts |
| Reliability and Validity of the Instrument Utilized for the Study The group accurately identified and transcribed the reliability and validity measurement of the instrument(s) from the article to the critique template that was/were used to measure the study's outcomes. The critique assessed the instrument's reliability and validity in relationship to the research findings and implications. | 5 pts | 3 pts | 1 pt | 0 pts |
| Sample for the Study The group accurately identified and transcribed the research sample from the article to the critique template. The critique assessed the appropriateness of the: <ul style="list-style-type: none"> • sample recruitment methods • sample inclusion and exclusion criteria • representative nature of the sample to the population • sample size to support research conclusions • sample techniques (stratification and randomization) | 10 pts | 6 pts | 3 pts | 0 pts |
| Data Collection The group accurately identified and transcribed the data collection procedures from the article to the critique template. The critique analyzed appropriateness of: <ul style="list-style-type: none"> • data collection methods (i.e. if the report provides sufficient information about data collection procedures) <ul style="list-style-type: none"> • consistency of data collection procedure with the aims of the study. • the amount of data collected (i.e., Were <i>too much</i> data collected in terms of burdening study participants—and, if so, how might this | 10 pts | 6 pts | 3 pts | 0 pts |

| | | | | |
|--|--------|-------|-------|-------|
| <p>have affected data quality? Did data collected address the varied needs of the study.)</p> <ul style="list-style-type: none"> • research instruments pretesting • individual/s collecting the data were appropriate and why (i.e., training of data collectors, ability to elicit or produce high-quality data, ability to monitor their performance, were they blinded) • data collection setting • steps taken to control for confounding participant characteristics that could affect the equivalence of groups being compared | | | | |
| <p>Statistical Analysis of the Data The group accurately identified and transcribed the statistical analysis of the data from the article to the critique template. The critique analyzed appropriateness of</p> <ul style="list-style-type: none"> • statistical analysis to answer the research questions/hypothesis • stated support of research hypotheses with adequate statistical power to make this decision • Answers questions (found in research critique template) that aligns with the type of quantitative design that was used in the article chosen. | 5 pts | 3 pts | 1 pt | 0 pts |
| <p>Results of the Study The group accurately identified and transcribed the important results of the study from the article to the critique template (include the limitations of the study, “mixed” results (if any), and generalizability of findings.) The critique analyzed appropriateness of:</p> <ul style="list-style-type: none"> • Types of evidence to support the interpretation, and its persuasiveness • Possible effects of the limitations on the credibility of the research evidence • Possible explanations offered if “mixed” results reported • Results interpreted in light of findings from other studies • Any unwarranted conclusions drawn by the researchers about generalizability of the findings | 10 pts | 6 pts | 3 pts | 0 pts |
| <p>Presentation of the Findings The critique analyzed the appropriateness of</p> <ul style="list-style-type: none"> • Presentation of the specific findings in the article • Displayed data to allow the reader to verify the researcher’s conclusions • Presentation of the data (i.e., logical, consistent, and easy to follow) • Tables, figures, or graphs used to present the data | 5 pts | 3 pts | 1 pt | 0 pts |
| <p>Overall Understanding of the Article The critique analyzed the appropriateness of</p> <ul style="list-style-type: none"> • the article effectively promotes understanding • The report gives the reader a clear picture of the research study | 5 pts | 3 pts | 1 pt | 0 pts |
| <p>Implications for Use of this Research Article The group identified and transcribed the specific recommendations that were made by the authors to the critique template. The critique analyzed the appropriateness of</p> <ul style="list-style-type: none"> • these recommendations, given the study’s limitations and the magnitude of the effects—as well as evidence from other studies • The study’s implications for clinical practice (“clinical significance”), nursing theory, or future nursing research • The results of the study are relevant to persons in similar situations | 5 pts | 3 pts | 1 pt | 0 pts |
| <p>Conclusion: Described how the use of the quantitative research methodology fits the overall purpose for answering the research question and conducting the study selected for critique.</p> | 5 pts | 3 pts | 1 pt | 0 pts |

Quantitative Research Article Critical Appraisal

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| SCHOLARSHIP | | | | | | |
|--|--|---|--|---|---|---|
| COMPONENT 1 | | | | | | |
| Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. | | | | | | |
| Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| SCH 1.3 Student critically analyzes multiple forms of scholarship. | Student does not critically analyze scholarship. | Student critically analyzes few sources of scholarship. | Student critically analyzes multiple sources of scholarship. | Student critically analyzes multiple sources of scholarship to identify drawbacks and benefits. | Student critically evaluates multiple sources of scholarship to recommend a course of action. | Student critically evaluates multiple sources of scholarship to identify ways of expanding the field. |

QUALITATIVE RESEARCH ARTICLE CRITIQUE TEMPLATE

| Briefly define characteristics of qualitative research studies (use your textbook as a source). Group Response: | | |
|--|---------------------------------------|-----------------|
| CRITERIA | EXCERPT/INFORMATION from study | CRITIQUE |
| <p>Problem Statement: The group accurately identifies and transcribes the problem statement from the article. The group offered a succinct critique of</p> <ul style="list-style-type: none"> • the problem statement. • Whether the study undertook an ideological perspective (i.e., to speak for a population that needs a voice). | | |
| <p>Purpose of the Study: The group accurately identifies and transcribes the purpose of the study from the article. The group offered a succinct critique of the purpose of the study.</p> | | |
| <p>Research Question(s): The group accurately identified and transcribed the research question/s from the article. The group offers a succinct critique of</p> <ul style="list-style-type: none"> • research question/s • congruency of the research question(s) with the qualitative methodology. | | |
| <p>Support of Literature: The group accurately identifies and transcribes how the review of literature supports the need for this study. The critique</p> <ul style="list-style-type: none"> • Delineates if the problem statement, the purpose of the study, and the research question(s) are congruent with the review of literature to support the validity of the study | | |
| <p>Type of Qualitative Research Design: The group accurately identifies and transcribes the type of qualitative research design that was used for this study. The critique</p> <ul style="list-style-type: none"> • Determines if this qualitative research design facilitated the researcher to answer the research question(s) | | |
| <p>Sample for the Study: The group accurately identifies and transcribes the sampling plan, how participants were recruited, the key characteristics of the sample and if the authors indicated achievement of data saturation. The critique:</p> <ul style="list-style-type: none"> • States whether this plan was clearly identified and guided by the needs of the study • Deciphers the adequacy/strength/weakness of participant eligibility criteria • Appraises the sample composition and size to reflect the qualitative tradition of the study | | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Determines the richness of sample description and if the context provided about study participants allowed for an assessment of the transferability of the study's findings | | |
| <p>Data Collection Procedures: The group accurately identified and transcribed the data collection procedures. The critique:</p> <ul style="list-style-type: none"> • Explicated the group's opinion of the sufficiency and clarity of information about the data collection procedures • Was the modality of obtaining the data appropriate (example of face to face person interviews) for the qualitative research methodology • Determines adequacy of timeframes for the researcher to complete fieldwork or collect the research data • Deciphers any threats to the accuracy of the research data (threats to trustworthiness) | | |
| <p>Data Collection Instrument: The group accurately identifies and transcribes the instrument used for the study. The critique:</p> <ul style="list-style-type: none"> • Evaluates if the researcher's questions were appropriate, comprehensive, minimize the risk of biases and encourage full and rich responses? | | |
| <p>Data Analysis: The group accurately identifies and transcribes the data analysis procedures used for the study. The critique:</p> <ul style="list-style-type: none"> • Discerns the adequacy of data analysis • Considers how the researcher has assured the completeness and accuracy of the data | | |
| <p>Specific Findings of the Study: The group accurately identifies and transcribes the study findings (i.e., major themes from the analysis of the data). The critique:</p> <ul style="list-style-type: none"> • Explains if the data analysis yielded a meaningful and insightful picture of the phenomenon under study • Considers the degree to which the themes appear to capture the meaning of the narratives, how well the participant quotes fit the research findings • Determines how well the data is displayed (is it in a manner that allows the reader to verify the researcher's conclusions, was a conceptual map, model, or diagram effectively displayed to communicate important processes) | | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Evaluates if the research findings were logical, consistent, and easy to follow | | |
| <p>Understanding of the Topic: The group critiques:</p> <ul style="list-style-type: none"> How well the writing in the article effectively promote understanding and if the readers were imaginatively drawn into the experience If the context of the phenomenon is adequately described If the report gives a clear picture of the social or emotional world of study participants | | |
| <p>Implications for the Study: The group critiques:</p> <ul style="list-style-type: none"> If there any implications of the research stated in the article How the findings contribute to the nursing profession If the results are relevant to persons in similar situations How the results of this study may be applied to clinical practice? | | |
| <p>Conclusion: The group described how the use of the qualitative research methodology fits the overall purpose for conducting this study. Group Response:</p> | | |

Grading Rubric for Qualitative Research Article Critical Appraisal

| Criterion | Exemplary | Proficient | Emerging | Not Met |
|--|-----------|------------|----------|---------|
| Briefly define characteristics of qualitative research studies (use your textbook as a source). | 5 pts | 3 pts | 1 pt | 0 pts |
| Problem Statement The group accurately identified and transcribed the problem statement from the article to the critique template. The group offered a succinct critique of <ul style="list-style-type: none"> • the problem statement. • Whether the study undertook an ideological perspective (ie to speak for a population that needs a voice). | 5 pts | 3 pts | 1 pt | 0 pts |
| Purpose of the Study The group accurately identified and transcribed the purpose of the study from the article to the critique template. The group offered a succinct critique of the purpose of the study. | 5 pts | 3 pts | 1 pt | 0 pts |
| Research Question(s) The group accurately identified and transcribed the research question/s from the article to the critique template. The group offered a succinct critique of <ul style="list-style-type: none"> • research question/s • congruency of the research question(s) with the qualitative methodology. | 5 pts | 3 pts | 1 pt | 0 pts |
| Support of Literature The group accurately identified and transcribed how the review of literature supports the need for this study to the critique template. The critique <ul style="list-style-type: none"> • Delineated if the problem statement, the purpose of the study, and the research question(s) were congruent with the review of literature to support the validity of the study | 5 pts | 3 pts | 1 pt | 0 pts |
| Type of Qualitative Research Design The group accurately identified and transcribed the type of qualitative research design that was used for this study to the critique template. The critique <ul style="list-style-type: none"> • Determined if this qualitative research design facilitated the researcher to answer the research question(s) | 5 pts | 3 pts | 1 pt | 0 pts |
| Sample for the Study The group accurately identified and transcribed the sampling plan, how participants were recruited, the key characteristics of the sample and if the authors indicated achievement of data saturation to the critique template. The critique: <ul style="list-style-type: none"> • Stated whether this plan was clearly identified and guided by the needs of the study • Deciphered the adequacy/strength/weakness of participant eligibility criteria • Appraised the sample composition and size to reflect the qualitative tradition of the study • Determined the richness of sample description and if the context provided about study participants allowed for an assessment of the transferability of the study's findings | 10 pts | 6 pts | 3 pts | 0 pts |
| Data Collection Procedures The group accurately identified and transcribed the data collection procedures to the critique template. The critique: <ul style="list-style-type: none"> • Explicated the group's opinion of the sufficiency and clarity of information about the data collection procedures • Was the modality of obtaining the data appropriate (example of face to face person interviews) for the qualitative research methodology • Determines adequacy of timeframes for the researcher to complete fieldwork or collect the research data • Deciphers any threats to the accuracy of the research data (threats to trustworthiness) | 5 pts | 3 pts | 1 pt | 0 pts |
| Data Collection Instrument The group accurately identified and transcribed the instrument used for the study to the critique template. The critique: <ul style="list-style-type: none"> • Evaluated if the researcher's questions were appropriate, comprehensive, minimize the risk of biases and encourage full and rich responses? | 5 pts | 3 pts | 1 pt | 0 pts |
| Data Analysis The group accurately identified and transcribed the data analysis procedures used for the study to the critique template. The critique: <ul style="list-style-type: none"> • Discerned the adequacy of data analysis • Considered how the researcher has assured the completeness and accuracy of the data | 5 pts | 3 pts | 1 pt | 0 pts |
| Specific Findings of the Study The group accurately identified and transcribed the study findings (i.e., major themes from the analysis of the data) to the critique template. The critique: | 10 pts | 6 pts | 3 pts | 0 pts |

| | | | | |
|--|-------|-------|------|-------|
| <ul style="list-style-type: none"> Explained if the data analysis yielded a meaningful and insightful picture of the phenomenon under study Considered the degree to which the themes appear to capture the meaning of the narratives, how well the participant quotes fit the research findings Determined how well the data is displayed (is it in a manner that allows the reader to verify the researcher's conclusions, was a conceptual map, model, or diagram effectively displayed to communicate important processes) Evaluated if the research findings were logical, consistent, and easy to follow | | | | |
| Understanding of the Topic The group critiqued: <ul style="list-style-type: none"> How well did the writing in the article effectively promote understanding and if the readers were imaginatively drawn into the experience If the context of the phenomenon is adequately described If the report gives a clear picture of the social or emotional world of study participants | 5 pts | 3 pts | 1 pt | 0 pts |
| Implications for the Study The group critiqued: <ul style="list-style-type: none"> If there any implications of the research stated in the article How the findings contribute to the nursing profession If the results are relevant to persons in similar situations How the results of this study may be applied to clinical practice? | 5 pts | 3 pts | 1 pt | 0 pts |
| Conclusion: The group described how the use of the qualitative research methodology fits the overall purpose for conducting this study | 5 pts | 3 pts | 1 pt | 0 pts |

Qualitative Research Article Critical Appraisal

Completion of this assignment will be evaluated by points and any related grading rubric. However, the assignment also help faculty determine student progression toward achievement of various University of Mary Graduate Competencies. The table below highlights the rubrics faculty will use to assess each student's level of mastery for associated subcomponents of respective Graduate Competencies. These rubrics will not affect the student's grade yet will be used by faculty and program leadership to determine aggregate student outcomes.

| SCHOLARSHIP | | | | | | |
|--|--|---|--|---|---|---|
| COMPONENT 1 | | | | | | |
| Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. | | | | | | |
| Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| SCH 1.3 Student critically analyzes multiple forms of scholarship. | Student does not critically analyze scholarship. | Student critically analyzes few sources of scholarship. | Student critically analyzes multiple sources of scholarship. | Student critically analyzes multiple sources of scholarship to identify drawbacks and benefits. | Student critically evaluates multiple sources of scholarship to recommend a course of action. | Student critically evaluates multiple sources of scholarship to identify ways of expanding the field. |

Appendix E Research Forums

Each research critique group will attend an (ONLINE two-hour Research Forum) where two groups will EACH present their CRITIQUE of their selected study and then a Socratic discourse will be held with both groups. Each group will be responsible for reading BOTH research articles and being prepared to dialogue on the selected critiqued studies. Students will participate in a total of TWO Research Forums: one for quantitative and one for qualitative research.

Quantitative and Qualitative Research Study Forums Rubric

| Criterion | Exemplary | Proficient | Emerging | Not Met |
|--|-----------|------------|----------|---------|
| Presentation Organization Both the PowerPoint appearance and the delivery are professional. The presentation graphics/slides explain and reinforce the presentation narrative. Competent use of audiovisuals is illustrated. The presentation offers information in a logical, interesting sequence that the audience can follow. The introductory comments grab the audience, transitions flow, and the conclusion offers closure to the presentation. There are no spelling or grammar errors. | 10 | 6 | 3 | 0 |
| Presentation Speaking Skills Poised, articulate; proper volume; steady rate; good posture and eye contact, enthusiasm; confidence. All terms pronounced properly. The presenters only minimally refer to notes and does not read to the audience. | 10 | 6 | 3 | 0 |
| Presentation Content The presentation includes all key elements of the research critical appraisal. | 30 | 18 | 9 | 0 |
| Presentation Participation All members of the group share in the delivery of the presentation. | 10 | 6 | 3 | 0 |
| Forum Preparation Has read the posted research article for the peer group sharing in the forum class time. Preparation is evidenced by contributions made during class. | 10 | 6 | 3 | 0 |
| Forum Understanding Demonstrates knowledge of the research article's strengths and weaknesses. Student is able to apply concepts through examples and integration of research principles. | 10 | 6 | 3 | 0 |
| Forum Analysis Clearly references text and research article to support reasoning. Provides relevant and insightful comments, makes new connections. Demonstrates exceptionally logical and organized thinking. Moves the discussion to a deeper level. | 10 | 6 | 3 | 0 |
| Forum Active Listening & Discussion Skills Shows he/she is actively listening through body language, comments, and questions. Offers clarification and/or follow-up that extends the conversation by building on others' comments. Speaks with adequate volume and clarity. Stays on topic and brings discussion back on topic if necessary. Talks directly to other students (rather than the teacher). Invites other people into the discussion. Shares "airtime" equally with others. Reference the remarks of others. Solicits others' viewpoints. | 10 | 6 | 3 | 0 |

Research Forums

Completion of this assignment will be evaluated by points and any related grading rubric. However, the assignment also help faculty determine student progression toward achievement of various University of Mary Graduate Competencies. The table below highlights the rubrics faculty will use to assess each student's level of mastery for associated subcomponents of respective Graduate Competencies. These rubrics will not affect the student's grade yet will be used by faculty and program leadership to determine aggregate student outcomes.

| SCHOLARSHIP | | | | | | |
|---|---|--|--|---|---|---|
| COMPONENT 1 Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. | | | | | | |
| Criteria | Unacceptable 0 | Master's Entry 1 | Master's Midpoint 2 | Master's Exit/Doctoral Entry 3 | Doctoral Midway 4 | Doctoral Exit 5 |
| SCH 1.4 Student synthesizes valid and appropriate sources of information. | Student does not synthesize valid and appropriate sources of information. | Student summarizes the key concepts of valid and appropriate sources of information. | Student compares and contrasts valid and appropriate sources of information. | Student synthesizes valid and appropriate sources of information. | Student synthesizes valid and appropriate sources of information, resulting in increased expertise. | Student accurately synthesizes valid and appropriate sources of information, resulting in new contributions to the field. |