SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Health Sciences	Department: Clinical Health Sciences
Degree or Certificate Level: B.S. in Health Sciences	College/School: Doisy College of Health Sciences
Date (Month/Year): 06/2021	Assessment Contact: Julie Wolter
In what year was the data upon which this report is based collected? 2020-2021	
In what year was the program's assessment plan most recently reviewed/updated? 2019-2020	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

PLO #2 - Students will implement healthcare management tools to utilize project management techniques

PLO #4 - Students will use research to defend conclusions related to healthcare issues

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

NOTE: All the following courses were delivered online that are traditionally in seat, and some didactic instruction needed to be altered to accommodate sizes of enrollments for distance / online delivery.

PLO #2 – Project management techniques

1. HSI 2100 Healthcare Management/Team Charter (Appendix A)
   A team project charter as described in Appendix A served as the artifact to assess this PLO. Each student was required to identify their team, provide a project title and description, introduce the project, and describe the audience and the justification of the project. In addition, each team charter involves identifying the project objective, scope of project, communication plan, roles and responsibilities, and all assumptions, risks, and limitations for the project complete the artifact using the team project template. Feedback on the project to evaluate the artifact was based on the team assessment rubric (see Assessments).
2. HSCI 4700 Quality Management/Team White Paper (Appendix C)
   A team white paper as described in Appendix C served as the artifact to assess a higher-level learning of project management techniques for this PLO. Each student was required to utilize the project management techniques learned initially in HSI 2100 to manage the team white paper project. This included learning what a white paper is, what questions can be answered in a white paper, how to write a white paper, choosing an appropriate topic, identifying the audience, and preparing the sections for the written and visual presentation of the white paper. The final team assessment project rubric was used as the artifact to evaluate the students level of ability for project management techniques and working as a team to accomplish a larger project.

PLO #4 – Defend Conclusions

1. HSCI 3700 Research Methods/Team Thesis Proposal and Oral Defense (Appendix B)
   A team thesis proposal and oral defense as described in Appendix B served as the artifact to assess the student's ability to defend conclusions, especially in relation to healthcare. In this artifact, the team approach is used to perform research on an assigned topic based around current healthcare issues. A written proposal and oral defense of the position of the project is the culmination of student's demonstration of the PLO. The artifacts used to assess the PLO is the final project team assessment (these assessments are located at the end of this report in the section titled "Assessments"). In this project, the students are exposed to research

projects and their components: definition of a research project, determination of the research question, and the best methodology to answer that question. Students, perform the corresponding literature review, and successfully defend (written and orally) the research question from the primary literature. Each individual aspect of the project was assessed by the assessment rubric found in Appendix B. Together these rubrics provide the ranked artifact evaluation for the ability of the student to defend with data their assigned healthcare project.

2. HSCI 4700 Quality Management/Team White Paper (Appendix C)
   A team white paper as described in Appendix C served as the artifact to assess a higher-level ability to defend conclusions. The white paper was assigned to learn how to defend the conclusions of a specific healthcare question that had been researched and well defended both in a written and oral format. Each sub-assignment was assessed by a rubric (Appendix C) and the sum of the rubrics was used as the artifact to evaluate the students level of ability to defend a conclusion.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

PLO #2 – Project management techniques

HSI 2100 Healthcare Management/ Team Charter (Appendix A)

The project management template for the team charter was evaluated by the course instructor using the assessment rubric and comparing it to the assessment rubric ranking description. It became clear that the students who attended the remote classes and who were actively engaged understood and performed the project management requirements and techniques very well. The course instructor provided a summary of the individual student assessment rankings to the program director. The program target, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.

Review of the students raised the question of why not all the students performed at or above the 85% knowledge ranking. In reviewing those students who did not meet the ranking of "knowledge" or higher, the attendance and participation of those students not meeting knowledge level was correlated to those students who had poor class involvement and engagement while learning remotely, and that led to lack of team performance and poor contribution to the artifact as evidenced by team assessment.

HSCI 4700 Quality Management/ Team White Paper (Appendix C)

The team assessment of the final project for the white paper was evaluated by the course instructor using the assessment rubric and comparing it to the assessment rubric ranking description. Again, for those students who attended class and were actively engaged, understood and performed the project management requirements and techniques very well. The program target, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.

Review of the students who did not perform at or above 85% of application based on the rubric rankings were reviewed based on attendance and active engagement in the online course. Similar to the course HSI 2100, attendance and participation correlated highly to those students who had a lower ranking of team assessment as evidenced by the artifact review.

PLO #4 – Defend Conclusions

HSCI 3700 Research Methods / Team Thesis Proposal and Oral Defense (Appendix B)

The five rubrics including the two progression rubrics, final manuscript rubric, oral defense rubric, and the final team assessment together comprise the data. The rubrics of the project are based on the outline of the written and oral defense of the healthcare issue. The rubrics for each component of the project were evaluated by the course instructor using the specific assessment rubric and compared to the assessment rubric ranking description. The course instructor provided a summary of the individual student assessment rankings to the program director. The program target, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.

In reviewing those students who did not meet the ranking of "knowledge" or higher, further analysis into online attendance, class participation, email contact, and missed/late assignments were reviewed. Those who did not meet the ranking of 85% or higher were again largely due to poor team performance and poor contribution to the group project and assignments, as evidenced by peer and team assessment.

HSCI 4700 Quality Management/ Team White paper (Appendix C)

Each portion of the white paper was evaluated by the course instructor using an assessment rubric (see Appendix C). Together these assessments formed the data to be ranked by the instructor for each student based on the description of the rubric scoring tables. The instructor provided a summary of the assessment rankings to the program director. The program target, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.

As in other PLO's above, the students who did not meet the ranking of "knowledge" or high were due to poor engagement with teams, and little to no contribution to the individual portions of the white paper as determined by the engagement in class, and peer review and team assessment.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, another off-campus site)?

PLO #2 – Project management techniques

HSI 2100 Healthcare Management/ Team Charter (Appendix A)

The results of the assessment of the learning outcome showed that an average of >88% (84/95) of the students achieved a ranking of knowledge or higher using the artifact of the team assessment rubric. In reviewing the specific details of each student's artifacts, the remaining 11 students (12%) who did not meet the course target was due to poor performance on progress reports and those who didn't complete the project templates. The instructor correlated the same individuals who had poor performance to those who didn't attend/engage or participate while being taught remotely. Further, by being a totally online course, there were few if any opportunities for the instructor to speak and engage with the students before and after class to encourage participation and to see if they have any questions/issues. Emails were sent to these students, but similar to zoom classrooms, this was not as effective to increase student engagement as in seat and in person education.

HSCI 4700 Quality Management/ Team White Paper (Appendix C)

The results of the assessment of the learning outcome showed that an average of >93% (52/56) of the students achieved a ranking of application or higher using the artifact of the team assessment rubric (Assessments). The remaining 4 students (7%) who did not meet the course target was due to poor performance throughout the entire project largely missing and failing to turn in progress reports on time. Again, the lack of face to face communication with students while being entirely online was a challenge that has not been an issue in years past.

PLO #4 – Defend Conclusions

HSCI 3700 Research Methods / Team Thesis Proposal and Oral Defense (Appendix B)

The results of the assessment of the learning outcome show that an average of >83% (40/48) of the students achieved a ranking of knowledge or higher. Following a review of the remaining 8 students (17%) who did not meet the course target of 85%, the analysis indicated that the low ranking was due to poor performance on progress reports and missed assignments. Again, this course is typically a sophomore or junior level course and a face to face delivery of this content is much more readily grasped and the faculty member can actively engage a student; remote instruction, especially for the first time a research method is taught, is suboptimal for education around this topic of defending conclusions.

HSCI 4700 Quality Management / Team White paper (Appendix C)

The results of the assessment of the learning outcome showed that an average of >93% (52/56) of the students achieved a ranking of application or higher using the artifact of the team assessment rubric (Assessments). The remaining 4 students (7%) who did not meet the course target was due to poor performance throughout the entire project largely missing and failing to turn in progress reports on time. Again, the lack of face to face communication with students while being entirely online was a challenge that has not been an issue in years past.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

PLO #2 – Project management techniques

HSI 2100 Healthcare Management/ Team Charter (Appendix A)

The data tell us that the students perform well at the knowledge level for the group project. In the sequencing of the major courses, this is the first-time students do a group project based on project management techniques and methodology. It provides the introduction for process of a team approach and management of a team project. With more than 85% of the students above the 85% for the ranking of the rubric, the project management tools and templates were appropriately utilized and formed the basis for the subsequent courses for project management techniques.

HSCI 4700 Quality Management/ Team White Paper (Appendix C)

The data tell us that the students perform well at the application level for the group project. In the sequencing of the major courses, this is a final semester major only course that culminates as a capstone-style course, and students can assimilate all areas of major education for this group project. They have also been working as small groups for the past 2.5 years and have learned how to work well with one another and to learn project management on a larger and more complicated scale. With 93% of the students above the 85% for the ranking of the rubric, the project management tools and templates were appropriately utilized.

PLO #4 – Defend Conclusions

HSCI 3700 Research Methods / Team Thesis Proposal and Oral Defense (Appendix B)

The data indicate that many students accomplished the PLO of defending conclusions, at 83% of the course enrollment. However, this data point did not meet our goal of >85% of the students in the course. Due to the constraints of distance education, the challenges of engaging students in online education, as well as the difficulty in communication and engagement of students remotely, we have reviewed the results and do not believe that changes will need to be made to improve the outcomes, as a return to in seat education should remove this lack of in person communication. If the trends continue after a return to in seat learning, the program will reevaluate the artifact and how to improve the learning outcomes of the course.

HSCI 4700 Quality Management/ Team White Paper (Appendix C)

The data indicate that most the students accomplished this PLO and effectively defended conclusions related to healthcare issues, at 93% of the course enrollment. The 7% who did not meet the minimum rankings were not engaged and failed to do the work, either their individual portions or the team portions. The discrepancy between the artifact above for defend conclusions illustrates the difference in abilities of the more mature seniors in a final capstone course, as compared to sophomores or juniors and the challenges of online education.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share, and discuss these results and findings from this cycle of assessment?

Program faculty members discuss the results and findings of the assessment cycle in early September, or in the case of 2020-2021, throughout the summer months and August. There are dedicated program meetings for assessment, dedicated Program Director/Clinical Coordinator meetings for assessment in the Department, and dedicated Doisy College of Health Sciences meetings to meet with the Associate Dean and receive feedback prior to submission deadlines.

Discussion points tend to focus primarily on those students who didn't perform at or above the anticipated ranking of 85% for each artifact, regardless of how many students that number of lower ranked students that included. Topics of discussion focused primarily on ideas and ways to reach students online to engage, and what mechanisms of communication are best utilized in an online environment with students that do not engage.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

During the next cycle, delivery of content will be delivered in the classroom, and the comparison to this data presented from an entirely online education will be difficult to establish other than our beliefs that much of the results are due to lack of in person communication and engagement.

Because there have been significant changes to the HSCI program in the past year due to a merger with another program, combined courses, review and update of courses, and change of course instructors to prepare for an impending retirement, the program has taken advantage of these changes to review and assess each course, the course learning objectives, and how to improve upon what is currently done. Furthermore, the combined faculty will work this next academic year to include those merged courses and content changes into a new Assessment Plan.

With these changes to the program and curriculum, there will be changes in collection methods as well as realignment of those likely new student learning outcomes with the revised courses.

The courses will be taught for one full academic year, and at this time next year, the Assessment Plan will be revised and submitted based on the reorganization of the program/courses/instructional content. With that will come realigned program learning outcomes and appropriately identified artifacts as well as revised rubrics.

We anticipate incorporating assessment opportunities into the newly built Canvas learning management system to assist with evaluation of the rubrics and the rankings of the students.

If no changes are being made, please explain why.

NA

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Online education lends itself to discussion boards which were implemented as a team-building exercise. This was helpful to provide team-driven summaries of the readings for each week. We realized that an online discussion provides the opportunity for all students to be able to express themselves and then reply to other team members' conversations. In- person discussion sometimes does not provide the opportunity for everyone to be heard. This discussion board activity has been incorporated into several courses in the program.

B. How has this change/have these changes been assessed?

These changes are being assessed using assessment rubrics. We have developed specific requirements for each student to complete in the discussion board. The assessment rubrics provide the student with the instructor expectations and are used to determine student understanding of content after each assignment. It provides a ranking for review for those students who didn't meet assessment expectations, and have provided a method to rank the participation and discussions without being grade-based.

C. What were the findings of the assessment?

The results show that 3 of the 4 artifacts for the two PLOs, project management techniques and defending conclusions, were met by rankings >85%. The fourth artifact was just under that threshold, at 83%. Given the online / distance education scenario of a global pandemic, the findings show that the students were for the most part learning and engaged in the courses/projects and the artifacts were appropriate to evaluate those objectives of the program. Course rubrics have been more detailed to provide students with clear expectations for each section/step of a project/assignment. These rubrics have improved the rankings of the PLOs, and indicate more depth of understanding, knowledge, and application of the outcomes.

D. How do you plan to (continue to) use this information moving forward?

These findings will be used as the program revises the entire Assessment Plan and Assessment Rubrics following the merger of two programs and resultant shared instructional roles and revised / merged courses.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

PLO Rubrics:

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #2): Students will implement healthcare management tools to utilize project management techniques.		
Knowledge/Comprehension**	**Application/Analysis****	**Synthesis/Evaluation****
• Identifies healthcare project management tools to utilize project management	• Demonstrate the utilization of healthcare project management tools	• Appraise the utilization of healthcare project management tools

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #2): Students will implement healthcare management tools to utilize project management techniques.		
Knowledge/Comprehension**	**Application/Analysis****	**Synthesis/Evaluation****

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #4): Students will use research to defend conclusions related to healthcare issues.		
Knowledge/Comprehension**	**Application/Analysis****	**Synthesis/Evaluation****
• Identifies the processes involved with research related to healthcare issues	• Demonstrates the processes involved with research related to healthcare issues	• Defends the processes involved with research related to healthcare issues

ASSESSMENTS

HSI2100 Healthcare Management Team Assessment

Project Name _____
Team Number _____
Team Members _____

Team Assessment

Use this evaluation on an on-going basis throughout the project.

For the following statements, rank our team on a scale of 1-5	
	1 (strongly disagree) (strongly agree) **5**
1. Our meetings are productive and organized.	1 2 3 4 5
2. People are contributing equitably in the meetings.	1 2 3 4 5
3. Everyone has contributed equitably to project work.	1 2 3 4 5
4. The project is on schedule.	1 2 3 4 5
5. We are dealing with conflict effectively.	1 2 3 4 5
6. I feel my ideas and input are appropriately considered.	1 2 3 4 5
7. I am satisfied with the progress of the project.	1 2 3 4 5
8. I am comfortable in the team setting.	1 2 3 4 5

Please complete the following statements.
9. The best thing about our team…
10. A current challenge for our team is…
11. Do we need to change this form in any way to better serve our purposes?

HSCI4700 Quality Management Team Assessment

Project Name _____
Team Number _____
Team Members _____

Team Assessment

Use this evaluation on an on-going basis throughout the project.

For the following statements, rank our team on a scale of 1-5	
	1 (strongly disagree) (strongly agree) **5**
1. Our meetings are productive and organized.	1 2 3 4 5
2. People are contributing equitably in the meetings.	1 2 3 4 5
3. Everyone has contributed equitably to project work.	1 2 3 4 5
4. The project is on schedule.	1 2 3 4 5
5. We are dealing with conflict effectively.	1 2 3 4 5
6. I feel my ideas and input are appropriately considered.	1 2 3 4 5
7. I am satisfied with the progress of the project.	1 2 3 4 5
8. I am comfortable in the team setting.	1 2 3 4 5

Please complete the following statements.
9. The best thing about our team…
10. A current challenge for our team is…
11. Do we need to change this form in any way to better serve our purposes?

HSCI3700 Research Methods Team Assessment

Project Name _____
Team Number _____
Team Members _____

Team Assessment

Use this evaluation on an on-going basis throughout the project.

For the following statements, rank our team on a scale of 1-5	
	1 (strongly disagree) (strongly agree) **5**
1. Our meetings are productive and organized.	1 2 3 4 5
2. People are contributing equitably in the meetings.	1 2 3 4 5
3. Everyone has contributed equitably to project work.	1 2 3 4 5
4. The project is on schedule.	1 2 3 4 5
5. We are dealing with conflict effectively.	1 2 3 4 5
6. I feel my ideas and input are appropriately considered.	1 2 3 4 5
7. I am satisfied with the progress of the project.	1 2 3 4 5
8. I am comfortable in the team setting.	1 2 3 4 5

Please complete the following statements.
9. The best thing about our team…
10. A current challenge for our team is…
11. Do we need to change this form in any way to better serve our purposes?

APPENDICES

APPENDIX A

HSI2100 Healthcare Management

Team Charter Guidelines

Using the attached team charter template, provide the following information. Be sure to check with the team charter grading rubric for more detail regarding expectations in each section.

1. *Team Identification*: Please identify the following:
    a. The title of your Project
    b. Team number
    c. Names of team members
    d. Course number
    e. Progress Report

2. Project Title and Description.
    a. Identify the description of your project.
    b. Introduce your project.
    c. Describe in detail the audience you will be targeting.
    d. Justify your project by describing how your project is different or how it fills a gap in content.

3. Project Objective.
    a. Clearly and comprehensively identify the project objective. For example: The objective of this project is to provide an Instagram that educates adolescents on sexually transmitted diseases.

4. Scope of the Project
    a. Identify the stakeholders (i.e., those who will be affected by your project).
    b. How will the objective of your project align with other resources offered to the audience your deliverable serves? (Example: The objective of this Instagram site aligns with websites and other social media directed at providing resources to adolescents. Our Instagram site provides a readily accessible option for adolescents when curious about how to protect themselves against sexually transmitted diseases.)
    c. What are the boundaries of your project? (For example, this project will address only sexually transmitted resources directed to adolescents.)

5. Gantt Chart.
    a. An example of a Gantt Chart is included in the Team Charter template. ***This is only an example.***
    b. Please create your own chart that includes all tasks and duration of tasks perceived necessary to complete project.
    c. Be sure to mark milestones.

6. Team Communication Plan.
    a. How will your team communicate with one another?
    b. Detail the day, time and place of meetings, as well and the preferred method of communication.

c. Detail the expected level of communication with team members.
d. The level of communication will vary as tasks are accomplished.
e. At this point, estimate the level of communication at this point.

7. Roles and Responsibilities of Team Members.
    a. The role of the sponsor and customer are already defined.
    b. It is assumed that all team members will become subject matter experts, but you may include websites that include expert information (government websites are great resources for statistics).

8. Assumptions, Risks and Limitations.
    a. At this point, it will be difficult to be definitive about these three variables.
    b. Estimate your thoughts – but be as thorough as possible.
    c. Assumptions. For example: Our team assumes we will be able to accomplish our project by the deadline.
    d. Risks. For example: Team members may experience emergencies or other matters that might interfere with final project completion.
    e. Limitations: For example: Team members have limited knowledge in how to build an Instagram, therefore may have a small learning curve to conquer.

9. Impact Statement.
    a. Explain how your project will impact your audience.

10. Sustainability.
    a. Will the deliverable be sustainable in the future?
    b. Please explain.

11. References. Please use APA format. You can refer to Purdue Owl Online Writing Lab at https://owl.english.purdue.edu/owl/ or University Writing Services.

12. Page numbers on each page and free of typographical and/or other errors.

13. The Team Charter will be reviewed by the instructor and suggestions made, if necessary. The team will get a chance to make corrections after instructor feedback before grade is assigned. The grading rubric will be used to assign grade after review.

HSI2100 Healthcare Management
Team Charter Template

1. Team Identification

Team Number _____

Team Member 1: _____ **Team Member 3:** _____

Team Member 2: _____ **Team Member 4:** _____

2. Project Title and Description

Project Title _____

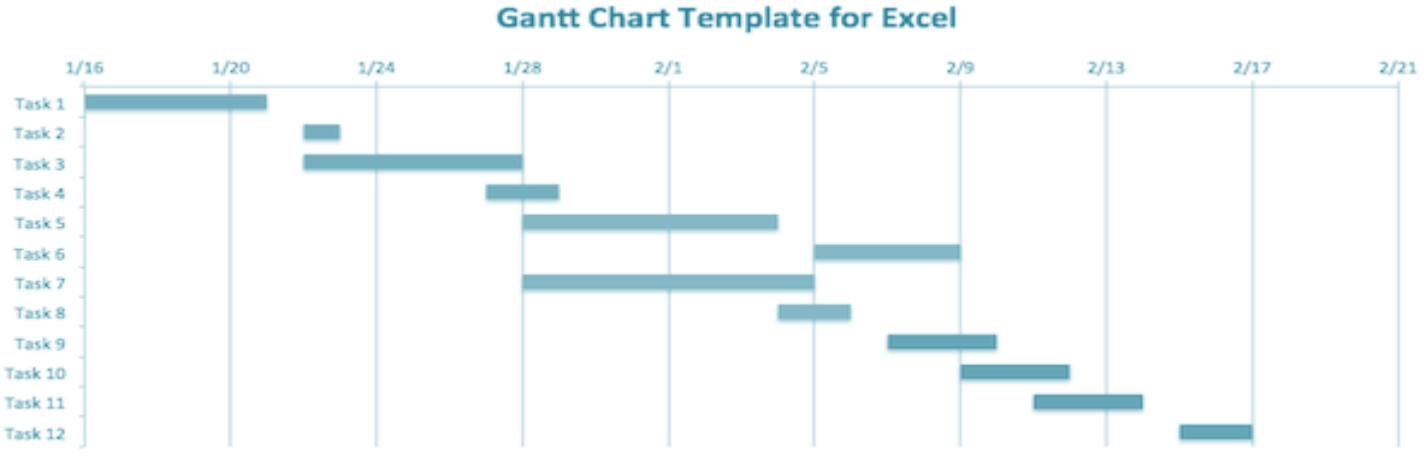
Project Description

3. Project Objective

4. Scope of the Project

Define your audience, deliverable, etc.

5. Gantt Chart*



*****_This is an example of a Gantt Chart. You will design your own Gantt Chart as you deem fit for your team responsibilities. Please create your own Gantt Chart that includes all tasks and duration of tasks perceived necessary at this time to complete project._

6. Team Communication Plan

A. Day, time and place for regular team meetings.

B. Preferred method of communication (e.g., e-mail, cell-phone, etc.).

C. Expected level of communication with other team members.

7. Roles and Responsibilities

Describe the roles and responsibilities of project team members following by names and contact information for those filling the roles.

Sponsor*:* Provides overall direction on the project. Responsibilities include: approve the project charter and plan; confirm the project's goals and objectives; keep abreast of major project activities; make decisions on escalated issues; and assist in the resolution of roadblocks.

Name	Email / Phone
Elaina Osterbur, Instructor	*elaina.osterbur@health.slu.edu*

Project Manager: Leads in the planning and development of the project; manages the project to scope. Responsibilities include: develop the project plan; identify project deliverables; identify risks and develop risk management plan; direct the project resources (team members); scope control and change management; oversee quality assurance of the project management process; maintain all documentation including the project plan; report and forecast project status; resolve conflicts within the project or between cross-functional teams; ensure that the project's product meets the business objectives; and communicate project status to stakeholders. You may have more than one project manager depending on tasks.

Name	Email / Phone

Team Member: Works toward the deliverables of the project. Responsibilities include: understand the work to be completed; complete research, data gathering, analysis, and documentation as outlined in the project plan; inform the project manager of issues, scope changes, and risk and quality concerns; proactively communicate status; and manage expectations.

Name	Email / Phone

Customer: The person or department requesting the deliverable. Responsibilities include: partner with the sponsor or project manager to create the Project Charter; partner with the project manager to manage the project including the timeline, work plan, testing, resources, training, and documentation of procedures; work with the project team to identify the technical approach to be used and the deliverables to be furnished at the completion of the project; provide a clear definition of the business objective; sign-off on project deliverables; take ownership of the developed process.

Name	Email / Phone
Elaina Osterbur, Instructor	*elaina.osterbur@health.slu.edu*

Subject Matter Expert: Provides expertise on a specific subject. Responsibilities include: maintain up-to-date experience and knowledge on the subject matter; and provide advice on what is critical to the performance of a project task and what is nice-to-know.	
Name	**Email / Phone**

8.Assumptions, Risk and Limitations

Assumptions: List and describe the assumptions made in the decision to charter this project. Please note that all assumptions must be validated to ensure that the project stays on schedule and on budget.

***Risks*:** Identify the risks and the strategies to mitigate them.

***Limitations*:** Identify the limitations to the project.

9.Impact Statement

How will your project impact your audience, community, etc.?

10.Sustainability

How will the project be maintained?

11. References

APA Format

HSI2100 Healthcare Management

Team Charter Rubric

	Beginner 1	Developing 2	Accomplished 4	Advanced 5
Team Identification *(5 points)*	Did not follow instructions fully. Instructions included team number and team member names. Typographical and other errors.		Followed almost all the instruction but some of the elements (team number and team member names) were excluded. Some typographical and other errors.	Followed all instructions that included a team number and team member names. Free of typographical and other errors.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
Project Title and Description *(5 points)*	Did not follow instructions fully. Instructions include project title, project description, aligned and free of typographical and other errors.	Followed most of the instructions but some of the elements (project title, project description, aligned and free of typographical errors) were excluded. Project description was vague (less than two sentences).	Followed most of the instructions but some of the elements (project title, project description, aligned and free of typographical errors) were excluded. Project description was vague (more than two but less than three sentences).	Followed all instructions that included project title, project description, aligned and free of typographical errors. Project description was fully developed.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
Project Objective *(5 points)*	Did not follow instructions fully. Instructions did not include project objective and was not free of typographical and other errors.	Did not completely follow instructions. The project objectives were vague less than two sentences) or was not free of typographical and other errors.	Followed most of the instruction. The project objectives were vague more than two but less than four sentences) or was not free of typographical and other errors.	Followed all instructions that included well-developed project objective and free of typographical and other errors.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
Gantt Chart *(5 points)*	Did not follow instructions fully. Instructions include dates and duration with all tasks perceived necessary at this time to complete the project and free of typographical or other errors.	Did not completely follow instructions. More than two but less than three tasks were identified, and duration defined. Instructions include dates and duration with all tasks perceived necessary at this time to complete the project and free of typographical or other errors.	Followed most of the instructions. More than three but less than four tasks were identified, and duration defined. Instructions include dates and duration with all tasks perceived necessary at this time to complete the project and free of typographical or other errors	Followed all instructions thoroughly. Instructions include dates and duration with all tasks perceived necessary at this time to complete the project and free of typographical or other errors
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
Team Communication Plan (5 points)	Did not follow instructions fully. Instructions include day, time and place for regular team meetings, preferred method of communication, expected level of communication with other team members and free of typographical or other errors.	Did not completely follow instructions. Instructions include day, time and place for regular team meetings, preferred method of communication, expected level of communication with other team members and free of typographical or other errors.	Followed most of the instructions but some of the element were excluded. Instructions include day, time and place for regular team meetings, preferred method of communication, expected level of communication with other team members and free of typographical or other errors.	Followed all the instructions that include day, time and place for regular team meetings, preferred method of communication, expected level of communication with other team members and free of typographical or other errors.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**

Roles and Responsibilities of Team Members (5 points)	Did not follow instructions fully. Instructions include sponsor, project manager, team members, customer and subject matter expert, and free of typographical or other errors.	Did not completely follow instructions. Many elements sponsor, project manager, team members, customer and subject matter expert, and free of typographical or other errors were excluded.	Followed most of the instructions but some of the elements sponsor, project manager, team members, customer and subject matter expert, and free of typographical or other errors were excluded.	Followed all instructions that included sponsor, project manager, team members, customer and subject matter expert, and free of typographical or other errors.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
Assumptions, Risks and Limitations (5 points)	Did not follow instructions fully. Instructions include assumptions, risks, limitations, and free of typographical or other errors.	Did not completely follow instructions. Many elements assumptions, risks, limitations, and free of typographical or other errors were excluded.	Followed most of the instructions but some of the elements assumptions, risks, limitations, and free of typographical or other errors were excluded.	Followed all instructions that included assumptions, risks, limitations, and free of typographical or other errors.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
Sustainability	Did not follow instructions fully. Instructions did not include sustainability and was not free of typographical and other errors.	Did not completely follow instructions. The sustainability narrative is vague (less than two sentences) or was not free of typographical and other errors.	Followed most of the instruction. The sustainability narrative is vague (more than two but less than four sentences) or was not free of typographical and other errors.	Followed all instructions that included well-developed sustainability narrative and free of typographical and other errors.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
References *(5 points)*	Did not follow instructions fully. Instructions include APA format and free of typographical and other errors.	Did not completely follow instructions. Many elements (APA format and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (APA format and free of typographical and other errors) were excluded.	Followed all instructions that included APA format and free of typographical and other errors.
	Beginner 1	**Developing 2**	**Accomplished 4**	**Advanced 5**
Save and upload your document using your team number first then Progress Report before upload	Did not follow instructions fully. Instructions include saving and uploading your document using your team number then progress report number before upload.	Did not completely follow instructions. Many elements (saving and uploading your document using your team number then progress report number before upload) were excluded.	Followed most of the instructions but some of the elements (saving and uploading your document using your team number then progress report number before upload) were excluded.	Followed all instructions that included saving and uploading your document using your team number then progress report number before upload.

TEAM NUMBER: _____

TEAM MEMBERS: _____

TOTAL POINTS _____(out of 50)

APPENDIX B

HSCI3700 Research Methods

THESIS PROPOSAL and ORAL DEFENSE GUIDELINES

DUE DATES
Progress Report 1: Due TBD
Progress Report 2: Due TBD
Final Thesis Proposal Manuscript: Due TBD
Final Thesis Proposal Oral Defense: Due TBD

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Introduction to the Research Proposal Manuscript

What is a Thesis Proposal?

A thesis proposal is the prelude to writing the thesis. It is proposed research based on the arguments and methodologies you intend to use to defend your study topic. Thesis proposals are often required in both undergraduate and graduate studies. It prepares the student for thesis development and defense, future research prospects, as well as for writing a research grant for funding.

Determining the Research Question and Methodology

In consultation with your instructor, teams will determine that nature of the research question and suggest a methodology. The proposal is intended to specify what the team intends to study, why this is worth studying, who stands to benefit from the results of the study, how the investigation will unfold and why this is an appropriate approach to the study. The proposal should be written in future tense (since the work is not yet done), except for the review of literature which is written in the past tense.

Determining Research Articles for Literature Review

In consultation with your instructor, teams will determine at least three peer-reviewed articles that will assist in the literature review as well as assistance in determining the methodology.

Section Descriptions

The **title** of the study should reflect your teams research question. Please include a **table of contents** in every progress report and the final report. The abstract is the final section written of the final thesis proposal. The **abstract** is an overview of the study and should not be more than ½ page long. The **introduction** to the study should include a short paragraph at the beginning of the section that is an overview of the chapter. This sections also includes the research question and hypotheses, purpose of the study and design and overview of the study. The **review of literature** chapter should begin with an overview of the literature, followed by previous studies and ending with a summary of the previous studies. The **methodology** includes an overview of the study, study design proposed, population and sample, data collections, data analysis plan, ethical considerations, as well as any bias that may occur, assumptions made and the limitations of the study. The **references** section should include all literature and resources used to write your team thesis proposal.

Grading

Your team manuscript will be honestly graded using the grading rubric. If your team lost points on the progress reports, the team will be allowed to make corrections for up to 90% of points returned. Teams will NOT be able to recover lost points on the final manuscript.

Research Topics Studied in Previous Courses

Sensory processing disorder and occupational therapy intervention
Childhood obesity and cardiovascular disease
Non-prescription Adderall use among college students
Caffeine and adolescent exercise performance
Bystander intervention and mass casualty incident
College student time-management skills and mental health
Malnourishment and brain development in infancy
Opioids versus acupuncture for managing back pain

Progress Report 1 Guidelines

INSTRUCTIONS: *Please provide the following elements to your DRAFT research proposal. Each section should be as a complete as possible. I will edit (if necessary) your draft. Please include changes in the next draft progress report two (2).*

Progress Report 1 Manuscript Sections
Title a. Title of proposal b. Team number c. Team Names d. Course Name e. Include "Draft" watermark *f.* Free of typographical and other errors
Table of contents (one-page) a. Introduction b. Review of the literature c. Methodology d. References *e.* Free of typographical and other errors
Chapter 1: Introduction (three to four pages) a. Short paragraph of introduction b. Research hypotheses/research question c. Purpose of the study (will it add to the current literature?) d. Design and overview of the study e. Proper alignment f. Free of typographical and other errors
Chapter 2: Review of literature (five to seven pages) a. Introduction b. Previous studies c. Summary of all previous studies d. Proper alignment e. Free of typographical and other errors
References (one page) (APA Format) a. References should be APA format. You may consult the APA manual (they are found in the reference section of the library), Purdue Owl Online Writing Lab https://owl.english.purdue.edu/owl/, or drop by my office for use of my personal APA manual. b. Proper alignment c. Free of typographical or other errors.
Save your document using your team number first, then with final manuscript (e.g., Team 1 Progress Report 1).

Progress Report 1 Grading Rubric

Total Points Possible = 50

Grade	Beginner 1	Developing 2	Accomplished 4	Advanced 5
Title Page *(Course name, title of position paper, team number and team member names) Free of typographical and other errors (5 points)*	Did not follow instructions fully. Instructions included course name, title, team number and team member names. Typographical and other errors.	Did not completely follow instructions. Many of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed almost all the instruction but some of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed all instructions that included a course name, title, team number and team member names. Free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Table of Contents *(Section heading (subheadings if necessary), page numbers, aligned, free of typographical and other errors) (5 points)*	Did not follow instructions fully. Instructions include section headings, page numbers, aligned and free of typographical and other errors.	Did not completely follow instructions. Many elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed all instructions that included section headings (subheadings if necessary), page numbers, aligned and free of typographical and other errors.
Grade	**Beginner 1**	**Developing 5**	**Accomplished 8**	**Advanced 10**
Introduction *(Short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) (10 points)*	Did not follow instructions fully. Instructions include short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors	Did not completely follow instructions. Many elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed all instructions that included short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors.
Grade	**Beginner 1**	**Developing 10**	**Accomplished 15**	**Advanced 20**
Review of the Literature *(Introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) (20 points)*	Did not follow instructions fully. Introduction, previous studies, summary of studies, proper and free of typographical or other errors were largely excluded.	Did not completely follow instructions. Many elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) were excluded.	Followed all instructions that included introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**

References *(APA format and free of typographical and other errors) (5 points)*	Did not follow instructions fully. Instructions include APA format and free of typographical and other errors.	Did not completely follow instructions. Many elements (APA format and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (APA format and free of typographical and other errors) were excluded.	Followed all instructions that included APA format and free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Save Document (Save and upload your document using your team number first then Progress Report 1 before upload) (5 points)	Did not follow instructions fully. Instructions include saving and uploading your document using your team number then final manuscript before upload.	Did not completely follow instructions. Many elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed most of the instructions but some of the elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed all instructions that included saving and uploading your document using your team number then final manuscript before upload.

Progress Report 2 Guidelines

INSTRUCTIONS: *Please provide the following elements to your DRAFT research proposal. Each section should be as a complete as possible. I will edit (if necessary) your draft. Please include changes in the final manuscript.*

Progress Report 2 Manuscript Sections
Title a. Title of proposal b. Team number c. Team Names *d.* Course Name
Abstract (200-250 words): Summary of study proposal. (Refer to the many abstracts that you have been reading this semester.) Free of typographical and other errors
Table of contents (one-page) a. Introduction b. Review of the literature c. Methodology d. References *e.* Free of typographical and other errors
Chapter 1: Introduction (three to four pages) a. Short paragraph of introduction b. Research hypotheses/research question c. Purpose and significance of the study (will it add to the current literature?) d. Design and overview of the study e. Proper alignment f. Free of typographical and other errors
Chapter 2: Review of literature (five to seven pages) a. Introduction b. Previous studies c. Summary of all previous studies d. Proper alignment e. Free of typographical and other errors
Chapter 3: Methodology (two to three pages) a. Overview/purpose of study methodology b. Study design c. Population and sample d. Data collections e. Data analysis plan f. Ethical consideration (human subject protections) g. Bias, assumptions and limitations h. Proper alignment i. Free of typographical and other errors
References (one page) (APA Format) a. References should be APA format. You may consult the APA manual (they are found in the reference section of the library), Purdue Owl Online Writing Lab https://owl.english.purdue.edu/owl/, or drop by my office for use of my personal APA manual. b. Proper alignment c. Free of typographical or other errors.
Save your document using your team number first, then with final manuscript (e.g., Team 1 Progress Report 2

Manuscript).

Progress Report 2 Grading Rubric

Total Points Possible = 50

Grade	Beginner 1	Developing 2	Accomplished 4	Advanced 5
Title Page *(Course name, title of position paper, team number and team member names) Free of typographical and other errors (5 points)*	Did not follow instructions fully. Instructions included course name, title, team number and team member names. Typographical and other errors.	Did not completely follow instructions. Many of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed almost all the instruction but some of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed all instructions that included a course name, title, team number and team member names. Free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Table of Contents *(Section heading (subheadings if necessary), page numbers, aligned, free of typographical and other errors) (5 points)*	Did not follow instructions fully. Instructions include section headings, page numbers, aligned and free of typographical and other errors.	Did not completely follow instructions. Many elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed all instructions that included section headings (subheadings if necessary), page numbers, aligned and free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Introduction *(Short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) (5 points)*	Did not follow instructions fully. Instructions include short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors	Did not completely follow instructions. Many elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed all instructions that included short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Review of the Literature *(Introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) (5 points)*	Did not follow instructions fully. Introduction, previous studies, summary of studies, proper and free of typographical or other errors were largely excluded.	Did not completely follow instructions. Many elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) were excluded.	Followed all instructions that included introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors.
Grade	**Beginner 1**	**Developing 10**	**Accomplished 15**	**Advanced 20**

Methodology (Overview/purpose, study design, population/sample, data collections, data analysis plan, ethical considerations, bias/assumptions/limitations, proper alignment and free of typographical or other errors) (20 points)	Did not follow instructions fully. Instructions include overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors.	Did not completely follow instructions. Many elements (overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors) were excluded.	Followed all instructions that included overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors
Grade	**Beginner** **1**	**Developing** **2**	**Accomplished** **4**	**Advanced** **5**
References *(APA format and free of typographical and other errors) (5 points)*	Did not follow instructions fully. Instructions include APA format and free of typographical and other errors.	Did not completely follow instructions. Many elements (APA format and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (APA format and free of typographical and other errors) were excluded.	Followed all instructions that included APA format and free of typographical and other errors.
Grade	**Beginner** **1**	**Developing** **2**	**Accomplished** **4**	**Advanced** **5**
Save Document (Save and upload your document using your team number first then Final Manuscript before upload) (5 points)	Did not follow instructions fully. Instructions include saving and uploading your document using your team number then final manuscript before upload.	Did not completely follow instructions. Many elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed most of the instructions but some of the elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed all instructions that included saving and uploading your document using your team number then final manuscript before upload.

Final Manuscript Guidelines

INSTRUCTIONS: *Please provide the following elements to your FINAL research proposal. Each section should be complete.*

Final Manuscript Sections
Title a. Title of proposal b. Team number c. Team Names *d.* Course Name
Abstract (200-250 words): Summary of study proposal. (Refer to the many abstracts that you have been reading this semester.) Free of typographical and other errors
Table of contents (one-page) a. Introduction b. Review of the literature c. Methodology d. References *e.* Free of typographical and other errors
Chapter 1: Introduction (three to four pages) a. Short paragraph of introduction b. Research hypotheses/research question c. Purpose and significance of the study (will it add to the current literature?) d. Design and overview of the study e. Proper alignment f. Free of typographical and other errors
Chapter 2: Review of literature (seven to eleven pages) a. Introduction b. Previous studies c. Summary of all previous studies d. Proper alignment e. Free of typographical and other errors
Chapter 3: Methodology (three to five pages) a. Overview/purpose of study methodology b. Study design c. Population and sample d. Data collections e. Data analysis plan f. Ethical consideration (human subject protections) g. Bias, assumptions and limitations h. Proper alignment i. Free of typographical and other errors
References (one page) (APA Format) a. References should be APA format. You may consult the APA manual (they are found in the reference section of the library), Purdue Owl Online Writing Lab https://owl.english.purdue.edu/owl/, or drop by my office for use of my personal APA manual. b. Proper alignment c. Free of typographical or other errors.

Save your document using your team number first, then with final manuscript (e.g., Team 1 Final Manuscript).

Final Manuscript Grading Rubric

Total Points Possible = 100

Grade	Beginner 1	Developing 2	Accomplished 4	Advanced 5
Title Page *(Course name, title of position paper, team number and team member names) Free of typographical and other errors (5 points)*	Did not follow instructions fully. Instructions included course name, title, team number and team member names. Typographical and other errors.	Did not completely follow instructions. Many of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed almost all the instruction but some of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed all instructions that included a course name, title, team number and team member names. Free of typographical and other errors.
Grade	**Beginner 1**	**Developing 10**	**Accomplished 30**	**Advanced 35**
Abstract *(Summary of study proposal. Free of typographical errors.) (35 points)*	Did not follow instructions fully. The summary of the study proposal is not well developed and may or may not be free of typographical errors.	Did not completely follow instructions. Many elements required were not included in the abstract and may or may not be free of typographical errors.	Followed most of the instructions but some of the elements required were not included in the abstract and may or may not be free of typographical errors.	Followed all of the instructions that included all of the elements required and free of typographical errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Table of Contents *(Section heading (subheadings if necessary), page numbers, aligned, free of typographical and other errors) (5 points)*	Did not follow instructions fully. Instructions include section headings, page numbers, aligned and free of typographical and other errors.	Did not completely follow instructions. Many elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed all instructions that included section headings (subheadings if necessary), page numbers, aligned and free of typographical and other errors.
Grade	**Beginner 1**	**Developing 5**	**Accomplished 8**	**Advanced 10**
Introduction *(Short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) (10 points)*	Did not follow instructions fully. Instructions include short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors	Did not completely follow instructions. Many elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed all instructions that included short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors.
Grade	**Beginner 1**	**Developing 5**	**Accomplished 8**	**Advanced 10**
Review of the Literature *(Introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) (10 points)*	Did not follow instructions fully. Introduction, previous studies, summary of studies, proper and free of typographical or other errors were	Did not completely follow instructions. Many elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other	Followed most of the instructions but some of the elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other	Followed all instructions that included introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors.

	largely excluded.	errors) were excluded.	errors) were excluded.	
Grade	**Beginner 1**	**Developing 5**	**Accomplished 8**	**Advanced 10**
Methodology (Overview/purpose, study design, population/sample, data collections, data analysis plan, ethical considerations, bias/assumptions/limitations, proper alignment and free of typographical or other errors) (10 points)	Did not follow instructions fully. Instructions include overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors.	Did not completely follow instructions. Many elements (overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors) were excluded.	Followed all instructions that included overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors
Grade	**Beginner 1**	**Developing 10**	**Accomplished 15**	**Advanced 20**
References *(APA format and free of typographical and other errors) (20 points)*	Did not follow instructions fully. Instructions include APA format and free of typographical and other errors.	Did not completely follow instructions. Many elements (APA format and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (APA format and free of typographical and other errors) were excluded.	Followed all instructions that included APA format and free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Save Document (Save and upload your document using your team number first then Final Manuscript before upload) (5 points)	Did not follow instructions fully. Instructions include saving and uploading your document using your team number then final manuscript before upload.	Did not completely follow instructions. Many elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed most of the instructions but some of the elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed all instructions that included saving and uploading your document using your team number then final manuscript before upload.

Research Proposal Oral Defense Guidelines

INSTRUCTIONS: *Please provide the following elements to your Research Proposal Oral Defense. Each section should be complete. The proposal should be presented virtually via Zoom recording. You will upload the mp4 to Blackboard+Learn.*

Research Proposal Oral Defense
Title (Cover slide) a. Title of proposal b. Team number c. Team Names d. Course Name
Abstract (one slide) a. Summary of study proposal. b. Free of typographical and other errors
Table of contents (one-slide) a. Introduction b. Review of the literature c. Methodology d. References e. Free of typographical and other errors
Chapter 1: Introduction (one to two slides) *a.* Short paragraph of introduction *b.* Research hypotheses/research question *c.* Purpose and significance of the study (will it add to the current literature?) *d.* Design and overview of the study *e.* Proper alignment *f.* Free of typographical and other errors
Chapter 2: Review of literature (three to four slides) a. Previous studies b. Summary of studies c. Proper alignment *d.* Free of typographical and other errors
Chapter 3: Methodology (three to four slides) a. Overview/purpose of study methodology b. Study design c. Population and sample d. Data collections e. Data analyses plan f. Ethical considerations (human subject protections) g. Bias, assumptions and/or limitations e. Proper alignment f. Free of typographical and other errors
References (one slide) (APA Format) a. References should be APA format. You may consult the APA manual (they are found in the reference section of the library), Purdue Owl Online Writing Lab https://owl.english.purdue.edu/owl/, or drop by my office for use of my personal APA manual. b. Proper alignment c. Free of typographical or other errors.
Record your defense on Zoom with an mp4 platform. Upload to Blackboard+Learn using your team number

first, then with defense (e.g., Team 1 Defense).

Research Proposal Defense Grading Rubric

Total Points Possible = 50

Grade	Beginner 1	Developing 2	Accomplished 4	Advanced 5
Title Page *(Course name, title of position paper, team number and team member names) Free of typographical and other errors (5 points)*	Did not follow instructions fully. Instructions included course name, title, team number and team member names. Typographical and other errors.	Did not completely follow instructions. Many of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed almost all the instruction but some of the elements (course name, title, team number and team member names) were excluded. Some typographical and other errors.	Followed all instructions that included a course name, title, team number and team member names. Free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Abstract *(Summary of study proposal. Free of typographical errors.) (5 points)*	Did not follow instructions fully. The summary of the study proposal is not well developed and may or may not be free of typographical errors.	Did not completely follow instructions. Many elements required were not included in the abstract and may or may not be free of typographical errors.	Followed most of the instructions but some of the elements required were not included in the abstract and may or may not be free of typographical errors.	Followed all of the instructions that included all of the elements required and free of typographical errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Table of Contents *(Section heading (subheadings if necessary), page numbers, aligned, free of typographical and other errors) (5 points)*	Did not follow instructions fully. Instructions include section headings, page numbers, aligned and free of typographical and other errors.	Did not completely follow instructions. Many elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (section headings, page numbers, aligned and free of typographical and other errors) were excluded.	Followed all instructions that included section headings (subheadings if necessary), page numbers, aligned and free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Introduction *(Short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) (5 points)*	Did not follow instructions fully. Instructions include short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors	Did not completely follow instructions. Many elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors) were excluded.	Followed all instructions that included short paragraph of introduction, research hypothesis/research question, purpose and significance of the study, design and overview of the study and free of typographical or other errors.
Grade	**Beginner 1**	**Developing 5**	**Accomplished 8**	**Advanced 10**
Review of the Literature *(Introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors) (10 points)*	Did not follow instructions fully. Introduction, previous studies, summary of studies, proper and free of typographical or other errors were	Did not completely follow instructions. Many elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other	Followed most of the instructions but some of the elements (introduction, previous studies, summary of studies, proper alignment and free of typographical or other	Followed all instructions that included introduction, previous studies, summary of studies, proper alignment and free of typographical or other errors.

	largely excluded.	errors) were excluded.	errors) were excluded.	
Grade	**Beginner 1**	**Developing 5**	**Accomplished 8**	**Advanced 10**
Methodology (Overview/purpose, study design, population/sample, data collections, data analysis plan, ethical considerations, bias/assumptions/limitations, proper alignment and free of typographical or other errors) (10 points)	Did not follow instructions fully. Instructions include overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors.	Did not completely follow instructions. Many elements (overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors) were excluded.	Followed most of the instructions but some of the elements (overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors) were excluded.	Followed all instructions that included overview/purpose of study methodology, design, population/sample, data collections and plan, ethical considerations, bias, assumptions and limitations, proper alignment and free or typographical or other errors
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
References *(APA format and free of typographical and other errors) (5 points)*	Did not follow instructions fully. Instructions include APA format and free of typographical and other errors.	Did not completely follow instructions. Many elements (APA format and free of typographical and other errors) were excluded.	Followed most of the instructions but some of the elements (APA format and free of typographical and other errors) were excluded.	Followed all instructions that included APA format and free of typographical and other errors.
Grade	**Beginner 1**	**Developing 2**	**Accomplished 4**	**Advanced 5**
Save mp4 (Save and upload your mp4 using your team number first then Defense before upload) (5 points)	Did not follow instructions fully. Instructions include saving and uploading your document using your team number then final manuscript before upload.	Did not completely follow instructions. Many elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed most of the instructions but some of the elements (saving and uploading your document using your team number then final manuscript before upload) were excluded.	Followed all instructions that included saving and uploading your document using your team number then final manuscript before upload.

References

University of Windsor. (n.d.). Student thesis proposal guidelines. Retrieved from http://www.uwindsor.ca/education/sites/uwindsor.ca.education/files/student_thesis_proposal_guidelines.pdf

White Paper
Project Guidelines

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek."

Barack Obama

Prepared By:
Elaina Osterbur, PhD
Saint Louis University
Last Updated May 30, 2021

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White Paper Purpose and Audience

What is a White Paper?

Originally, the term white paper was used as shorthand to refer to an official government report, indicating that the document is authoritative and informative in nature. Writers typically use this genre when they argue a specific position or propose a solution to a problem, addressing the audience outside of their organization. White papers require a significant depth of research thus they lend an authoritative tone.

There are several types of white papers. One is the "backgrounder" in which the background of an issue is explained in detail. The second is the "problem-solution" approach that walks the audience through to the solution of the problem.

Your white paper will be a combination of both the "backgrounder" and "problem-solution". Your team will critique at least three policies, guidelines, best practice, standard of practice, or accepted technology that are solutions on their face and using these artifacts taking "this and that" from each one and propose an alternative solution to a quality issue.

Today, white papers have become popular marketing tools for corporations especially on the Internet since many potential customers search for information on the Web. Corporations use white papers to sell information or new products as solutions that would serve their customers' needs.

In healthcare, white papers are used primarily to address problems and provide solutions related to healthcare quality and technology.

The Purpose of a White Paper

White papers help healthcare organizations build trust both internally and externally. They build trust within the healthcare community and the populations that the organization serve. They boost the organizations reputation among the community and to colleagues who see the healthcare organization as highly experienced.

Typically, the purpose of a white paper is to advocate that a certain position is the "best way to go" or that a certain solution is best for a particular problem. When it is used for commercial purposes, it could influence the decision-making processes of current and prospective customers. When it is used in healthcare, it influences organizational culture, proposed best practice and new standards of practice and much more.

What Kind of Problems Do Healthcare Organizations Want to Solve?

In healthcare, the audience for a white paper can be aimed at the population the organization serves to address a behavioral health issue. Issues such as vaping, smoking, eating behaviors, suicide, medication compliance, mental health issues or other behavioral health problems that resonate in their community.

The audience may be internal issues that affect patient health. These issues include infection control, risk management, medical technology, regulations that affect healthcare practices. These are types of issues that Board of Directors, Board of Trustees, and other stakeholders are interested in finding solutions.

In order to persuade your audience, you need to focus on their needs. If you can address the problems that your readers want to solve, they will read your white paper for a solution. Otherwise, your white paper may not be read. It is important to emphasize your readers' interests.

Summary

A white paper is a certain type of report that is distinctive in terms of purpose, audience, and organization.

How to Write a White Paper

A white paper typically starts with a big picture and leads readers to the proposed solution. Make the headings clear and specific so that busy readers can scan the white paper effectively. The following are general guidelines on organizing a white paper.

Pick the Right Topic

Consider three important criteria.

1. Are you qualified to write about the topic you are considering?
2. It is a topic that is of interest to your audience?
3. Is the topic in which little content has been written already and will this topic fill a "gap" in content?

White papers are meant to be authoritative, and the topic should address the issues that your audience is eager for solutions. In the real world, outside of this classroom, healthcare organization administration and stakeholders are interested in finding solutions to quality, technological and other issues in heathcare.

Define Your Audience

Consider two important criteria.

1. Is your audience internal to your organization? (Boards, administration, staff, patients)
2. Is your audience external to your organization? (Population you serve)

Once you have defined your audience, you need to consider how you will be writing your white paper. If you are writing to the general public, the recommendation is to put your white paper at a 4th grade level. If you are writing to professionals, then you would write at a professional level.
Since your white paper will be written to address a quality issue in healthcare, it is likely that your topic will be written in a professional manner.

Format of a White Paper

Introduction

Your introduction can be an abstract. The abstract is an extremely short version of your paper. It is placed at the beginning of your paper. The abstract includes the purpose of the policy proposal, as well as an abbreviated background of the problem and solutions.

Background of the Problem

A white paper needs to provide readers with background information of a particular issue in order to help them make their decision based on the understanding of facts. Provide evidence to illustrate your expertise on the topic. Utilize peer-reviewed literature to make your case. Point out the problem with the current system or policy from the readers' perspective. (In other words, consider your audience and use language they can understand.) Make sure that you do not digress from the main subject; do not pose problems for which you cannot provide solutions.

Policy Recommendations

Provide solutions after explaining the background and problems. Be sure to include the history and context of the problem and support your solutions.

Conclusion

Write a conclusion in order to wrap up the white paper and enhance your readers' understanding. The conclusion should include the future direction of the policy, recommendations for future work, limitations and ethical considerations.

References

Put the works cited at the end of your white paper. Do not forget to put the information of hyperlinked sources for the reader who prints out your white paper. Use APA format.

Professionalism (Visuals and Examples)

Visuals and examples deepen the reader's understanding and make the white paper more appealing and persuasive. Because many white papers are published online and thus read on screen, it is important that the visuals are appealing to the reader who browses the Internet. Graphics (charts, graphs, diagrams, and tables) increase readability, if used properly. Also consider using case studies and examples in addition to theoretical concepts and models.

Learn More from Reading White Papers

White papers abound on the Internet. Find some using a search engine such as Google. Type in "white paper" and a topic that interests you. You can add "pdf" to your search because many white papers are published in PDF format. Learn the strengths and weaknesses of those white papers to help improve your own white paper.

Contributors: Sachiko Sakamuro, Karl Stolley, Charlotte Hyde & Foleon

Picking Your Topic and Defining Your Audience Assignment

Team # _____ Team Members: _____

_____

INSTRUCTIONS: To receive full credit answer the following questions and upload to Canvas (see upload directions in the rubric.)

1. Is your team qualified to write about the topic considered? _____ YES _____ NO
2. Is the topic interesting to your audience? _____ YES _____ NO
3. Will you topic fill a "gap" in content? _____ YES _____ NO
4. What is your topic?

_____

5. How has your team defined your audience?

   _____

6. Use correct grammar and free of typographical and/or other errors.
7. Save and upload your document using your team number and *Picking Your Topic and Defining Your Audience.*

Picking Your Topic and Defining Your Audience Assignment Grading Rubric

	Non-Participation 0 (Did not do the assignment)	Beginner 1 (Did not follow instructions)	Developing 3 (Followed some of the instructions)	Accomplished 4 (Followed most of the instructions)	Advanced 5 (Followed all the instructions)
Question 1-3 were answered.					
Topic thoroughly defined (for example: Patient safety and organizational culture)					
Audience thoroughly defined (for example: healthcare professionals)					
Grammar/Typos					
Save and upload your document using your team number and *Picking Your Topic and Defining Your Audience*					
SUMMARY					
TOTAL POINTS					

DUE DATE: TBD **TOTAL POINT = 25**

Progress Report Assignment

INSTRUCTIONS: To receive full credit, follow the directions below.

1. *Cover Page*: Please provide a cover page for your Progress Report manuscript. The cover page should include:
    a. The title of your White Paper.
    b. Team number
    c. Names of team members
    d. Course number
    e. Progress Report

2. *Introduction*: Introduce your audience to the topic you will be covering. Your introduction can be an abstract. The abstract or introduction is an extremely short version of your paper. It is placed at the beginning of your paper. The abstract includes:
    a. the purpose of the policy proposal,
    b. as well as an abbreviated background of the problem and solutions.

3. *Background*: A white paper needs to provide readers with background information of a particular issue in order to help them make their decision based on the understanding of facts.
    a. Provide evidence to illustrate your expertise on the topic. Utilize peer-reviewed literature to make your case.
    b. Point out the problem with the current system or policy from the readers' perspective. (In other words, consider your audience and use language they can understand.)
    c. Make sure that you do not digress from the main subject; do not pose problems for which you cannot provide solutions.

4. *References*: Please use APA format. You can refer to Purdue Owl Online Writing Lab at General Format // Purdue Writing Lab or University Writing Services.

5. *Page Numbers*: Please provide page numbers on each page.

6. *Correct grammar and free of typographical errors*: Use correct grammar and free of typographical and/or other errors.

7. *Professional Presentation*: Professional presentation of paper (white papers need to use visual breakers like sidebars, callouts, headings, lines, bullets and graphics).

8. *Review:* The progress report will be reviewed by the instructor(s) and suggestions made, if necessary. One team member must turn in the progress report by the due date.

Progress Report Assignment Grading Rubric

	Did not do the assignment (0 points)	**Beginner** Did not follow instructions) (1 point)	Developing (Followed some of the instructions) (3 points)	Accomplished (Followed most instructions) (4 points)	Advanced (Followed all instructions) (5 points)
Cover Page					
	Did not do the assignment (0 points)	Beginner (Did not follow instructions) (1 point)	Developing (Followed some instructions) (4 points)	Accomplished (Followed most instructions) (8 points)	Advanced (Followed all instructions) (10 points)
Introduction					
Background					
	Did not do the assignment (0 points)	Beginner (Did not follow instructions) (1 point)	Developing (Followed some instructions) (3 points)	Accomplished (Followed most instructions) (4 points)	Advanced (Followed all instructions) (5 points)
References (Please use APA format)					
Page Numbers (Please use page numbers on all pages)					
Correct grammar and free of typographical errors					
Save and upload your document using your *team number and Progress Report Assignment*					
SUMMARY					
TOTAL POINTS					

DUE DATE: TBD **TOTAL POINT = 55**

Final Manuscript Assignment

INSTRUCTIONS: To receive full credit, follow the directions below.

1. *Cover Page*: Please provide a cover page for your Progress Report manuscript. The cover page should include:
    a. The title of your White Paper.
    b. Team number
    c. Names of team members
    d. Course number
    e. Progress Report

2. *Introduction*: Introduce your audience to the topic you will be covering. Your introduction can be an abstract. The abstract or introduction is an extremely short version of your paper. It is placed at the beginning of your paper. The abstract includes:
    a. the purpose of the policy proposal,
    b. as well as an abbreviated background of the problem,
    c. policy recommendations, and
    d. solutions.

3. *Background*: A white paper needs to provide readers with background information of a particular issue in order to help them make their decision based on the understanding of facts.
    a. Provide evidence to illustrate your expertise on the topic. Utilize peer-reviewed literature to make your case.
    b. Point out the problem with the current system or policy from the readers' perspective. (In other words, consider your audience and use language they can understand.)
    c. Make sure that you do not digress from the main subject; do not pose problems for which you cannot provide solutions.

4. *Policy recommendations*: Provide solutions after explaining the background and problems. Be sure to include the history and context of the problem and support your solutions.

5. *Conclusion*: Write a conclusion in order to wrap up the white paper and enhance your readers' understanding. The conclusion should include the future direction of the policy, recommendations for future work, limitations and ethical considerations.

6. *References*: Please use APA format. You can refer to Purdue Owl Online Writing Lab at General Format // Purdue Writing Lab or University Writing Services.

7. *Page Numbers*: Please provide page numbers on each page.

8. *Correct grammar and free of typographical errors*: Use correct grammar and free of typographical and/or other errors.

9. *Professional Presentation*: Professional presentation of paper (white papers need to use visual breakers like sidebars, callouts, headings, lines, bullets and graphics).

10. *Review:* The final manuscript will be reviewed by the instructor(s) and suggestions made, if necessary. One team member must turn in the final manuscript by the due date.

Final Manuscript Assignment Grading Rubric

	Did not do the assignment (0 points)	**Beginner** Did not follow instructions) (1 point)	Developing (Followed some of the instructions) (3 points)	Accomplished (Followed most instructions) (4 points)	Advanced (Followed all instructions) (5 points)
Cover Page					
	Did not do the assignment (0 points)	Beginner (Did not follow instructions) (1 point)	Developing (Followed some instructions) (10 points)	Accomplished (Followed most instructions) (15 points)	Advanced (Followed all instructions) (20 points)
Introduction					
Background					
Policy Recommendations					
Conclusions					
	Did not do the assignment (0 points)	Beginner (Did not follow instructions) (1 point)	Developing (Followed some instructions) (3 points)	Accomplished (Followed most instructions) (4 points)	Advanced (Followed all instructions) (5 points)
Professional Presentation					
References (Please use APA format)					
Page Numbers (Please use page numbers on all pages)					
Correct grammar and free of typographical errors					
Save and upload your document using your *team number and Final Manuscript Assignment*					
SUMMARY					
TOTAL POINTS					

DUE DATE: TBD **TOTAL POINT = 110**

White Paper Presentation Assignment Guidelines

INSTRUCTIONS: To receive full credit, follow the directions below.

1. *Title Slide*: Please provide a cover page for your Progress Report manuscript. The cover page should include:
    a. The title of your White Paper.
    b. Team number
    c. Names of team members
    d. Course number
    e. Progress Report

2. *Short introduction (or abstract)*: Provide a summary of your paper that includes your topic, purpose, background, recommendation(s) and solutions.

3. *Background*: Provide a summary of your background.

4. *Policy recommendations*: Provide a summary of your policy recommendations.

5. *Conclusion*: Provide a summary of your conclusion in order to wrap up the presentation.

6. *Professional Presentation*: Professional presentation (presentations need to use visual breakers like sidebars, callouts, headings, lines, bullets and graphics).

7. *References*: Provide a slide of your references.

8. *Page Numbers*: Please provide page numbers on each slide.

9. *Correct grammar and free of typographical errors*: Use correct grammar and free of typographical and/or other errors.

10. *Review:* The final presentation will be reviewed by the instructor(s) and suggestions made, if necessary. One team member must turn in the final manuscript by the due date.

White Paper Presentation Grading Rubric

	Did not do the assignment (0 points)	**Beginner** Did not follow instructions) (1 point)	Developing (Followed some of the instructions) (3 points)	Accomplished (Followed most instructions) (4 points)	Advanced (Followed all instructions) (5 points)
Cover Page					
Introduction					
Background					
Policy Recommendations					
Conclusions					
Professionalism					
References (Please use APA format)					
Page Numbers (Please use page numbers on all pages)					
Correct grammar and free of typographical errors					
Save and upload your slides using your *team number and White Paper Presentation Assignment*					
SUMMARY					
TOTAL POINTS					

DUE DATE: TBD **TOTAL POINT = 50**

Team Process Assessment Assignment

Team # _____ Team Members _____

_____

White Paper Topic _____

Assessment Date: [MM/DD/YY]

INSTRUCTIONS: ***A team process assessment assignment will be due after the Progress Report and the Final Manuscript.***

For the following statements, rank our team on a scale of 1-5	
	1 (strongly disagree) (strongly agree) **5**
1. Our meetings are productive and organized.	1 2 3 4 5
2. People are contributing equitably in the meetings.	1 2 3 4 5
3. Everyone has contributed equitably to project work.	1 2 3 4 5
4, The project is on schedule.	1 2 3 4 5
5. We are dealing with conflict effectively.	1 2 3 4 5
6. I feel my ideas and input are appropriately considered.	1 2 3 4 5
7. I am satisfied with the progress of the project.	1 2 3 4 5
8. I am comfortable in the team setting.	1 2 3 4 5

Please complete the following statements.
9. The best thing about our team…
10. A current challenge for our team is…
11. Do we need to change this form in any way to better serve our purposes?

DUE DATE: TBD **TOTAL POINTS = 20**

Peer Evaluation Assignment

Instructions: Use this form to evaluate the merits of each team member. This will be handed in individually to maintain the confidentiality of the assessment. Use the following likert scale to determine the level of participation of each team member.

Rarely/never = 1, Occasionally/sometimes = 2, All/most of the time = 3

Team Member	Did fair share of work	Was cooperative/ did agreed upon task	Contributed to ideas/ planning	Was available for communi-cation	Was positive and helpful	Contributed to overall project success	Total

The "White Paper Total" referred to in the grading rubric indicates the score that the overall project has earned. The peer evaluation determines the final grade of each team member. When evaluating your team member, be honest. The following is the breakdown of how the score of the peer evaluation affects your grade.

Peer Evaluation Average	Point Equivalent of Project Grade
18-16 points	100%
15-13 points	90%
12-10 points	80%
9-7 points	70%
6-4 points	60%
< 4 points	40%

Examples:

- Peer evaluation score is 18 points, grade = 100, therefore your grade = 100%.
- Peer evaluation score is 15 points, grade = 100, therefore your grade is 90% (100*.90).
- Peer evaluation score is 12 points, grade = 100, therefore your grade is 80% (100*.80).
- Peer evaluation score is 9 points, grade = 100, therefore your grade is 70% (100*.70).

DUE DATE: TBD **TOTAL POINTS = 20**

Sample Project Topics

The following is a small sample of white paper topics that have been accomplished in the past.

Affordable Care Act preservation
Guidelines for handwashing in surgical settings to reduce *hospital-acquired infections*
Legalization of *physician assisted suicide*
Legalization of *cannabis*
Low-income healthcare for women Planned Parenthood policy initiatives

Marijuana decriminalization
Medical device tracking successes and failures
Medical education solutions to *healthcare workforce* shortages
Needle Exchange Program policy initiative
Opioid prescription physician education
Patient compliance strategies to increase compliance
Patient engagement to reduce cost of pharmaceuticals
Patient satisfaction to improve quality of healthcare
Patient safety (long-term care, hospitals, clinics, etc.)
Privacy and security of *patient health records*
Policy to reduce *medical errors*
Public health policies to reduce *substance abuse in adolescents*
Standards of care to reduce *medical error rate* in hospitals
Standards of care to reduce long-term effects of *pediatric concussion*
Surgical *medical malpractice* policy
Universal health care policy initiatives
Vaccination rates among adolescents' parent compliance awareness education
Worker safety in healthcare

References

Sakamuro, S., Stolley, K. & Hyde, C. (n.d.). White paper: purpose and audience. The OWL at Purdue. Retrieved from January 14, 2018 https://owl.english.purdue.edu/owl/owlprint/546/

Foleon (n.d.). 2021 Ultimate Guide: How to write and format a white paper. Foleon. How to Write and Format a White Paper (With Examples) (foleon.com)