

DrPH/DHA RESIDENCY 1 FINAL ASSIGNMENT: Towards the Doctoral Study Matrix: This is a working document for you to start and revise during the residency sessions as you work towards the doctoral study. We don't expect you to know now what your doctoral study will be. Start with something close to your interests. As you develop your thinking, capture your thoughts and ideas. We expect your final doctoral study will be different after many more courses and iterations of thinking. The boxes will expand as you type. (See Guidelines and Rubric below.)

	Name: Ashley Cowan		Date: April 14, 2019		Residency Cohort: B		Cohort Leader: Dr. Richins	
	College/School: Walden University							
	Specialization: DHA							
	Working Title for your Doctoral Study (12 words or less): Family attitudes around patients with dementia remaining in their home with 24 hour care.							
		Seminar/Session						
Research Component s to Align	Doctoral Study Process and Advising What do you learn? What questions can you now answer?	From Social Problem to Research Problem What is the social problem? Why is it important to address? Which stakeholders would care? You can use citations.	Researching the Literature List key words and search terms to explore. Add at least 3 empirical references below.	Secondary Data Exploration What data are you considering? What issues might you need to think about in accessing data? How can you determine if a dataset will work for your research?	Research Problem to Research Question What researchable problem relates to your social problem of interest? What might not have been researched about it? (Gap) Write two research questions based on your initial ideas.	Research Question to Research Method What methods will you consider to address your research question(s)?.	Conceptual Modeling Which data variables are important for your research? How do they relate? Describe in a paragraph a conceptual model of your study.	
<u>Initial idea(s) and/or questions generated during seminars 1-5</u>	This session helped to answer many questions about the expectations of the DHA program and the principles of good research practice within the DHA program. Furthermore, it discussed the importance of appealing/petitionin g grades within 30 days. Eight years to complete the program. 8901 class is optional.	Individuals desire remaining in their homes as long as possible and utilize resources, such as the Aging Waiver program to fund their home based care. However, some individuals are unable to receive these funds and unable to privately pay, ultimately transitioning into a nursing home. Would the elderly population rather stay in their home and receive care or receive 24 hour care within a nursing home? This is extremely important to address because legislation is changing and a focus is being placed on keeping individuals in their home environment.	“Referee” is also known as peer-review. References below in allotted space.	I am considering gathering data on the elderly populations input in regards to living in their community versus living in the nursing home. The issues that need to be thought about include the most fit and appropriate database to utilize to find the information. A quantitative research study will be completed.	The social problem is that adult children are caring for their elderly parents and/or having stressors placed on them due to the desire of individuals to remain in their home. Questions based on initial ideas... How many Alzheimer’s/dementia individuals are living in their home with assistance from 24 hour care? Research Method: Quantitative Methods considered addressing research method: a quantitative method along with secondary databases to formulate outcome. Will utilize OASIS Variables: Cultural views Income	Social issue is that of adult children caring for elderly parents. As the nation’s elderly population continues to grow, ensuring that these individuals are cared for/receiving services they need is imperative. Family attitudes around patients with dementia remaining in their home with home care.	Social variables are important to my research, as well as income and cultural, and gender variables affect my research. Some individuals may be more susceptible to taking care of their family member than others. Family attitudes around individuals with dementia remaning in their home is a huge concern. A conceptual model of my study is simple. A cause and effect is focused on family caregivers versus non-family caregivers.	

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GUIDELINES FOR RESIDENCY 1 FINAL ASSIGNMENT: You will develop the Final Assignment during each of the Residency 1 sessions. Residency 1 sessions were designed to help you learn how to begin to develop your research components.

The **rows** in the Final Assignment represent the iterative process of developing your research ideas. To complete the Final Assignment, there are four actions:

- 1st row: Write your initial ideas/thoughts for each item.
- 2nd row: Gather feedback from others on those items.
- 3rd row: Finalize your thoughts about each item.
- 4th row: Reflect on what you need to do to move forward.

RESIDENCY 1 FINAL ASSIGNMENT – GRADING RUBRIC

Residency 2 Final Assignment Criteria	0—Element Missing	1 to 2—Below Expectations	3—Meets minimal expectations	4 to 5--Exceeds Expectations
(1) Initial Ideas	One or more item is completely not present; an answer of “none” is given for one or more items.	Minimal information presented in the items so that the reader cannot determine what is being proposed, or the answers are not related to the item (“none” is not an acceptable answer for any element)	Adequate information presented in all or most of the items so that the reader can determine what is being proposed but some areas may not be clear (“none” is not an acceptable answer for any element)	Clear description of information presented in each of the items (“none” is not an acceptable answer for any element)
(2) Peer & Faculty Feedback	One or more item is completely not present; an answer of “none” is given for one or more items.	Minimal information presented in the items so that the reader cannot determine what the feedback was and/or feedback from at least one peer and at least one faculty not provided, or the answers are not related to the item (“none” is not an acceptable answer for any element)	Adequate description of the feedback from at least one peer and at least one faculty provided and an indication of how that feedback may be used in included (“none” is not an acceptable answer for any element)	Clear description of the feedback from at least one peer and at least one faculty provided and a clear description of how/if that feedback will be used and why (“none” is not an acceptable answer for any element)
(3) Final Response	One or more item is completely not present; an answer of “none” is given for one or more items.	Minimal information presented in the items so that the reader cannot determine what is being proposed, or the answers are not related to the item	Adequate information presented in all or most of the items so that the reader can determine what is being proposed but some areas may not be clear	Clear description of information presented in each of the items
(4) Reflection & Next Steps	One or more item is completely not present; an answer of “none” is given for one or more items.	Minimal information presented in the items so that the reader cannot determine what the student learned from the experience and/or next steps are not clear, or the answers are not related to the item.	A reflection on each of the sessions/areas is provided as well as next steps planned in each session/area.	Clear description of the reflection on each of the sessions/areas is provided as well as defined next steps planned in each session/area.
(5) Writing	Reader is not able to make sense of the materials provided.	Inconsistent use of standard English obstructs presentation’s clarity and the reader’s understanding of ideas and/or inconsistent use of grammar and mechanics are evident throughout presentation.	Consistent use of standard English and/or few inaccuracies in grammar and mechanics.	Use of standard English, grammar, and mechanics are at a scholarly level.

Grading: (“none” is not an acceptable answer for any element)

Satisfactory (S)= All items at a score of 3 or above (Meets minimal expectations)

Unsatisfactory (U)= One or more items at a score of 2 or lower (Does not meet minimal expectations).