

**Advance to Candidacy:
Translational Project Proposal Oral Presentation
Rubric
Doctorate in Health Informatics (DHI)**

Student Name: _____

Date of Exam: _____

Advisory Committee members: _____(Chair) _____

This form is to be completed by the Chair with input from the committee. The evaluation should be based on the oral presentation. All boxes must be checked and scored by the Chair & committee members.

	Poor (1)	Developing (2)	Good (3)	Outstanding (4)	Overall Score
Knowledge	<input type="checkbox"/> Poor breadth and depth of understanding of the area of study <input type="checkbox"/> Difficulty evaluating background literature <input type="checkbox"/> Difficulty understanding implications of current evidence-based practice	<input type="checkbox"/> Limited breadth or depth (but not both) of the subject <input type="checkbox"/> With some help, could synthesize and evaluate background literature <input type="checkbox"/> Limited understanding of implications of evidence-based practice	<input type="checkbox"/> Sufficient breadth and depth of understanding <input type="checkbox"/> Could identify and discuss key background for the study <input type="checkbox"/> Some attempts at discussing implications of most important evidence-based practice	<input type="checkbox"/> Solid breadth and depth of knowledge <input type="checkbox"/> Able to integrate information from multiple sources <input type="checkbox"/> Able to describe, discuss, critically evaluate relevant background information <input type="checkbox"/> Could draw clear conclusions from and discuss implications of most important evidence-based practice	 1 2 3 4

	Poor (1)	Developing (2)	Good (3)	Outstanding (4)	Overall Score
Translational Project /Evidence-Based Questions	<ul style="list-style-type: none"> ❑ PICO/SMART Statement are unfocused ❑ No rationale is provided 	<ul style="list-style-type: none"> ❑ Able to formulate purposeful PICO/SMART Statement questions, but has difficulty explaining rationale ❑ Significance of project question is unclear 	<ul style="list-style-type: none"> ❑ PICO/SMART Statement are well-stated with adequate rationale ❑ Significance of project question is clear and well stated 	<ul style="list-style-type: none"> ❑ Very significant and novel PICO/SMART Statement questions ❑ Strong, clear rationale for project questions and validates the project problem 	1 2 3 4
Project Design and Methods	<ul style="list-style-type: none"> ❑ Project design not clear; No validated method is specified ❑ Limitations of methods not understood or discussed ❑ Lacked identification of strengths, weaknesses and limitations in project design and methods 	<ul style="list-style-type: none"> ❑ Project design is explained, but lacks theoretical support ❑ Rationale for selected project methods is not well established ❑ Identified some strengths, weaknesses and limitations in project design ❑ Some awareness of alternative design and methods 	<ul style="list-style-type: none"> ❑ Project design and selected methods are generally sufficient to address the problem but need some modification ❑ Needs development of identification of strengths, weaknesses and limitations of project design and methods ❑ Demonstrates understanding of alternative design and methods 	<ul style="list-style-type: none"> ❑ Able to identify and logically discuss strengths, weaknesses and limitations of project design and methods ❑ Understands the theory and practice of the methods ❑ Appropriately compared and discussed alternative project design and methods 	1 2 3 4

Preliminary Data Analysis and Discussion of Results	<input type="checkbox"/> Data not analyzed or not presented in a coherent fashion, no insight in analyzing data at deeper level shown	<input type="checkbox"/> Data presentation is unclear and incoherent in some cases, little insight into meaning of data	<input type="checkbox"/> Data analysis and presentation clear and understandable, some evidence of deeper interpretation and analysis of data	<input type="checkbox"/> Data presentation is highly organized and clear, deep analysis and understanding of all the data and their implications	1
	<input type="checkbox"/> No ROI and Cost-Benefit Analysis	<input type="checkbox"/> Limited ROI and Cost-Benefit Analysis	<input type="checkbox"/> Some ROI and Cost-Benefit Analysis	<input type="checkbox"/> Identified ROI and Cost-Benefit Analysis	2
	<input type="checkbox"/> No interpretation and no causation	<input type="checkbox"/> Limited interpretation and limited causation	<input type="checkbox"/> Some interpretation and some causation.	<input type="checkbox"/> Clear explanation of interpretation and causation	3
					4

	Poor (1)	Developing (2)	Good (3)	Outstanding (4)	Overall Score
Communication	<input type="checkbox"/> Disorganized slides and/or write-up with grammatical errors <input type="checkbox"/> Arguments are incomplete or poorly organized <input type="checkbox"/> Did not understand/address the questions asked <input type="checkbox"/> Poor language or articulation skills	<input type="checkbox"/> Slides or write-up not very clear Oral presentation was clear, but student had to read the slides most of the time <input type="checkbox"/> Arguments are logical and organized <input type="checkbox"/> Understood most of the questions but provided only partial answers <input type="checkbox"/> Language and articulation understandable, for the most part	<input type="checkbox"/> Write-up and slides largely well written <input type="checkbox"/> Some inconsistencies during the oral presentation <input type="checkbox"/> Arguments are articulated and well organized <input type="checkbox"/> Understood questions and provided adequate answers <input type="checkbox"/> Could be readily understood	<input type="checkbox"/> Slides and write-up clearly written in the appropriate format <input type="checkbox"/> Poised and polished in the oral presentation <input type="checkbox"/> Understood the questions and provided clear, thorough answers <input type="checkbox"/> Took the discussion to a higher level	1 2 3 4

Additional comments:

Please return the complete form to: SBMIAcademics@uth.tmc.edu or SBMI Office of Academic Affairs.

Last Revised: 08.28.2024