



# **Master of Science in Nursing Program**

## **Thesis and Research Project Handbook 2014-2015**

### **Guideline for the Preparation of Master Thesis or Research Project**

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## **Introduction**

The Davenport University Master of Science in Nursing program master thesis and research project handbook serves as a guide for graduate students within the department of nursing. All MSN students enrolled at Davenport University will complete a master thesis or research project as partial fulfillment of the Master of Science in Nursing degree requirements. The thesis or research project is original research that contributes new knowledge to the field of nursing. The purpose of the master thesis or research project is to demonstrate the ability to identify a problem, express the problem theoretically, develop questions or hypothesis, design research, implement research, collect and analyze, discuss results and implications to nursing, and make recommendations for further research.

Each option will provide data that demonstrates the student's ability to critically read, think, and communicate both in writing and orally. Both options will be concerned with framing a question significant to nursing and analyzing the evidence in literature that relates to the problem identified. Students will need to demonstrate the ability to analyze, interpret, and present data to answer the questions.

### **Thesis Option**

The master's thesis involves quantitative or qualitative research that student's complete individually with the guidance of a committee chair and two (2) committee members. The student will search for and critically assess the evidence found by conducting a literature review for clinical or education applicability. The thesis will include designing a study and implementing the research process. The research process will be used to answer research questions that will contribute new knowledge to clinical practice or nursing education. The thesis committee chair supervises and directs the research.

### **Research Project Option**

The research project option is an evidence-based project that connects research to nursing practice or nursing education. The emphasis of the research project is to apply, integrate, and utilize best practices for clinical practice or nursing education. The student will search for and critically assess the evidence found by conducting a literature review for clinical or education applicability. The research project will include a written scholarly paper and will produce a final product that is determined by the research project committee chair and student. The research project committee chair supervises and directs the project.

*Table 1. Similarities and Differences in Master Thesis and Research Project*

	Thesis	Research Project
Purpose	Test or validate knowledge by conducting research	Use research process to investigate existing clinical or education problems
APA (Current ed.)	Required	Required
Title Page	Required	Required
Abstract	Required	Required
Introduction	Chapter 1 Introduction	Chapter I Introduction
Literature Review	Chapter 2 Literature Review	Chapter II Review of Evidence
Methods	Chapter 3 Methodology	Chapter III Project Methodology and Implementation Plan
Data Analysis Results	Chapter 4 Data Analysis and Results	Chapter IV Project Outcomes
Discussion	Chapter 5 Discussion and Conclusion	Chapter V Discussion and Conclusion
References	Required	Required
Appendices	Required	Required
Proposal	Required	Required
Oral Examination	Required	Required
Supporting Courses	NURS 640	NURS 640
Final Copies	3 Bound Copies	3 Bound Copies

## Course Descriptions

### **NURS 799 MSN Thesis**

Description: Student identifies a salient health care topic of interest to investigate using the application of evidence-based systematic, scientific research principles and methodologies to complete a research thesis. Student will obtain approval of proposed research topic from the MSN faculty Research Advisor before initiating the research thesis. A student's research thesis will entail all states of a scientifically conducted study including: determining research questions; hypothesis (if applicable); research design; data collection and data analysis procedures; discussion of the results and implications for advanced nursing practice, theory, and education; and recommendations for future research. Student will disseminate research results by developing a manuscript suitable to be submitted for publication and/or presentation at professional conferences.

## **NURS 795 MSN Special Research Project**

Description: Student identifies a salient health care topic of interest to investigate using the principles and methodologies inherent in the conduct of evidence-based research and practice to design and implement a special clinical research project. Student will obtain approval of proposed special project from the committee chair prior to initiating the research project. After implementing the special project, the student will use evaluation research methodology to assess project outcomes. Student's special project will entail all components of an evidence-based research project including determining clinical foreground (PICO) and background research questions: hypothesis (if applicable); research design: implementation of the project; data collection and data analysis procedures; discussion of the results and implications for advanced nursing practice, theory, and education; and recommendations for future research. Student will disseminate research results by presenting research findings at a professional conference and/or other appropriate public venue.

### **Roles and Responsibilities**

#### **All communications must be completed electronically**

##### **Student**

- Identify a committee chair based on the student's interest and faculty's specialty area and obtain approval (Appendix K)
- Consult with committee chair to identify potential committee members
- Complete committee chair and committee member approval form and submit to committee chair
- Work with committee chair to discuss research thesis or project topic
  - Identify problem
  - Methods
  - Timetable (frequency of contact)
  - HSCP training and approval (certification placed in student file) ○ IRB approval process
- Complete Human Subjects Certification Program (HSCP)-DU IRB recommends the NIH site found at <http://phrp.nihtraining.com/users/login.php>
- Submit copy of completed HSCP certification to committee chair
- Consult with committee chair to identify potential thesis or special research project topic
- Meet with committee to discuss and finalize thesis or research project topic, problem, theory, methods, timetable, expectations, ethics training, and IRB process
- Complete committee topic approval and research proposal (scholarly merit) approval form and submit to committee chair (Appendix H)

- Submit materials for review to committee chair allowing for at least two-weeks response time
- Work closely with committee chair until drafts of each chapter are ready for review by full committee
- Each chapter will be submitted to Turnitin for student review and submitted to committee chair for review
- Submit proposal (chapters 1-3) to committee chair (Appendix A, B, & C Checklists)
- Work closely with the committee chair to discuss DU IRB process-Information can be found at <http://www.davenport.edu/academics/institutional-review-board/irb>
- Complete IRB application, forms etc.
- Identify IRB process at research site and work with committee chair to obtain IRB approval (if required) from research site
- Inform committee chair when IRB approval or issues occur as well as research site IRB requirements and approval
- **Once proposal, committee, and IRB approval are obtained**, data collection and analysis may begin-consult committee chair with any difficulties and report to committee chair monthly
- Complete chapters 4 and 5 once data has been collected and analyzed (Appendix A, B, & C Checklists)
- Make appropriate changes to thesis or project as directed by committee chair and committee in a timely manner
- Prepare for oral defense with PowerPoint presentation used to guide the discussion (Appendix E)
- Assure final report of IRB submitted (if required)

### **Committee Chair**

- Work with student to identify appropriate committee members to ensure methodological and subject matter expertise
- Submit a copy of committee chair and committee member approval form (placed in student file once approved)
- Work with student to complete a thesis or special research project that has rigor and contributes new knowledge to nursing
- Guide student in all aspects of the thesis or special research project
- Review results of Turnitin and discuss any concerns with student
- Work with student to make sure project has scholarly merit and complete the preliminary research proposal (scholarly merit) form (Appendix H)
- HSCP Training for committee chair and student-renewal required per DU IRB policy

- Meet with student and committee to discuss and approve thesis or special research project topic (topic approval form placed in student file)
  - Identify problem
  - Methods
  - Timetable (frequency of contact)
  - HSCP training and approval (certification placed in student file)
  - IRB approval process
  - Thesis or research project approval form and accepted proposal placed in student file
- Provide student with any feedback given from committee (committee must work with committee chair directly and not student unless approved by committee chair)
- Work closely with student to obtain IRB approval at DU and research site
- Guide student in data collection and analysis
- Consult with MSN Associate Chair if problems arise
- Decide when preliminary research proposal (scholarly merit), proposal, and final thesis or special research project should be reviewed by committee (Appendix H)
- Assist student with preparation of oral defense (Appendix E)
- Assist with final revisions if necessary
- Sign appropriate page to approve study after thesis or special research project approved by committee and University

### **Committee Members**

- Complete committee member approval form and submit to committee chair
- Contribute to topic selection, preliminary research proposal (scholarly merit), and proposal with committee chair
- Critically review thesis or special research project drafts of proposal (scholarly merit) and final write up and offer constructive feedback in a timely manner
- HSCP Training and submit completed form to committee chair-see DU IRB policy for renewal
- Approve proposal prior to IRB submission
- Participate in meetings that are requested by committee chair
- Determine and inform committee chair when thesis and special research project is ready for oral defense (Appendix E)
- Sign appropriate page after thesis or special research project is approved by committee and University



## **Preparing for Thesis or Research Project**

### **Committee Chair and Committee Members Selection**

- Select committee chair with the subject matter expertise or methodological expertise in the topic that you are interested in researching who is a member of the nursing department
- After student selects committee chair, the student must contact the individual and obtain approval from said individual. The student does not have a committee chair until the committee chair approval form is submitted and signed by the individual.
- Must have two (2) committee members that have either subject matter expertise (SME) or methodological expertise (one should have SME and one methodological expertise)
- All committee members must have a graduate degree (doctorate highly desirable)
- One member may be from outside the research or disciplinary specialty area—must either have approval from the COHP Dean or all of the following: Nursing Associate Dean, Nursing Department Chair, and MSN Associate Chair
- Work with committee chair to identify possible committee members
- Contact possible committee members to ask for availability and interest to be on your committee
- After committee members agree to be on committee, complete the committee approval form and send to committee members who will submit form to committee chair

### **Topic Selection**

- Consider importance of the topic-relevance to existing problems (look at previous research to identify areas that need to be researched or NLN Priorities of Research and ANA Research Agenda)
- Review scope of proposed thesis or special research project (is it reasonable in regards to time and resources)
- Seek proper advisement (is there someone with the subject matter expertise available for committee chair, please check list available in Appendix K)
- Decide on scholarship-will this research contribute something new to the field of nursing and ensure topic has scholarly merit
- Discuss topic selection with committee chair who will work with the committee as needed

### **Research Project Preliminary (Scholarly Merit) Proposal**

The research project preliminary (scholarly merit) proposal will be used to make sure the proposed study is researchable prior to the student spending time on the proposal. The intent is

that the student complete preliminary research that can answer the questions posed and will be reviewed by the committee to ensure the proposed research has scholarly merit. Once the student has preliminary approval, the student can begin writing chapters 1-3, which will be considered the proposal.

### **Thesis or Research Project Proposal**

The thesis or special research project proposal will provide a clear description of the problem and the proposed method of solving it. The proposal will explain the topic and problem being investigated that has scholarly merit and provide evidence that the student has critically read recent literature on the topic. (Appendix H)

- Submit the preliminary research project (scholarly merit) form to committee chair
- After approval is received by committee chair, send to committee for approval

### **Thesis or Research Project Oral Defense**

- Complete once thesis or research project has been approved by the committee
- Work with committee chair to set up oral defense
- Can be completed via conference call set up or other online communication tool
- Student will email all committee members with several dates and times of student's availability and committee will respond with their availability (allow at least 1 week in advance for turn-around)
- Once a date has been finalized, the student will set up an appointment in the DU calendar and ask committee members to respond to the appointment request (the student also needs to include either the COHP Dean or the all of the following: Nursing Associate Dean, Nursing Department Chair, and MSN Associate Department Chair)
- The student will include a PowerPoint presentation of the proposal at least 1 week prior to the oral defense
- The committee chair will plan and lead the oral defense session

## **Thesis/Research Project Format**

All thesis and research projects must include the following information:

- Title Page
- Approval Page
- Dedication or Acknowledgements (optional)
- Table of Contents
- List of Tables and Figures (if any)
- Abstract

For chapter organization, please see table 2 below to identify what information to include based on the type of thesis or research project you are completing. After the chapter outline, all students will include the reference list, appendices, and any IRB information.

Table 2. Thesis or Research Project Chapter Outline

Quantitative Design	Qualitative Design	Research
Chapter 1: Introduction	Chapter 1: Introduction	<b>Research Project Chapter I:</b> Introduction
<ul style="list-style-type: none"> <li>• Introduction to the study</li> <li>• Statement of the research problem</li> <li>• Background/research problem</li> <li>• Research purpose</li> <li>• Research question(s) and/or hypothesis</li> <li>• Definitions of terms</li> <li>• Significance to nursing</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the study □</li> <li>• Statement of the problem</li> <li>• Background/research problem</li> <li>• Research purpose</li> <li>• Assumptions</li> <li>• Research questions or objectives</li> <li>• Defined concepts</li> <li>• Significance to nursing</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the research project</li> <li>• Statement of the problem</li> <li>• Background of the problem</li> <li>• Purpose of the project</li> <li>• PICO/PICOT Statement</li> <li>• Definition or concepts of terms</li> <li>• Significance to nursing</li> <li>• Summary</li> </ul>
Chapter 2: Literature Review	Chapter 2: Literature Review	Chapter II: Review of Evidence
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Theoretical Framework</li> <li>• Literature Review</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Theoretical Framework</li> <li>• Literature Review</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Conceptual Model, Theory, or Framework</li> <li>• Evaluation of evidence</li> <li>• Summary</li> </ul>
Chapter 3: Methodology	Chapter 3: Methodology	Chapter III: Project Methodology and Implementation Plan □
□ Introduction	Introduction	Introduction
<ul style="list-style-type: none"> <li>• Design-Quantitative</li> <li>• Population, Sample, Setting</li> <li>• Instrumentation (include validity &amp; reliability)</li> <li>• Procedure for Data Collection</li> <li>• Data Analysis</li> <li>• Ethical considerations</li> <li>• Limitations</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Design-Qualitative</li> <li>• Sampling &amp; Setting</li> <li>• Interview or Observation Protocol</li> <li>• Procedure for Data Collection</li> <li>• Data Analysis</li> <li>• Ethical considerations</li> <li>• Limitations</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of design</li> <li>• Target group or aggregate</li> <li>• Setting</li> <li>• Plan and implementation process</li> <li>• Ethical considerations</li> <li>• Limitations</li> <li>• Summary</li> </ul>
Chapter 4: Results	Chapter 4: Results	Chapter IV: Project Outcomes
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Findings</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Findings</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics of project</li> <li>• Describe implementation of the project</li> <li>• Outcomes</li> </ul>
Chapter 5: Discussions and Conclusion	Chapter 5: Discussions and Conclusion	
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Discussion</li> <li>• Conclusions</li> <li>• Implications for Nursing</li> <li>• Recommendations for Further Research</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Discussion</li> <li>• Conclusions</li> <li>• Implications for Nursing</li> <li>• Recommendations for Further</li> </ul>	

## Chapter V: Discussions and Conclusions

- Introduction
- Discussions

- Conclusion

References

Curriculum Vitae

Appendices

Institutional Review Board (IRB) Approval Letter

You should consult with your committee chair about any possible variations before you begin writing your thesis or project proposal.

### **Thesis or Research Project Proposal Chapter Format**

The thesis or research project will be written in the present tense. The thesis or research project proposal will include:

Chapter 1 (Thesis) or I (Research Project)

Chapter 2 (Thesis) or II (Research Project)

Chapter 3 (Thesis) or III (Research Project)

### **Sections of the Thesis or Research Project**

#### **Title Page**

The title page contains the title of the thesis or research project, author's name, committee members, Davenport University, and submission date. The title should be typed in uppercase letters, centered (left to right) and positioned in the upper half of the page. Times New Roman 12 point font should be used for the title page and throughout the manuscript. The author's name will then be added after the title. The names of your committee members will follow the author's name. Please check with each committee member as to how their names should appear, including any requested credentials.

The title of the thesis or research project should be centered 2 inches below the top of the page. Your name will be centered 1 inch below the title with the following statement 1 inch below your name: A thesis or research project submitted to the faculty of Davenport University in partial fulfillment of the requirements for the Master of Science in Nursing at the College of Health Professions. One inch below you are to list Davenport University with the following line include the year in which your committee approves the thesis or research project.

#### **Abstract**

The abstract provides a brief, concise summary of the thesis or project and should not be completed until the end of the thesis or research project (do not include with the proposal). The abstract should immediately follow the title page and should be no more than 250 words. The

abstract is placed on its own page. The page is headed with the word Abstract as a Level I heading.

### **Dedication or Acknowledgement**

A dedication or acknowledgment page is optional and should only be included in the thesis or project report and not with the proposal. The dedication or acknowledgment section is used to thank those who have provided support during the study process. The dedication or acknowledgment page will be placed on a separate page. The page is headed with the word Dedication or Acknowledgement as a Level I heading

### **Table of Contents**

The table of contents contains all major headings and subheadings found throughout the manuscript along with pagination.

### **List of Tables and Figures**

Tables and figures are actually separated and listed on different pages. Each section should be labeled. It may be necessary to complete the labeling at the end of the revisions of the manuscript so that if tables and figures are moved around, they will be labeled correctly for the final version. Please pay attention to the tables and figures in the current APA manual. Make sure that the titles are brief and concise.

### **Body of the Research Study**

The research will generally be divided by content and developed into chapters depending on the thesis or research project. Most manuscripts have the same basic five chapters that include:

Thesis (Qualitative or Quantitative)	Research Project
Chapter 1. Introduction	Chapter I: Introduction
Chapter 2. Literature Review	Chapter II: Review of Evidence
Chapter 3. Methodology	Chapter III: Project Methodology and Implementation Plan
Chapter 4. Results	Chapter IV: Project Outcomes
Chapter 5. Discussions and Conclusion	Chapter V: Discussions and Conclusions

The research proposal is written in present tense for the proposal and changed to past tense for the final thesis or research project.

## **Overview of the Thesis (Quantitative) Research Process**

### **Chapter 1 Introduction**

- Introduction to the study
- Statement of the research problem
- Background/research problem
- Research purpose
- Research question(s) / hypothesis
- Definitions of terms
- Significance to nursing
- Summary

The introduction to the paper will address these issues in order to give the reader an understanding of what will be examined. Introduce the reader to the problem being addressed in this study. Include why the problem is worth being researched and a brief discussion of what has been reviewed in other research. Consider the importance of this research and how to present it before writing the introduction. Remember this is where the reader will develop an opinion about the research so you really want to make a good impression. Use level headings for the introduction.

#### **Statement of the Research Problem**

The statement of the research problem is a definition of what the investigator proposes to study. The statement also includes the general area of concern and justification of the need, such as a gap in the knowledge, conflicting findings, or group omission.

#### **Background of the Research Problem**

This section presents the problem to be investigated. The description should have enough detail that the reader can see why this is a worthy research study as well as a discussion of the context of the problem. For example, include explanations of how the problem is realized in the real world and/or the implications that might exist if it is not resolved.

#### **Research Purpose**

Begin this section with an explanation of the purpose of the study. Clearly lead the reader to understand why the study is important, and develop a clear rationale for the thesis or project selected. Introduce the reader to the issue being addressed and discuss why this is a study that is worthy to research. The purpose or intention of the thesis or research project should include a purpose statement related to the type of study, variables, population, and setting. The problem statement supports the purpose. The purpose of the study should guide this section. When stating your research question and/or hypothesis and objective, you will use present tense for the proposal. In the thesis or project final report, the purpose should be written in the past tense. The purpose is stated as a general goal.



## **Research Questions and/or Hypotheses**

Thesis--This section can be divided into sub-sections according to the objectives of the research or project. The research questions and/or hypotheses are used in descriptive and exploratory studies. The hypotheses are statements of predicted outcomes.

The section need not be lengthy but should supply the following:

- Research questions-no set numbers of questions /and or hypotheses including null hypothesis

## **Definitions of Terms**

Include definitions of the variables that are included in the thesis or research project. They should be defined conceptually and operationally and alphabetical order.

- Conceptual definition--defines the concept or construct
- Operational definition--assigns meanings to the construct or variable that are necessary to measure the construct

## **Significance to Nursing**

This section will include the relationship of the problem to previous research and the need for this study.

## **Summary**

Include a summary of chapter 1 and introduce chapter 2.

## **Chapter 2 Literature Review**

- Introduction
- Theoretical Framework/Concept
- Literature Review
- Summary

## **Introduction**

Introduce the topics that will be discussed in the literature review section.

## **Theoretical Framework/Model**

Include the organizing framework or theory selected for your study and explore how the theoretical framework/model applies to your study. The theoretical framework/concept will be a succinct description elaborating on the concepts that are related to the study and explaining relationships.

## **Literature Review**

The literature review section will provide a systematic analysis of current and relevant literature on the topic. Literature reviews should be detailed and give the reader an understanding of relevant research and theory that pertain to the thesis or research project. The literature review will also establish a need for the thesis or research project. The literature review includes the following:

- Theoretical articles and related studies
- Identification of the author, date, and method of each study
- Critique of any inconsistencies and/or limitations of the research
- Summary of current and related research conducted related to the problem
- Summary of the theory and/or conceptual arguments related to the problem
- Summary of current gaps in knowledge pertaining to the problem
- Definition of terms
- Synthesis of the studies but not a paragraph of each study

Make sure you use credible sources in the literature review. Use professional, peerreviewed journals or other credible sources that can be accessed through the library. The DU library has a large list of credible electronic databases (i.e., CINAHL, ERIC, PsycInfo, etc.).The internet can also be a source for credible information, but caution should be used since there is no guarantee on the trustworthiness of the items found on the internet. Write the literature review in the past tense since the research and theory has taken place previously.

## **Summary**

The summary will summarize of the theoretical framework/model and the literature review. The summary is included to synthesize each topic addressed in the review and demonstrate how literature has influenced the proposed study.

## **Chapter 3 Methodology**

- Introduction
- Identification of design
- Target group or aggregate
- Setting
- Plan and implementation process
- Ethical considerations
- Limitations
- Summary

The methodology section will describe in detail what the student researcher will do and has done in the study. This section is a step by step guide on how the study will be conducted or was conducted and how the student researcher obtained the data and the procedures used to analyze the data. (Present tense in proposal and past test after data analysis). The section should also include:

- Design discussion about why the specific method was chosen for the study
- Description of the target group or aggregate--who will be included in the study
- Where the research will take place
- Plan and implementation of the project--what is the plan for the study and how will it be implemented
- Procedure for data collection--include how the following will be accomplished:
  - Ethical Consideration
  - Limitations
- Summary

## **Chapter 4 Results**

- Introduction
- Findings

This section summarizes the data analyzed throughout the study. Present the findings to justify the conclusions made from the data. Report all results according to the study's hypotheses/research questions, including those that are contrary to the study results. Use tables and figures in the report to support the narrative. This section should be sufficient to help the reader understand the findings.

## **Chapter 5. Discussion**

- Introduction □ Discussion
- Conclusions
- Implications for Nursing
- Recommendations for Further Research

The interpretation of the results is presented in the discussion. This section examines, interprets, qualifies, and evaluates what was found. Draw inferences from the results and related literature if they are applicable.

### **Introduction**

Introduce chapter 5 discussion. Include the purpose of the study as well as the elements (discussion, conclusion, implications for nursing, and recommendations) that you will be including in the chapter.

### **Discussion**

The discussion section will address detailed findings of the study and implications the findings have for the population studied. It should include strengths and weaknesses of the study. The discussion should improve the reader's awareness of the results as well as help them understand why they should come to the same conclusions as the study. Each question and/or hypothesis will be restated. Include support for the findings related to the research cited in the literature review.

## **Conclusions**

The conclusion section will include discussions of the conclusions from the findings. The conclusions are supported by the study.

## **Implications**

The implication section will include implications of the study for nursing research, practice, and/or education.

## **Recommendations for Further Research**

This section should also include recommendations for future research that have been identified during the research study or recommendations that should logically follow the study.

## **References**

List all sources cited in the paper using APA format. Refer to the latest edition of the APA Manual for guidance in citing your references. The reference list should directly follow Chapter Five and be single-spaced within the reference and double-spaced between references.

## **Appendices**

The last section of the paper is reserved for items not included in the body of the text. The items are essential to understand the context of the thesis or research project.

### **Examples**

- Forms
- Lesson plans
- Letters
- Survey instruments or other applicable instruments
- Copy of approval to use any copyrighted materials

Each item in the appendices begins on its own page and includes a title, centered, at the top of the page. If including an item as an appendix, it must be referred to in the body of the paper. If it is not mentioned anywhere in the text, then it should not be included in the appendices. Items in the appendices should be listed and placed in the same order they are cited or discussed in the body of the report. IRB information and paperwork should also be included at the end of the report as part of the appendices.

## **Overview of Thesis (Qualitative) Research Process**

### **Chapter 1 Introduction**

- Introduction to the study
- Statement of problem
- Background/research problem

- Research purpose
- Research question or objectives
- Defined concepts
- Significance to nursing
- Summary

The introduction to the paper will address these issues in order to give the reader an understanding of what will be examined. Introduce the reader to the problem being addressed in this study. Include why the problem is worth being researched and a brief discussion of what has been reviewed in other research. Consider the importance of this research and how to present it before writing the introduction. Remember this is where the reader will develop an opinion about the research so you really want to make a good impression. Use level I headings for the introduction.

### **Background of the Problem**

This section presents the problem to be investigated. The description should have enough detail that the reader can see why this is a worthy research study as well as a discussion of the context of the problem. For example, include explanations of how the problem is realized in the real world and/or the implications that might exist if it is not resolved.

### **Research Purpose or Purpose of the Project**

Begin this section with an explanation of the purpose of the study. Clearly lead the reader to understand why the study is important, and develop a clear rationale for the thesis or project selected. Introduce the reader to the issue being addressed and discuss why this is a study that is worthy to research. The purpose or intention of the thesis or research project should include a purpose statement related to the type of study, variables, population, and setting. The problem statement supports the purpose. The purpose of the study should guide this section. When stating the research question and/or hypothesis and objective, I use present tense for the proposal. In the final thesis or project report, the purpose should be written in the past tense. The purpose is stated as a general goal.

### **Research Questions or Objectives**

This section can be divided into sub-sections according to the objectives of the research or project. The research questions or objectives are used to drive the study.

The section need not be lengthy but should supply the following:

- Research questions-no set numbers of questions /and or objectives

### **Definitions of Terms**

Include definitions of the variables that are in the thesis. The variables should be defined conceptually and operationally and placed in alphabetical order.

- Conceptual definition--defines the concept or construct
- Operational definition--assigns meanings to the construct or variable that are necessary to measure the construct

### **Significance to Nursing**

This section will include the relationship of the problem to previous research and the need for this study.

### **Summary**

Include a summary of chapter 1 and introduce chapter 2.

### **Chapter 2. Literature Review**

- Introduction
- Theoretical Framework/Concept
- Literature Review
- Summary

#### **Introduction**

Introduce the topics that will be discussed in the literature review section.

#### **Theoretical Framework/Model**

Include the organizing framework or theory selected for the study and explore how the theoretical framework/model applies to the study. The theoretical framework/concept will be a succinct description elaborating on the concepts that are related to the study and explaining relationships.

#### **Literature Review**

The literature review section will provide a systematic analysis of current and relevant literature on the topic. Literature reviews should be detailed and give the reader an understanding of relevant research and theory that pertain to the thesis or research project. The literature review will also establish a need for the thesis or research project. The literature review includes the following:

- Theoretical articles and related studies
- Identification of the author, date, and method of each study
- Critique of any inconsistencies and/or limitations of the research
- Summary of current and related research conducted related to the problem
- Summary of the theory and/or conceptual arguments related to the problem
- Summary of current gaps in knowledge pertaining to the problem
- Definition of terms
- Synthesis of the studies but not a paragraph of each study

Make sure to use credible sources in the literature review. Use professional, peerreviewed journals or other credible sources that can be accessed through the library. The DU library has a large list of credible electronic databases (i.e., CINAHL, ERIC, PsycInfo, etc.).The internet can also be a source for credible information, but caution should be used since there is no guarantee on the trustworthiness of the items found on the internet. Write the literature review in the past tense since the research and theory has taken place previously.

## **Summary**

The summary will summarize the theoretical framework/model and the literature review. The summary is included to synthesize each topic addressed in the review and to demonstrate how literature has influenced the proposed study.

## **Chapter 3 Methodology**

- Introduction
- Design--Qualitative
- Sampling & Setting Selection
- Interview or Observation Protocol
- Procedure for Data Collection
- Data Analysis
- Ethical considerations
- Limitations
- Summary

The methodology section will describe in detail what the student researcher will do (proposal) and has done in the study. This section is a step by step guide on how the study will be conducted (proposal) or was conducted (thesis/project report) and how the student researcher obtained the data and the procedures used to analyze the data. The section should also include: □ Design – discussion about why the specific method was chosen for the study □ Description of sampling & setting selection, including:

- How they were selected and why they are relevant to the study
- Interview or observation protocol – include materials used in the study
- Procedure for data collection – include how the following will accomplished:
  - Data Analysis-themes or codes used to analyze data
  - Ethical Consideration
- Limitations
- Summary

## **Chapter 4 Results**

- Introduction
- Findings

This section summarizes the data analyzed throughout the study. Present the findings to justify the conclusions made from the data. Report all results according to study's hypotheses/research questions, including those that are contrary to the study's results. Use tables and figures in the report to support the narrative. This section should be sufficient to help the reader understand the findings.

## **Chapter 5. Discussion**

- Introduction □ Discussion
- Conclusions
- Implications for Nursing
- Recommendations for Further Research

The interpretation of the results is presented in the discussion. This section examines, interprets, qualifies, and evaluates what was found. Draw inferences from the results and related literature if they are applicable.

### **Introduction**

Introduce chapter 5 discussion. Include the purpose of the study as well as the elements (discussion, conclusion, implications for nursing, and recommendations) that you will be including in the chapter.

### **Discussion**

The discussion section will address detailed findings of the study and implications the findings have for the population studied. It should include strengths and limitations of the study. The discussion should improve the reader's awareness of the results as well as help the reader understand why the reader should come to the same conclusions as the study. Each question and/or hypothesis will be restated. Include support for the findings related to the research cited in the literature review.

### **Conclusions**

The conclusion section will include conclusions from the findings. The conclusions are supported by the study.

### **Implications**

The implication section will include implications of the study for nursing research, practice, and/or education.

### **Recommendations for Further Research**

This section should also include recommendations for future research that was identified during the research study or recommendations that should logically follow the study.



## **References**

List all sources cited in the paper using current APA format. Refer to the current APA Manual for guidance in citing your references. The reference list should directly follow Chapter Five with single-spacing within the reference itself and double-spaced between references.

## **Appendices**

The last section of the paper is reserved for items not included in the body of the text. The items are essential to understand the context of the thesis or research project.

### **Examples**

- Forms
- Lesson plans
- Letters
- Survey instruments or other applicable instruments
- Copy of approval to use any copyrighted materials

Each item in the appendices begins on its own page and includes a title, centered, at the top of the page. If including an item as an appendix, it must be referred to in the body of the paper. If it is not mentioned anywhere in the text, then it should not be included in the appendices. Items in the appendices should be listed and placed in the same order they are cited or discussed in the body of the report. IRB information and paperwork should also be included at the end of the report as part of the appendices.

## **Overview of the Research Project Process**

### **Chapter I Introduction**

- Introduction to the research project
- Statement of the research problem
- Background of the problem
- Purpose of the project
- PICO/PICO Statement/Educational Issue Statement
- Definition of terms
- Significance to nursing
- Summary

Introduce the reader to the problem being addressed in this study. Include why the problem is worth being researched and a brief discussion of what has been reviewed in other research. The introduction to the paper will address these issues in order to give the reader an understanding of what will be examined. Consider the importance of this research and how to present it before writing the introduction. Remember this is where the reader will develop an opinion about the research so you really want to make a good impression. Use level I headings for the introduction.

## **Statement of the Research Problem**

The statement of the research problem is a definition of what the investigator proposes to study. The statement also includes the general area of concern and justification of the need is included, such as a gap in the knowledge, conflicting findings, or group omission.

## **Background of the Research Problem**

This section presents the problem to be investigated. The description should have enough detail that the reader can see why this is a worthy research study as well as a discussion of the context of the problem. For example, include explanations of how the problem is realized in the real world and/or the implications that might exist if it is not resolved.

## **Purpose of the Project**

Begin this section with an explanation of the purpose of the study. Clearly lead the reader to understand why the study is important, and develop a clear rationale for the thesis or project selected. Introduce the reader to the issue being addressed and discuss why this is a study that is worthy to research. The purpose or intention of the thesis or research project should include a purpose statement related to the type of study, variables, population, and setting. The problem statement supports the purpose. The purpose of the study should guide this section. When stating your research question and or hypothesis and objective, use present tense for the proposal. In the final thesis or project report, the purpose should be written in the past tense. The purpose is stated as a general goal.

## **PICO/PICOT Statement-Educational Issue Statement**

The section need not be lengthy but should supply the following:

This section is stated in a clinical practice problem (PICO/PICOT) format. If completing an educational project, please present the educational issue identified that will be addressed.

## **Definitions of Terms**

Include definitions of the variables that are included in the thesis or research project. They should be defined conceptually and operationally and placed in alphabetical order.

- Conceptual definition--defines the concept or construct
- Operational definition--assigns meaning to the construct or variable that is necessary to measure the construct

## **Significance to Nursing**

This section will include the relationship of the problem to previous research and the need for this study.

## **Summary**

Include a summary of chapter 1 and introduce chapter 2.

## **Chapter II Review of Evidence**

- Introduction
- Conceptual Model, Theory or Framework (if applicable)
- Evaluation of the Evidence
- Summary

### **Introduction**

Introduce the topics that will be discussed in the literature review section.

### **Conceptual Model, Theory, or Framework (if applicable)**

Include the conceptual model, theory or framework selected for your study (if applicable) and explore how the theoretical framework/model applies to the study. The theoretical framework/concept will be a succinct description elaborating on the concepts that are related to the study and explains relationships.

### **Evaluation of Evidence**

The evaluation of evidence section will provide an analysis of current and relevant literature on the topic being researched. The evaluation of evidence review should be detailed and give the reader an understanding of relevant research and theory that pertain to the research project. The evaluation of evidence will also establish a need for the study. The evaluation includes the following:

- Analysis of the value and strength of evidence in answering the question □  
Analysis of the instruments used to evaluate the evidence

Make sure to use credible sources in the evaluation of evidence. Use professional, peerreviewed journals or other credible sources. The DU library has a large list of credible electronic databases (i.e., CINAHL, ERIC, PsycInfo, etc.).The internet can also be a source for credible information, but caution should be used since there is no guarantee on the trustworthiness of the items found on the internet. Write the literature review in the past tense since the research and theory has taken place previously.

### **Summary**

The summary will summarize the theoretical framework/model and the literature review. The summary is included to synthesize each topic addressed in the review and to demonstrate how literature has influenced the proposed study.

## **Chapter III Project Methodology**

- Introduction

- Identification of design
- Target group or aggregate
- Setting
- Plan and implementation process
- Ethical considerations
- Limitations
- Summary

The methodology section will describe in detail what the student researcher will do (proposal) and has done in the study. This section is a step by step guide on how the study will be conducted (proposal) or was conducted (thesis/project report) and how the student researcher obtained the data and the procedures used to analyze the data. The section should also include: □ Design—discussion about why the specific method was chosen for the study □ Description of participants, including:

- How they were selected and why they are relevant to the study
- Instruments— include materials used in the study
- Reliability and validity of the instruments
- Procedure for data collection – include how the following will be accomplished:
  - Data Analysis-Tests used to analyze results
  - Ethical Consideration
- Limitations
- Summary

#### **Chapter IV Project Outcomes**

- Introduction
- Findings

This section summarizes the data analyzed throughout the study. Present the findings to justify the conclusions made from the data. Report all results according to the study's research questions. Use tables and figures in the report to support the narrative. This section should be sufficient to help the reader understand the findings.

#### **Chapter V. Discussion**

- Introduction □ Discussion
- Conclusions
- Implications for Nursing
- Recommendations for Further Research

The interpretation of the results is presented in the discussion. This section examines, interprets, qualifies, and evaluates what was found. Draw inferences from the results and related literature if they are applicable.

## **Introduction**

Introduce chapter 5 discussion. Include the purpose of the study as well as the elements (discussion, conclusion, implications for nursing, and recommendations) that you will be including in the chapter.

## **Discussion**

The discussion section will address detailed findings of the study and implications the findings have for the population studied. It should include strengths and limitations of the study. The discussion should improve the reader's awareness of the results as well as help the reader understand why the reader should come to the same conclusions as the study. Each question and/or hypothesis will be restated. Include support for the findings related to the research cited in the literature review.

## **Conclusions**

The conclusion section will have a list of the conclusions from the findings. The conclusions are supported by the study.

## **Implications**

The implication section will include implications of the study for nursing research, practice, and/or education.

## **Recommendations for Further Research**

This section should also include recommendations for future research that has been identified during the research study or recommendations that should logically follow the study.

## **References**

List all sources cited in the paper using current APA format. Refer to the current APA Manual for guidance in citing references. The reference list should directly follow Chapter Five with single-spacing within the reference itself and double-spacing between references.

## **Appendices**

The last section of the paper is reserved for items not included in the body of the text. The items are essential to understand the context of the thesis or research project.

## **Examples**

- Forms
- Lesson plans
- Letters
- Survey instruments or other applicable instruments
- Copy of approval to use any copyrighted materials

Each item in the appendices begins on its own page and includes a title, centered, at the top of the page. If including an item as an appendix, it must be referred to in the body of the paper. If it is not mentioned anywhere in the text, then it should not be included in the appendices. Items in the appendices should be listed and placed in the same order they are cited or discussed in the body of the report.

IRB information and paperwork should also be included at the end of the report as part of the appendices.

### **Language**

Use academic (scholarly) writing in your thesis/research project. Your writing should be direct and concise and not include run-on sentences. It is also important to avoid creative writing such as ambiguity, excessive description, and irrelevant observation. It is also important to eliminate redundancy, wordiness, jargon, and language that is racist, sexist, biased, disabling, or overtly stereotypical. Technical language should be understood by individuals within the discipline.

### **Formatting and Pagination**

The thesis or research project must be double-spaced, error-free and printed neatly on one side of standard 8.5 x 11 inch, heavy white bond paper (20-24 pound). The most current APA manual will be followed in all areas of formatting unless directed. Level headings must be followed according to the most current APA manual. Page numbers should be included according to the current APA manual related to pagination. Margins, typeface, spacing, and all formatting will be completed according to current APA guidelines.

### **Printing and Binding**

The student is responsible for the printing and binding of the thesis or research project. Multiple hardbound copies are required. Copies will need to be made for the following areas

- Department of Nursing
- Digital Learning Center
- Committee Chair
- Student (as many as you choose)

Additional soft-bound copies may be required for the faculty committee, department and others. Uniformity and binding of theses and research projects will be subject to University guidelines. The thesis or research project must be accepted and the printing and binding paid for prior to graduation.



## Appendix A

### Master's Research Project Checklist Student:

Title of Project:

Committee Chair                      Date of Review

Committee Member                      Date of Review

Committee Member                      Date of Review

Graded

S= satisfactory

U=unsatisfactory

	Chair Comments	Member 1 Comments	Member 2 Comments
Title page			
<input type="checkbox"/> Title of research <input type="checkbox"/> Student's name and credentials <input type="checkbox"/> Committee chair and members <input type="checkbox"/> "Thesis or research project presented in partial fulfillment of the requirement for the Master of Science in Nursing Degree" <input type="checkbox"/> Davenport University <input type="checkbox"/> Date study approved			
<input type="checkbox"/> Approval page	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Dedication page	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Table of contents	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> List of tables &	S <input type="checkbox"/>	S <input type="checkbox"/>	S <input type="checkbox"/>

figures	U <input type="checkbox"/>	U <input type="checkbox"/>	U <input type="checkbox"/>
<input type="checkbox"/> Abstract	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter I Introduction			
<input type="checkbox"/> Introduction to the research project	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Statement of the problem <input type="checkbox"/> Problem concisely stated and clearly defined <input type="checkbox"/> Sufficiently narrowed down to be answered by selected methodology	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Background of problem	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Purpose of the Study	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> PICO/PICOT Statement	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Definitions of concepts and/or terms	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>



<input type="checkbox"/> Significance to nursing, background, and need for this study  <input type="checkbox"/> Relationship of identified problem or to previous research is clear	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

Chapter II Review of Evidence			
Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Conceptual model, theory or framework appropriate  <input type="checkbox"/> Concepts clearly defined and relationship among concepts identified	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Evaluation of evidence supports need for project <input type="checkbox"/> Provides overview of relevant studies including pertinent work from other disciplines  <input type="checkbox"/> A number of other sources of evidence (expert opinion, committee reports etc.) have been considered <input type="checkbox"/> Gaps and limitations are identified in the literature and suggestions for future research are identified	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter III Project Methodology			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Identification of research design appropriate for project	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Target population(s) or	S <input type="checkbox"/>	S <input type="checkbox"/>	S <input type="checkbox"/>
aggregate identified	U <input type="checkbox"/>	U <input type="checkbox"/>	U <input type="checkbox"/>
<input type="checkbox"/> Setting	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Plan and implementation appropriate <input type="checkbox"/> Reliability and validity issues related to data measures or evaluation methods are identified <input type="checkbox"/> Data collection methods and/or evaluation methods are appropriate and clearly stated <input type="checkbox"/> Proposed instrument, clinical protocol and/or guideline attached as an appendix	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Ethical considerations presented <input type="checkbox"/> Human subject protection and IRB requirement or non - requirement clearly articulated <input type="checkbox"/> HSCP completed <input type="checkbox"/> Conflicts of interest are clearly stated	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Identification of limitations	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter IV Project Outcomes			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Characteristics of project presented	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Describe the implementation of the project	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Description of the outcomes of the project	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter V Discussions and Conclusions			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Discussion	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Conclusions	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Recommendations for further research discussed	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Reference list	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Appendices-- Including but not limited to instruments, IRB approval, etc	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>



## Appendix B

### Master's Thesis Quantitative Design Checklist Student:

Title of Project:

Committee Chair                      Date of Review

Committee Member                  Date of Review

Committee Member                  Date of Review

Graded S= satisfactory U=unsatisfactory N/A= not applicable or not always needed

	Chair Comments	Member 1 Comments	Member 2 Comments
Title page			
<input type="checkbox"/> Title of research	S <input type="checkbox"/>	S <input type="checkbox"/> U	S <input type="checkbox"/>
<input type="checkbox"/> Student's name and credentials	U <input type="checkbox"/>	<input type="checkbox"/>	U <input type="checkbox"/>
<input type="checkbox"/> Committee chair and members			
<input type="checkbox"/> "Thesis or research project presented in partial fulfillment of the requirement for the Master of Science in Nursing Degree"			
<input type="checkbox"/> Davenport University			
<input type="checkbox"/> Date study approved			
<input type="checkbox"/> Approval page	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Dedication page	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Table of contents	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> List of tables & figures	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Abstract	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter 1 Introduction			
<input type="checkbox"/> Introduction to the study	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Statement of the research problem <input type="checkbox"/> Problem concisely stated and clearly defined  <input type="checkbox"/> Sufficiently narrowed down to be answered by selected methodology	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Background of research problem	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Purpose of the Study	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Research questions and/or hypothesis			
<input type="checkbox"/> Definitions of terms	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Significance to nursing, background, and need for this study  <input type="checkbox"/> Relationship of identified problem to previous research is clear	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

Chapter 2 Literature Review			
Introduction	S <input type="checkbox"/>	S <input type="checkbox"/>	S <input type="checkbox"/>
	U <input type="checkbox"/>	U <input type="checkbox"/>	U <input type="checkbox"/>
<input type="checkbox"/> Theoretical framework	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Literature review			
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter 3 Methodology			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Identification of quantitative research design appropriate	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Target population(s) sample and setting identified and appropriate	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Instrumentation appropriate for topic	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Reliability and validity issues related to data measures or evaluation methods are identified			
<input type="checkbox"/> Proposed instrument attached as an appendix			
<input type="checkbox"/> Data collection methods and/or evaluation methods are appropriate and clearly stated	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Data analysis is clear and appropriate for study	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Ethical considerations presented  <input type="checkbox"/> Human subject protection and IRB requirement or non-requirement clearly articulated	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/> <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> HSCP completed <input type="checkbox"/> Conflicts of interest are clearly stated			
<input type="checkbox"/> Identification of limitations	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter 4 Results			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Findings	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter 5 Discussions and Conclusions			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Discussion	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Conclusions	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Recommendations for further research discussed	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Reference list	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>



<input type="checkbox"/> Appendices Including but not limited to instruments, IRB approval, etc	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
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### Appendix C

#### Master's Thesis Qualitative Design Checklist

Student:

Title of Thesis:

Committee Chair

Date of Review

Committee Member

Date of Review

Committee Member

Date of Review

Graded S= satisfactory U=unsatisfactory N/A= not applicable or not always needed

	Chair Comments	Member 1 Comments	Member 2 Comments
Title page			
<input type="checkbox"/> Title of research	S <input type="checkbox"/>	S <input type="checkbox"/>	S <input type="checkbox"/>
<input type="checkbox"/> Student's name and credentials	U <input type="checkbox"/>	U <input type="checkbox"/>	U <input type="checkbox"/>
<input type="checkbox"/> Committee chair and members			
<input type="checkbox"/> "Thesis or research project presented in partial fulfillment of the requirement for the Master of Science in Nursing Degree"			
<input type="checkbox"/> Davenport			

University <input type="checkbox"/> Date study approved			
<input type="checkbox"/> Approval page	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Dedication page	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Table of content	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> List of tables &	S <input type="checkbox"/>	S <input type="checkbox"/>	S <input type="checkbox"/>
figures	U <input type="checkbox"/>	U <input type="checkbox"/>	U <input type="checkbox"/>
<input type="checkbox"/> Abstract	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter 1 Introduction			
<input type="checkbox"/> Introduction to the study			

<input type="checkbox"/> Statement of the problem <input type="checkbox"/> Problem concisely stated and clearly defined <input type="checkbox"/> Sufficiently narrowed down to be answered by selected methodology	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Background of problem	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Purpose of the Study	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Research questions or objectives	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Definitions of concepts appropriate	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Significance to nursing, background, and need for this study <input type="checkbox"/> Relationship of identified problem to previous research is clear			
<input type="checkbox"/> Summary	S <input type="checkbox"/>	S <input type="checkbox"/>	S <input type="checkbox"/>

	U <input type="checkbox"/>	U <input type="checkbox"/>	U <input type="checkbox"/>
Chapter 2 Literature Review			
Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Theoretical framework appropriate to study <input type="checkbox"/> Concepts clearly defined and relationship among concepts identified	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Literature review is appropriate to topic of study <input type="checkbox"/> Provides overview of relevant studies including pertinent work from other disciplines <input type="checkbox"/> A number of other sources (expert opinion, committee reports etc.) have been considered <input type="checkbox"/> Gaps and limitations are identified in the literature and suggestions for future research are identified	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter 3 Methodology			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Identification of research design appropriate for qualitative research	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>

<input type="checkbox"/> Target population(s) are identified  <input type="checkbox"/> Setting appropriate  <input type="checkbox"/> Sampling appropriate	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Procedure for data collection and implementation appropriate <input type="checkbox"/> Data collection methods and/or evaluation methods are appropriate and clearly stated <input type="checkbox"/> Interview or observation protocol attached as an appendix	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Ethical considerations presented  <input type="checkbox"/> Human subject protection and IRB requirement or non-requirement clearly articulated  <input type="checkbox"/> HSCP completed  <input type="checkbox"/> Conflicts of interest are clearly stated	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Identification of limitations	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Summary	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
Chapter 4 Results			

<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Results discussed	S <input type="checkbox"/>	S <input type="checkbox"/>	S <input type="checkbox"/>
	U <input type="checkbox"/>	U <input type="checkbox"/>	U <input type="checkbox"/>
Chapter 5 Discussions and Conclusions			
<input type="checkbox"/> Introduction	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Discussion	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Conclusions	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Recommendations for further research discussed	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Reference list	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>
<input type="checkbox"/> Appendices-- Including but not limited to instruments, IRB approval, etc	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>	S <input type="checkbox"/> U <input type="checkbox"/>



## Appendix D

### Thesis or Research Project Rubric (80% or higher to pass)

Chapter 1 Introduction or Chapter I Introduction					
Introduction to the study	Strong introduction of problem to reader that is clear and demonstrates the problem is worth researching (support by scholarly peer reviewed journals) 2 paragraphs 5	Introduced problem to reader that is clear and demonstrates the problem is worth researching (support by scholarly peer reviewed journals) 2 paragraphs 4	Introduced problem to reader that is somewhat clear and demonstrates the problem is worth researching but needs more support (support by scholarly peer reviewed journals) 2 paragraphs 3	Introduced the problem to reader but is it not clear and does not demonstrate the problem is worth researching (support by scholarly peer reviewed journals) 1 paragraphs 2	Does not introduce problem to reader or does not use scholarly peer reviewed journals to support problem. 0-1
Statement of the research problem	Strong organization of problem paragraph starts with broad problem that is clear, concise and describes the need for research. Reflected gap in knowledge that the research will try to fill. End of paragraph has a narrow focused problem statement that is researchable 10	Problem paragraph starts with broad problem that is clear, concise and describes the need for research. Reflected gap in knowledge that the research will try to fill. End of paragraph has a narrow focused problem statement that is researchable 9	Problem paragraph starts with broad problem that is not as clear nor concise as possible but describes the need for research. Reflected gap in knowledge that the research will try to fill but is too broad. End of paragraph has a narrow focused problem statement that is researchable but needs further development 8	Problem paragraph starts with broad problem that is not clear or concise and does not describe the need for research. Reflected gap in knowledge that the research will try to fill is not clear. End of paragraph has a broad focused problem statement that is not researchable 6 or 7	Problem paragraph does not start with broad problem and does not describe the need for research. Does not reflect gap in knowledge that the research will try to fill. End of paragraph does not have a narrow focused problem statement that is researchable 5 or less

Background of research problem	Brief overview of problem that is exceptionally	Brief overview of problem, key components or	Brief overview of problem, key components or	Brief overview of problem, key components or	Brief overview of problem, key components or
	clear, key components or concepts of the problem, and how problem came about clearly articulated 10	concepts of the problem, and how problem came about 9	concepts of the problem, and how problem came about and somewhat relates to research topic 8	concepts of the problem, and how problem came about but it is not clear and does not relate to research topic 6-7	concepts of the problem, and how problem came about 5 or less
Purpose of the Study	Begins with strong purpose "The purpose of the study is to... in order to...". The purpose is a response to the problem and what the study will accomplish with scholarly support 5	Begins with "The purpose of the study is to... in order to...". The purpose is a response to the problem and what the study will accomplish with scholarly support 4.5	Begins with "The purpose of the study is to... in order to...". The purpose is a response to the problem and what the study will accomplish but needs scholarly support 4	Begins with "The purpose of the study is to... in order to...". The purpose is a response to the problem and what the study will accomplish but it needs to add more depth to support purpose 3	Does not begin with "The purpose of the study is to... in order to...". The purpose is a response to the problem and what the study will accomplish is not clear and concise 2 or less
Research questions and/or hypothesis or PICO/T	Excellent flow from the problem statement and purpose that is clearly articulated 15	Logical flow from the problem statement and clear purpose 13-14	Logically flow from the problem statement, purpose, and questions but they are not clearly articulated 11-12	Logical flow from the problem statement, purpose, and questions but one or more areas not appropriately stated 9-10	Does not logically flow from the problem statement and purpose 8 or less
Definitions of terms or concepts	Terms or phrases are clearly defined that aides the reader in understanding terms used in the study are clearly articulated 10	Terms or phrases are clearly defined that aides the reader in understanding terms used in the study 9	Most of the terms or phrases are clearly defined that aides the reader in understanding terms used in the study 8	Terms or phrases are broadly defined that aides the reader in understanding terms used in the study but more depth needed 6 or 7	Terms or phrases are not defined that aides the reader in understanding terms used in the study 5 or less



Significance to nursing, background, and need for this study	The significance of the study clearly articulates how the study will fill the gap in knowledge and	The significance of the study discussed how the study will fill the gap in knowledge and the need for the	The significance of the study discussed how the study will fill the gap in knowledge and the need for the	The significance of the study discussed how the study will fill the gap in knowledge but does not discuss	The significance of the study does not discuss how the study will fill the gap in knowledge but does not address
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	need for the study  10	study  9	study but needs more depth to show gap and or need 8	the need for the study  6 or 7	the need for the study  5 or less
Summary	Strong summary of chapter 1 and introduced chapter 2 that is clear and concise 5	Summarized chapter 1 and introduced chapter 2  4.5	Summarized chapter 1 and introduced chapter 2 but needs clarity  4	Summarized chapter 1 and introduced chapter 2 but needs more depth  3	Does not summarize chapter 1 nor introduce chapter 2  2 or less

**Chapter 2 Literature Review or Chapter II Review of Literature**

Introduction	Explained purpose of the study, chapter 2 introduction (what you will discuss), literature review, and theoretical framework  5	Explained purpose of the study, chapter 2 introduction (what you will discuss), literature review, and theoretical framework  4.5	Explained purpose of the study, chapter 2 introduction (what you will discuss), literature review, and theoretical framework but needs more depth  4	Explained purpose of the study, chapter 2 introduction (what you will discuss), literature review, and theoretical framework. Only discussed 2 aspects required in introduction 3	The purpose is not explained, chapter 2 introduction literature review, and theoretical framework, is not discussed  2 or less
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Literature review Or Review of Evidence	Strong introduction of topics, subtopics, describing what is included (first paragraph) Strong summary of each topic and theme with citations and references. (include both sides of issue) Level headings for each topic. Literature synthesized and critiqued and scholarly supported 20	Introduced topics, subtopics, describing what is included (first paragraph) Included summary of each topic and theme with citations and references. (include both sides of issue) Level headings for each topic. Literature synthesized and critiqued with scholarly support 18-19	Introduced topics, subtopics, describing what is included (first paragraph) Included summary of each topic and theme with citations and references. (include both sides of issue) Level headings for each topic. Literature synthesized and critiqued but needs more scholarly support 16-17	Introduced topics, subtopics, describing what is included (first paragraph) Does not include summary of each topic and theme with citations and references. (include both sides of issue) Level headings for each topic not according to APA. Literature synthesized or critiqued but not both-little scholarly support 12-15	Does not introduce topics, subtopics, describing what is included (first paragraph) Summary of each topic and theme with citations and references are not included. Level headings for each topic are not included. Literature not synthesized and critiqued 11 or less
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Theoretical framework	Clearly articulated the theory or conceptual framework supporting the study. Explained how the theory or framework supports study. Discussed components (concepts, constructs, assumptions, generalizations) Summarized in final paragraph with scholarly support 10	Described the theory or conceptual framework supporting the study. Explained how the theory or framework supports study. Discussed components (concepts, constructs, assumptions, generalizations) Summarized in final paragraph with scholarly support 9	Described the theory or conceptual framework supporting the study. Explained how the theory or framework supports study. Discussed components (concepts, constructs, assumptions, generalizations) Summarized in final paragraph but needs more depth and scholarly support 8	Briefly describes the theory or conceptual framework supporting the study but does not explain how the theory or conceptual framework supports the study. Discussed few components (concepts, constructs, assumptions, generalizations) Summarize in final paragraph not clear or concise and little scholarly support 6 or 7	Does not describe the theory or conceptual framework supporting the study. Does not explain how the theory or framework supports study. Does not discuss components (concepts, constructs, assumptions, generalizations) Does not summarize in final paragraph 5 or less
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Summary	Strong summary of chapter 2 and strong introduction to chapter 3  5	Summarized chapter 2 and introduced to chapter 3  4.5	Summarized chapter 2 and introduced to chapter 3 but need more depth  4	Summary of chapter 2 and introduction of chapter 3 is not clear and does not discuss all component of the chapters 3  3	Does not summarize chapter 2 and introduce to chapter 3  2 or less
<b>Chapter 3 Methodology or Chapter III Project Methodology</b>					
Introduction	Strong introduction on the purpose of the study and introduced chapter 3  5	Introduced the purpose of the study and introduced chapter 3  4.5	Introduced the purpose of the study and introduced chapter 3 but needs more depth 4	Introduced the purpose of the study and introduced chapter 3 but does not discuss all components 3	Does not introduce the purpose of the study and does not introduce chapter 3  2 or less
Research design appropriate (include research questions from chapter 1)	Strong description of the research design for the study. Study design justified by showing how the problem,	Described the research design for the study. Study design justified by showing how the problem, purpose, and research	Described the research design for the study. Study design justified by showing how the problem, purpose, and research question	Does not describe the research design for the study accurately. Study design not clearly justified and not clearly discussing how the problem,	Does not describe the research design for the study. Study design not justified
	purpose, and research question supports design clearly articulated 10	question supports design  9	supports design but needs more scholarly support  8	purpose, and research question supports design but needs scholarly support  6-7	  5 or less

Target population(s) sample or sampling and setting identified and appropriate	Thoroughly described the population from which sample or sampling will be drawn. Discussed how you will select your sample and sample size (i.e. G*Power if quantitative study design) and how you will recruit the sample. Clearly described the setting of the proposed study 10	Described population from which sample or sampling will be drawn. Discussed how you will select your sample and sample size (i.e. G*Power if quantitative design) and how you will recruit the sample. Described the setting of the proposed study 9	Described population from which sample or sampling will be drawn. Discussed how you will select your sample and sample size (i.e. G*Power if quantitative design) and how you will recruit the sample. Described the setting of the proposed study. Need more depth to a few areas 8	Described population from which sample or sampling will be drawn but not clear identified. Minimally discussed how you will select your sample and sample size (i.e. G*Power if quantitative design) and how you will recruit the sample. Described the setting of the proposed study but not clear 7	Does not describe the population from which sample or sampling will be drawn. Does not discuss how you will select your sample and sample size (i.e. G*Power if quantitative design) and how you will recruit the sample. Does not describe the setting of the proposed study 6 or less
Instrument appropriate for topic Reliability and validity issues related to data measures or evaluation methods are identified Or Interview &/or observation protocol (qualitative design) Proposed instrument attached as an appendix	Strong description of the instrument and what you want to measure. Clearly articulated the construct/s what the instrument measures. Or Interview &/or observation protocol (qualitative design) Included strong evidence of reliability and validity 10	Described the instrument and what you want to measure. Discussed the construct/s what the instrument measures. Or Interview &/or observation protocol (qualitative design) Included the evidence of reliability and validity 9	Described the instrument and what you want to measure. Discussed the construct/s what the instrument measures. Or Interview &/or observation protocol  Included the evidence of reliability and validity Needs more depth for one or two areas 8	Briefly described the instrument and what you want to measure. Briefly discussed the construct/s what the instrument measures. Or Interview &/or observation protocol (qualitative design) Included little evidence to show the reliability and validity of the instrument 6-7	Does not describe the instrument and what you want to measure. Does not discuss the construct/s what the instrument measures. Does not include the evidence of reliability and validity Does not include Interview &/or observation protocol (qualitative design) 5 or less

Data	Procedure or	Procedure or	Procedure or	Described the	Does not describe
collection methods and/or evaluation methods are appropriate and clearly stated or Implementation process	implementation process is articulated clearly and precisely to make replication possible 10	implementation process is clear and precise to make replication possible 9	implementation process is clear and precise to make replication possible Needs more depth on procedure 8	procedure or implementation process for data collection but not clear to be able to follow. Procedure is not very clear or precise to make replication possible 6 or 7	the procedure or implementation process for data collection. Procedure is not clear nor precise to make replication possible. 5 or less
Data analysis is clear and appropriate for study	Provided significant step-by-step details on the data analysis is clear and precise so replication is possible 10	Provided step-by-step details on the data analysis is clear and precise so replication is possible. 9	Provided step-by-step details on the data analysis so it is clear and precise so replication is possible but needs depth 8	Did not sufficiently provide step-by-step details on the data analysis so replication is not possible 6 or 7	Does not provide a step-by-step details on the data analysis is clear and precise so replication is not possible 5 or less
Ethical considerations presented	Thoroughly discussed ethical issues including conflict of interest. Clearly and completely described how you approached the protection from harm, informed consent, anonymity, confidentiality, potential risks, honesty, and other ethical issues 5	Discussed ethical issues including conflict of interest. Described how you approached the protection from harm, consent, anonymity, confidentiality, potential risks, honesty, and other ethical issues 4.5	Discussed ethical issues including conflict of interest. Described how you approached the protection from harm, informed consent, anonymity, confidentiality, potential risks, honesty, and other ethical issues but needs some clarity 4	Discussed ethical issues including conflict of interest. Briefly described but needs more depth on how you approached the protection from harm, informed consent, anonymity, confidentiality, potential risks, honesty, and other ethical issues 3	Does not discuss ethical issues including conflict of interest. Does not describe how you approached the protection from harm, informed consent, anonymity, confidentiality, potential risks, honesty, and other ethical issues 1 or 2

Identification of limitations	Thoroughly describes the limitation including, design, sampling, sample size, instrument, etc. 5	Describes the limitation including, design, sampling, sample size, instrument, etc. 4.5	Describes the limitation including, design, sampling, sample size, instrument, etc. but missing possible consideration 4	Describes a few of the limitation including, design, sampling, sample size, instrument, but missing important considerations 3	Does not describe the limitation including, design, sampling, sample size, instrument, etc.  2 or less
Summary	Strong summary of all elements	Summarized all elements required in	Summarized most of the all elements	Does not summarize all elements	Does not summarize any elements

	required in chapter 3 and introduced chapter 4 5	chapter 3 and introduced chapter 4 4.5	required in chapter 3 and introduced chapter 4 4	required in chapter 3 and introduced chapter 4 3	required in chapter 3 and introduced chapter 4 2 or less
Chapter 4 Results or Chapter IV Project Outcomes					
Introduction	Strong introduction on the purpose of the study and introduced chapter 4  5	Introduced the purpose of the study and introduced chapter 4  4.5	Introduced the purpose of the study and introduced chapter 4 but needs more depth 4	Introduced the purpose of the study and introduced chapter 4 but does not discuss all components 3	Does not introduce the purpose of the study and does not introduce chapter 4  2 or less
Results or Findings					
Chapter 5 Discussions and Conclusions or Chapter V Discussions and Conclusions					
Introductions	Strong introduction on the purpose of the study and introduced chapter 5  5	Introduced the purpose of the study and introduced chapter 5  4.5	Introduced the purpose of the study and introduced chapter 5 but needs more depth 4	Introduced the purpose of the study and introduced chapter 5 but does not discuss all components 3	Does not introduce the purpose of the study and does not introduce chapter 5  2 or less
Discussions	Superior discussion includes analysis of results and how they relate to current research  5	Discussion is clear and includes a thorough analysis of results and how the results relate to current research 4.5	Adequate discussion including analysis of results and how they relate to current research	Minimally discusses the study and includes analysis of results and how they relate to current research  3	Does not analyze results and how they relate to current research

			4		2 or less
Conclusions	Clearly articulated conclusion summarizes the study 5	Discusses of the conclusion clear and summarizes the study 4.5	Adequate discusses the conclusion and summary of the study 4	Minimally discusses the conclusion and summary of the study	Does not include the conclusions of the study  2 or less
Recommendations for Further Research	Strong recommendations for further research appropriate and offer guidance for further research 5	Recommendations for further research with guidance for further research based on research findings 4.5	Recommendations for further research with guidance based on research findings 4	Little recommendations based on research findings 3	Limited or no recommendations based on research findings  2 or less
References					
Reference	Number is sufficient to study and appropriately documented according to current APA format 5	Number is sufficient to study and appropriately documented according to current APA format 5	Number is sufficient to study and appropriately documented according to current APA format 5	Number is limited and not sufficient to study and appropriately documented according to current APA format 3 or 4	Not sufficient to study and appropriately documented according to current APA format  2 or less
Formatting	Referenced textbook references and/or peerreviewed resources correctly using current APA format 10	Attempted textbook references and/or other peer-reviewed resources using current APA format but was incomplete. 9	Attempted textbook references and/or other peerreviewed resources using current APA format but was incomplete. 8	Little evidence of attempted textbook references and other peerreviewed resources using current APA format 6 or 7	No evidence of attempted textbook references and other peerreviewed resources using current APA format 0

Grammar	Free of spelling and/or grammatical errors, e.g., uses correct verb tenses and parts of speech appropriately.  10	Contained 1 or 2 spelling and/or grammatical errors, e.g., incorrect use of verb tenses and/or parts of speech.  9	Contained more than 2 spelling and/or grammatical errors, e.g., incorrect use of verb tenses and/or parts of speech.  8	Contained 3 or more spelling and/or grammatical errors e.g., incorrect use of verb tenses and/or parts of speech. 6-7	Contained more than 4 spelling and/or grammatical errors, e.g., incorrect use of verb tenses and/or parts of speech. 0-5
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Appendix E

**Davenport University**  
**Department of Nursing. Master of Science in Nursing**  
**Final Oral Defense Rubric**

**Student Name** \_\_\_\_\_

**Title of Thesis** \_\_\_\_\_

**Date of Oral Defense** \_\_\_\_\_

**Attendee's Present** \_\_\_\_\_

**1. Oral Defense Delivery Method**

Component	Criteria	Met	Not Met
Introduction	Introduction was clear and convincing.		
Completeness	Conclusion reiterated main points		
Organization	Logical presentation		
Presentation	Professional. Effective Delivery		
Visual Aids	Visual aids appropriate and complemented presentation.		
Question/Response	Adhered to timing (10-15 minutes initial presentation) Allowed appropriate time for Q & A.		

**2. MSN Program Outcomes**

Component	Criteria	Met	Not met
1	Synthesize the concepts and theories from nursing related disciplines and sciences to deliver advanced nursing care.		
2	Integrate evidence-based knowledge, research and clinical judgment to design, coordinate, and evaluate the delivery of care.		
3	Integrate current and emerging health and information technologies effectively into one's practice to enhance health outcomes.		
4.	Collaborate effectively within an interprofessional context to improve the delivery of care across the health care continuum.		

5.	Apply organizational and systems leadership strategies to promote high quality and safe patient care environments		
6.	Advocate for policies at the local, state, and national level to improve health and advance the profession of nursing.		
7.	Demonstrate beginning competency in advanced nursing practice role.		

### 3. AACN Essentials for Master's Education

Component	Criteria	Met	Not met
I.	Background for Practice from Sciences and Humanities		
II.	Organizational and Systems Leadership		
III.	Quality Improvement and Safety		
IV.	Translating and Integrating Scholarship into Practice		
V.	Informatics and Healthcare Technologies		
VI.	Health Policy and Advocacy		
VII.	Interprofessional Collaboration for Improving Patient and Population Health Outcomes		
VIII.	Clinical Prevention and Population health for Improving Health		
IX.	Master's –Level Nursing Practice		

Final Oral Defense Outcome

Met

Not Met

Comments/Suggestions:

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Faculty Signature: \_\_\_\_\_ Date \_\_\_\_



## Appendix F

### Thesis/Research Project Committee Chair and Committee Member Selection Form

I \_\_\_\_\_ (name) would like to request the following person to serve as my research chair. I have personally contacted the following person and discussed my research topic interests and requested his/her support in my research.

_____	_____
Research Topic	Date
_____	_____
Committee Chair	Signature

Complete the following after approval of committee chair.

With the approval of my committee chair, I would like to request the following to be on my thesis/research project committee. I have personally contacted the following people and discussed my research topic interests and requested their support.

_____	_____
Committee Member	Signature and Date
_____	_____
Committee Member	Signature and Date

I understand that any changes to this committee will need to be approved by the Nursing Department Chair and MSN Associate Chair and the request will be completed and submitted with appropriate signatures.

_____	_____
Student Signature	Date

The committee chair and committee listed above was accepted on \_\_\_\_\_ (date) for  
\_\_\_\_\_ (student name)

---

MSN Associate Chair or Nursing Department Chair



## **Appendix G**

### **Committee Chair or Committee Member Agreement Form**

I have discussed \_\_\_\_\_ (student) proposed topic regarding  
\_\_\_\_\_ and agree to serve as one of the following

Committee Chair \_\_\_\_\_ Date \_\_\_\_\_ Committee

Member \_\_\_\_\_ Date \_\_\_\_\_



## Appendix H

### Preliminary Research Proposal (Scholarly Merit) Form

Student Name

Committee Chair

Committee Member

Committee Member

Date

Title

Chapter 1 or I		Committee Feedback Area
Topic-1 sentence discussing the topic to be researched		
Problem stated clearly-1 paragraph describing the problem		
Importance of research topic-1 or 2 paragraphs discussing the importance of this research topic - what questions does your research seek to answer - why is this topic worth completing		
Statement discussing how this study will advance nursing knowledge (Significance to Nursing)		
Question and/or hypothesis- or PICO/TList the research questions and/or hypothesis which should align with the problem statement		
Chapter 2 or II		

Theoretical FoundationList the major theories that serve as a foundation to your study		
Literature review or review of evidenceComplete a review of the literature with a minimum of 3 annotated bibliographies and include a list of references		
Significance to nursingList the significance of previous research you found through the literature review and the need for your study		
Operational Definitions (quantitative)		
Recommendations for further research-List the recommendations that you found from prior research and identify if your research will build upon prior research		
Chapter 3 or III		
Possible general methodology and methodological approach	Quantitative <input type="checkbox"/> Case study; Qualitative <input type="checkbox"/> Experiment; quasi experiment, List Specific approach	
Rationale for methodology-write a rationale for choosing the approach and how it relates to answering your question		
Instrument-describe how your data collection instrument or protocol will be used and what data you are looking to obtain		

Population and sampling plan-describe the population and sample or sampling method as well		
as how you will select the sample		
Expected site-where do you expect to complete your research		
Sample size-what sample size do you need and how do you know		
Data collection-describe exactly how you will complete the study including a step by step plan		
Data analysis-how do you plan on analyzing the data that you collected -types of data -raw data -managing and processing data -preparation of data -storage of data		
Limitations and assumptions-describe any limitations or assumptions		

Committee Chair signature

date

Committee Member signature

date

Committee Member signature

date







## Appendix I

### Thesis/Research Project Proposal Approval Form

Student's Name \_\_\_\_\_

Thesis/Research Project Title

\_\_\_\_\_

Chapter 1 \_\_\_\_\_

Chapter 2 \_\_\_\_\_

Chapter 3 \_\_\_\_\_

Anticipated Research Site \_\_\_\_\_

Committee Chair \_\_\_\_\_

Date \_\_\_\_\_

Committee Member \_\_\_\_\_

Date \_\_\_\_\_

Committee Member \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

The form will be filed in the student's file.



## Appendix J

### Thesis/Research Project Timeline and Checklist

Time frame	Items	Student plan dates	Committee chair plan dates
NURS 640	Committee Approval Committee Chair Committee Members		
Fall year 2	Topic Approval		
Winter year 2	Preliminary Proposal Approval		
Spring year 2	Proposal Approval (Chapter 1-3)		
Any time prior to Spring year 2 prior to IRB application	HSCP Training Student		
After proposal approval from committee	IRB Approval		
After proposal approval from committee	Proposal Oral Defense		
After IRB approval	Data Collection		
After data collection	Chapter 4		
After data collection and analysis	Chapter 5		
After approval from committee chair and members	Full Thesis or Research Project Approval		
After full thesis or project approval	Final Oral Defense		



### Appendix K Credentialed Committee Chairs

Committee Chairs	Graduate Degree	Thesis or Project	Topic Area	Research Methods Expertise
Sandra Welling	PhDc	Thesis or Project	Critical Care, Leadership, Medical/Surgical Case Management	Quantitative, Qualitative or Mixed methods
Amy Stahley	MSN	Thesis or Project	OR, Leadership & Management, Nursing Education	Quantitative Methods
Kari Luoma	MSN	Thesis or Project	Nursing Education, Leadership & Management,	Quantitative Methods
Sue Offenbecker	MSN	Thesis or Project	Nursing Education, Psychiatric Nursing, Leadership & Management	Quantitative, Qualitative, & Mixed methods
Marlene Berens	DNPc	Thesis or Project	FNP	Quantitative Methods





## **Appendix L**

### **Research Resources & Useful Websites**

Agency for Health Research & Quality. Website: <http://www.ahrq.gov/>

APA Style. Website. <http://www.apastyle.org/>

Burns, N. & Grove, S. (2009). The practice of nursing research: Appraisal, synthesis, and generation of evidence. 6<sup>th</sup> ed. St. Louis. Elsevier.

Center for Disease Control and Prevention. Website: <http://www.cdc.gov/>

Cochrane Collaborative. Website: <http://www.cochrane.org/>

National Center for Research Resources (NCRR). Website: <http://www.ncrr.nih.gov/>

National Human Genome Project. Website: <http://www.genome.gov/>

National Institute of Arthritis and Musculoskeletal and Skin Disorders.  
Website: <http://www.niams.nih.gov/>

National Institute of Child and Human Development. Website: <http://www.nichd.nih.gov/>

National Institutes of Health (NIH). Website: <http://www.nih.gov/>

National Institute of Neurological Disorders & Stroke (NINDS). Website:  
<http://www.ninds.nih.gov/index.htm>

National Institute on Disability and Rehabilitation Research (NIDRR).

Website: <http://www2.ed.gov/about/offices/list/osers/nidrr/index.html>

National Vital Statistics System. Website: <http://www.cdc.gov/nchs/nvss.htm>

Polit, D & Beck, C. (2013). Essentials of nursing research: Appraising evidence for nursing practice.

Polit, D. & Beck, C. (2012). Nursing research: Generative and assessing evidence for nursing practice. (9<sup>th</sup> ed.). Philadelphia. Lippincott Williams & Wilkins

### **Nursing Organizations**

American Nurses' Association. (Website: <http://www.nursingworld.org/>) This website

American Academy of Nurse Practitioners. (Website: <http://www.aanp.org/>)

American College of Nurse Practitioners. (Website: <http://www.acnpweb.org/>) The American

American Nurses Credentialing Center. (Website: <http://nursecredentialing.org>) The

National League of Nursing (NLN). (Website: <http://www.nln.org/>)

Sigma Theta Tau International Honor Society of Nursing (STTIHSN). (Website: <http://www.nursingsociety.org/>)

### **Other Useful Organizations**

Office of Human Research Protection (OHRP). Website: [www.hhs.gov/ohrp/](http://www.hhs.gov/ohrp/)

Office of Research Integrity. Website: <http://ori.hhs.gov/>

PRIM&R (Public Responsibility in Medicine & Research). Website: <http://www.primr.org/>

THOMAS (Library of Congress). Website: <http://www.thomas.loc.gov>

U.S. Department of Education. Website: <http://www.ed.gov/>

U.S. Department of Health & Human Services. Website: <http://www.hhs.gov/>

World Health Organization. Website: <http://www.who.int/en/>

### **Useful Reference Textbooks and Checklists**

AcademyHealth. *Systematic reviews and research resources*. Accessed at:  
<http://academyhealth.org/search/SearchResults2.cfm?QUICKSEARCH=systematic%20reviews&BTNSEARCH.X=20&BTNSEARCH.Y=13>

Agency for Health Research & Quality. *Evidence-Based Practice*. Accessed at:  
<http://www.ahrq.gov/clinic/epcix.htm>

Agency for Health Research & Quality. *Outcomes & effectiveness*. Accessed at:  
<http://www.ahrq.gov/clinic/outcomix.htm>

Brinkerhoff, R.O. (2003). *The Success case method: Find out quickly what's working and what's not*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Cook, T. D., & DeMets, D. L. (2008). *Introduction to statistical methods for clinical trials*. New York, NY: Chapman & Hall, CRC.

Dane, F. C. (2011). *Evaluating research: Methodology for people who need to read research*. Thousand Oaks: SAGE.

Daniel, J. (2011). *Sampling essentials: Practical guidelines for making sampling choices*. Thousand Oaks: SAGE.

Davidson, E. J. (2005). *Evaluation methodology basics: The nuts and bolts of sound evaluation*. Thousand Oaks, CA: SAGE Publications.

IOM (Institute of Medicine). (2011). *Clinical practice guidelines we can trust*. Washington, DC: National Academies Press.

IOM (Institute of Medicine). (2011). *Finding what works in health care: Standards for systematic reviews*. Washington, DC: The National Academies Press.

Lazenblatt, A. (2002). *The evaluation handbook for health care professionals*. NY: Taylor & Francis.

Levin, H. M. & McEwan, P. J. (2001). *Cost-effectiveness analysis*, 2<sup>nd</sup> Ed. Thousand Oaks, CA: SAGE Publications.

Lindberg, C. A. (2004). *The Oxford American writer's thesaurus*. New York, NY: Oxford University Press.



Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals*, 5<sup>th</sup> Ed. Thousand Oaks, CA: SAGE Publications.

Mark, M. M., Donaldson, S.I., & Campbell, B. (Eds.) (2011). *Social psychology and evaluation*. NY: Guilford Press.

McDowell, I. (2006). *Measuring health: A guide to rating scales and questionnaires*, 3<sup>rd</sup> Ed. New York, NY: Oxford University Press.

Oxford University. Centre for Evidence-Based Medicine. Retrieved from: <http://www.cebm.net/>

Rubin, H. J., & Rubin, L. S. (2011). *Qualitative interviewing: The art of hearing data* (3<sup>rd</sup> Ed.). Thousand Oaks: SAGE

Salkind, N. J. (2011). *Statistics for people who (think they) hate statistics*, (4<sup>th</sup> Ed.). Thousand Oaks: SAGE.

Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests & measurement*. Thousand Oaks: SAGE.

Scriven, M. (2011). The Key Evaluation Checklist. Retrieved from: [http://michaelscriven.info/images/KEC\\_4.18.2011.pdf](http://michaelscriven.info/images/KEC_4.18.2011.pdf)

Stockman, R. (2011). *A practitioner handbook on evaluation*. Cheltenham, UK: Edward Elgar Publishing, Ltd.

Van Belle, G. (2002). *Statistical rules of thumb*. New York, NY: Wiley-Interscience, John Wiley & Sons, Inc.

