Winona State University

Graduate Programs in Nursing

THESIS and EVIDENCE-BASED PRACTICE PROJECT GUIDELINES

2012-2013
# Table of Contents

Thesis or Evidence-Based Practice Project? ................................................................. 1

Thesis/EBP Project Timeline When NURS 600 is Taken in the Fall......................... 3
Thesis/EBP Project Timeline When NURS 600 is Taken in the Spring....................... 4

Processes to Complete Thesis or Evidence-Based Practice Project ............................ 5

Identify the Problem and Select a Thesis/Evidence-Based Practice Project Advisor .... 5

Drafting a Proposal........................................................................................................... 5

Thesis Proposal Components.......................................................................................... 5

  Title Page.................................................................................................................... 5
  Abstract....................................................................................................................... 5
  Chapter I – Introduction ............................................................................................. 6
  Chapter II – Review of the Literature......................................................................... 7
  Chapter III – Research Methodology ......................................................................... 8

Evidence-Based Practice Project Proposal Components ............................................. 9

  Title Page.................................................................................................................... 9
  Abstract....................................................................................................................... 9
  Chapter I – Introduction ............................................................................................. 10
  Chapter II – Review of the Literature......................................................................... 10
  Chapter III – Nursing Problem and Recommendations for Practice Change........ 11

Complete the Proposal, Form Committee, and Obtain Committee Approval for the Thesis/Evidence-Based Practice Project .................................................................. 12

  Student Responsibilities ............................................................................................. 12
  Thesis/Evidence-Based Practice Project Advisor Responsibilities ............................... 13
  Committee Member Responsibilities ............................................................................ 13
  Shared Responsibilities ............................................................................................... 13
    The Topic.................................................................................................................. 13
    The Scholarship ........................................................................................................ 14
    The Presentation........................................................................................................ 14

Institutional Review Board Approval ........................................................................... 14

Conduct of the Project .................................................................................................. 15
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format of Final Thesis Proposal</td>
<td>15</td>
</tr>
<tr>
<td>Format of Final Evidence-Based Practice Project Proposal</td>
<td>17</td>
</tr>
<tr>
<td>Oral Examination of the Thesis or Evidence-Based Practice Project</td>
<td>19</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>19</td>
</tr>
<tr>
<td>Thesis/Evidence-Based Practice Project Advisor Responsibilities</td>
<td>20</td>
</tr>
<tr>
<td>Committee Member Responsibilities</td>
<td>20</td>
</tr>
<tr>
<td>Criteria for Grade Earned for Thesis or Evidence-Based Practice Project</td>
<td>20</td>
</tr>
<tr>
<td>Structure</td>
<td>20</td>
</tr>
<tr>
<td>Process</td>
<td>20</td>
</tr>
<tr>
<td>Outcome</td>
<td>20</td>
</tr>
<tr>
<td>Level of Involvement in Group Thesis/EBP Project</td>
<td>21</td>
</tr>
<tr>
<td>Grade Determination</td>
<td>21</td>
</tr>
<tr>
<td>Disposition of the Thesis or Evidence-Based Practice Project</td>
<td>21</td>
</tr>
<tr>
<td>References</td>
<td>22</td>
</tr>
<tr>
<td>Appendix A: Forms Related to Proposal</td>
<td>23</td>
</tr>
<tr>
<td>Appendix B: Forms Related to Completed Project</td>
<td>26</td>
</tr>
<tr>
<td>Appendix C: Thesis/Evidence-Based Practice Project Formatting Guidelines</td>
<td>31</td>
</tr>
<tr>
<td>Appendix D: Checklist for Thesis/Evidence-Based Practice Project Students</td>
<td>46</td>
</tr>
</tbody>
</table>

Revised: 8/27/12
One requirement for the Master of Science Degree in Nursing is completion of a thesis or evidence-based practice (EBP) project.* The purpose of this document is to provide students with information on the thesis/EBP project requirement in this program. Specifically discussed are:

- Comparison of thesis and EBP project options.
- Descriptions of essential processes to meet thesis/EBP project requirements including student, thesis/EBP project advisor, and thesis/EBP project committee responsibilities.
- Paperwork and forms that need to be completed at various stages of the process.

*In some instances, the advisor/committee chairperson may determine that the unique learning needs of an individual student may require a scholarship project that falls outside the goals and description of the thesis or evidence-based practice project. In this instance, a professional study approach will be determined between the advisor and student to meet scholarship goals. The student will register for NURS 685 Individual Study in Nursing for 1-3 credits and contract for the appropriate learning objectives with the advisor/committee chairperson for professional study completion.

**Thesis or Evidence-Based Practice Project?**

Students have the option of completing either a thesis or an EBP project. Both options are concerned with the research foundation on which clinical practice is based. The quote below by the American Association of Colleges of Nursing (2006) describes the purposes of research project preparation at the Master’s level in nursing.

Master's programs prepare nurses to evaluate research findings and to develop and implement evidence-based practice guidelines. Their leadership skills enable them to form and lead teams within their agencies and professional groups. They identify practice and systems problems that require study, and they collaborate with scientists to initiate research (Creating a Culture and Workforce for Nursing Research section, para 4).

Students begin considering a thesis/EBP project option in conjunction with the thesis/EBP advisor and while taking NURS 600. This course provides a foundation for clarifying the focus and scope of proposed thesis/EBP projects and introduces students to faculty research and clinical interests, and potential advisors. Both options require students to frame a question in the context of clinical significance and to analyze levels of evidence in the literature related to the problem area of interest. Both options require that students demonstrate an ability to analyze, interpret and present data to answer a question with clinical significance. Both options require a capstone writing experience (see WSU Graduate Catalog) and a bound document. Table 1 addresses some frequently asked questions related to the two options.
### Table 1

*Comparison of Thesis and Evidence-Based Practice Project Options*

<table>
<thead>
<tr>
<th></th>
<th>Thesis</th>
<th>Evidence-Based Practice Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>Conduct of research related to a clinical question.</td>
<td>Analysis and synthesis of information related to a clinical question, using a variety of knowledge bases.</td>
</tr>
<tr>
<td>Goal</td>
<td>Contribution to an open knowledge base that may be referenced by others.</td>
<td>Development of a clinical practice recommendation.</td>
</tr>
<tr>
<td>Literature review</td>
<td>Required.</td>
<td>Required.</td>
</tr>
<tr>
<td>Data analysis</td>
<td>Required, related to thesis.</td>
<td>Negotiated with committee as applicable</td>
</tr>
<tr>
<td>End product</td>
<td>Bound thesis, chapter 5 may be a manuscript.</td>
<td>**Bound EBP project, chapter 5 may be a manuscript.</td>
</tr>
<tr>
<td>Thesis/EBP Advisor</td>
<td>***Nursing faculty with Graduate Faculty Status “Full” or “2 with approval of Graduate Council”</td>
<td>***Nursing faculty with Graduate Faculty Status “Full” or “2 with approval of Graduate Council”</td>
</tr>
<tr>
<td>Thesis/EBP Committee+</td>
<td>Thesis advisor and 2 additional faculty with Graduate Faculty Status “Full”, “1”, or “2 with approval of Graduate Council.” Ex-officio members serve at the discretion of the student and/or thesis advisor.</td>
<td>EBP advisor and 2 additional faculty with Graduate Faculty Status “Full”, “1”, or “2 with approval of Graduate Council.” Ex-officio members serve at the discretion of the student and/or EBP advisor.</td>
</tr>
<tr>
<td>Proposal</td>
<td>Required.</td>
<td>Required.</td>
</tr>
<tr>
<td>WSU Human Subjects</td>
<td>Essential.</td>
<td>Varies ... confer with committee.</td>
</tr>
<tr>
<td>Oral Examination</td>
<td>Required upon completion of project.</td>
<td>Required upon completion of project.</td>
</tr>
<tr>
<td>Supporting Courses</td>
<td>*NURS 690 (Continuing Thesis/Evidence-Based Practice) – 1 credit</td>
<td>*NURS 690 (Continuing Thesis/Evidence-Based Practice) – 1 credit</td>
</tr>
<tr>
<td>Final Disposition</td>
<td>** Three bound copies submitted to the Graduate Programs in Nursing Administrative Assistant.</td>
<td>** Three bound copies submitted to the Graduate Programs in Nursing Administrative Assistant.</td>
</tr>
</tbody>
</table>

*Optional

**WSU Graduate Education Requirement, Reference Graduate Catalog

*** WSU Graduate Council Minute item, Reference Graduate Council Minutes: Full status – faculty with a tenured or probationary appointment at WSU and have an earned doctorate; 1 status – faculty that hold a tenured or probationary appointment at WSU and have met all requirements for their doctorate with the exception of dissertation completion; 2 status – faculty that hold a fixed-term or adjunct position at WSU and have an earned doctorate. (http://www.winona.edu/faculty/539.htm)

+Students completing a professional study will be required to have one additional faculty with Graduate Faculty Status “Full”, “1”, or “2 with approval of Graduate Council on the professional study committee in addition to the chairperson. The “end product” will be negotiated with the committee.
Processes to Complete Thesis or Evidence-Based Practice Project

Identify the Problem and Select a Thesis/Evidence-Based Practice Project Advisor

NURS 600 provides students with a foundation for problem identification, literature review, question development, and methods for conducting proposed thesis/EBP projects. Additionally, faculty research and clinical interests are presented, and thesis/EBP advisors are introduced to students. *Students are assigned a thesis/EBP advisor during NURS 600 based on their interest in participating in a faculty initiative.* A question that guides the thesis or EBP project is identified in rough draft format. A meeting with the thesis/EBP project advisor must be planned near the end of NURS 600 or at the beginning of NURS 614 semesters.

Drafting a Proposal

Further research and use of evidence is presented in NURS 614. A draft of the proposal for either thesis or EBP project is completed in NURS 614 under direction of the course faculty, with input from the thesis/EBP advisor. Your advisor will guide you until she/he believes your written proposal is ready for review by your thesis/EBP committee. Thesis/EBP committees are decided upon by the faculty. The purpose of a written proposal is to communicate thesis/EBP project plans to others – for students; this is the WSU thesis/EBP committee. There is no universally applicable or correct organizational format for proposals. Excellent discussions of proposal content and detailed outlines for both quantitative and qualitative studies are presented in Burns and Grove (2009) and the APA manual (2010). When the advisor determines the proposal is ready, it may be submitted to other committee members. A date is established for the proposal meeting with the thesis/EBP project committee (see Appendix D for student responsibilities). A brief oral presentation is made by students about the proposed work and committee members will offer feedback on the written proposal. Following this meeting, the advisor will offer instructions as to a timeline for edits and to carry out the proposal.

Thesis Proposal Components

To facilitate the completion of the thesis, the student will prepare the proposal using APA format and the guidelines below. The following are the usual sections to be included in a proposal. See Appendix C for formatting guidelines.

**TITLE PAGE** – The title includes all relevant variables, types of study, and sample. Please follow the Title Page Formatting Guide.

**ABSTRACT** - The abstract provides a summary of your thesis project. It is typically between 120 – 250 words, but is not more than 350 words. Items to include in the thesis abstract are:

- **Problem** – in one sentence if possible
- **Purpose** – state the same way as you do throughout your thesis
- **Design**
- **Setting**
- **Subjects/Participants**
The abstract for the thesis proposal includes all the above elements except the results and conclusions. Results and conclusions will be included when the thesis is completed.

CHAPTER I – INTRODUCTION (THESIS)

Introduction to the Problem: The introduction tells the reader what is in the chapter. You will have an introduction to each chapter and the purpose is the same for each chapter - to tell what is in the chapter and how it is organized. Writing is clear and intentional, not necessarily creative.

Problem Statement: The problem statement needs to include the general area of concern, a brief background about the concern, and the significance of the concern. A justification of the need is also included. The justification may indicate that there is a gap in the knowledge, conflicting findings, or omission of a group. You may see one of these phrases at the end of the problem statement:
- Little is known about….
- Findings of previous studies are conflicting….
- Few studies of this have been done….

Tips for writing the problem statement follow:
- Keep it short, simple, and to the point.
- Use broad generalizations to set the stage for the specific problem - then give the specifics.
- Present the argument or need for the study in your own words - use citations and quotes only to assist in making your point.
- Support the study with specific application-orientated examples.
- Clarify the population of interest for the study.
- Conclude with a concise synopsis of the primary problem of the study.

Purpose of the Study: Burns and Grove (2009) define the research purpose as “…a clear concise statement of the specific goal or aim of the study that is generated from the research problem” (p. 69). You may see the following words used interchangeably:
- Purpose
- Goal
- Aim
- Objective

In a thesis, the term “purpose” is generally used, but using any of the above terms is acceptable. When you write proposals for entities other than WSU, the instructions for the proposal will inform you which term to use.
The purpose of the study is written in the *past* tense. Included in the purpose statement are:

- Type of study
- Variables (relationship exist)
- Population
- Setting

Remember the problem statement supports the purpose.

*Research Objectives, Research Questions, and/or Hypothesis:* Please refer to Burns and Grove (2009) for the definitions of the above terms. This section may stand on its own or may be a subsection of the purpose section of the proposal. Note that “and/or” was used as the title of this section. You may be stating objectives, questions, hypothesis, or a combination for your proposal. Objectives can usually be reworded into an interrogative statement to become a research question; therefore, the use of “objective” or “question” is a matter of preference. Descriptive and exploratory studies generally have objectives or questions stated. Yet, the statement of a hypothesis is dependent on the state of the knowledge as a hypothesis translates the purpose into a clear explanation or prediction of the expected results. You will see hypothesis used with comparative or correlational studies.

Remember the purpose of the study needs to guide this section.

When stating the objective, question, and/or hypothesis:

- Variables of the study need to be addressed
- List them in a logical order
- Do not include method
- Avoid the use of the term “significant”
- Use present tense.

*Definition of Terms:* This section is a listing of the variables of the study along with conceptual and operational definitions. One approach is to list the variable followed by the conceptual definition and the operational definition.

*Summary:* Each chapter concludes with a summary. You need to give the important aspects of the chapter contents yet not all of the details. An example prototype of a summary for chapter one follows:

There are conflicting reports regarding……Thus the purpose of this study was to……Conceptual and operational definitions for the variables……are provided.

**CHAPTER II – REVIEW OF THE LITERATURE (THESIS)**

Introduction: This chapter, as does every chapter, has an introduction section. This section provides the reader with the organization of the chapter.
Specific Section: The headings used in this section will be titled using the concepts and variables of the study - NOT “SPECIFIC SECTION.” You may start with a review of the theoretical literature on one or more concepts. Then the heading would be something like “Review of Theoretical Literature on …”. This theoretical review can be captured in other sections that address the specific concept(s), and depends on the literature and nature of the study’s purpose.

As you review the purpose of the study remember that each concept, variable, and/or topic needs to be addressed in the literature review chapter.

For example, if purposes of a study were to:
Describe the incidence of hypertension among nursing home residents and to explore the association of hypertension and stress among nursing home residents.

The headings you would have in CHAPTER II would probably be:
- Hypertension among Older Adults (and if enough literature is available you may be able to narrow the heading to hypertension among nursing home residents).
- Stress among Older Adults (again could be nursing home residents if appropriate).
- Stress and Hypertension among Nursing Home Residents (or older adults if appropriate).

Remember:
- A table of the literature reviewed can be included in this chapter or as an Appendix.
- Provide a synthesis of the studies, not a paragraph on each study.
- Cite references according to current APA guidelines.
- Summarize the literature of each section.

Conceptual Model or Theory: If a conceptual model or theory is used to guide the study, it needs to be presented. How the study is guided by the theory or model needs to be included.

Conceptual Map: Not all studies will have a conceptual model or theory. A conceptual map based on the review of the literature is what guides the study. The map needs to be presented along with an explanation of the map. The literature may address many variables that are beyond the purposes of the study, so you may find it helpful to bold the variables that are specific to the study.

Summary: The summary will provide information about the literature as well the conceptual model, theory, or conceptual map that guides the study.

CHAPTER III – RESEARCH METHODOLOGY (THESIS)

Introduction: Review purpose of the study and tell the reader the organization of the chapter.

Design: Description of the research design (strengths and weaknesses, why selected).

Primary study: If the study you are conducting is using an established database or is a secondary analysis study, you will want to describe the primary study or database.
**Sample:** Identification of the population and sample (sample size, determination of sample size, sampling criteria, sampling method).

**Setting:** Selection of the setting, setting characteristics (can be combined with the sample section).

**Ethical Considerations:** Human subjects consent. Human subjects approval for the study is placed in an appendix.

**Instruments or Measurement:** Description of instruments or measurements of each study variable (reliability, validity). If instruments need permission to use, include such permission (e.g., letter, e-mail, form) in an appendix.

**Data Collection Procedure:** Data collection process and schedule, management of data.

**Data Analysis:** Description of plan for analysis of demographic data. Address each research question/hypothesis – how will each be answered.

**Limitations:** Method limitations if they have not been addressed in each section.

**Summary:** One paragraph that summarizes the study methods.

**Evidence-Based Practice Project Proposal Components**

Each evidence-based practice (EBP) project is unique. The following guidelines may be revised according to the project advisor. The EBP proposal is done according to APA format. The following sections are usually included in an evidence-based practice project proposal. See Appendix C for formatting guidelines of EBP project paper.

**TITLE PAGE** – The title includes all relevant variables, types of study, and sample. Please follow the Title Page Formatting Guide.

**ABSTRACT** - The abstract provides a summary of your evidence-based practice project. It is typically between 120 – 250 words, but is not more than 350 words. Items to include in the abstract are:

- Clinical Problem – in one sentence if possible
- Purpose of the project – state the same way as you do throughout your EBP project
- Summary of evidence and strength of evidence supporting practice change
- Proposed practice change
- Implementation strategies
- Evaluation methods
- Outcomes
- Conclusions/Nursing Implications
The abstract for your proposal includes all the above elements except the outcomes and conclusions/nursing implications. Outcomes and conclusions/nursing implications will be included when you have completed your project.
CHAPTER I – INTRODUCTION (EBP)

*Introduction*: The introduction tells the reader what is in the chapter. You will have an introduction to each chapter and the purpose is the same for each chapter - to tell what is in the chapter and how it is organized. For instance, you might state what piqued your interest in this clinical issue.

*Identification of the Clinical Problem*: This needs to include the general area of concern, a brief background about the concern, and the significance of the concern. A justification of the need is also included. Follow a format suggested by your advisor or one that fits your project. Support it with examples and citations, as appropriate. Conclude with a synopsis of the clinical problem.

*Purpose*: This is a broad reflection of the focus of your project.

*PICO/PICOT Statement*: It is stated as a clinical practice problem format, such as PICO (Population, Intervention, Comparison, Outcome) or PICOT (Population, Intervention, Comparison, Outcome, Timeline).

CHAPTER II – REVIEW OF EVIDENCE (EBP)

*Introduction*: This chapter, as does every chapter, has an introduction section. This section provides the reader with the organization of the chapter.

*Specific Section*: The headings used in this section will be titled using the concepts and elements of the study - NOT “SPECIFIC SECTION.” You may start with a review of the theoretical literature on one or more concepts. Then the heading would be something like “Review of Evidence on …” This review can be captured in other sections that address the specific concept(s), and depends on the evidence and nature of the study’s purpose.

As you review the purpose of the EBP project remember that each concept or topic needs to be addressed in the evidence review chapter.

For example, if purposes of an evidence-based practice project were to:
- Develop an evidence-based approach to diabetes education for the Hispanic population receiving care at a migrant clinic.

The headings you would have in CHAPTER II could include:
- Diabetes among Hispanic population (if enough evidence is available, you could narrow the heading to type 2 diabetes in the Hispanic migrant population or other focus that is appropriate for the proposed population)
- Approaches to diabetes education for the Hispanic population (need to be based on available evidence)

**Guidelines or systematic reviews**
- Review existing guidelines applicable to your topic.
- Review systematic reviews applicable to your topic.
Synthesize in a narrative format the following items:

- How literature was searched
- Selection criteria used
- Databases searched over which years
- Data abstraction process
- Characteristics of studies included/excluded and rationale for each

Synthesize the literature in a narrative form.

- Synthesize the review of national/institutional guidelines, systematic reviews, and current, seminal, and landmark literature.
- Describe the overall levels of evidence with rationale.
- Identification of gaps in clinical knowledge related to the clinical problem.

Remember:

- A table of the evidence reviewed is included in this chapter or as an Appendix.
- Provide a synthesis of the studies, not a paragraph on each study.
- Cite references according to current APA guidelines.
- Summarize the evidence of each section.

*Evaluation of Evidence:* Include an analysis of the value of the strength of the evidence in answering your clinical question. Include the rating system used to evaluate the evidence and include the strength of evidence in your narrative and in the review of evidence table.

*Conceptual Model, Theory, or Map (if applicable):* The conceptual model, theory, or map used to guide the study needs to be presented. How the project is guided by the theory or model needs to be discussed. Not all studies will have a conceptual model or theory.

*Summary:* The summary will provide information about the evidence as well the conceptual model, theory, or map that guides the project. It would include a summary analysis of all the evidence found.

CHAPTER III – NURSING PROBLEM AND PROPOSED RECOMMENDATIONS FOR PRACTICE CHANGE (EBP)

*Introduction:* Review purpose of the project and tell reader the organization of the chapter.

*Identification of Problem or Issue:* Restatement of the clinical question. The clinical question flows logically from introduction and literature review.

*Recommendation Summary:* Statement of recommendation, reference(s) in support of recommendation, strength of evidence supporting recommendation, and timeline.

*Evaluation of Utility:* Clinical feasibility and usefulness of proposed intervention; analysis of benefits and risks of intervention; cost analysis and resources needed to implement the intervention; how the proposed intervention compares to the supporting literature.
Recommendation for Implementation of Practice Change: State your proposed practice change proposal developed from the evidence-based recommendations and how it might be (or was) sustained in practice.

Sample/Practice Setting/Clinical Context: Identify sample and setting (size, setting characteristics, rationale for selecting this setting, how sample and setting compare with those described in the literature). If need IRB approval, note where obtained (e.g., WSU only or other agencies).

Outcome Measures/Tools: What indicators will you use, or have used, to measure the success of implementing the innovation or change? Include reliability and validity properties if using established tools.

Summary: Summarize the problem, recommendations, sample/setting, and outcome measures.

Complete the Proposal, Form a Committee, and Obtain Committee Approval for the Thesis/Evidence-Based Practice Project

NURS 614 extends NURS 600 content, and is designed to support students as they develop the proposal. Completion of the proposal always requires a series of drafts and revisions. The following quote from Tornquist (1987, p.5), a classic text, reflects the iterative process involved in completing proposals:

First you read and think, then you write, and as you write you think more. You also see the flaws in what you have already thought and written, so you go back to thinking. Then you write again, and because writing is discovery, you often find that you have ideas and questions and even information that you didn’t know you had. That leads you to new reading and further analyses and thus to new and different writing. So the process goes.

When the proposal is ready for formal review, the thesis/EBP advisor and committee will provide peer review and advice on the proposal and on all phases of the conduct of the thesis/EBP project. A meeting is scheduled where everyone comes together to discuss the proposal. The overall purpose of the proposal meeting is to strengthen the proposal through peer review. The usual responsibilities for students, thesis/EBP advisor, and committee members include the following:

Student Responsibilities
• Identify a date and time for a committee meeting at which the proposal will be discussed among student(s) and committee members.
• Notify the Graduate Programs in Nursing Administrative Assistant of the date and time of the proposal meeting so that room scheduling and form generation is accomplished in a timely fashion. Information that needs to be provided is: date, time, committee chair and members, and title of proposal.
• Send a copy of the proposal to all committee members. Two weeks prior to the meeting is customary unless special arrangements have been made.
• Present a brief (7-10 minute) formal overview of the proposed study at the committee meeting, and then answer questions and provide clarification for committee members. Discuss with committee chair the format for the formal presentation.

Thesis/Evidence-Based Practice Project Advisor Responsibilities
• Work with the student throughout proposal development, project completion, and final oral examination.
• Bring all forms that need to be signed to committee meetings. The Graduate Programs in Nursing Administrative Assistant usually prepares these at the time the student schedules the committee meeting (See appendix A).
• Deliver signed forms to the Graduate Programs in Nursing Administrative Assistant, who then forwards copies to the Graduate Office, the student(s), and the student's file(s).
• Review and approve Human Subjects Forms, return to student for submission to WSU human subjects committee and clinical agencies, as needed (See “Human Subjects Approval” below.).

Committee Member Responsibilities
• Critically review the proposal.
• Decide to approve the proposal as is, approve the proposal with the understanding that students will work with the thesis/EBP advisor to address written comments and concerns of committee members, or not approve the proposal. If the proposal is not approved, the student and thesis/EBP advisor will need to make significant changes and convene another committee meeting.
• Following approval, all committee members must sign the form “Research Project Proposal – Committee Approval” (See Appendix A).
• Respond to questions raised by the thesis/EBP advisor regarding any changes in the approved method presented in the proposal as the study proceeds.

Shared Responsibilities
Students, thesis/EBP project advisors, and committee members all share responsibility for thoughtful consideration of the several factors that influence the scholarly nature of the thesis/EBP project. The following summary of issues presented by Locke, Spirduso, and Silverman (1993) is helpful to review.

The Topic
• Importance of the topic.
  What is the relevance of the topic to existing problems in practice? Have you established a clear relationship between existing information and your proposed thesis or professional study? How will your project contribute to a line of inquiry or clinical practice?
• Scope of your proposed project.
  Is the proposed project reasonable in terms of time and resources?
• Advisement.
  Is someone with competence in the topic interested and available to advise the project?
The Scholarship
- Contribution to the field.
  Does the proposal contribute something that is different from, or enhances previous work?
- Perspective.
  Can you relate the topic to previous work and relevant existing knowledge?
- Logic.
  From title through procedures, is the central problem made explicit? Is the reasoning supporting choices on methods and procedures made clear?
- Objectivity.
  Does the language used to write the proposal suggest a critical appraisal of evidence presented in the literature review and other relevant knowledge bases? Are the strengths and limitations of the proposal made clear?
- Preparation.
  Is the major relevant literature assimilated to the point of application to the proposed project?

The Presentation
- Mechanics.
  Is the proposal in APA format? Is the proposal proofread and well edited?
- Documentation.
  Is there adequate reference to materials for which credit is due? Are sources referenced that are likely to be needed by interested and critical readers?
- Organization.
  Is there an easily understandable order of topics throughout the proposal? Are topics separated with appropriate headings and subheadings?
- Clarity.
  Is there enough detail provided so that someone else could carry out this project?

Institutional Review Board Approval

If a thesis/EBP project requires review by the WSU Institutional Review Board (IRB) and relevant clinical agency committees, the IRB approval is obtained after receiving thesis/EBP committee approval and prior to beginning data collection or analysis. The purpose of such reviews is to examine studies for compliance related to federal regulations concerned with the protection of human subjects. Note that when human subjects are involved in a thesis/EBP proposal, the student and thesis/EBP advisor do not make the determination about the level of review required. This is the responsibility of the WSU and clinical agency’s IRB. Because WSU and clinical agencies have independent responsibilities related to the protection of human subjects, students need to obtain review from both organizations.

Notification of the WSU IRB decision is sent to the thesis/EBP advisor and/or student. WSU Human Subjects guidelines and procedures for review are available on the web and must be consulted by both student and advisors. All IRB protocols are submitted through the IRBNet electronic application system. See READ ME FIRST - INSTRUCTIONS for more information via this URL: http://www.winona.edu/grants/forms.asp.
Each clinical agency is likely to have additional and somewhat different guidelines regarding student requests to conduct a thesis/EBP project within the agency. As with the WSU review process, the purpose is to protect human subjects. The student, in consultation with the thesis/EBP advisor, must contact the clinical agency, request directions on how to submit a request for approval, and obtain written permission from the agency to conduct the study in the specified facility. Students will retain these permission notices and they must be included as an appendix in the thesis/EBP project document.

**Conduct of the Project**

The NURS 690 course contains optional credits often needed to support work required to complete the thesis/EBP project when not registered for NURS 615. These credits are used for registration while actively working with your thesis/EBP project advisor. The nature of work during this course is negotiated between the student and the thesis/EBP project advisor. The student keeps the thesis/EBP project advisor informed of progress in completing the study throughout this time. This course may be repeated in the process of thesis/EBP project completion. Credit does not count for graduation.

**Format of Final Thesis Proposal**

**TITLE PAGE**

APPROVAL OF THESIS/EBP PROJECT – signed by Committee (see Appendix B)

COPYRIGHT – optional

ACKNOWLEDGEMENT – optional except if funding has been obtained. All funding must be acknowledged.

**ABSTRACT**

**TABLE OF CONTENTS**

**LIST OF TABLES**

**LIST OF FIGURES**

CHAPTER I – see proposal outline

CHAPTER II – see proposal outline

CHAPTER III – see proposal outline

CHAPTER IV – RESULTS OF ANALYSIS (THESIS)
Introduction: Provide a short introduction to the chapter.

Description of Sample: Describe the sample including those characteristics that are important for the study.

Data Analysis: State each research question. Describe how the data were analyzed, followed by the results for each question. Tables and figures are used to display the findings and are placed in the text in a place to minimize breaks across pages. A discussion of the results is NOT usually included in this chapter, rather is presented in CHAPTER V.

Summary

CHAPTER V – DISCUSSION AND CONCLUSIONS (THESIS)

The faculty advocates that CHAPTER V be organized as a manuscript. It is recommended that prior to writing this chapter, potential journals for submission are reviewed. The chapter’s organization follows that of a manuscript for the journal found to be most appropriate. Note on the first page of CHAPTER V that you have written the chapter as a manuscript. Include a copy of the journal’s author guidelines. (NOTE: If you are not going to publish your thesis results, please see below regarding what is included in CHAPTER V.) The sections of this chapter, if submitting for publication, will probably include:

Introduction: Includes purpose and research questions/hypothesis.

Background Literature: Summary of CHAPTER II.

Methods: Summary of CHAPTER III; subheadings may include subjects, instruments, procedure.

Results: Summary of CHAPTER IV with the possible inclusion of several tables.

Discussion and Conclusions: Research questions are stated. Findings need to be summarized, discussed, and related back to the literature. Discuss what happened, what was expected or unexpected, and why. Form some conclusions. This is the place to speculate on what your findings mean. After all the research questions are discussed, the findings are compared to the conceptual map/model for congruency. If the findings do not support the concept map/model, then a new concept map/model is included.

Scope and Limitations

Implications for Practice

Implications for Research

Summary
If you are not planning to publish your thesis, you may follow the guidelines above or the guidelines provided below.

Introduction: Includes purpose and what is contained within the chapter.

Description of the Sample: Describe your sample and relate your sample to what you found in the literature.

Discussion and Conclusions: Research questions are stated. Findings need to be summarized, discussed, and related back to the literature. Discuss what happened, what was expected or unexpected, and why. Form some conclusions. This is the place to speculate on what your findings mean.

Concept Map: After all the research questions are discussed, the findings are compared to the conceptual map/model for congruency. If the findings do not support the concept map/model, then a new concept map/model is included.

Scope and Limitations

Implications for Practice

Implications for Research

Summary

Format of Final Evidence-Based Practice Project Proposal

TITLE PAGE

APPROVAL OF THESIS/EBP PROJECT – signed by Committee (see Appendix B)

COPYRIGHT – optional

ACKNOWLEDGEMENT – optional except if funding has been obtained. All funding must be acknowledged.

ABSTRACT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I – see proposal outline
CHAPTER II – see proposal outline

CHAPTER III – see proposal outline

CHAPTER IV – IMPLEMENTATION PLAN (EBP)

Introduction – Provide a short introduction to the chapter.

Implementation Plan - This section will include the framework for developing and implementing the project and how this framework would guide the planning, implementation, and evaluation of the project.

Readiness for Change: Identify your organization’s readiness for change.

Data Collection Procedure: Process of data collection and schedule, management of data, time frame.

Financial Analysis: Analysis of the cost and benefits of implementing your recommendation; extent of the analysis to be determined with project advisor.

Data Analysis: Describe plan for analysis of your project outcomes, i.e., how will you determine if your project was beneficial to the subjects (e.g., patients, students, staff, families).

Ethical Considerations: Human subject consent, Institutional Review Board approval, if applicable (for many projects, you will be developing a practice recommendation and plan, but not implementing the plan. In that case, you will not need IRB approval). If Human Subjects approval for the study is sought, a copy of the approval is placed in an appendix.

Summary: One paragraph that summarizes the plan and proposed recommendation.

CHAPTER V – DISCUSSION AND CONCLUSIONS (EBP)

CHAPTER V may be organized as a manuscript. Students need to have this discussion with their EBP project advisor and the advisor will give parameters on what to include in the manuscript. It is recommended that prior to writing this chapter, potential journals for submission are reviewed. The chapter’s organization follows author guidelines for the most appropriate journal. Note on the first page of CHAPTER V that you have written the chapter as a manuscript. Include a copy of the journal’s author guidelines.

If CHAPTER V is not written as a manuscript, follow the guidelines below.

Introduction: Includes purpose and what is contained within the chapter.

Description of the Sample or Anticipated Population: Describe your sample and relate your sample to what you found in the literature.
**Discussion and Conclusions:** Clinical practice questions are stated. Findings need to be summarized, discussed, and related back to the literature. Discuss what happened, what was expected or unexpected, and why. Form some conclusions. This is the place to speculate on what your findings mean.

**EBP Concept Map (if applicable):** After all the clinical questions and findings are discussed, the findings are compared to the conceptual map/model for congruency. If the findings do not support the concept map/model, then a new concept map/model is included.

**Scope and Limitations**

**Implications for Practice**

**Summary**

REFERENCES – follow APA format

APPENDICES

**Oral Examination of the Thesis/Evidence-Based Practice Project**

NURS 615 (Evidence-Based Practice/Thesis) is the course the student registers for the semester the student is ready to make a formal presentation of the completed project to the committee and invited guests. Completed thesis/EBP projects are often of interest to other students, faculty, and community members, and guests may be invited to attend at the discretion of the advisor and student.

The students determine with their thesis/EBP advisor how the meeting will be structured. The overall purpose is to provide an opportunity for students, committee members, and guests to discuss the project in terms of its scientific merit, its contribution to nursing knowledge, and its implications for further research and/or clinical practice. The usual responsibilities for students, thesis/EBP advisors, and committee members parallel responsibilities associated with the proposal approval.

**Student Responsibilities**

- Identify a date and time when all committee members can attend.
- Notify the Graduate Programs in Nursing Administrative Assistant at least 3 weeks in advance of the presentation in order to assure (a) room scheduling is completed, (b) posting of the date, time, and one paragraph abstract is completed, and (c) relevant paperwork is generated in a timely fashion (See Appendix B). Student must notify the Graduate Programs in Nursing Administrative Assistant if an ITV room is needed.
- Send a copy of the completed thesis or EBP project, along with a written memo verifying the time, date, and place of the meeting, to committee members. Two weeks prior to the meeting is customary unless special arrangements have been made.
• Present a brief (7-10 minutes) formal overview of the study at the committee meeting, and then answer questions and provide clarification for committee members. Discuss with committee chair the format for the formal presentation.

Thesis/Evidence-Based Practice Project Advisor Responsibilities
• Work with the student throughout proposal development, project completion, and preparation for the final oral examination.
• Bring all forms that need to be signed to final oral examination. The Graduate Programs in Nursing Administrative Assistant usually prepares these at the time the student schedules the final oral examination (See Appendix B).
• Deliver signed forms to the Graduate Programs in Nursing Administrative Assistant, who then forwards copies to the Graduate Office and the student’s file(s).
• Give students a copy of the signed forms when all changes have been completed to the thesis/EBP project and the final product is ready for binding/printing.

Committee Member Responsibilities
• Determine whether the completed project satisfactorily meets WSU Master’s in Nursing Program expectations around research/EBP competencies. If the thesis/EBP project is found to be satisfactory, students receive a grade for NURS 615. If the thesis or EBP project is found to be unsatisfactory, written recommendations are given to the student(s) and the presentation is rescheduled within a stipulated time span.

Criteria for Grade Earned for Thesis or Evidence-Based Practice Project

The grade earned for the thesis/EBP project in NURS 615 will reflect the final outcome as well as the process toward the outcome. Each of the areas below will be addressed by the consistency (e.g., always, usually, sometimes, infrequently, and rarely) and quality (e.g., superior, excellent, good, and poor) expected of a graduate student.

Structure
• Writing style
• Use of APA
• Concepts flow in an organized manner

Process
• Communication with thesis/EBP advisor
• Communication with committee members
• Communication with the Graduate Programs in Nursing Administrative Assistant

Outcome
• Demonstrates synthesis of the literature
• Integration of literature into the discussion of findings/practice recommendations
• Demonstrates understanding of the research/EBP process
Level of Involvement in Group Thesis/EBP Project

- If the level of involvement in completing the thesis/EBP project is not consistent with the other author(s), the grade will be reduced by one level.
- If the level of involvement in completing the thesis/EBP project is substantially less than the other author(s), the grade will be reduced by two levels.
- If the level of involvement in completing the thesis/EBP project is deemed unsatisfactory by the thesis/EBP advisor and the other authors, the student may be removed from the group.

Grade Determination

The students will be asked to leave the room for a short period of time at the completion of the final oral examination. The committee will decide if the thesis/EBP project was defended satisfactorily and will discuss proposed grade for the course. The student will be informed of pass/no pass status of the thesis/EBP project at the completion of the final oral examination. A final grade will be submitted by the thesis/EBP advisor when the bindery form has been completed.

Disposition of the Thesis/Evidence-Based Practice Project

Following a satisfactory oral presentation/examination, the student and the thesis/EBP advisor will work together to make any revisions. The thesis/EBP advisor must sign off on the form “Thesis/Evidence-based Practice Project Completion Certificate” before the student takes the final product to be bound. The student brings the final bound copies of the thesis/EBP project to the Graduate Programs in Nursing Administrative Assistant for final disposition (See Appendix B).

Students are required to submit three bound copies of their thesis/EBP project to the Graduate Programs in Nursing Administrative Assistant, who will forward copies required by the Office of Graduate Studies as follows:

1 copy – Thesis/EBP Advisor
2 copies – Krueger & Goddard Libraries
Most students order a copy for the student’s own use.

Thesis/EBP projects may be bound at any reputable bindery. The Graduate Programs in Nursing Administrative Assistant maintains a list of binderies that students may reference. Traditionally, our students’ theses/EBP projects are bound in black with gold lettering on the spine.

Students are also encouraged to submit an abstract of their thesis to University Microfilms at the University of Michigan. University Microfilms will publish an abstract (150 words or less) of your thesis in a quarterly publication Masters Abstracts International and prepare a master negative microfilm of your thesis. Complete information about this service is available from 1-800-521-0600, extension 430 or 431.
References


APPENDIX A

Forms Related to Proposal

(These forms are completed by the Graduate Programs in Nursing Administrative Assistant)

1. Proposal Meeting Memo

   - Students provide meeting date, time, title of the thesis/EBP project proposal, name of committee chair, and committee members to the Graduate Programs in Nursing Administrative Assistant 3 weeks prior to the meeting. If need PowerPoint capabilities and/or ITV, Graduate Programs in Nursing Administrative Assistant must be notified at this time.
   - Graduate Programs in Nursing Administrative Assistant will secure a room and will send this notification to the student(s) and committee members via e-mail.

2. Thesis/EBP Proposal/Committee Approval Form

   - Graduate Programs in Nursing Administrative Assistant will provide this form to the chair.
   - Committee members will sign this form when proposal is approved.
   - Chair will give signed forms to the Graduate Programs in Nursing Administrative Assistant.
To:

From:

Date:

RE: [Thesis] [Evidence-Based Practice] Project Proposal

A Committee Meeting for _________ ’s [thesis] [evidence-based practice] project entitled:

has been scheduled for:

Date:

Time:

Room:
Winona State University

[THESIS] [EVIDENCE-BASED PRACTICE] PROJECT COMMITTEE APPROVAL FORM

TO: Sonja J. Meiers, PhD, RN
Professor and Director, Graduate Programs in Nursing

FROM:

RE: FACULTY ENDORSEMENT and REVIEW COMMITTEE

DATE:

The following have agreed to serve on our [thesis] [evidence-based practice] project committee:

Chairperson Signature: ______________________________________________________

Member Signature: ______________________________________________________

Member Signature: ______________________________________________________

Please indicate where these persons may be reached, if participants are not School of Nursing faculty.

[THESIS] [EVIDENCE-BASED PRACTICE] PROJECT TITLE:

Final Approval by Committee on: ________________________________

Committee Chairperson ________________________________ /___/___

(Signature) (Date)

1 - Graduate Studies Office
3 - Student File
APPENDIX B

Forms Related to Completed Project

(These forms are completed by the Graduate Programs in Nursing Administrative Assistant)

1. Examination Notice – Memo

- Students provide meeting date, time, title of the thesis/EBP project, an electronic copy of their abstract, name of committee chair, and committee members to the Graduate Programs in Nursing Administrative Assistant 3 weeks prior to the meeting. Graduate Programs in Nursing Administrative Assistant must be notified at this time of the need for PowerPoint capabilities and if ITV is necessary.
- Graduate Programs in Nursing Administrative Assistant will secure a room and will send this notification to the student(s) and committee members via e-mail.

2. Notice of Thesis/EBP Project Presentation

- Graduate Programs in Nursing Administrative Assistant will complete this form and send to the student(s) and committee members via e-mail.

3. Completed Thesis/EBP Project Approval Form

- Graduate Programs in Nursing Administrative Assistant will provide this form to the chair.
- Committee members will sign this form when thesis/EBP project final oral examination is completed satisfactorily.
- The student(s) will be given signed form(s) by their chair after edits are completed and upon approval of final thesis/EBP project. Students will receive signed forms for the 3 required copies and one for each student in the group.
- Chair will give the remaining signed forms to the Graduate Programs in Nursing Administrative Assistant.

4. Thesis/EBP Project Completion Certificate

- Graduate Programs in Nursing Administrative Assistant will provide the necessary forms to the chair.
- The chair will give forms to the student(s) after all edits are completed and final approval is given for the thesis/project.
- Students will return the completed forms to the Graduate Programs in Nursing Administrative Assistant.
ORAL EXAMINATION NOTICE

TO:

FROM:

DATE:

RE: [THESIS] [EVIDENCE-BASED PRACTICE] PROJECT ORAL EXAMINATION

A [Thesis] [Evidence-Based Practice] Project Oral Examination/Committee Meeting for ________________’s Project entitled:

has been scheduled for:

Date:

Time:

Room:

NOTE: Please check with the student to determine if s/he has an IP grade for NURS 614. If so, make arrangements to turn in a change of grade sheet.
Notice of [THESIS] [EVIDENCE-BASED PRACTICE] Project Presentation

(Student Names)

TITLE:

PLACE:

DATE: TIME:

[THESIS] [EVIDENCE-BASED PRACTICE] PROJECT COMMITTEE:

ABSTRACT:
TO: Sonja J. Meiers, PhD, RN
Professor and Director, Graduate Programs in Nursing

FROM:

RE: FACULTY ENDORSEMENT and FINAL REVIEW COMMITTEE

DATE:

[THESIS] [EVIDENCE-BASED PRACTICE] PROJECT TITLE:

[THESIS] [EVIDENCE-BASED PRACTICE] PROJECT COMMITTEE:

Chairperson Signature: ________________________________

Member Signature: ________________________________

Member Signature: ________________________________

Date of Final Approval by Committee: ________________________________

1 - Graduate Office
5 - Attached to Thesis/EBP Project
3 - Student File
Winona State University

[THESIS] [EVIDENCE-BASED PRACTICE] PROJECT COMPLETION CERTIFICATE

_____________________'s [thesis] [evidence-based practice] project has been accepted as being in final approved form.

[Thesis] [Evidence-Based Practice] Project Advisor’s Signature/Date ________________________________

[Thesis Project]:

______________________ have deposited four or more copies of the thesis at _____________________________

_______ for binding. Bound copies will be paid for at the time of drop off or when they are picked up.

Signed ________________________________

Date ________________________________

[Evidence-Based Practice] Project option:

______________________ have deposited four or more copies of the evidence-based practice project at

______________________ for binding. Bound copies will be paid for at the time of drop off or when they are picked up.

Signed ________________________________

Date ________________________________

Return completed form to

Graduate Nursing Office
WSU-Rochester Center
859 30th Avenue SE
Rochester, MN 55904

1- Graduate Studies Office
1- Chairperson
3- Students
3 - Students’ File

29
APPENDIX C

Thesis/Evidence-Based Practice Project Formatting Guidelines

1. Title Page Format
2. Copyright Page
3. Table of Contents (Thesis)
4. Table of Contents (EBP)
5. Examples of Headings or Divisions of Text
6. Example of Tables and Figures
7. Guideline for Final Thesis/EBP Formatting
8. Checklist for Thesis/EBP Students
TITLE PAGE FORMAT

TITLE

A [Thesis] [Evidence-based Practice Project]
Submitted to the Faculty
Of the Department of Nursing
College of Nursing and Health Sciences
Of Winona State University

by
(Student)
(Student)

Consider whether you want
to use your middle initial.

In Partial Fullfillment of the Requirements
for the Degree of
Master of Science

Date

Date of your research
project proposal meeting or
research project final oral
examination.
# TABLE OF CONTENTS (Thesis)

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>vi</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF FIGURES</td>
<td>vii</td>
</tr>
</tbody>
</table>

## CHAPTER

<table>
<thead>
<tr>
<th>I. INTRODUCTION</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>3</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>Limitations</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. REVIEW OF THE LITERATURE</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>Review of the literature</td>
<td>9</td>
</tr>
<tr>
<td>Second-order Title</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. RESEARCH METHODOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Design</td>
</tr>
<tr>
<td>Sample</td>
</tr>
<tr>
<td>Setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. RESULTS OF ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-title</td>
</tr>
<tr>
<td>Sub-title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. DISCUSSION AND CONCLUSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-title</td>
</tr>
<tr>
<td>Sub-title</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS (EBP Project)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Problem Statement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Project</td>
<td>4</td>
</tr>
<tr>
<td>II.</td>
<td>REVIEW OF THE LITERATURE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of the Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of Evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conceptual Model or Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conceptual Map (if utilized)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>NURSING PROBLEM AND RECOMMENDATIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identification of Problem or Issue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendation Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendations for Utility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendation for Implementation of Practice Change</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>IMPLEMENTATION PLAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implementation Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sample/Practice Setting/Clinical Context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readiness for Change Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outcome Measures/Tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Collection Procedure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Analysis Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical Considerations</td>
<td></td>
</tr>
</tbody>
</table>

vi

vii
Summary

V. DISCUSSION AND CONCLUSIONS

Sub-title

REFERENCES

APPENDIX A. TITLE IN CAPS

APPENDIX B. TITLE IN CAPS

APPENDIX C. TITLE IN CAPS
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demographic Characteristics of Study Sample</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conceptual Map</td>
<td>..........................................................</td>
</tr>
<tr>
<td>2.</td>
<td>..........................................................</td>
</tr>
<tr>
<td>3.</td>
<td>..........................................................</td>
</tr>
<tr>
<td>4.</td>
<td>..........................................................</td>
</tr>
</tbody>
</table>
EXAMPLE OF HEADINGS OR DIVISIONS OF TEXT

Follow APA on the use of section headings.

<table>
<thead>
<tr>
<th>Level 1 Heading</th>
<th>Title (other than title page)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Centered, Boldface, Uppercase and Lowercase Heading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Heading</th>
<th>All of Title is Flush Left, Boldface, Uppercase and Lowercase Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 Heading</td>
<td>Indented, boldface, lowercase paragraph heading ending with a period.</td>
</tr>
<tr>
<td>Level 4 Heading</td>
<td>Indented, boldface, italicized, lowercase paragraph ending with a period.</td>
</tr>
<tr>
<td>Level 5 Heading</td>
<td>Indented, italicized, lowercase paragraph heading ending with a period.</td>
</tr>
</tbody>
</table>

Examples of Table Format

Table 1

*Participant Demographics*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>295</td>
<td>-</td>
<td>42.71</td>
<td>10.41</td>
<td>20 - 73</td>
</tr>
<tr>
<td>Years at Organization</td>
<td>299</td>
<td>-</td>
<td>13.67</td>
<td>9.58</td>
<td>.5 - 41</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>299</td>
<td>-</td>
<td>15.67</td>
<td>8.50</td>
<td>.5 - 41</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>292</td>
<td>97.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>2.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

If the table is continued onto a second page, the title reads as:

Table 1 (continued)

*Participant Demographics*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialty Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med/Surg</td>
<td>175</td>
<td>59%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Critical Care</td>
<td>124</td>
<td>41%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>33%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No</td>
<td>199</td>
<td>67%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Example of Figure Format

Figure 1. Figure content is explained here.
Guidelines for Final Thesis Formatting

Abstract: 350 word limit

Typeface: Times New Roman; 12-point font size

Line Spacing: Double-space between all text lines. Double space after every line in title, headings, footnotes, quotations, references (see exception), and figure captions. Triple or quadruple-line spacing is allowed in special circumstances for adequate display. Never use single-spacing or one-and-a-half spacing except in tables or figures.

Margins: Left margin 1.5 inches; this allows for binding. All other margins are to be 1 inch. An exception may be made for pages that are presented in landscape orientation; the top margin may need to be 1.5 inches.

Paragraphs and Indentation: Indent the first line of each paragraph and the first line of each footnote. The tab key is set at five to seven spaces, or ½ inch. The remaining manuscript is typed to a uniform left-hand margin. Per APA (2010), the only exceptions are: the abstract, block quotations, titles and headings, table titles and notes, and figure captions.

Tables: Can be single or double-spaced (decision for you and your advisor). Be consistent in how you develop your tables.

Pagination Order of Thesis Sections: Note: NO Running Header, NO Page Header

TITLE PAGE (Is considered your first page, but is not numbered.)

THESIS APPROVAL FORM (no page number)

COPYRIGHT PAGE (optional) (no page number)

ACKNOWLEDGEMENT PAGE (optional) (no page number)

ABSTRACT (Is considered ii & iii depending on length, but is not numbered.)

TABLE OF CONTENTS (Pagination is “iii or iv” depending on length of your abstract. Numbers are centered on the bottom of the page.)

LIST OF TABLES (Goes on its own page.)

LIST OF FIGURES (Goes on its own page.)
CHAPTERS (CHAPTER I begins with page “1” and continues throughout the remainder of the document. Page numbers are placed in the upper right corner.)

REFERENCES

APPENDICES

Formatting: See thesis/EBP Guidelines for:
- Title page and Copyright page formatting
- Examples of Headings or Divisions of Text
- Table of Contents formatting

ABSTRACT – first page margin is 2” from the top of the page; second page margin is 1”. The first sentence is not indented. The abstract is regular (non-bold) typed as one paragraph without indentation.

TABLE OF CONTENTS – first page margin is 2” from the top of the page, second page is 1”.

LIST OF TABLES – margin is 2” from the top of the page

LIST OF FIGURES – margin is 2” from the top of the page

CHAPTER I, II, III, IV, V, & REFERENCES - first page of each of these sections have margins 2” from the top of the page, second page is 1”.

You will need to insert section breaks in order to accomplish these different margin requirements.

All pages need to be consistently filled.

References can be double spaced, or single spacing can be used for individual references with double spacing between references.

Review of Literature Table is put in a landscape page orientation. Each citation is to be less than one page of the Literature Table.

Items that are landscape orientation:
- Top margin needs to be 1.5 inches because this will be the edge by the binding. All other margins can be 1 inch.
- It is suggested that you leave landscape items as separate documents so that you can place the page numbers in the appropriate location. If you paginate the landscape document, the page numbers will not be placed in the correct location.
• Leave the appropriate number of blank pages within your document for your landscape items. These pages will have page numbers on them only.
• Print your document. Take the blank paginated pages and print your landscape documents onto them. Then your page numbers will be in the correct location.

Appendices: Suggest that you do not formally paginate your appendices until you have had your final oral examination. You can pencil them in initially.

Some of your appendices may need to be shrunk in order to leave a 1.5 inch border on the left.

Remember when citing your appendices, they are labeled in the order that they appear in the text. Refer to APA Manual (2010), p. 39.

Paper: Pages are printed single sided because of the 1.5” left margin.

Minimum of 20 pound bond.

Suggestion: Print one copy of document. Take document to duplicating services for additional copies. Note that some bindery companies may make final copies for printing and binding. Clarify with bindery company regarding printing policies.
APPENDIX D

Checklist for Thesis/Evidence-Based Practice Project Students

**General Items:**
1. Whenever a draft of a chapter(s) is submitted for review – submit prior draft of that chapter(s) as well.
2. It may take up to two weeks for your chair to review your chapters. You need to plan your timeline accordingly.

**Prior to Proposal Meeting**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract written with other team members &amp; principal investigators if appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAPTERS I, II, III revised.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis/EBP project committee membership discussed with chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal meeting dates discussed with chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal meeting date set with committee members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Programs in Nursing Administrative Assistant notified of proposal date, time, title of proposal, committee members, and any technology needs (e.g., PowerPoint capabilities and if ITV is necessary). Graduate Programs in Nursing Administrative Assistant will notify you and your committee on the room number(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal to committee members two weeks prior to proposal meeting. Give them a hard copy. Do not send by e-mail unless discussed with chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal meeting – short presentation necessary. Discuss with chair if you need to use powerpoint.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**After Proposal Meeting**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal revised (comments from all committee members must be moved to one document). Changed to past tense, if not already written in past tense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final copy of CHAPTERS I, II, III revisions along with proposal document submitted to chair for approval.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSU IRB approval obtained. (NOTE: copies of ALL IRB signed and dated IRB approval forms must be included in the Appendices section.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRB approval obtained from other organizations as necessary. (NOTE: copies of ALL IRB signed and dated IRB approval forms must be included in the Appendices section.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis completed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table of Contents template obtained from chair. Final formatting issues discussed.

CHAPTER IV approved by chair.

CHAPTER V approved by chair.

Final oral examination meeting dates discussed with chair.

Final oral examination meeting date set with committee members.

Graduate Programs in Nursing Administrative Assistant notified of defense date, time, title of proposal, electronic copy of abstract, and committee members. She needs to know if you will need PowerPoint capabilities and any technology needs (e.g., PowerPoint capabilities and if ITV is necessary). Graduate Programs in Nursing Administrative Assistant will notify you and your committee on the room number(s).

Thesis or EBP project given to committee members two weeks prior to final oral examination meeting. Give them a hard copy. Do not send by e-mail unless discussed with chair.

Thesis/EBP project final oral examination – short PowerPoint presentation necessary.

**Thesis/EBP Project Final Oral Examination**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis or EBP project revised (comments from all committee members must be moved to one document).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final copy of thesis or EBP project revisions submitted to chair for approval along with final oral examination copy with noted suggested changes from committee members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain information from the Graduate Programs in Nursing Administrative Assistant on companies that do thesis/EBP project binding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binder forms obtained from thesis/EBP project chair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis/EBP project copies taken to the binder. You need to take as many printed copies as you desire to have bound.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed binder forms returned to the Graduate Programs in Nursing Administrative Assistant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two copies of bound thesis given to the Graduate Programs in Nursing Administrative Assistant. One copy given to thesis/EBP project chair.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Congratulations – You are finished with your thesis/EBP Project! Celebrate!**