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Approved: 10/14/13

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INTRODUCTION to the MS GRADUATE NURSING STUDENT SCHOLARSHIP REQUIREMENT

One requirement for the Master of Science (MS) Degree in Nursing is completion of a Thesis or Scholarly Inquiry Paper (SIP). Both options provide in-depth analyses of a clinically relevant topic are concerned with the research foundation on which clinical practice is based. The Thesis is completed in groups of three individuals, while the Scholarly Inquiry Paper is completed individually. A graduate faculty advisor is required for both options; this advisor will have experience/expertise in the topical area to guide students in the process, and may be different from your academic advisor.

The following quote 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 learn the processes for research and scholarly inquiry throughout their core course. Students begin to formulate which option they plan to complete during NURS 614. 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 a capstone writing experience (see WSU Graduate Catalog) with a final document. A graduate faculty advisor and at least one other committee member will guide you through each option. The Thesis/SIP guidelines are provided for consistency in formatting and style, although your Thesis/SIP advisor may have other suggestions to follow.

The Thesis or SIP Process

Both the Thesis and SIP have established processes for MS students to follow. Table 1 provides information about commonly asked questions about the differences and similarities of these two options.

---

1 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 Scholarly Inquiry Paper. 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.
### Table 1

**Comparison of Thesis and Scholarly Inquiry Paper (SIP) Options**

<table>
<thead>
<tr>
<th>Section</th>
<th>Thesis</th>
<th>Scholarly Inquiry Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>Conduct of secondary analysis 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(s)</td>
</tr>
<tr>
<td>Literature review</td>
<td>Required.</td>
<td>Required.</td>
</tr>
<tr>
<td>Conceptual model/ Theory/ Map</td>
<td>Required, type depends on the research question and literature.</td>
<td>Required, type depends on question and method used.</td>
</tr>
<tr>
<td>Method</td>
<td>Secondary analysis from a faculty member’s research project</td>
<td>Followed according to the purpose of the paper; commonly an integrated literature review or EBP framework (may be a concept analysis, theory critique, or policy analysis). Negotiated with SIP advisor.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Data analysis required, related to Thesis. Secondary analysis of a faculty member’s database or other project.</td>
<td>Negotiated with SIP advisor; commonly a critical analysis of evidence.</td>
</tr>
<tr>
<td>End product</td>
<td>Bound Thesis, chapter 5 may be a manuscript.</td>
<td>Bound SIP, may become a manuscript.</td>
</tr>
<tr>
<td>Thesis/SIP 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/SIP Committee Member(s)</td>
<td>Thesis advisor and at least one additional faculty with Graduate Faculty Status “Full”, “1”, “2”, or “3” with approval of Graduate Council.” Ex-officio members serve at the discretion of the student and/or advisor.</td>
<td>SIP advisor and at least one additional faculty with Graduate Faculty Status “Full”, “1”, “2”, or “3” with approval of Graduate Council.” Ex-officio members serve at the discretion of the student and/or advisor.</td>
</tr>
<tr>
<td>Proposal</td>
<td>Required.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>WSU Human Subjects</td>
<td>Required.</td>
<td>Confer with SIP advisor.</td>
</tr>
<tr>
<td>Oral Examination</td>
<td>Required upon completion.</td>
<td>Required upon completion.</td>
</tr>
<tr>
<td>Required Courses</td>
<td>NURS 600; NURS 614; NURS 615</td>
<td>NURS 600; NURS 614; NURS 615</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>

* WSU Graduate Education Requirement, Reference Graduate Catalog

**Full status – full-time faculty with a tenured or probationary appointment at WSU and an earned doctorate; 1 status – full-time faculty holding a tenured or probationary appointment at WSU and all requirements for their doctorate met, with the exception of dissertation completion; 2 status – adjunct or fixed-term faculty position at WSU with an earned doctorate; 3 status – faculty with a Master’s degree, teaching at least 12 credits per year and meeting specific criteria. (from the WSU Graduate Council Minute item, Reference Graduate Council Minutes, found at http://www.winona.edu/faculty/539.htm)
Beginning the Process for a Thesis or Scholarly Inquiry Paper

NURS 600 and NURS 614 provide students with a foundation for problem identification, literature/evidence review, question development, and methods for conducting either the Thesis or Scholarly Inquiry Paper. During NURS 614, faculty members present their current research and clinical interests. Through a process of student input and faculty expertise, students are assigned a faculty advisor. If a Thesis is the selected option, students may request their group members. However, final assignments depend on topics and faculty workload. Students begin to work closely with this advisor on the Thesis or SIP in NURS 615.

NURS 615 is the next sequenced course after NURS 614 for either the Thesis or SIP. Students work 1:1 with their advisor for a SIP or in their group with their advisor for a Thesis. Several drafts are written during this time. NURS 615 may be taken for one credit for two semesters (the typical route), or two credits for one semester. NURS 690 may be taken as long as the Thesis or SIP is in progress and the student is progressing, according to the established contract or product outcome agreed upon among the advisor and student(s). See Appendix A for needed responsibilities for student(s), Thesis/SIP advisor, and committee member(s) and the grading criteria.

Thesis students will need to develop a contract between the student group members and the principal investigator(s) of the primary study. The contract identifies the work that is to be completed, who is responsible for the work, and the anticipated completion date of each activity. See Appendix B for an example of a thesis contract. This contract serves as a guide and timeline for work to be accomplished. If there is a significant deviation from the initial contract, it should be revised and re-negotiated.

The Thesis Proposal

The Thesis proposal is a paper (Chapters 1-3) that describes the background, significance, purpose, research questions, supporting literature, and methodology (see Thesis format) of how you propose to carry out the research. Your advisor will guide you until she/he believes your written proposal is ready for review by your Thesis committee. The committee members are determined by the graduate faculty prior to your proposal meeting. The purpose of a written proposal is to communicate Thesis plans to your committee for approval prior to the next steps. Committee members will also offer helpful feedback to enhance the quality of the proposal. See Appendix B for needed forms related to the Thesis proposal meeting.

When the advisor determines the proposal is ready, it may be submitted to the other committee member(s). A date is established for the proposal meeting with the Thesis committee. 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 regarding a timeline for edits, additional reviews, and when the research can proceed. See Appendix C for information that the students need to provide to arrange the proposal meeting, and the necessary forms.
Carrying Out the Thesis Proposal and Protection of Human Subjects

Human subjects are impacted by all Thesis projects, thus Institutional Review Board (IRB) approval is required through WSU (and other agency, if needed). The proposal meeting must be finalized and your Thesis Committee must approve the proposal before any IRB submissions. 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, the student and 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, if appropriate.

WSU Human Subjects guidelines and procedures for review are available at www.irbnet.org 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. Notification of the WSU IRB decision is sent to the Thesis advisor and student(s).

Each clinical agency is likely to have additional and somewhat different guidelines regarding student requests to conduct research within the agency. As with the WSU review process, the purpose is to protect human subjects. If indicated, the student, in consultation with the 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.

Students will receive their secondary database from their Thesis advisor once they receive IRB approval. Secondary data analysis can then proceed for the Thesis.

The Scholarly Inquiry Paper

Students completing the SIP work closely with their SIP advisor on the literature review or other method as appropriate to their topic. There is no proposal meeting with the SIP committee, as with a Thesis. Students enroll in NURS 615 until the SIP advisor deems the project ready for the final oral examination.

Continuing the Process for a Thesis or Scholarly Inquiry Paper

Student(s) continue working on the Thesis or Scholarly Inquiry Paper in conjunction with the advisor. This normally involves several versions and many edits for a quality product. NURS 615 is taken continuously until the Thesis or SIP is completed. The nature of work during this time is negotiated between the student and the Thesis/Scholarly Inquiry Paper advisor. The student keeps the advisor informed of progress in completing the study throughout this time. When the advisor deems that you are ready for the final meeting to defend your product, you will proceed to the final oral examination.
Final Oral Examination of the Thesis or Scholarly Inquiry Paper

Students should be enrolled in NURS 615 during the semester of the formal presentation of the completed product to the committee and invited guests. These completed products are often of interest to other students, faculty, and community members; guests may be invited to attend at the discretion of the advisor and student(s). Refer to Appendix C for information that the student(s) needs to provide to arrange the final oral examination, and the necessary forms.

The student(s) determines with the advisor how the meeting and presentation will be structured. The overall purpose is to provide an opportunity for students, committee members, and guests to discuss the product in terms of its scientific merit, its contribution to nursing knowledge, and its implications for further research and/or clinical practice.

Following a satisfactory oral presentation/examination, the student(s) make any final revisions to the paper and submit the revisions to the Thesis/SIP advisor. The advisor must approve the final version and sign off on the “Thesis/Scholarly Inquiry Paper Completion Certificate” form before the student(s) takes the final product to be bound. The student brings the final bound copies of the Thesis/Scholarly Inquiry Paper to the Graduate Programs in Nursing Administrative Assistant for final disposition (See Thesis/Scholarly Inquiry Paper Guidelines).

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

1 copy – Thesis/Scholarly Inquiry Paper Advisor
2 copies – Krueger and Goddard Libraries
Most students order additional copies for their own use, or as many as needed for group members.

The Thesis/SIP may be bound at any reputable bindery. A list of binderies and additional instructions can be found on the Graduate Programs in Nursing website under current student forms (http://www.winona.edu/graduatenursing/forms.asp). Traditionally, students’ Thesis/SIP are bound in black with gold lettering on the spine. For instance, for Thesis, “MS Thesis <space> year of completion <space> First, Middle/Middle Initial, Last Name of Students’
For Scholarly Inquiry Paper, “MS Scholarly Inquiry Project <space> year of completion <space> First, Middle/Middle Initial, Last Name of Student”

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.
Students are encouraged to disseminate the Thesis/Scholarly Inquiry Paper to a wider professional or lay audience. For instance, consider submitting a manuscript to a scholarly journal or submit an abstract to a conference for a poster or podium presentation. Consult with your Thesis/ Scholarly Inquiry Paper advisor for assistance in dissemination and potential conferences.

**FORMAT GUIDELINES FOR THE THESIS OR SCHOLARLY INQUIRY PAPER**

**About the Writing Process**

A hallmark of a graduate student is scholarly investigation written for a professional audience. *The Publication Manual of the American Psychological Association* (APA) (APA, 2010) is used throughout the Graduate Programs in Nursing. It is vital that students are familiar with this manual, including formatting, writing style, citations, and references. There are several guides designed to assist students in quality writing (See the D2L site for nursing graduate students). In addition, WSU has writing assistance on both the Winona and Rochester campuses. Graduate students are encouraged to seek assistance with writing through these resources.

In case you are unfamiliar with the “Graduate Programs in Nursing Helpful Resources and Info” D2L site, it is a newly formed site for graduate nursing students that you are able to join by self-registering on the D2L home page. To self-register, go to the D2L home page (https://winona.ims.mnscu.edu/), click on self-registration at the top of the page, locate this course, and then enroll.

The following information serves as a guide for formatting the two options for your nursing Master’s degree final product (*Thesis/Scholarly Inquiry Paper*). Refer to the appropriate guidelines section and templates as you format each section of either the Thesis or SIP (Appendices C, D, E, and F). A checklist for following APA style is in Appendix G and should be used for all revisions.

**Thesis Formatting Guidelines**

**Thesis Proposal Components**

To facilitate the completion of the Thesis, the student will prepare the proposal using APA format (APA, 2010) and the guidelines below. The following are the usual sections to be included in a proposal. The Thesis proposal is written in past tense so that it is ready to be formulated into the final Thesis. This is somewhat challenging to do at the outset, but saves a great deal of editing later. See Appendix E for formatting guidelines.

**TITLE PAGE** – The title includes all relevant variables, types of study, and sample. Please follow the Title Page example.
**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
- Sample
- Measures
- Results
- Conclusions/Implications

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**

*Introduction:* Briefly state the significance of this study and its relevance to nursing knowledge. This introduction also tells the reader what is in the chapter. You will have an introduction to each chapter including how each chapter 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 population. 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, and 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:** Grove, Burns, and Gray (2013) define the research purpose as “…a clear concise statement of the specific focus or aim of the study that is generated on the basis of the research problem” (p. 74). 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.

Remember, 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 Grove et al. (2013) 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. The variables that you define generally come from your research questions. 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.

**Search Strategies:** The strategy used to search the literature is described in this section. Provide a brief description of the databases searched, your inclusion/exclusion criteria, search terms, and how the search was narrowed down. A database abstraction template to use when searching the literature is provided in Appendix E.

**Specific Sections:** 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 the purpose of the study was 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 is included as an Appendix (see appendix E).
- 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. Your summary should also include a summary of the level of evidence for the literature cited in the section.
- Use good writing skills (such as a topical sentence at the beginning of the section and ending with a summary, then leading into the next paragraph or section)
- Cite references according to current APA guidelines and follow the writing guide provided on the Graduate Student Resources D2L site.

**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. This map stems from the literature review. Generally, the following are included:
- Mapping of the concepts relevant to the research aim/question/purpose based on findings revealed in the literature; a diagram or map should look professional (black and white only).
- Arrows or other depictions of any directional connections among concepts revealed in findings of studies within the studies reviewed.
- A literature key (e.g., coding for each author as depicted on the map); themes may be grouped on the map, with the groupings included on a key.
- A narrative fully explaining the map to the reader
- All relevant pieces of evidence that are cited in the literature review and on the literature tables on the conceptual 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 authors’ assessment of the body of literature regarding the topic(s) as well the conceptual model, theory, or conceptual map that guides the study. Note gaps in the literature as they relate to your purpose/question, the setting, and the population being studied.
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 of existing data, you will want to describe the primary study or database. This section should include a description about the primary study’s purpose, design, sample, setting, instruments, data collection procedure, and ethical considerations.

Sample: Identification of the population and sample for your current study (sample size, determination of sample size, sampling criteria, sampling method).

Setting: Selection of the setting, setting characteristics for your current study (can be combined with the sample section).

Ethical Considerations: Address how the human subjects are protected in your study (e.g., de-identified data). Human Subjects protection (e.g., WSU IRB approval form) for the study is placed in an appendix.

Instruments or Measurement: Description of instruments or measurements of each study variable (reliability, validity). If instruments require permission for 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 previous sections. Note this is moved into Chapter V for the final product, but is included here for the Thesis proposal. Provide a brief description of why it is a potential limitation and how bias was reduced during the primary study. If it is a new limitation for your current study, provide a description of how bias will be reduced for your study.

Summary: One paragraph that summarizes the study methods.
Format of the Final Thesis

TITLE PAGE

COMPLETED THESIS APPROVAL FORM – signed by Committee (see Appendix D)

COPYRIGHT

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

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 included in this chapter, rather is presented in CHAPTER V.

Summary: One paragraph that summarizes the results.
CHAPTER V – DISCUSSION AND CONCLUSIONS

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.)

CHAPTER V as a MANUSCRIPT

Follow these guidelines (based on specific author guidelines for the selected journal), if submitting for publication you will probably include:

Introduction: Includes purpose and research questions/hypothesis.

Background Literature: Summary ofCHAPTER II.

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

Results: Summary ofCHAPTER 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.

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. (This section will probably not be in your final manuscript, but it is a requirement of Chapter V for the purpose of the Thesis.)

Scope and Limitations

Implications for Practice

Implications for Research

Summary
CHAPTER V as a NON-MANUSCRIPT

If you are not planning to submit your thesis as a manuscript for publication, follow these guidelines:

**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**

**REFERENCES**

**APPENDICES (listed in order noted in the narrative)**
SCHOLARLY INQUIRY PAPER FORMATTING GUIDELINES

Scholarly Inquiry Paper (SIP) Components

Each Scholarly Inquiry Paper is unique, depending on the topic and planned method. The following guidelines may be revised according to the SIP advisor. The SIP is completed according to APA format. See Appendices D and F for templates and style guidelines for the SIP. Appendix H contains suggested resources for various methods for possible use in a SIP. The following sections are recommended for inclusion in the SIP.

TITLE PAGE – The title includes all relevant elements of the topic (method or type of inquiry, setting/population for any clinical applications). Please follow the Title Page Formatting Guide in Appendix E.

ABSTRACT - The abstract provides a summary of your paper. It is typically between 150 – 200 words. Items to include in the abstract are:

- The purpose/aim/question – in one sentence if possible
- Method used for the inquiry
- Summary of conceptual framework or theory to guide the inquiry, as applicable
- Brief summary of evidence and strength of evidence on the topic
- Conclusions, recommendations, and implications for nursing

INTRODUCTION

Introduction: The introduction tells the reader what is in this section. You will have an introduction to each section which lets the reader know what is planned for this section and how it is organized.

Background and Rationale for the Topic: 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 to address the topic is also included. Follow a format suggested by your advisor or one that fits your scholarly inquiry. Support it with examples and citations, as appropriate.

Purpose: Note the purpose for the paper. It is more focused than the introduction.

Question (as applicable): Clearly state the question you plan to answer through your scholarly inquiry of the topic (e.g., what are best practices for …?). Be consistent throughout when stating it. If the paper is an evidence-based-type problem, a clinical question should be noted (e.g., PICO).

Method Used for the Inquiry: Explain the method used for this scholarly inquiry process. If it is an integrative literature review, explain this method. If it is a concept analysis, describe which author and guidelines will be followed. If the plan is to critique a specific theory in relation to a clinical problem, note clearly which author’s critique method is planned. If using EBP methodology, describe the EBP framework/model and how it relates to your question.
LITERATURE REVIEW

Introduction: Introduce how you plan to organize this section, since it may be especially long. If using literature tables in an appendix, inform the reader. See Appendix E for Database Searching and Literature Review table templates.

Synthesize in narrative form the following items:
- How literature/evidence was searched
- Selection criteria used
- Databases searched over which years
- Data abstraction process
- Characteristics of studies included/excluded and rationale for each

Include appropriate tables (e.g., search strategies, literature reviews as appropriate to your topic or methodology).

Specific Sections: The headings and sub-headings used in this section will be titled according to the concepts and elements of the inquiry. This will vary widely, depending on the topic, the amount of evidence for review, and the method used for inquiry. For instance, if an eightfold path is the method used for a policy analysis, there might be eight different steps, with analysis of each, leading to a summary of the evidence reviewed. If a literature synthesis is done, various hearings and sub-heading will follow the themes of the evidence reviewed.

Remember to:
- Provide a synthesis of the studies, not merely a paragraph on each study
- Use good writing skills (such as a topical sentence at the beginning of the section and ending with a summary, then leading into the next paragraph or section)
- Cite references according to current APA guidelines and follow the writing guide provided on the Graduate Student Resources D2L site

Synthesize the literature/evidence in a narrative form.
- Synthesize the review of national/institutional guidelines, systematic reviews, and current, seminal, and landmark literature
- Summarize overall levels of evidence
- Identify gaps in clinical knowledge related to the clinical problem or topic
- Include an analysis of the strength of the evidence and the rating system used to evaluate the evidence
- Include appropriate tools for appraising the evidence (e.g., The AGREE document [2009] for clinical guidelines, Duffy’s [2005] critical appraisal for systematic reviews and, Grove et al. [2013] steps for critical review of research) with appendices for each, as appropriate

General Summary of the Literature Reviewed: State what you found in a succinct way. Relate the literature reviewed back to your purpose/question, the setting, and/or population under review. Include a summary of gaps uncovered related to the topic.
CONCEPTUAL FRAMEWORK

**Conceptual Model, Theory, or Map:** In this section present the conceptual model, theory, and/or map that guide(s) the paper. A conceptual model or theory provides the context for your SIP, whereas a conceptual map is a graphic depiction of the relationships between your topic and other relevant concepts. Discuss how the conceptual model or theory (e.g., EBP implementation model/theory or middle range nursing theory) relates to and provides context for the topic of inquiry and/or how your topic relates to other relevant concepts. The conceptual framework generally stems from the literature review. A conceptual mapping includes the following:

- Mapping of the concepts relevant to the question and findings based on the literature. A diagram or map should be professional (black and white only)
- Draw arrows or depict in other ways any directional relationships for the reader
- A literature key (e.g., coding for each author as depicted on the map). Themes may be grouped on the map, with the groupings included on a key

The conceptual framework section includes the following:

- A narrative fully explaining the map to the reader
- All relevant pieces of evidence that are cited in the literature review and on the literature tables

If using a theory, describe it to the depth appropriate for the topic (e.g., may be a theoretical analysis). A figure or diagram may be included, as appropriate.

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR NURSING

**Introduction:** Restate your purpose. State how this section is organized.

**Conclusion(s):** Describe salient points from the literature/evidence reviewed. Conclusions should lead into your recommendations.

**Implications for Nursing:** Note how your findings apply to nursing practice and to a specific setting and population for your topic/question. Refer to any key literature or evidence noted in the paper that ties into these implications.

**Recommendations:** Make recommendation(s) based on literature/evidence reviewed along with an interpretation. Discuss what the next steps might be, based on your findings (e.g., research study, grant proposal, guideline development, education intervention, and/or EBP project). Make specific suggestions so that another person may follow-up; provide a plan for possible next steps.

**Summary:** Provide a brief summary of the paper for the reader.

**NOTE:** Segments of the SIP may be written as a manuscript for publication, geared for a specific journal appropriate to the topic. Work closely with your advisor if you plan to develop a manuscript.
FORMAT OF THE FINAL SCHOLARLY INQUIRY PAPER

TITLE PAGE

COMPLETED SCHOLARLY INQUIRY PAPER APPROVAL FORM – signed by Committee
(see Appendix D)

COPYRIGHT

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

ABSTRACT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

SECTIONS FOR: Introduction; Literature Review; Conceptual Framework; Conclusions, Recommendations, and Implications for Nursing, and Summary

REFERENCES

APPENDICES – label in order noted in the body of the paper

References


Appendices
# APPENDIX A

**Responsibilities of Student(s), Advisor, and Committee Members for Thesis or Scholarly Inquiry Paper and Grading Criteria**

Table A.1  
*Meeting Preparations and Responsibilities of Student(s), Advisor, and Committee Members for Thesis or Scholarly Inquiry Paper*

<table>
<thead>
<tr>
<th>Student(s) Responsibilities</th>
<th>Thesis/SIP Advisor Responsibilities</th>
<th>Thesis/SIP Committee Member(s) Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a date and time when all committee members can attend (proposal meeting for Thesis and final oral examination meeting for both Thesis and SIP). It is recommended that a Doodle poll is used with two hour increments suggested (<a href="http://www.doodle.com/">http://www.doodle.com/</a>).</td>
<td>Advise the student(s) throughout Thesis/SIP development, completion, and preparation for the final oral examination (and for the Thesis proposal).</td>
<td>Read the Thesis/SIP and provide feedback to the students at the proposal and final examination meetings.</td>
</tr>
<tr>
<td>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 Appendices B and C). Students must notify the Graduate Programs in Nursing Administrative Assistant if an ITV room or other media are needed.</td>
<td>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 Appendices B and C).</td>
<td>Determine whether the completed product satisfactorily meets WSU Master’s in Nursing Program expectations around research/scholarly competencies.</td>
</tr>
<tr>
<td>Deliver a paper copy of the completed Thesis or Scholarly Inquiry Paper, 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.</td>
<td>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).</td>
<td>Provide input to the Thesis/SIP advisor as to the grade for NURS 615. If the Thesis/SIP is found to be satisfactory, students receive a grade for NURS 615. If it is found to be unsatisfactory, written recommendations are given to the student(s) and the presentation is rescheduled within a stipulated time period.</td>
</tr>
<tr>
<td>Present a brief (10-15 minutes) formal overview of the Thesis/SIP at the</td>
<td>Give student(s) a copy of the signed forms when all changes have been</td>
<td></td>
</tr>
</tbody>
</table>

20
Grading for Thesis/Scholarly Inquiry Paper for NURS 615

Prior to the Final Oral Examination of the Thesis or Scholarly Inquiry Paper, the advisor post a grade for each semester that NURS 615 is taken by the student(s). This grade should reflect the expected product for that semester (according to the contract or plans discussed at the start of each semester).

The grade earned for the final product in NURS 615 (following the Final Oral Examination of the Thesis/SIP) will reflect the final outcome as well as the process toward the outcome. Each of the areas (see 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. Committee member(s) will provide input to the Thesis/SIP advisor, who posts the grade for the final semester of NURS 615.

Criteria for Grade Earned for Thesis or Scholarly Inquiry Paper

Structure
- Writing style
- Use of APA
- Concepts flow in an organized and logical manner

Process
- Communication with Thesis/SIP advisor
- Communication with committee members
- Communication with Thesis partners, if applicable
- 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 an understanding of the scholarly process
- Adherence to Thesis/SIP Guidelines
APPENDIX B

Template/Example of a Thesis Contract

Thesis Collaboration Contract Development

"Effective collaborative research is accomplished through planning and organization, and cannot be left to chance" (Yonge, Skillen, & Henderson, 1996, p. 365).

Introduction and Importance

The advantages of collaborative thesis project clearly outweigh the disadvantages. Problems of conflict, authorship, and commitment are disadvantages that can be addressed through a contract. Determining how project work will be accomplished and how to share leadership throughout the project can also be accomplished in this manner. This module will provide the background necessary to develop a contract as appropriate for your thesis.

The nature of graduate student status and the thesis requirement reflects the need to develop a contract. Several faculty members (e.g., thesis advisor, committee members) will be involved in your thesis. The level of involvement varies. For instance you may be completing a portion of a faculty member's study or using data from their primary study for your secondary analysis, so the faculty member is very involved. To whatever extent your thesis advisor is involved, it is recommended that you develop a contract with them. The contract needs to reflect appropriately the level of involvement of the thesis advisor. Work with your thesis chair regarding the contract.

Thesis students will complete it as a group project. Thus, the development of a contract is even more important. The students involved need to develop the contract together and have it reviewed by the thesis advisor. The thesis advisor is generally the individual who is responsible in the initial step if conflict resolution among the students is necessary.

If the project entails involvement of individuals outside of Winona State University (WSU) it is also advised that a contract with this individual be developed. The use of a secondary data set provided by a researcher/individual not employed by WSU is one such example. Another example would be the participation in a thesis conducted by a non-WSU faculty member. For instance, include an appendix or other information where the primary/principal investigator (PI) gives you permission to use that data. Your thesis advisor needs to be involved in the development of this aspect of the contract.

One contract can incorporate all of the involved parties. Remember that a contract can be changed if those who have signed agree to the changes. A new contract or an addendum can be used to reflect the changes.
What is a Timeline?

One important aspect of a contract is the identification of the essential activities that need to be completed to accomplish the thesis and the dates that each activity will be completed. Use your ‘best guess’ to anticipate the period of time that it will take to accomplish each essential activity needed to complete the thesis. In your thesis group, identify which members will complete which tasks. Consider any money you may need, as well (e.g., purchasing copyright, tools, stats analysis).

Perhaps you developed a timeline for achieving your Master's degree in Nursing. This timeline may have started with admission dates and have the courses listed that you will take each semester. The end point is graduation. The timeline for your thesis is similar.

First, identify the essential activities that need to be completed to achieve the completion of the thesis. Review the Thesis/Scholarly Inquiry Paper Guidelines. A number of essential activities are listed. Examples of essential activities are: submitting chapters for review by thesis chair, setting up proposal meeting dates, and communication with the Graduate Programs in Nursing Administrative Assistant. You also need to include the specific activities for your study.

In any group project, the identification of who is going to complete each essential activity is necessary. Leadership is shared and you may need to negotiate which group member takes more leadership at certain times throughout the project based on unique skills and abilities of your members; unexpected illnesses, work demands, or family responsibilities for one of your members; or proximity to resources are other considerations.

An example of a thesis contract follows. It is only an example. Remember the contract that is developed by your group will be specific to the study and the individuals involved.

Reference:


**Example of Thesis Contract**

An example follows of a thesis contract developed between three students (a typical number in a thesis group) and a faculty member follows. The students were conducting the study as a part of the faculty's research project. Change elements, as needed to fit your thesis.
Collaborative Thesis Agreement Example

For Secondary Analysis Project of

"Association of Depression and Physical Function among Elderly Religious Sisters"

Investigators

- Al Brown, Co-investigator [AB]
- Connie Done, Co-investigator [CD]
- Elaine Framm, Co-investigator [EF]
- Phyllis M. Gaspar, PhD., RN, Principal Investigator of primary study [PG]

We understand that conducting collaborative research is a challenging endeavor that can yield positive results. In order to maximize its advantages we agree to the following terms:

Distribution of Workload and Timeline

During the completion of this research project we agree that each of the members will contribute equally to the project and share leadership. Recognizing that each individual brings different strengths to the group process, a distribution of work is presented in the table that follows. Completion of the project in a timely manner is also essential. The timeline for completion of each work item is included.

### Work Items Prior to Proposal Meeting

<table>
<thead>
<tr>
<th>Work Item</th>
<th>Person Responsible</th>
<th>Date to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract written with other team members, principal investigator(s) if appropriate, and others.</td>
<td>CD</td>
<td>January 2014</td>
</tr>
<tr>
<td>Draft Chapter 1</td>
<td>AB</td>
<td>January 2014</td>
</tr>
<tr>
<td>Review Chapter 1 draft with additions and corrections prior to submission to thesis advisor.</td>
<td>AB</td>
<td>January 2014</td>
</tr>
<tr>
<td>Submit Chapter 1 draft to thesis advisor.</td>
<td>AB</td>
<td>February 2014</td>
</tr>
<tr>
<td>Critique Chapter 1 and return to students for changes.</td>
<td>PG</td>
<td>February 2014</td>
</tr>
<tr>
<td>Draft Chapter 2</td>
<td>AB, CD, &amp; EF</td>
<td>February 2014</td>
</tr>
<tr>
<td>Review Chapter 2 draft with additions and corrections prior to submission to thesis advisor.</td>
<td>CD</td>
<td>February 2014</td>
</tr>
<tr>
<td>Submit Chapter 2 draft to thesis advisor.</td>
<td>CD</td>
<td>February 2014</td>
</tr>
<tr>
<td>Critique Chapter 2 and return to students for changes.</td>
<td>PB</td>
<td>March 2014</td>
</tr>
<tr>
<td>Draft Chapter 3</td>
<td>EF</td>
<td>February 2014</td>
</tr>
</tbody>
</table>
## Work Items Prior to Proposal Meeting

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Date to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EF</td>
<td>March 2014</td>
</tr>
<tr>
<td>EF</td>
<td>March 2014</td>
</tr>
<tr>
<td>PB</td>
<td>March 2014</td>
</tr>
<tr>
<td>EF</td>
<td>March &amp; April 2014</td>
</tr>
<tr>
<td>AB, CD, &amp; EF</td>
<td>April 2014</td>
</tr>
<tr>
<td>PB</td>
<td>May 2014</td>
</tr>
<tr>
<td>AB, CD, &amp; EF</td>
<td>May – August 2014</td>
</tr>
<tr>
<td>AB</td>
<td>August 2014</td>
</tr>
<tr>
<td>AB</td>
<td>September 2014</td>
</tr>
<tr>
<td>AB</td>
<td>September 2014</td>
</tr>
<tr>
<td>CD</td>
<td>September 2014</td>
</tr>
<tr>
<td>EF</td>
<td>September 2014</td>
</tr>
<tr>
<td>All</td>
<td>September 2014</td>
</tr>
</tbody>
</table>

- **Review Chapter 3 draft with additions and corrections prior to submission to thesis advisor.**
- **Submit Chapter 3 to thesis advisor.**
- **Critique Chapter 3 and return to students for changes.**
- **Revise Chapters 1-3.**
- **Submit proposal (Chapters 1-3) to thesis advisor.**
- **Critique and grade Chapters 1-3 and return to students for changes.**
- **Revise Chapters 1-3.**
- **Discuss proposal meeting dates with thesis advisor.**
- **Set up Doodle poll and arrange proposal meeting date with committee members.**
- **Notify Graduate Programs in Nursing Administrative Assistant of proposal date, time, and committee members (and if ITV or other media must be arranged).**
- **Give paper copy of proposal to committee 2 weeks prior to proposal meeting.**
- **Develop presentation for proposal meeting – short presentation necessary (with PowerPoint).**
- **Proposal meeting with committee.**

## Work Items following Proposal Meeting

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Date to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>October 2014</td>
</tr>
<tr>
<td>CD</td>
<td>October 2014</td>
</tr>
<tr>
<td>EF</td>
<td>October 2014</td>
</tr>
<tr>
<td>AB</td>
<td>September 2014</td>
</tr>
<tr>
<td>CD</td>
<td>September 2014</td>
</tr>
</tbody>
</table>

- **Note recommended changes from each committee member on one copy for review by thesis advisor.**
- **Revise proposal. Change to past tense if necessary.**
- **Submit final copy of Chapters 1-3 revisions along with proposal document to thesis advisor for approval.**
- **Submit WSU IRB application (this includes your “Protection of Human Subjects Quiz”).**
- **Prepare IRB approval forms for other organizations as necessary.**
### After IRB approval(s):

<table>
<thead>
<tr>
<th>Task</th>
<th>Person Responsible</th>
<th>Date to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain data from primary study database in a file with data necessary for study.</td>
<td>PG</td>
<td>September 2014</td>
</tr>
<tr>
<td>Complete data analysis.</td>
<td>EF – AND ALL</td>
<td>September 2014</td>
</tr>
<tr>
<td>Discuss final formatting of data analysis with thesis advisor.</td>
<td>AB</td>
<td>September 2014</td>
</tr>
<tr>
<td>Draft Chapter 4.</td>
<td>CD</td>
<td>September 2014</td>
</tr>
<tr>
<td>Review Chapter 4 draft with additions and corrections prior to submission to thesis advisor.</td>
<td>EF &amp; AB</td>
<td>October 2014</td>
</tr>
<tr>
<td>Submit Chapter 4 to thesis advisor.</td>
<td>CD</td>
<td>October 2014</td>
</tr>
<tr>
<td>Critique Chapter 4 and return to students for corrections.</td>
<td>PG</td>
<td>October 2014</td>
</tr>
<tr>
<td>Draft Chapter 5.</td>
<td>EF</td>
<td>October 2014</td>
</tr>
<tr>
<td>Review Chapter 5 and add to discussion.</td>
<td>AB &amp; CD</td>
<td>October 2014</td>
</tr>
<tr>
<td>Submit Chapter 5 to thesis advisor.</td>
<td>EF</td>
<td>October 2014</td>
</tr>
<tr>
<td>Critique Chapter 5 and return to students. (Continue the process until thesis advisor indicates you are ready for next step.)</td>
<td>PG</td>
<td>November 2014</td>
</tr>
<tr>
<td>Discuss final oral exam meeting dates with thesis advisor.</td>
<td>AB</td>
<td>November 2014</td>
</tr>
<tr>
<td>Set up Doodle poll and arrange final oral exam meeting date with committee members.</td>
<td>AB</td>
<td>November 2014</td>
</tr>
<tr>
<td>Notify Graduate Programs in Nursing Administrative Assistant of final oral exam date, time, and committee members, sites of committee members, and inform of audiovisuals that will be used.</td>
<td>AB</td>
<td>November 2014</td>
</tr>
<tr>
<td>Provide a hard copy of the thesis to committee 2 weeks prior to thesis final oral exam meeting.</td>
<td>CD</td>
<td>November 2014</td>
</tr>
<tr>
<td>Prepare PowerPoint presentation for final oral exam.</td>
<td>EF</td>
<td>November 2014</td>
</tr>
<tr>
<td>Participate in the final oral exam.</td>
<td>All</td>
<td>December 2014</td>
</tr>
<tr>
<td>Work Items following Thesis Final Oral Examination</td>
<td>Person Responsible</td>
<td>Date to be completed</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Prepare a copy of thesis with comments from all committee members incorporated into one document.</td>
<td>AB</td>
<td>December 2014</td>
</tr>
<tr>
<td>Make thesis revisions</td>
<td>CD</td>
<td>December 2014</td>
</tr>
<tr>
<td>Submit final copy of thesis revisions to thesis advisor for approval along with final oral exam copy with noted suggested changes from committee members.</td>
<td>EF</td>
<td>December 2014</td>
</tr>
<tr>
<td>Obtain binder forms from thesis advisor.</td>
<td>AB</td>
<td>December 2014</td>
</tr>
<tr>
<td>Take thesis copies to the binder. You need to take as many printed copies as you desire to have bound.</td>
<td>CD</td>
<td>December 2014</td>
</tr>
<tr>
<td>Return signed binder forms to Graduate Programs in Nursing Administrative Assistant.</td>
<td>EF</td>
<td>December 2014</td>
</tr>
<tr>
<td>Give 2 copies of bound thesis to Graduate Programs in Nursing Administrative Assistant. Give one copy to thesis advisor.</td>
<td>AB</td>
<td>January 2015</td>
</tr>
<tr>
<td>Prepare abstract for submission to research conference.</td>
<td>CD</td>
<td>January 2015</td>
</tr>
<tr>
<td>Prepare manuscript for submission to selected journal.</td>
<td>EF</td>
<td>January 2015</td>
</tr>
</tbody>
</table>

**Conflict Resolution**

We acknowledge that while collaborative research requires both flexibility and compatibility it may also produce conflict that the members will endeavor to resolve through open communication and utilization of the resources of their thesis committee as required. We agree to refer unresolved conflict between students to our thesis advisor for mediation. The thesis committee will assist with unresolved conflict when the thesis advisor, as part of the work group, cannot mediate.

**Publication and Recognition**

The principal investigator (PI) retains the right of co-authorship with the other members of the group on a secondary analysis project. In the case of manuscript submission, all members will negotiate with the PI (and other research team members, if appropriate) for authorship order. Refer to the APA manual (section 1.3) (2010) for additional information.

As equal partners in this project, we agree that the members will share credit equally in all publication and presentation of the research results of the project. Although authorship is to be shared equally, we agree that first authorship will be assigned to the individual who takes primary responsibility for preparation of the manuscript for publication or presentation. If equal time and effort has been demonstrated alphabetical identification of authors will be used with rotation in future publications and presentations. Abstracts for presentations of the findings are planned for the following conferences:
Gerontological Society of America – P. Gaspar to prepare for overall study
Midwest Nursing Research Society – P. Gaspar to prepare for overall study
Local research conference – Co-investigators

Further publication or presentation of research findings must be discussed among
investigators before submission. In addition, further written agreements among the investigators
regarding publication and presentation must be completed. No investigator shall impede the
publication or presentation of results without due reason and justification.

Extensions of Original Project

Data resulting from the subproject will be kept on file at WSU College of Nursing and Health
Sciences and thus be available to all group members. As this project was conceptualized and
proposed by the PI of the primary study, the PI retains the right to review any extension of the
original work.

Loss of Co-investigator

Should any of the members of the research project be unable to complete the project for any
reason, then those that complete the project and publish the results will assume sole authorship
and ownership. However, footnote recognition acknowledging the contribution of former
member(s) must be provided in all presentations and published articles.

Cost

The co-investigators agree to equally share costs incurred for drafts and final copies of the
thesis project.

Signatures of Co-investigators & PI of Primary Study

______________________________________________  __________________________  ______________________
[Name], Co-Investigator  Date

______________________________________________  __________________________  ______________________
[Name], Co-Investigator  Date

______________________________________________  __________________________  ______________________
[Name], Co-Investigator  Date

______________________________________________  __________________________  ______________________
[Name], Principal Investigator  Date

[Add other signatures as necessary.]
APPENDIX C

Required Thesis Forms (Proposal)

(These forms are completed by the Graduate Programs in Nursing Administrative Assistant once students provide the required information)

1. Thesis Proposal Meeting Memo
   - Students provide meeting date, time, title of the Thesis project proposal, names of all student Thesis group members, name of committee chair, and committee members to the Graduate Programs in Nursing Administrative Assistant three (3) weeks prior to the meeting. If need ITV or other media, 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 thesis committee members via e-mail.

2. Committee Approval Form for Thesis Proposal
   - Graduate Programs in Nursing Administrative Assistant will provide this form to the thesis committee chair.
   - Thesis committee members will sign this form when proposal is approved.
   - Chair will give signed forms to the Graduate Programs in Nursing Administrative Assistant.
   - Graduate Program Administrative Assistant will forward signed copy of Thesis Proposal form to Office of Graduate Studies.
Winona State University

THESIS PROPOSAL MEETING

To:

From:

Date:

RE: Thesis Proposal

A Committee Meeting for _____________’s Thesis entitled:

has been scheduled for:

Date:

Time:

Room:
COMMITTEE APPROVAL FORM for THESIS PROPOSAL

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

FROM: FACULTY ENDORSEMENT and REVIEW COMMITTEE

DATE: The following have agreed to serve on our Thesis committee:

Chairperson Signature: ________________________________

Member Signature: ________________________________

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

THESIS TITLE:

Final Approval by Committee on: ________________________________

Committee Chairperson ________________________________

(Signature) (Date)

1 – Office of Graduate Studies
3 - Student File
APPENDIX D

Forms Related to Completed Thesis/Scholarly Inquiry Paper

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


- Students provide meeting date, time, title of the Thesis/Scholarly Inquiry Paper, an electronic copy of their abstract, name(s) of student(s) completing the thesis/SIP, name of committee chair, and committee members to the Graduate Programs in Nursing Administrative Assistant three (3) weeks prior to the meeting. Graduate Programs in Nursing Administrative Assistant must be notified at this time of the need for equipment (e.g. projector), and if ITV (or other media) are needed. Please note, information provided will be used to fill out the Completed Thesis/Scholarly Inquiry Paper Approval Form. This form will be part of the students’ final bound project. Please be sure student names are spelled correctly and correct project titles are submitted.
- Graduate Programs in Nursing Administrative Assistant will reserve a room and will send this notification to the student(s) and committee members via e-mail.


- Graduate Programs in Nursing Administrative Assistant will complete this form and send to the student(s) and committee members via e-mail.
- Copies of the Notice of Thesis/Scholarly Inquiry Paper Presentation will be posted on the Graduate Nursing bulletin board for interested parties to attend.

3. Completed Thesis/Scholarly Inquiry Paper Approval Form

- Graduate Programs in Nursing Administrative Assistant will provide this form to the chair.
- Committee members will sign this form when Thesis/ Scholarly Inquiry Paper 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/Scholarly Inquiry Paper. Students will receive signed forms for the three (3) required copies and one for each student in the group to be bound with each bound copy of the thesis/SIP. This form will be included in the bound Thesis/SIP final product.
- Thesis/SIP advisor will give the remaining signed forms to the Graduate Programs in Nursing Administrative Assistant.
- Graduate Program Administrative Assistant will forward signed copy of Completed Thesis/SIP Approval Form to the Office of Graduate Studies.
4. Thesis/Scholarly Inquiry Paper Completion Certificate (*commonly referred to as the Bindery form*)

- Graduate Programs in Nursing Administrative Assistant will provide one Thesis/SIP Completion Certificate form to the Thesis/SIP advisor.
- The Thesis/SIP advisor will give signed form(s) to the student(s) after all edits are completed and final approval is given for the Thesis/Scholarly Inquiry Paper.
- At the time students drop off their Thesis/Scholarly Inquiry Paper for binding, they will have this form signed by the bindery.
- Students will return the signed form to the Graduate Programs in Nursing Administrative Assistant after obtaining bindery verification (*form signed by both the advisor and bindery*)
- The Graduate Program Administrative Assistant will forward the signed copy of Thesis/SIP Completion Certificate to Office of Graduate Studies.
- This is an important form. The Office of Graduate Studies needs the signed Thesis/SIP Completion Certificate form to verify students have finished their Thesis/Scholarly Inquiry Paper. Students may not graduate until this form is on file with the Office of Graduate Studies.
Winona State University

FINAL ORAL EXAMINATION OF THESIS/SCHOLARLY INQUIRY PAPER NOTICE

TO:

FROM:

DATE:

RE: [THESIS] [SCHOLARLY INQUIRY PAPER] FINAL ORAL EXAMINATION

A [Thesis] [Scholarly Inquiry Paper] Final Oral Examination/Committee Meeting for _____________’s Project entitled:

has been scheduled for:

Date:

Time:

Room:
Notice of [THESIS] [SCHOLARLY INQUIRY PAPER] Presentation

(Student Names)

TITLE:

PLACE:

DATE:                TIME:

[THESIS] [SCHOLARLY INQUIRY PAPER] COMMITTEE:

ABSTRACT:

**************************************************************************************************

3 - Committee
3 - Student
1 - Posting
Winona State University

COMPLETED [THESIS] [SCHOLARLY INQUIRY PAPER] APPROVAL FORM

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

FROM:

RE: FACULTY ENDORSEMENT and FINAL REVIEW COMMITTEE

DATE:

[THESIS] [SCHOLARLY INQUIRY PAPER] TITLE:

[THESIS] [SCHOLARLY INQUIRY PAPER] COMMITTEE:

Chairperson Signature: _____________________________________________

Member Signature: ________________________________________________

Date of Final Approval by Committee: _________________________________

1 – Office of Graduate Studies
5 - Attached to Thesis/Scholarly Inquiry Paper Project
3 - Student File

36
[THESIS] [SCHOLARLY INQUIRY PAPER] COMPLETION CERTIFICATE

___________________’s [Thesis] [Scholarly Inquiry Paper] has been accepted as being in final approved form.

[Thesis] [Scholarly Inquiry Paper] Advisor’s Signature/Date ______________________________

[Thesis]:

________________________ have deposited at least three 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 ________________________________

[Scholarly Inquiry Paper]:

________________________ has deposited at least three copies of the Scholarly Inquiry Paper 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 - Office of Graduate Studies
1 - Chairperson
3 - Students
3 - Student Files
APPENDIX E

Thesis/Scholarly Inquiry Paper Format Templates

1. Title Page Format
2. Copyright Page Format
3. Table of Contents Format (*Thesis*)
4. Table of Contents Format (*Scholarly Inquiry Paper*)
5. List of Tables Format
6. List of Figures Format
7. Example of Headings or Divisions of Text
8. Examples of Table Format
9. Example of Figure Format
10. Templates for Literature Review Process
TITLE PAGE FORMAT

TITLE

A [Thesis] [Scholarly Inquiry Paper]
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 Fulfillment of the Requirements
for the Degree of
Master of Science

Date

Date of your proposal meeting (Thesis) or final oral examination.
COPYRIGHT PAGE FORMAT

Copyright

2014

Mary P. Jones
# TABLE OF CONTENTS (Thesis)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<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>Limitations</td>
<td>6</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>9</td>
</tr>
<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>
<tr>
<td>III. RESEARCH METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>Sample</td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>IV. RESULTS OF ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>Sub-title</td>
<td></td>
</tr>
<tr>
<td>Sub-title</td>
<td></td>
</tr>
<tr>
<td>V. DISCUSSION AND CONCLUSIONS</td>
<td></td>
</tr>
<tr>
<td>Sub-title</td>
<td></td>
</tr>
<tr>
<td>Sub-title</td>
<td></td>
</tr>
</tbody>
</table>
**TABLE OF CONTENTS (Thesis) (Continued)**

REFERENCES........................................................................................................................................

APPENDIX A.  TITLE IN CAPS...........................................................................................................

APPENDIX B.  TITLE IN CAPS...........................................................................................................

APPENDIX C.  TITLE IN CAPS...........................................................................................................
# TABLE OF CONTENTS (Scholarly Inquiry Paper)

<table>
<thead>
<tr>
<th>Section Headings</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>v</td>
</tr>
<tr>
<td>SECTION HEADINGS</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Background and Rationale for the Inquiry</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Inquiry</td>
<td>2</td>
</tr>
<tr>
<td>Question (if appropriate)</td>
<td>4</td>
</tr>
<tr>
<td>Method Used for the Inquiry</td>
<td>5</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>8</td>
</tr>
<tr>
<td>Summary of the Literature Reviewed</td>
<td></td>
</tr>
<tr>
<td>CONCEPTUAL FRAMEWORK</td>
<td></td>
</tr>
<tr>
<td>Conceptual Model, Theory, or Map</td>
<td></td>
</tr>
<tr>
<td>CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR NURSING</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Implications for Nursing</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>REFERENCES</td>
<td></td>
</tr>
<tr>
<td>APPENDIX A. TITLE IN CAPS</td>
<td></td>
</tr>
<tr>
<td>APPENDIX B. TITLE IN CAPS</td>
<td></td>
</tr>
<tr>
<td>APPENDIX C. TITLE IN CAPS</td>
<td></td>
</tr>
</tbody>
</table>
List of Tables applies to both the Thesis and the SIP.

**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Characteristics of Studies Reviewed</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>
List of Figures applies to both the Thesis and the SIP.

**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>

A Table of Contents Template is available at the D2L site, “Helpful Resources and Info,” under “Thesis/Scholarly Inquiry Project Related Documents” – “Table of Contents Template.”
# 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>
<tr>
<td>Level 2 Heading</td>
<td>All of Title is Flush Left, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<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>

A Table Template is available at the “Helpful Resources and Info” D2L site, under “Thesis/Scholarly Inquiry Project Related Documents” – “Table Example”
EXAMPLE OF FIGURE FORMAT

Figure 1. Figure content is explained here.
Completing a thorough literature review is one of the most important aspects of either a Thesis or Scholarly Inquiry Paper (SIP) for MS students. The initial step is to establish an organizational method for your searches, as you will add, refine, and enhance your literature searching until your paper is completed. This can be done via RefWorks, Zotera, or some other tool. The following (Tables 1 and 2) are some examples for organizing your searches.

**Suggested Data Abstraction Process Table**

Table 1

*Data Abstraction Process*

<table>
<thead>
<tr>
<th>Search Date</th>
<th>Row ID</th>
<th>Key Words</th>
<th>Restrictions (e.g. Peer-Reviewed Journals)</th>
<th>Dates Included in Search</th>
<th>Number of Hits CINAHL</th>
<th>Number of Hits OVID</th>
<th>Etc……….</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other data bases or sources may be added (or changed) to Table 1, as appropriate.
**Thesis or Scholarly Inquiry Paper Literature Table Template**

Once you have completed your initial literature search, this is a suggested table to use. These are suggested columns; some may be combined or others added, depending on the type of literature you are doing. Work with your advisor for specifics. Always include a key to the source for the level of evidence used throughout the paper, such as the one listed below this table.

**Suggested Literature Review Table**

<table>
<thead>
<tr>
<th>Citation</th>
<th>Purpose</th>
<th>Sample/ Setting</th>
<th>Design/ Framework</th>
<th>Variables/ Instruments</th>
<th>Results</th>
<th>Implications</th>
<th>Comments</th>
<th><strong>Level of Evidence</strong></th>
</tr>
</thead>
</table>

**Type/Levels of Evidence:**
- **Level I:** Evidence from a systematic review or meta-analysis of all relevant RCTs (randomized controlled trial) or evidence-based clinical practice guidelines based on systematic reviews of RCTs or three or more RCTs of good quality that have similar results.
- **Level II:** Evidence obtained from at least one well-designed RCT (e.g. large multi-site RCT).
- **Level III:** Evidence obtained from well-designed controlled trials without randomization (i.e. quasi-experimental).
- **Level IV:** Evidence from well-designed case-control or cohort studies.
- **Level V:** Evidence from systematic reviews of descriptive and qualitative studies (meta-synthesis).
- **Level VI:** Evidence from a single descriptive or qualitative study.
- **Level VII:** Evidence from the opinion of authorities and/or reports of expert committees.


Other Levels of evidence ratings may be used, but a key with the type (and citation) of the specific rating must appear with the table (at the beginning, as a key is most helpful). Additional levels of evidence may be used, but be consistent with the reference used throughout the literature table. Be sure this key is available to the reader in a conspicuous place, such at the beginning of your literature table.
STYLE GUIDELINES FOR FINAL THESIS /
SCHOLARLY INQUIRY PAPER

Abstract: 350 word limit (THESIS); 150-200 word limit (SIP)

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 except for the beginning of each chapter. An exception is needed for pages presented in landscape orientation; the top margin must 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/SIP Sections:

Note: NO Running Header, NO Page Header

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

COMPLETED THESIS/SIP APPROVAL FORM (no page number)

COPYRIGHT PAGE (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.)
Pagination
Order of Thesis/SIP Sections: (continued)

CHAPTERS (Thesis) (CHAPTER I begins with page “1” and continues throughout the remainder of the document. Page numbers are placed in the upper right corner.)

SECTION HEADINGS (SIP) (Introduction 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/ Scholarly Inquiry Paper 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 (Thesis) - 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.

SECTION HEADINGS (Scholarly Inquiry Paper) – first page top margin should be at 1” and continue at 1” throughout the remainder of the paper.

REFERENCES – The start of the first page margin is 2” from the top of the page, similar to the start of each chapter; following pages, margins are 1”.

Individual references can be double spaced, or single spaced with a double space 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.
Style Guidelines for Final Thesis/Scholarly Inquiry Paper (continued)

Formatting: Items that are landscape orientation:

- Top margin (left 11” side) 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.

A suggestion is to print one copy of the document. Take the document to duplicating services for additional copies. Note that some bindery companies may make final copies for printing and binding. Clarify with the bindery company regarding their specific printing policies.
APPENDIX F

Checklist for Scholarly Inquiry Paper

*General Items:*

1. Whenever a draft of the paper is submitted for review – submit prior draft of the paper, as well.
2. It may take up to two weeks for your chair to review your paper. You need to plan your timeline accordingly.

<table>
<thead>
<tr>
<th>Topic of the SIP is discussed with chair.</th>
<th>Yes</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIP guidelines reviewed and any questions are addressed with chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIP committee membership discussed with chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine with chair whether IRB approval is needed for SIP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIP is drafted. Discussed with chair if SIP will be submitted for review as sections or in its entirety.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revisions are made as directed by chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final oral examination meeting dates discussed with chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final oral examination meeting date set with committee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Programs in Nursing Administrative Assistant notified of oral examination date, time, title of SIP, electronic copy of abstract, and committee members. She needs to know if you will need projector capabilities and any technology needs (e.g., ITV if 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>SIP given to committee members at least two weeks prior to final oral examination meeting. Give them a paper copy. Do not send by e-mail unless discussed with chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIP final oral examination – short PowerPoint presentation necessary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

54
**After Final Oral Examination**

<table>
<thead>
<tr>
<th>Step</th>
<th>Yes</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIP revised (<a href="#">comments from all committee members must be moved to one document</a>).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final copy of SIP revisions submitted to chair for approval along with final oral examination copy with noted suggested changes from committee members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain information from the Graduate Programs in Nursing Administrative Assistant on companies that do binding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binder form obtained from SIP chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIP copies taken to the binder. You need to take as many printed copies as you desire to have bound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed binder form returned to the Graduate Programs in Nursing Administrative Assistant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two copies of bound SIP given to the Graduate Programs in Nursing Administrative Assistant. One copy given to SIP chair.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing your Thesis/Scholarly Inquiry Paper (SIP) is a continual cycle of refinement. Writing style, grammar, and punctuation are the foundation to having a well written document. Heyman and Cronin (2005) state that the editing process of a paper constitutes approximately 70% of the time that it takes to write the paper. Thus, this aspect of the writing process should be given great attention. The *Publication Manual of the American Psychological Association* (APA) (APA, 2010) is a great resource for understanding writing style, grammar, and punctuation.

Your Thesis/SIP advisor is not to be used as an editor. Each submission of your paper should be well written and edited. The checklist below is designed to assist you to identify the common APA and writing errors. You must submit this checklist to your advisor with each submission of your project paper.

<table>
<thead>
<tr>
<th></th>
<th>As authors of this Thesis/SIP, we have reviewed the document for the accuracy of the following items:</th>
<th>Initials of student who completed this activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Headings are at the appropriate level and formatted correctly (APA, pp. 62 - 63)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Font is Times New Roman, size 12</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Pagination upper right corner and in the same font as the narrative (APA, See sample papers p. 41+)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Margins are set appropriately</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Two spaces are used at the end of each sentence in the narrative</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>No extra spacing between paragraphs; be sure paragraph spacing is set at double (See APA presentation on D2L under the course “Graduate Programs in Nursing Helpful Resources and Info”)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Comma used appropriately in a seriation (APA, pp. 63-65)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Commas used appropriately (APA, p. 88)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Colon vs. semicolon used appropriately (APA, pp. 89-90)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Direct quotes have quotation marks and have a page number included in the citation (APA, p. 170+ &amp; p. 92)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Block quotes (40+ words) are used and formatted appropriately (APA, pp. 170-171)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Sources are cited correctly within the text (APA, p. 174+)</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>‘et al.’ used appropriately in citations (always when six or more authors; after the first time when 3-5 authors) (APA, see table on p. 177)</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Citations within parenthesis are in alphabetical order</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Use of the word “and” in the narrative and the “&amp;” sign within citations in parenthesis and on the reference list</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>‘that’ vs. ‘which’ used appropriately (APA, p. 83)</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Hyphens used appropriately (APA, pp. 98-100)</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Use of (a), (b), (c) - NOT 1, 2, 3 unless separate paragraphs (APA, pp. 63-64).</td>
<td></td>
</tr>
</tbody>
</table>
As authors of this Thesis/SIP, we have reviewed the document for the accuracy of the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Use of words vs numbers to express numbers (APA, p. 111)</td>
</tr>
<tr>
<td>20.</td>
<td>Numbers used correctly (when to write out and when to use numbers [generally, under 10 write out] (APA, pp. 112-113)</td>
</tr>
<tr>
<td>21.</td>
<td>When using abbreviations, write the words out fully the first time with the abbreviation in parenthesis (APA, p. 107)</td>
</tr>
<tr>
<td>22.</td>
<td>Reviewed reference list basics (APA, p. 181+) and reference list matches citations in the narrative</td>
</tr>
<tr>
<td>23.</td>
<td>Only one space between items in the reference list</td>
</tr>
<tr>
<td>24.</td>
<td>Included doi numbers (Web page that will assist in locating doi numbers: <a href="http://www.crossref.org/SimpleTextQuery/">http://www.crossref.org/SimpleTextQuery/</a>)</td>
</tr>
<tr>
<td>25.</td>
<td>Use active voice (APA, p. 77)</td>
</tr>
<tr>
<td>26.</td>
<td>Proper use of pronouns/Avoid ambiguous pronouns (APA, pp. 79-80)</td>
</tr>
<tr>
<td>27.</td>
<td>Parallel construction used before/after a conjunction (APA, p. 84-85)</td>
</tr>
<tr>
<td>28.</td>
<td>Consistent use of singular and plural within sentences</td>
</tr>
<tr>
<td>29.</td>
<td>Language is non-biased (APA, pp. 71-77)</td>
</tr>
<tr>
<td>30.</td>
<td>Avoided starting sentences with “there”, “this”, and “it”.</td>
</tr>
<tr>
<td>31.</td>
<td>Transition sentences used between thoughts and paragraphs</td>
</tr>
<tr>
<td>32.</td>
<td>All statistical abbreviations ($r, p, f$) are in italics (APA, p. 119)</td>
</tr>
<tr>
<td>33.</td>
<td>Appropriate formatting of tables and figures, including number and title, and gridlines (APA, pp. 129-140) and (APA, pp. 153-161)</td>
</tr>
<tr>
<td>34.</td>
<td>Decimal points are aligned in the statistical tables (Help function in Word)</td>
</tr>
<tr>
<td>35.</td>
<td>“Repeat headers” are used in the literature table (Help function in Word; APA presentation on D2L under the course “Graduate Programs in Nursing Helpful Resources and Info”)</td>
</tr>
<tr>
<td>36.</td>
<td>All references in the narrative are on the reference list</td>
</tr>
<tr>
<td>37.</td>
<td>All references on the concept map are discussed in Chapter two</td>
</tr>
<tr>
<td>38.</td>
<td>All citations on the literature table are on the reference list</td>
</tr>
<tr>
<td>39.</td>
<td>Congruency between narrative, concept map, and literature table</td>
</tr>
<tr>
<td>40.</td>
<td>Addressed all the comments by the faculty member and if you have chosen not to follow a suggestion, you have written a note to the faculty explaining your rationale as to why you did not follow the suggestion</td>
</tr>
<tr>
<td>41.</td>
<td>Have considered using the Writing Center in Rochester or Winona for assistance.</td>
</tr>
</tbody>
</table>

References


Appendix H

Suggested Resources for Methods When Completing a SIP Option

Integrative Literature Reviews


Rhoades, E. A. (2011). Literature reviews. The Volta Review, 111(3), 353-368. Defines different types of literature reviews; notes five problematic issues when doing literature reviews; outlines the processes for a “good” literature review.


Theory Evaluation


Policy Analysis