

Winona State University

Department of Graduate Nursing

**MASTER OF SCIENCE
THESIS
and
SCHOLARLY INQUIRY PAPER
GUIDELINES**



2023-2024

Approved: (8/16/2023)

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PREAMBLE

These guidelines provide information, including background and rationale, about the need for a Master's degree nursing student to complete a major capstone requirement, your completed work in NURS 615: *Scholarly Inquiry Paper/Thesis*. Requirements are both national and within the Graduate Programs at Winona State University (WSU), as well as offering a professional document that may be submitted for publication.

These guidelines offer background information applying to both a Scholarly Inquiry Paper (SIP) and Thesis. Generally, the formatting in a SIP or Thesis is aligned with the latest edition of the APA Publication Manual (2020). Appendices include required forms and helpful information to assist with your writing. Additional resources for writing and formatting is found in the "Resources for Graduate Nursing Students" D2L/Brightspace website. The Writing Center at WSU is another resource for writing skills, as needed.

The two credits for NURS 615 are normally taken for one credit each semester (over two semesters) to allow adequate time to meet with your SIP or Thesis advisor and follow these guidelines for a quality end product.

I. 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)¹. Both options provide in-depth analyses of a clinically relevant topic and are concerned with the research foundation for clinical practice. The Thesis is completed in groups of two to 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 American Association of Colleges of Nursing (AACN) (2006) describes the purposes of scholarly 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 courses. During NURS 614: *Evidence-based Practice*, students begin to formulate which scholarship option they plan to complete. Both Thesis and SIP require students to frame a question in the context of clinical significance and 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 are guides 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.

A. 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 WSU's 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

Section	Thesis	Scholarly Inquiry Paper
Emphasis	Conduct of secondary analysis research or working with faculty on a research question.	Analysis and synthesis of information related to a clinical question, using a variety of knowledge bases.
Goal	Contribution to an open knowledge base that may be referenced by others.	Development of a clinical practice recommendation(s) based on the literature.
Literature Review and Synthesis	Required.	Required.
Conceptual Model/ Theory/Map	Required, type depends on the research question and literature.	Required, type depends on question and method used.
Method	Secondary analysis from a faculty member's research project or working with faculty on a research project.	Directed by the purpose of the paper; commonly an integrated literature review (may be a concept analysis, theory critique, or policy analysis). Method is negotiated with SIP advisor and depends on the question.
Analysis	Data analysis required, related to the research question(s). Secondary analysis of a faculty member's database or other project.	Negotiated with SIP advisor; commonly a critical analysis of evidence reviewed with recommendations based on the evidence for the problem of study.
End Product	Thesis, chapter 5 may be a manuscript. Group work.	Portions of the SIP may become a manuscript. Individual work.
Thesis/SIP Advisor	**Nursing faculty with Graduate Faculty Status of: "Doctoral Faculty Status" or "Graduate Faculty Status I" and approval of Graduate Council.	**Nursing faculty with Graduate Faculty Status of "Doctoral Faculty Status" or "Graduate Faculty Status I".
Thesis/SIP Committee Member(s)	Thesis advisor and at least one other nursing faculty with Graduate Faculty "Doctoral Faculty Status" or "Graduate Faculty Status I or II" with approval of Graduate Council. Ex-officio members serve at the discretion of the student and/or advisor.	SIP advisor and at least one other nursing faculty with Graduate Faculty "Doctoral Faculty Status" or "Graduate Faculty Status I or II" with approval of Graduate Council. Ex-officio members serve at the discretion of the student and/or advisor.
Proposal	Required.	Not applicable. Ongoing draft portions to SIP advisor.
WSU Human Subjects	Required.	Confer with SIP advisor not usually required.
Oral Examination	Required upon completion.	Required upon completion.
Required Pre-requisite courses	NURS 600; NURS 614	NURS 600; NURS 614
Final Disposition	Submit FINAL copy to Open River (SE MN digital open access).	Submit FINAL copy to Open River (SE MN digital open access).
Future Advantages	In-depth application of research process, if planning future research (e.g., PhD). May publish.	In-depth analysis of a topic; may provide background for a future EBP project (e.g., work related or if a future DNP). In-depth review of evidence with nursing recommendations. May publish.

Note. * WSU Graduate Education Requirement, Reference Graduate Catalog

***"Doctoral Faculty Status"= full-time tenured or probationary appointment/ assistant, associate, or professor rank at WSU; "Graduate Faculty Status I" =Full-time tenured or probationary faculty appointment or fixed term appointment/ assistant, associate, or professor rank at WSU; "Graduate Faculty Status II" = Adjunct faculty or expert practitioner and community content expert. FROM WSU website:

<https://www.winona.edu/policies/Images/3-18%20NEW.pdf>

B. Beginning the Process for a Thesis or SIP

NURS 615 is the Master's sequenced course after NURS 614 for either a Thesis or SIP. Students work individually with their advisor for a SIP or in their group with their advisor for a Thesis. Several drafts are written during this time. One credit for two semesters (the typical route) OR two credits for one semester may be taken for NURS 615. See Appendix A for needed responsibilities for student(s), Thesis/SIP advisor, and committee member(s) and the grading criteria.

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 SIP. Through a process of student input and faculty expertise, students are assigned an advisor, based on faculty expertise. If a Thesis is the selected option, students may request their group members (a group is no more than three). However, final assignments depend on topics and faculty workload. Ideally, Thesis/SIP faculty advisor assignments are made near the end of NURS 614. This allows early planning for the SIP timeline or Thesis contract.

Students should meet early with their assigned Thesis or SIP advisor to determine potential questions for study and develop a project timeline. Students should develop a **project timeline** with their advisor. Thesis groups may develop a contract between the student group members and the principal investigator(s) of the primary study. The contract identifies work to be completed, who is responsible for the work, and the anticipated completion date of each activity. See Appendix B-1 for an example of a thesis contract, which serves as a guide and timeline for work to be accomplished. A template/example of a SIP contract is found in Appendix B-2. Any other project completion tool may be used so that the SIP or Thesis stays on time.

Normally there are several drafts and many edits for a quality product. The writing process is similar to the process graduates use in grant writing and manuscript preparation and is an opportunity to gain scholarly leadership skills. 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/SIP advisor. The student keeps the advisor informed of progress in completing the study throughout this time. The advisor determines when the product is adequate to be sent to the other committee member for the next step (i.e., a Thesis proposal, defense meeting, or a SIP defense meeting).

C. Dissemination of the Final Product

Following a satisfactory oral presentation/examination, the student completes final revisions to the paper and submits the revisions to their Thesis or SIP advisor. The advisor must approve the final version and sign off on the "Thesis/Scholarly Inquiry Paper Approval and Completion" form before the student(s) submits the final edited version to the Open River Digital Repository:

<https://openriver.winona.edu/nursinggraduatestudies/>. Past MS student documents can be viewed at this site at the Kreuger Library. Details about submission to this WSU repository are provided to the student(s) when the Thesis or SIP is final. See specific formatting guidelines for the SIP or Thesis for forms needed by the Department of Graduate Studies and the Office of Graduate Studies at various stages.

Students are encouraged to submit an abstract of their Thesis to ProQuest for publication. More information can be found at ProQuest's website: <https://www.proquest.com/>. Before deciding to upload your work to ProQuest or Open River, please review the publishing agreement and consideration of an embargo, especially if you plan to submit a manuscript.

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

D. Professional Writing

A hallmark of a graduate student is scholarly investigation written for a professional audience. *The Publication Manual of the American Psychological Association* (APA) 7th ed. (APA, 2020) 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. WSU has writing assistance (WSU Writing Center: <https://www.winona.edu/english/writingcenter.asp>. See your D2L/Brightspace main page or under the “Resource” menu on the course page). Faculty may require a submission of your writing at any time to a plagiarism checker.

Writing and formatting resources are available on the “Resources for Graduate Nursing Students” D2L/Brightspace site (you must self-register initially on the D2L home page - <https://winona.learn.minnstate.edu/> - sign in and click on “self-registration” at the top left of the page to locate this site, unless you have already “enrolled”). There are helpful resources on this site, created by other nursing graduate students, to assist you in writing, formatting, and presenting your Thesis or SIP.

E. Specific Guidelines for a Thesis or SIP

The following information serves as a guide for formatting the two options for your nursing Master’s degree final product (*Thesis or Scholarly Inquiry Paper*). Refer to the appropriate guideline section and appendices as you format each section of either the Thesis or SIP. A checklist for following APA style is in Appendix C and should be used for all revisions. Your research text or another research book is a helpful resource for either the Thesis or SIP.

II. SPECIFIC GUIDELINES FOR A SCHOLARLY INQUIRY PAPER (SIP)

A. Beginning the Scholarly Inquiry Paper

Students completing their SIP work closely with their SIP advisor on the literature review or other method as appropriate to their topic.

- The SIP student and SIP advisor begin by determining a potential topic of interest.
- An initial literature search is begun to explore the amount of evidence for the topic.
- Next, a purpose and question are determined which dictate the method (See Appendix D for resources with various SIP methods). The question is something that can be answered via an evidence search and does not have an intervention. Some examples include discussing a clinical issue, searching for best practices in the literature, and making recommendations; comparing tools, such as assessments for a clinical problem; or analyzing a legislative policy related to nursing.
- Submit the purpose and question to your advisor for approval prior to in-depth review of the evidence.

The literature review is a large component of a SIP, uncovering various types of evidence related to the stated problem. Work with your SIP advisor to determine whether a conceptual model, a theory, or concept map fits the SIP best. The final section contains a synthesis of the literature and recommendations. The SIP may become a manuscript, based on your advisor’s recommendation.

B. Continuing the Process for a Scholarly Inquiry Paper

The student continues working on the SIP in conjunction with their advisor. Analyze all evidence appropriate to your topic. Generally, begin with exploring the evidence and tracking your database searching according to the tables used in NURS 600 and NURS 614. Complete literature review tables (as used in NURS 600) for research articles. If the evidence is a systematic review, meta-analysis, clinical

guideline, or other types of high-level research, use the appropriate tool from NURS 614 to analyze the quality of that evidence. For instance, apply the AGREE II instrument to clinical guidelines (normally completed with at least one other person, so ask another student) or Duffy's *Critical Appraisal of Systematic Reviews* (2005) to systematic reviews. Students work through the SIP review of evidence statements and create the argument for evidence-based recommendations.

Generally, students send initial information (such as their question, methodology, and examples of literature review tables or other appraisal of evidence) as another early draft to their advisor. It is critical to get the purpose and question clear since this drives the search for evidence.

There are options for the framework of the paper. It may be a conceptual map, a theory, or a framework. Work with your SIP advisor for the option that best matches your question. For instance, if there is a theorist that is noted in many of your research articles, that theorist may work for your topic. Sometimes a conceptual map with the evidence located and those results can work. Most students find it helpful to meet and discuss this with their SIP advisor.

Other drafts (usually several) are the entire SIP. When the advisor deems the SIP is ready for the final meeting to defend, the next step is planning the final oral examination.

C. Final Oral Examination of the 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. Refer to Appendix E for information that the student(s) needs to provide for arranging the final oral examination and the necessary forms.

Students enroll in NURS 615 until the SIP advisor deems the project ready for the final oral examination. A "final" SIP should be sent to the SIP advisor and the other committee member about two weeks before the oral examination. Unless human subjects are used, there is generally no IRB requirement for a SIP.

The student(s) determines with the advisor how the meeting and presentation will be structured. The overall purpose is to provide an opportunity for the student, committee member, and any guests to discuss the product in terms of its scientific merit, contribution to nursing knowledge, and implications for further research and/or clinical practice. Generally, the student provides a Powerpoint overview of the SIP, including background, the question of study, level of evidence and quality of evidence, key findings from the literature, and recommendations appropriate to the topic and audience of interest. Your SIP advisor and committee member will grade your final product and presentation.

Following a satisfactory oral presentation/examination, the student completes final revisions to the paper and submits the revisions to their SIP advisor. The advisor must approve the final version and sign off on the "Thesis/Scholarly Inquiry Paper Approval and Completion" form (Appendix E) before the student(s) submits the final edited version to the Open River Digital Repository and/or ProQuest.

III.SCHOLARLY INQUIRY PAPER (SIP) FORMATTING GUIDELINES

A. Scholarly Inquiry Paper (SIP) Components

Each SIP 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 Appendix F for templates and style guidelines for the SIP. A checklist for the following sections are recommended for inclusion in the SIP.

1. **TITLE PAGE** – The title includes all relevant elements of the topic (method or type of inquiry or setting/population for any clinical applications). Please follow the Title Page Formatting Guide in Appendix F.
2. **ABSTRACT** – The abstract provides a summary of your paper. It is typically between 300-350 words. Items to include in the abstract are:
 - Introduction to the problem – identification of the problem, significance
 - Synthesis and analysis of supporting literature
 - Method used for the inquiry – for example, an integrative literature review, policy analysis.
 - 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 – how this contributes to the knowledge of nursing
3. **TABLE OF CONTENTS** – See Appendix F regarding formatting. Information is also in the Graduate Nursing Resources D2L site.
4. **INTRODUCTION**

Introduction: The introduction tells the reader what is in this section. There is an introduction to each section alerting the reader about the organization of each section.

Background and Rationale: Include the general area of concern, a brief background about the concern, and the significance of the topic. A justification for addressing 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.

The background includes the general area of concern, a brief background about the concern, and the significance of the concern. Gray and Grove (2021) note this section is normally several paragraphs long, with focus on (a) a summary of what is known about this phenomenon of interest and gap in this knowledge, (b) justification for why there is a need for exploration of this phenomenon, and (c) the population you plan to address. 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:

- Be clear 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, such as data about the need for this exploration of the problem.
- Clarify the setting and/or population of interest to be explored for this SIP.
- Conclude with a concise synopsis of the primary area of study for this SIP.

Purpose: Note the purpose for the paper. It is more focused than the introduction. The focus is on the aim of the paper. It should lead into the question(s).

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 ...? What are gaps in evidence about ...?). Be consistent throughout when stating it. If the paper is an evidence-based-type problem, a clinical question should be noted

(e.g., PICOT). If the paper is more focused on a general (integrative) literature review, a question about the problem exploration through this method is adequate (e.g., What is evidence about ...?). If the focus is a theory or policy analysis, state the general question to be analyzed and follow methodology for that type of analysis.

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 Evidence-Based Practice (EBP) methodology, describe the EBP framework/model and how it relates to your question. See Appendix D for suggested resources of various methods.

5. 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 F for Database Searching and Literature Review table templates. Work with your SIP advisor to determine the best table format to use that is applicable to your method and purpose.

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
- Rating system used to evaluate the evidence

Include appropriate tables (e.g., search strategies, literature reviews as appropriate to your topic or methodology). May include a summary of levels of evidence found, as appropriate.

Specific Sections: The headings and sub-headings used in this section are titled according to the concepts and elements of the inquiry. This may vary 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 headings and sub-headings will follow the themes of the evidence reviewed or may be organized according to levels of evidence or levels of effectiveness (if interventional studies).

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 "APA Grammar and Writing Checklist" provided on the Graduate Student Resources D2L site; Section 4 in your APA Manual (2020) offers help for effective scholarly writing.

Offer a synthesis summary of the literature/evidence in a narrative form.

- Synthesize the review of national/institutional guidelines, systematic reviews, and current, seminal, and landmark literature; refer to any appraisal document used in the appendix (e.g., AGREE II for clinical guidelines)
- Summarize overall levels of evidence; may use a table, as appropriate
- Identify gaps in clinical knowledge related to the clinical problem or topic

- Include an analysis of the strength of the evidence

Include appropriate tools for appraising the evidence (e.g., The AGREE document (2017) for clinical guidelines, Duffy's (2005) critical appraisal for systematic reviews, Gray et al. (2020) steps for critical review of research, or DiCenso et al. (2005) appraisal for meta-analyses) with appendices for each, as appropriate. Resources for these will be on the NURS 615 D2L/Brightspace course.

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.

6. CONCEPTUAL FRAMEWORK

Conceptual Model, Theory, or Map: In this section the conceptual model, theory, and/or map that guides the paper is presented and explained. 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 map includes the following:

- Mapping of the concepts relevant to the question and findings based on the literature. A diagram or map should be professional
- 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 model or theory section includes the following:

- A narrative fully explaining the model or theory to the reader
- All relevant evidence that is cited in the literature review and on the literature tables are discussed in relation to the Conceptual Model or Theory

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. Refer to Gray et al. (2020) or another text for a review of these elements, if needed.

7. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS 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 (e.g., education, leadership). 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, policy implication, next steps for practice improvements, need for ongoing surveillance, etc.). 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.

B. FORMAT OF THE FINAL SCHOLARLY INQUIRY PAPER (SIP)

TITLE PAGE

SCHOLARLY INQUIRY PAPER APPROVAL AND COMPLETION FORM – signed by Committee (see Appendix E)

COPYRIGHT

ACKNOWLEDGEMENT – optional except if funding has been obtained. All funding must be acknowledged (e.g. scholarships, awards used for scholarship/tuition).

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 – labeled in order they are cited in the body of the paper

IV. SPECIFIC GUIDELINES FOR A THESIS

A. The Thesis Proposal (Part 1)

The Thesis proposal document (Chapters 1-3) includes 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 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.

See Appendix G for information students must provide in arranging the proposal meeting, along with necessary forms. Since the thesis is a group project, each member is asked to complete the peer review form in Appendix H (Thesis Peer Review) prior to the proposal meeting and again prior to the final thesis defense meeting.

When the advisor determines the proposal is ready for the proposal meeting, and a date is secured for all, the proposal (chapter 1-3) is submitted to the other committee member two weeks to the proposal meeting. Generally, Thesis students provide a Powerpoint overview of the Thesis proposal, including background, the question(s) proposed for the secondary study, level and quality of evidence from the literature, design elements, and planned data analysis. The Thesis advisor and committee member offer feedback to enhance the quality of the proposal and grade the product and presentation. Each member will complete a review of other thesis members' teamwork. Following the proposal meeting, the advisor works with students regarding a timeline for edits, additional reviews, and when the research and data analysis can proceed.

1. 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 agencies, if needed). *The proposal meeting must be finalized, and your Thesis Committee must approve the proposal before any IRB submissions can be made.* The purpose of such review is to examine studies for compliance related to federal regulations concerned with the protection of human subjects. Proof of Human Subjects Protection Education completion must be downloaded as a component of NURS 615. This certificate (from WSU or elsewhere) is required for any IRB submission. 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 IRB. WSU and clinical agencies have independent responsibilities related to the protection of human subjects, and students need to obtain review from both organizations, if appropriate. Check with your advisor; if the data stemmed from another clinical agency (e.g., Mayo, Gundersen Health, etc.) someone from that agency generally writes a letter to you providing permission that you will upload to your WSU IRB "package". You need to provide that person with your thesis group members, Thesis advisor, and title of your Thesis for inclusion in this letter.

WSU Human Subjects guidelines and procedures for review are available at www.irbnet.org and must be consulted by both student and advisors. All WSU IRB protocols are submitted through the IRBNet electronic application system. See this helpful Powerpoint information about the IRB process and how to "register" for the WSU IRB site when ready for a proposal submission: <https://www.winona.edu/grants/Media/Obtaining-IRB-Approval.pdf>. Notification of the WSU IRB decision is sent to the Thesis advisor and student(s).

If using a faculty member's data for a secondary analysis (Thesis), a letter from that faculty member should be included with the IRB submission stating permission to use the data. Any permission/approval notices must be included as an appendix in the Thesis. If working with a clinical agency, check with your thesis advisor about additional required documents or approvals.

Students will receive their secondary data set from their Thesis advisor once they receive IRB approval, normally after the Thesis proposal is approved by your thesis committee. Secondary data analysis can then proceed. WSU's Statistical Consulting service may be used.

B. Continuing the Process for a Thesis (Part 2)

Students continue working on the Thesis in conjunction with their advisor to complete data analysis, findings, interpretation of findings, discussion, and conclusions (Chapters 4 and 5 of a Thesis). This normally involves several drafts and edits for a quality product. NURS 615 is taken continuously until the Thesis is completed. The nature of work during this time is negotiated between the students and the Thesis advisor. Students keep the advisor informed of progress in completing the study throughout this time.

Following drafts and review from your advisor, discuss potential timing for your final oral examination. When the advisor deems the thesis product is ready for the final meeting to defend the Thesis, the next step is planning the final oral examination.

C. Final Oral Examination of the Thesis (Part 3)

Students should be enrolled in NURS 615 during the semester of the formal presentation of the completed product to the Thesis 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 students. Refer to Appendix E for information that thesis students must provide when arranging the final oral examination and necessary forms. The final Thesis should be provided to the Thesis advisor and committee member **two weeks prior** to the final oral examination meeting.

The students determine 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, contribution to nursing knowledge, and implications for further research and/or clinical practice. This presentation is similar to the proposal meeting, except more emphasis is on the results of the study and recommendations. The Thesis advisor and committee grade this product and presentation. Group members offer a review of each other's teamwork on the thesis work.

Following a satisfactory oral presentation/examination, the students complete final revisions to the paper and submit revisions to their Thesis advisor. The advisor must approve the final version and sign off on the "Thesis Approval and Completion" form before the student(s) submits the final edited version to the Open River Digital Repository and/or ProQuest.

V. SPECIFIC FORMATING GUIDELINES FOR THE THESIS

A. Thesis Proposal Components

The proposal consists of chapters one through three, using APA format (APA, 2020) and the guidelines below. The following are the 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 editing time later. See Appendix F for formatting guidelines.

1. **TITLE PAGE** – The title includes all relevant variables, types of study, and sample. Please follow the Title Page example in Appendix F.
2. **ABSTRACT** - The abstract provides a summary of your proposed Thesis project. The abstract for the PROPOSAL is typically between 120 – 250 words but not more than 350 words. The

abstract for your final thesis is a maximum of 350 words. Items to include in the Thesis proposal abstract are:

Problem – in one sentence if possible

Purpose – state the same way as you do throughout your Thesis

Theoretical/conceptual framework

Method – includes the design, setting, sample, instruments used, and data collection procedures

3. TABLE OF CONTENTS

4. 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 scholarly - clear and intentional, not necessarily creative.

Research Problem Statement: The problem statement includes the general area of concern, a brief background about the concern, and the significance of the concern. Gray and Grove (2021) note this section is normally several paragraphs long, with focus on (a) a summary of what is known about this phenomenon of interest and gap in this knowledge, (b) justification for why there is a need for exploration of this phenomenon, and (c) the population you plan to address. 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, such as data about the need for this exploration of the problem.
- 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: Gray and Grove (2021) define the research purpose as a “clear, concise statement of the specific focus or aim of a study, identifying the reason the study was conducted” (p. 105). You may see the following words used interchangeably:

- Purpose
- Goal
- Aim
- Objective

In a Thesis, the term “purpose” is generally used, but any of the above terms is acceptable. Remember, the purpose of the study is written in the **past** tense. The problem statement supports the purpose. Included in the purpose statement are:

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

Research Questions: Please refer to Gray and Grove (2021) (or other research text) for assistance. This section may stand on its own or may be a subsection of the purpose section of the proposal. WSU Theses are commonly descriptive, correlational, or qualitative.

Remember the purpose of the study needs to guide this section. When stating the question:

- Each variable of the study needs 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. These variables 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. Provide the important aspects of the chapter contents, yet not all 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.....were provided.

5. CHAPTER II – REVIEW OF LITERATURE

Introduction: This chapter, as does every chapter, has an introduction section. This section provides the reader with the organization of the chapter (e.g., Themes of literature reviewed align with the framework.....The literature review is organized first by... next...).

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 F. If only E-documents were reviewed, provide a rationale.

Headings for Specific Sections: The headings used in this section are titled using the concepts and variables of the study. You may start with a review of the theoretical literature (e.g., concept analyses, theories, conceptual frameworks that support your topic or purpose) on one or more concepts. The heading might be “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. Empirical research (research studies supporting your topic or purpose) might be the next main heading. Each main topic could have several sub-headings (see APA Manual, 2020, for levels of headings) appropriate to how your literature review is organized. If you have a theory or conceptual framework that matches your phenomenon, headings could align with it.

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 purposes of the study were to describe the incidence of hypertension among nursing home residents and to explore the association of hypertension and stress among nursing home residents, then:

The headings for 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 F for the template). You may cite that appendix at various places in this chapter (i.e., at beginning of the chapter, at various key points, and at the end of this chapter).
- Provide a synthesis of the studies, not a paragraph on each study.
- 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 “APA and Grammar Checklist” provided in Appendix C and on the Graduate Student Resources D2L/Brightspace site.
- Near the end of this chapter, provide an overall literature summary:
 - Address gaps in the evidence
 - Summarize the overall strength of the evidence

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. The model or map may be included at the end of chapter II or as an appendix. Most, but not all, studies will have a conceptual model or theory.

Conceptual Map: A conceptual map is based on the review of the literature and is what guides the study. A conceptual 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.
- 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. Refer to the “Frameworks” chapter in Gray and Grove (2021).

Summary: The summary provides information about the authors’ assessment of the body of literature regarding the topic(s) as well as 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.

6. CHAPTER III – RESEARCH METHODOLOGY

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

Design: State the research design. May include rationale for it. If a secondary analysis, briefly note the primary study and how your study is connected to it. Include appropriate citations for the author(s) of the primary study.

Primary study: If your study uses an established database or is a secondary analysis of existing data, describe the primary study or database. This section includes a description about the primary study's purpose, design, sample, setting, instruments, data collection procedure, and ethical considerations.

Your current (secondary analysis) study: This section includes design information specific to your study. As a secondary study, the setting, sample, and other elements may be the same as the primary study.

Sample and Setting: Identify the population and sample for your current study (sample size, determination of sample size, sampling criteria, sampling method). It may be the same as the primary study but clarify all elements specific to your study. The secondary sample size may not be known but provide what you know from the primary study (this number is needed for the WSU IRB). Discuss selection of the setting and setting characteristics for your current study. If a secondary design, it will be the same as the primary study. This section may be combined with the sample section.

Ethical Considerations: Address how the human subjects are protected in your study (e.g., de-identified data, how you will protect the data once received from the Primary Investigator). Human Subjects protection (e.g., WSU IRB approval form) for the study may be placed in an appendix. You **MUST** complete WSU's IRB submission before you obtain your data subset from the Primary Investigator, so this is an important element. Include a letter from the Primary Investigator allowing access to your needed database (this is required for WSU's IRB submission), and, perhaps, a letter from the clinical agency, as well.

Instruments or Measurement: Describe instruments or measurements of each study variable (reliability, validity or credibility, confirmability). If instruments require permission for use, include such permission (e.g., letter, e-mail, form) in an appendix. If your study uses only one instrument from the primary study where several instruments were used, focus only on the instrument (or specific questions, if applicable) for your study.

Data Collection Procedure: Describe how you plan data collection process (for the proposal) and schedule, management of data, if you will do data collection. If a secondary analysis, note how you will obtain your data subset from the Primary Investigator and how you plan to guard the de-identified data. For the final thesis, explain how your data actually were analyzed into Chapter IV (and remove it from the proposal Chapter III).

Data Analysis: Describe your plan for analysis of data. Address the statistical analysis for how you plan to answer each research questions as well as demographic data. **NOTE:** *This data analysis section is moved to Chapter IV AFTER the proposal, along with any revisions in how you completed the statistical analysis.*

Limitations: Note any limitations if they have not been addressed in previous sections. *This section is also moved into Chapter V for the final product* but is included here for the Thesis proposal. Provide a brief description of why these are potential limitations 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.

Chapters one through three constitute the Thesis Proposal and will be reviewed by your Thesis Committee prior to the Thesis Proposal Meeting. See Appendix G for planning.

B. FORMAT OF THE THESIS PROPOSAL

TITLE PAGE

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

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

CHAPTER II

CHAPTER III

Chapters I, II, and III complete the thesis proposal. After the proposal meeting, make needed revisions and work with your advisor to obtain and analyze the data. Continue to add new literature or other updates. Revise Chapter III according to the Guidelines prior to your thesis defense version. Be sure to refine the abstract from your proposal with your finalized work. Include the added elements (data analysis, recommendations, etc.) since the proposal. The maximum words for the final thesis abstract is 350 words.

Work with your thesis advisor following data analysis. Discuss whether you plan to complete chapter V as a manuscript to a selected journal or a “regular” thesis chapter V. The following information is for your final thesis formatting.

C. FORMAT OF THE FINAL THESIS

1. 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. Tables may be used for these sample demographics. You should know your final sample size following your data analysis.

Data Analysis: Describe how the data were analyzed (revise this from the proposal in chapter III), followed by the results for each question. State each research question; these may be headings or sub-headings. 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. This chapter is the objective data results related to your question(s).

Summary: One paragraph that summarizes the results.

2. CHAPTER V

There are two options for writing chapter V. The faculty advocates that CHAPTER V is organized as a manuscript. If you are not going to write chapter V as a manuscript, please skip to the next section for writing CHAPTER V as a non-manuscript.

i. CHAPTER V as a MANUSCRIPT

It is recommended that prior to writing this chapter as a manuscript, potential journals for submission are reviewed. The organization of this chapter 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 so your committee can offer feedback accordingly. There is some variation. For instance, discuss your conceptual framework, even though your selected author guidelines may not require it. The following are common guidelines but adjust them according to specific author guidelines for the selected journal.

Introduction: Include a brief introduction to the problem, the purpose, and research questions.

Background Literature: Summary of CHAPTER II. This is usually condensed for journal requirements.

Method: Summary of CHAPTER III; subheadings may include subjects/participants, instruments, procedures (e.g., data collection, data analysis).

Results: Summary of CHAPTER IV with the possible inclusion of several tables, depending on the author guidelines for the journal.

Discussion and Conclusions: State your research question(s). Summarize, discuss, and relate to the literature your findings, as appropriate to the audience of your intended manuscript. Analyze your results - were they expected or unexpected, and why. Form some conclusions. You may speculate about your findings, as they relate to the intended audience of the selected journal.

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 may not be in your final manuscript, but it is a requirement of Chapter V for the purpose of the Thesis.)

Scope and Limitations: Move the limitations from Chapter III here. Include added limitations uncovered after the data analysis.

Implications: Address as appropriate to the readership of the selected journal, such as for practice, education, or other.

Implications for Research: Provide at least one idea for future research.

Summary: Provide a summary addressed to the specific readership.

References: May have two reference lists: (a) one only with references for the manuscript and (b) full Thesis references following; work with your Thesis advisor for the preference. Follow APA citations and references (even if the author guidelines are not APA). Be sure to double check citations with references. Use the APA checklist for writing quality.

ii. CHAPTER V as a NON-MANUSCRIPT

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

3. CHAPTER V – DISCUSSION AND CONCLUSIONS

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

Description of the Sample: Describe your sample and relate your sample to similar or different samples/settings from your literature.

Discussion and Conclusions: State the research question(s). Findings are summarized, discussed, and related to the literature (e.g., were your findings the same or different from other studies? Why or why not?). Analyze your results - were they expected or unexpected, and why. Form some conclusions. This is the place to speculate on what your findings mean. Remember to continually relate back to your question(s).

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 and explained considering your findings.

Implications: Address as appropriate to your findings, such as for practice, education, or other.

Implications for Research: Provide at least one idea for future research.

Summary: Provide an overall summary.

References: Follow APA citations and references. Be sure to double check citations with references. Use the APA checklist for writing quality.

Appendices: Listed in order as they appear in the narrative per APA formatting.

References

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- Gray, J. R & Grove, S. K. (2021). *Burns and Grove's the practice of nursing research: Appraisal, synthesis, and generation of evidence* (9th Ed.). Elsevier, Inc.
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Appendices

APPENDIX A

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

Table 1

Meeting Preparations and Responsibilities of Student(s), Advisor, and Committee Members for Thesis or Scholarly Inquiry Paper

Student(s) Responsibilities	Thesis/SIP Advisor Responsibilities	Thesis/SIP Committee Member(s) Responsibilities
Follow the thesis contract (with other members) OR the project timeline for a SIP to determine when Thesis/SIP is ready for submission to the committee. Work with Thesis/SIP advisor to establish regular meeting times and means of communication.	Work with student(s) to determine timelines for regular meetings and drafts/readiness for proposal or final defense meetings; provide potential available meeting dates.	Offer potential available dates for committee meetings.
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). A Doodle poll may be used: (http://www.doodle.com/).	Advise the student(s) throughout Thesis/SIP development, completion, and preparation for the final oral examination (and for the Thesis proposal).	Read the Thesis/SIP and provide feedback to the students at the proposal and/or final examination meetings. Be available for meeting dates.
Notify the Department of Graduate Nursing’s Office Administrative Assistant (OAS) 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.	Bring all forms that need to be signed to final oral examination (or available online). The OAS usually prepares these at the time the student schedules the final oral examination (See Appendix E). Gather input from committee member as to scholarliness of the paper and input from committee member for grading rubric.	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 P/F 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.
Provide a copy of the completed Thesis or SIP, 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. Ask committee members if they prefer a paper copy.	Deliver signed forms to the OAS who then forwards copies to the Graduate Office and the student’s file(s).	Work with Thesis/SIP advisor for any additional student feedback.
If Thesis group, complete the “Peer Review of Thesis Group Members” forms and submit to Thesis advisor prior to committee meetings.	Review forms to assist in determining grade for NURS 615.	Offer input to Thesis advisor regarding peer reviews and students’ grades for NURS 615.
Present a brief (10-15 minutes) formal overview of the Thesis/SIP at the committee meeting, and then answer	Give student(s) a copy of the signed forms when all changes have been completed to the Thesis/SIP.	Attend committee meeting. Ask students questions, as appropriate.

Student(s) Responsibilities	Thesis/SIP Advisor Responsibilities	Thesis/SIP Committee Member(s) Responsibilities
<p>questions and provide clarification for committee members. Discuss with the Thesis/SIP advisor the format for the formal presentation. Clarify with Thesis/SIP advisor next steps (edits, how to post to Open River, etc.).</p>		
<p>When Thesis/SIP advisor has approved final changes (post the final defense meeting) and has submitted the “Completion Form” to the Administrative Assistant, submit your final document to the WSU Open River repository. The Administrative Assistant will provide the latest directions for submission.</p>	<p>When final edits/changes are reviewed, complete the “Completion Form”, return to the Administrative Assistant, and alert student(s) they may submit final document to the WSU Open River repository.</p>	

2. Grading for Thesis/Scholarly Inquiry Paper for NURS 615

Prior to the Final Oral Examination of the Thesis or SIP, the advisor posts a grade (P/F) 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. The committee member will provide input to the Thesis/SIP advisor, who posts the grade for the final semester of NURS 615.

3. Criteria for Grade Earned (pass/no pass) 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 Department of Graduate Nursing’s OAS

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

Templates/Examples of a Thesis and Scholarly Inquiry Paper Contract

APPENDIX B-1

1. About a Thesis Contract

I. Thesis Collaboration Contract Development

The advantages of a collaborative thesis contract assist with problems of conflict, authorship, and commitment. 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.

Students complete the Thesis 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.

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.

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).

First, identify the essential activities that need completion of the thesis. Review the Thesis/Scholarly Inquiry Paper Guidelines. Several 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. Negotiate which group member takes more leadership at certain times throughout the project. Leadership varies 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.

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: Yonge, O., Skillen, D. L., & Henderson, D. (1996). Collaborative research by graduate students. *IMAGE: Journal of Nursing Scholarship*, 28, 365-367. (Full text available online)

II. Example of Thesis Contract

An example 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 Template/Example

For Secondary Analysis Project of

"Association of Depression and Physical Function among Older Adults in an assisted Living Community"

Investigators

- Al Brown, Co-investigator [AB]
- Connie Done, Co-investigator [CD]
- Elaine Framm, Co-investigator [EF]
- Penny Golightly, 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 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. This example is when taking NURS 615 in one semester but may be revised if dividing the credits between two semesters.

Thesis Contract Template/Example

Suggested Work Near the End of NURS 614 Course	Person Responsible	Date to be Completed
Connect with other team members, principal investigator(s) to determine specific secondary questions (or other work).	ALL	Late Spring semester (at end of N614)
Contract written with other team members, principal investigator(s) if appropriate, and others. Determine a method and plan for work among team members (e.g., by concepts or variables, by thesis sections, etc.)	AB, CD, EF	End of Spring semester.
Begin preliminary lit reviewing	AB, CD, EF	PRN

Work Items Prior to Proposal Meeting	Person Responsible	Date to be Completed
Plan meeting times with Thesis Advisor and/or thesis group members.	ALL	Aug/Sept.
Review Chapter 1 draft with additions and corrections prior to submission to thesis advisor. Remember to apply the APA Checklist for accurate APA style.	AB, CD, EF	Sept.
Submit Chapter 1 draft to thesis advisor.	AB	Sept/Oct.
Critique Chapter 1 and return to students for changes.	PG	Oct.
Draft Chapter 2 and review Chapter 2 draft with additions and corrections prior to submission to thesis advisor.	AB, CD, EF	Oct.

MASTER THESIS/SCHOLARY INQUIRY PAPER GUIDELINES

Work Items Prior to Proposal Meeting	Person Responsible	Date to be Completed
Submit Chapters 1-3 draft to thesis advisor.	CD	Oct.
Critique Chapters 1-3 and return to students for changes.	PB	Oct/Nov.
Revise Chapters 1-3, if needed.	AB, CD, EF	Oct/Nov.
Discuss/plan potential thesis proposal dates.	ALL	Oct/Nov.
Notify Dept of Graduate Nursing's Office Administrative Specialist (OAS) of proposal date, time, and committee members (and if media must be arranged).	AB	Oct/Nov.
Provide copy of proposal to committee 2 weeks prior to proposal meeting.	CD	Oct/Nov.
Develop presentation for proposal meeting – short presentation necessary (with PowerPoint).	ALL	Nov.
Proposal meeting with committee.	All	Nov.

Work Items Following Proposal Meeting	Person Responsible	Date to be Completed
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.	AB, CD, EF	Jan.
Review WSU's IRB directions and create an "account" for it (if not already completed). Submit DRAFT of IRB application to advisor for approval.	AB	Jan./Feb.
Submit WSU IRB application (this includes your "Protection of Human Subjects Quiz"). One student is the "primary investigator" for this application, with others as co-investigators.	AB	As soon as Thesis advisor approves changes
Prepare IRB approval forms for other organizations as necessary.	CD	PRN

After IRB approval(s):	Person Responsible	Date to be Completed
Obtain data from primary study database in a file with data necessary for study following WSU's IRB approval.	PG	Feb.
Complete data analysis.	EF – AND ALL	Feb.
Discuss final formatting of data analysis with thesis advisor.	AB	Feb/Mar.
Draft Chapter 4.	CD	Feb/Mar.
Review Chapter 4 draft with additions and corrections prior to submission to thesis advisor.	AB, CD,EF	Feb/Mar.
Submit Chapter 4 to thesis advisor. Continue work on Chapter 5.	CD AB, EF	Feb/Mar.

MASTER THESIS/SCHOLARY INQUIRY PAPER GUIDELINES

After IRB approval(s):	Person Responsible	Date to be Completed
Critique Chapter 4 and return to students for corrections.	PG	Feb/Mar.
Review Chapter 5 and add to discussion.	AB CD, EF	Mar.
Submit Chapter 5 to thesis advisor.	EF	Mar.
Critique Chapter 5 and return to students (continue the process until thesis advisor indicates you are ready for next step).	PG	Mar.

Work Items Prior to Thesis Final Oral Examination	Person Responsible	Date to be Completed
Discuss/plan final oral exam meeting dates with thesis advisor.	AB	Mar.
Notify Dept. of Graduate Nursing's OAS of final oral exam date, time, and committee members, sites of committee members, and inform of audiovisuals that will be used.	AB	As soon as a date is finalized.
Provide a copy of the thesis to committee 2 weeks prior to thesis final oral exam meeting. You may be requested by your thesis advisor to submit the Thesis to a plagiarism checker.	CD	Mar/Apr.
Prepare PowerPoint presentation for final oral exam.	EF	Mar/Apr.
Participate in the final oral exam.	All	Mar/Apr.

Work Items Following Thesis Final Oral Examination	Person Responsible	Date to be Completed
Prepare a copy of thesis with comments from all committee members incorporated into one document. Make revisions.	AB, CD, EF	Following final oral exam.
Submit final copy of thesis revisions to thesis advisor for approval along with final oral exam copy with noted suggested changes from committee members.	EF	Following final oral exam.
Obtain Completion Certificate form from thesis advisor.	AB	May
Final Thesis submitted electronically to the Krueger Librarian (see directions on NURS 615 course site) for submission to Open Rivers Digital Repository.	AB	May
Prepare abstract for submission to research conference.	CD	PRN
Prepare manuscript for submission to selected journal.	EF	May

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 (2020, section 1.22, p. 25) 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. G to prepare for overall study
- Midwest Nursing Research Society – P. G 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 B-2**2. Template/Example of a Scholarly Inquiry Paper Project Timeline****I. Introduction and Importance**

This information provides the background necessary to develop a contract or timeline for your SIP. The SIP project is an in-depth analysis of literature or another critical analysis (e.g., of theory or policy) and critical component of graduate student outcomes. The complexity of the requirement provides an opportunity to develop a contract that delineates responsibilities and a timeframe agreeable to both the student and faculty SIP advisor. The contract needs to reflect the level of involvement of the student and SIP advisor. Work with your SIP advisor regarding the contract.

Students will complete the SIP as an individual project. 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 or that the original timeline includes the activities of the outside individual. The use of Quality Improvement (QI) data provided by an individual not employed by WSU is one example of use of an outside individual. Another example would be the participation of a non-WSU faculty member in student analysis of QI data. For both instances, include an appendix or other information where the individual gives you permission to use that data. Your SIP advisor needs to be involved in the development of this aspect of the contract.

First, identify the essential activities needed to achieve the completion of the SIP. Review the Thesis/SIP Guidelines. Examples of essential activities are: submitting draft sections for review by SIP advisor and communication with the Department of Graduate Nursing Office Administrative Specialist. Work with your SIP advisor as to the timing of meetings. For instance, you may meet regularly as you begin, and less frequently as you move along with your literature searching.

Completion of your SIP requires your best leadership skills including communication, time management, risk taking, and assertiveness. It is useful to recognize that unexpected delays can occur during your SIP such as unexpected illnesses, work demands, or family responsibilities. Consider the potential for delays when developing your contract.

An example of a SIP contract follows. It is only an example. Remember this contract is specific to your SIP.

EXAMPLE of a SIP PROJECT TIMELINE

An example of a SIP contract between the student and the faculty advisor follows. Change elements, as needed to fit your SIP; you may revise as the SIP progresses.

"[Title of the SIP]"

- [Student Name],
- [Faculty SIP Advisor Name],

The SIP is a student led activity. The student is responsible for initiating communication with the SIP advisor and proposing a timeline. Completion of the project in a timely manner is essential. The timeline for completion of each work activity is outlined below. This timeline reflects NURS 615 for two semesters. The following timeline reflects activities for each of the major sections of the SIP. However, the student and faculty can determine whether sections will be submitted individually or together (e.g., student submits the Introduction and Literature Review sections at one time).

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 advisor to review your paper. You need to plan your timeline accordingly.
3. The student is to review the APA Checklist prior to each SIP submission and may be requested by the SIP advisor to submit to a plagiarism software program.
4. Each section may require more than one round of revisions as determined by the SIP advisor.

Suggested Work Near the End of NURS 614 Course to Prepare	Date to be Completed
Discuss potential SIP topic/question(s) with SIP advisor.	End of Spring semester (in N614)
Review SIP guidelines, address questions with advisor.	End of Spring semester (in N614)
Discuss with SIP advisor whether to take NURS 615 over one or two semesters (two are recommended).	End of Spring semester (in N614)

Work Activities During NURS 615	Date to be Completed
Meet with SIP advisor to discuss/refine SIP topic and develop initial plan for the project timeline and frequency of regular meetings.	Sept.
Define/refine your SIP questions (may be research questions using the literature to “answer” the question; may be EBP or PICO question for a clinical question with recommendations for practice). Determine with advisor whether IRB approval is needed for SIP.	Sept.
Begin review of relevant evidence with literature tables or other appropriate appraisal guides.	Sept/Oct.
Determine with advisor introduction (especially purpose/question/method) and timeline.	Sept.
Submit Introduction section to SIP advisor, including the question(s).	Sept.
Draft Literature Review section. Suggest including a sample of your literature review tables for review by your SIP advisor.	Sept/Oct.
Advisor critiques Introduction section and returns to student for revisions.	Sept/Oct.
Revise Introduction section and submit Introduction and Literature Review section to advisor.	Oct.
Draft Conceptual Framework section. May need to discuss this with your SIP advisor, such as to determine which type to use (conceptual model, theory and/or concept map of the literature).	Oct.
SIP advisor reviews Introduction and Literature Review section and returns to student for revisions.	Oct/Nov.
Submit revised Introduction and Literature Review section along with Conceptual Framework section to advisor.	Oct/Nov.
SIP advisor reviews Introduction, Literature Review, and Conceptual Framework and returns to student for revisions.	End of Fall semester
Draft Conclusions, Implications, and Recommendations for Nursing section.	Jan/Feb.
Submit revised Introduction, Literature Review, Conceptual Framework, and Conclusions, Implications, and Recommendations for Nursing sections to SIP advisor.	Feb.
SIP advisor reviews and discusses Introduction, Literature Review, Conceptual Framework, and Conclusions, Implications, and Recommendations for Nursing sections and returns to student for revisions.	Feb.

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Work Activities Prior to SIP Final Oral Examination	Date to be Completed
Discuss with SIP advisor potential dates for Final Oral Examination meeting.	Feb.
Establish the Final oral examination meeting date with committee members.	Feb/Mar.
Communicate with the Department of Graduate Nursing’s Administrative Office Assistant (OAS) your oral examination date, time, title of SIP, electronic copy of abstract, and committee member information. State any technology needs (e.g., Zoom). The OAS will notify you and your committee on the room number(s) and any Zoom links (see Appendix E for needed forms).	Feb/Mar.
Provide SIP to committee members at least two weeks prior to final oral examination meeting. Provide each a copy of the SIP. Ask committee if they prefer paper copies.	Feb/Mar.
Prepare short PowerPoint presentation (10-15") for Oral Examination.	Mar.
Conduct the Final Oral Examination. Be prepared to respond to questions from your SIP committee members. Take notes for any changes needed.	Mar.
Work Activities Following SIP Final Oral Examination	Date to be Completed
Prepare a copy of SIP with comments from all committee members incorporated into one document and make needed revisions, based on this feedback.	Mar.
Submit final copy of SIP revisions to SIP advisor for approval along with Final Oral Examination copy with suggested changes from committee members.	Mar/Apr.
Obtain signed (by advisor) Approval and Completion form from SIP advisor.	Mar/Apr.
Final SIP submitted electronically to the Krueger Librarian (see directions on NURS 615 course site) for submission to Open Rivers Digital Repository.	Apr.
Prepare abstract for submission to conference, as applicable.	Apr.
Prepare manuscript for submission to selected journal, as applicable.	May

Publication and Recognition

The faculty advisor retains the right of co-authorship with the student for the SIP project – to be negotiated between the student and SIP advisor. In the case of manuscript submission, both the student and SIP advisor will negotiate (with other team members, if appropriate) authorship inclusion and order. Refer to the APA manual (2020, section 1.22, p. 25) for additional information.

Publication or presentation of the SIP project or any component thereof must be discussed among team members before submission. Written agreements among the co-authors/others involved in the SIP should be done regarding publication and presentation. No team member shall impede the publication or presentation of results without due reason and justification.

Cost

The SIP student is responsible for all costs for drafts and final copies of the SIP project.

Signatures

[Student Name], SIP Lead

Date

[Faculty Advisor Name], Faculty Chair and Advisor

Date

[Name], [Role in SIP]

Date

APPENDIX C

APA (2020) and Grammar Checklist

This APA and grammar checklist serves as a resource for quality APA writing style, grammar, and punctuation. This checklist is used for all papers in the Department of Graduate Studies and for most nursing publications. “Excellence in writing is critical for success in many academic and professional pursuits” (American Psychological Association (APA), 2020, p. xvii). Writing is a continual cycle of refinement. Several strategies are noted (See “Strategies to Improve Your Writing” section, pp. 125-127) in your APA manual, to assist you with a quality writing process.

Your faculty person(s) reviewing any papers are not to be used as an editor. This checklist can assist with identifying common APA and writing errors. Review these APA elements pertinent to your paper and initial when completed. Faculty may request this checklist as a submission along with papers in various courses as well as a plagiarism software program.

All page numbers are from the *Publication Manual of the American Psychological Association* (APA, 2020).

Item No.	Review your completed document for the accuracy of the following items:	Student initials for each element:
1.	Headings are at the appropriate level and formatted correctly (pp. 47-49)	
2.	Do not used “introduction” as a heading (p. 47)	
3.	Font is Times New Roman, size 12 (p. 44)	
4.	Pagination upper right corner (flush right) and in the same font as the narrative (p. 43-44)	
5.	Margins are set appropriately (p. 45 – also see Thesis/SIP or DNP Guidelines)	
6.	Paragraph aligned to left, indented, with right margin uneven; no extra spacing between paragraphs (p, 45)	
7.	Insert one space following periods or other punctuation at end of sentences (p. 154)	
8.	Commas used appropriately in a seriation (p. 155)	
9.	Commas used appropriately (pp. 155, 156)	
10.	Colon vs. semicolon used appropriately (pp. 156, 157)	
11.	Short quotations have quotation marks and accurate page number(s), or other identifiers included in the citation (pp. 271- 274)	
12.	Block quotes (40+ words) are used and formatted appropriately (pp. 272-273)	
13.	Sources are cited correctly within the text (Chapter 8, pp. 253-278)	
14.	The use of ‘et al.’ is used appropriately in citations (for three or more authors, the first time and thereafter) (p. 266)	
15.	Citations within parentheses are in alphabetical order (p. 263)	
16.	Use of the word “and” in the narrative and the “&” sign within citations in parenthesis and on the reference list (p. 266)	
17.	Writing clarity and conciseness (pp. 113 – 115)	
18.	‘that’ vs. ‘which’ used appropriately (p. 122)	
19.	“who” vs “that” used appropriately (pp. 121, 122)	
20.	Pages formatted correctly (e.g., page ordering, header, line spacing, etc.) (pp. 43-46)	
21.	Use of (a), (b), (c) in seriations within paragraph - NOT 1, 2, 3- unless separate paragraphs (p. 159).	

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Item No.	Review your completed document for the accuracy of the following items:	Student initials for each element:
22.	Numbers used correctly as words - when to use numerals vs words (generally, under 10 write out) (pp. 178-179)	
23.	When using abbreviations, write the words out fully the first time with the abbreviation in parenthesis (p. 173)	
24.	Reviewed reference list basics; reference list is formatted correctly and accurately for each source (pp. 283-307 with examples pp. 313-352)	
25.	Punctuation within entries in reference list (pp. 284, 285)	
26.	Use of DOLs and URLs is appropriate (pp. 298-301)	
27.	Active voice is used throughout (p.118)	
28.	Avoid wordiness and redundancy (pp. 114-115)	
29.	Proper use of pronouns and gender conforming pronouns (first person, third person and use of “they”) throughout (pp.120-121)	
30.	Parallel construction (pp. 124-125)	
31.	Subject/verb agreement (singular and plural) (pp. 119-120)	
32.	Bias-free language (pp. 131-148)	
33.	Transition sentences used between thoughts and paragraphs (p. 112)	
34.	Statistical presentations and formatting is correct (e.g., <i>r</i> , <i>p</i> , <i>f</i> are in italics) (pp. 181-188 and Table 6.5 on pp. 183-186)	
35.	Correct statistical symbols for total sample (<i>N</i>) vs sub-samples (<i>n</i>) (p. 187)	
36.	Space before and after symbols (i.e. =, <, >, ≥, ≤, +) as you would space words (pp. 187-188)	
37.	Appropriate formatting of tables (pp. 199-205; table checklist on p. 207; table samples on pp. 210-224) and figures (pp. 225-229; figure checklist on p. 232; sample figures pp.234-250). Use “Repeat Header Rows” function in Word for tables longer than 1 page.	
38.	Accurate correspondence between the citations and the reference list (p. 257)	
39.	All faculty comments/edits were addressed (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).	
40.	Have considered using the WSU Writing Center, Tutor.com, or other resources for writing assistance.	

Reference: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

APA update on citing use of A-I: https://apastyle.apa.org/blog/how-to-cite-chatgpt?utm_source=linkedin&utm_medium=social&utm_campaign=apa-style&utm_content=blog-how-to-cite-chatgpt&mkt_tok=OTMxLUVLQS0yMTgAAAGLIAIcxAYQELov02YNLd362lFJT4ziOInKUzEUTJ0XAKItKlzOlzsobMFxkLRjSwrj6smw1q109hcq2PyXdbegDGInPYegpw2m4NwmDbSUu_yPmIg

Appendix D

Suggested Resources for “Method” When Completing a SIP

Integrative Literature Reviews

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: A step-by-step approach. *British Journal of Nursing*, 17(1), 38-43.

In addition to basic explanation of types of literature reviews, gives steps for searching. Notes hints about writing the review and basic searching approaches.

Grant, M. J. & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*, 26, 91-108. doi: 10.1111/j/1471-1842.2009.00848.x

Hoglander, J., et al. (2023). Registered nurse-patient communication research: An integrative review for future directions in nursing research. *Journal of Advanced Nursing*, 79, 539-562. doi: 10.1111/jan.15548
A good example of an integrative literature review.

Hopia, H., Latvala, E., & Liimatainen, L. (2016). Reviewing the methodology of an integrative review. *Scandinavian Journal of Caring Sciences*, 30, 662-229. doi: 10.1111/scs.12327

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.

Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546-553.

Defines various methodologies of literature reviews; offers a framework for integrative reviews, especially data management from the review.

Theory Evaluation

McEwen, M., & Wills, E. M. (2019 or other edition). *Theoretical basis for nursing*. Wolters Kluwer/Lippincott Williams & Wilkins.

Chapter 5 provides theory evaluation; additional chapters provide in-depth explanation of selected theories.

Peterson, S. J., & Bredow, T. S. (2009 or other edition). *Middle range theories: Application to nursing research*. (2nd ed.). Wolters Kluwer/Lippincott Williams & Wilkins.

Chapter 2 has various authors’ theory evaluation methods; pages 58 & 59 offer a process for evaluation of middle range theories.

Reed, P. G. (2022). Midrange theory evaluation to advance nursing knowledge. *Nursing Science Quarterly*, 35(3), 315-320. Doi: 10.1177/08943184221092426.

Offers a framework of midrange nursing theory evaluation criteria.

Policy Analysis

Browne, J., Coffey, B., Cook, K., Meiklejohn, S., & Palermo, C. (2019). A guide to policy analysis as a research method. *Health Promotion International*, 34, 1032-1044. doi:10.1093/heapro/day052

Porsche, D. (2012). *Health policy: Application for nurses and other healthcare professionals*. Jones & Bartlett Learning.

Includes models for conducting a policy analysis (eightfold path, participatory policy analysis, process model, or substantive model).

APPENDIX E

Forms Related to Completed Thesis/Scholarly Inquiry Paper

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

1. Final Oral Examination of Thesis/Scholarly Inquiry Paper Notice – Memo

- 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, Zoom, or other media are needed. Please note, information provided will be used to fill out the Completed Thesis/SIP Approval Form. This form will be part of the student's final project. Please be sure 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.

2. Notice of Thesis/Scholarly Inquiry Paper Presentation

- 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 in the Graduate Nursing Office.

3. Completed Thesis/Scholarly Inquiry Paper Approval and Completion Form

- Graduate Programs in Nursing Administrative Assistant will provide this form to the Thesis/SIP 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/SIP. Students will receive a signed electronic form of the final copy. This form will be included in the Thesis/SIP final product that is uploaded to the Open River digital open access.
- The original signed form is given to the Graduate Programs in Nursing Administrative Assistant.
- Graduate Program Administrative Assistant will submit the Academic Policy/Department Waiver Request in WarriorSpace, so that your Thesis/SIP can be marked complete on your UAchieve Degree Audit (necessary prior to graduation).
- The Graduate Programs in Nursing Administrative Assistant will send the form to the Krueger Librarian in charge of the Open River access to signal the student(s) may submit the final version to Open River.
- Following all approvals and forms, student(s) will submit their final copy of Thesis or SIP in Open River. Specific instructions are on the NURS 615 D2L/Brightspace course.



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/virtual
link:



Winona State University

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

Scholarly Inquiry Paper Approval and Completion Form

To: Lori Rhudy, PhD, APRN, ACNS-BC, CNRN
Associate Professor and Chair, Department of Graduate Nursing

From:
(Warrior
ID)

Re: Faculty Endorsement and Dissemination Review Team

Date:

Scholarly Inquiry
Paper Title:

Scholarly Inquiry
Paper Committee:

Date of Approval
by Team:

Advisor/Chair
Signature:

Date the SIP is
in final
approved form.

Approved to be uploaded to Open River

Thesis Approval and Completion Form

To: Lori Rhudy, PhD, APRN, ACNS-BC, CNRN
Associate Professor and Chair, Department of Graduate Nursing

From:
(Warrior
ID)

Re: Faculty Endorsement and Dissemination Review Team

Date:

Thesis
Title:

Thesis
Committee:

Date of Approval
by Team:

Advisor/Chair
Signature:

Date the Thesis is
in final approved
form.

Approved to be uploaded to Open River

APPENDIX F

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
11. Thesis or Scholarly Inquiry Paper Literature Table Template
12. Style Guidelines for Final Thesis/Scholarly Inquiry Paper Formatting

1. 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.

2. COPYRIGHT PAGE FORMAT

Copyright

2024

Mary P. Wannaby
Alice L. Wright
James Masterful

3. TABLE OF CONTENTS (*Thesis*)

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER	
I. INTRODUCTION	1
A. Introduction to the Problem	2
B. Problem Statement	3
C. Purpose of the Study	4
D. Research Questions	4
E. Definitions of Terms	5
F. Limitations	6
II. REVIEW OF THE LITERATURE	9
A. Introduction	9
B. Review of the Literature	9
1. Second-order Title	9
III. RESEARCH METHODOLOGY	10
A. Introduction	10
B. Design	11
C. Sample	12
D. Setting	13

3. TABLE OF CONTENTS (Thesis) (Continued)

IV. RESULTS OF ANALYSIS	14
A. Sub-title	15
B. Sub-title	16
V. DISCUSSION AND CONCLUSION	17
A. Sub-title	18
B. Sub-title	19
REFERENCES	20
APPENDIX A. TITLE IN CAPS	21
APPENDIX B. TITLE IN CAPS	22
APPENDIX C. TITLE IN CAPS	23

4. TABLE OF CONTENTS (*Scholarly Inquiry Paper*)

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF FIGURES	vii
SECTION HEADINGS	viii.
I. INTRODUCTION	1
A. Introduction to the Inquiry	2
B. Background and Rationale for the Inquiry	3
C. Purpose of the Inquiry	4
D. Question (<i>if appropriate</i>)	4
E. Method Used for the Inquiry	5
II. LITERATURE REVIEW	9
A. Introduction	9
B. Specific Sections	9
C. Summary of the Literature Reviewed	9
III. CONCEPTUAL FRAMEWORK	10
A. Conceptual Model, Theory or Map	10
IV. CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR NURSING.	10
A. Introduction	10
B. Conclusions	11
C. Implications for Nursing	12
D. Recommendations	13
E. Summary	13

4. TABLE OF CONTENTS (*Scholarly Inquiry Paper*) (*Continued*)

REFERENCES	20
APPENDIX A. TITLE IN CAPS	21
APPENDIX B. TITLE IN CAPS	22
APPENDIX C. TITLE IN CAPS	23

List of Tables applies to both the Thesis and the SIP.

5. LIST OF TABLES

LIST OF TABLES

Table	Page
1. Characteristics of Studies Reviewed	1
2. Table 2 Title	2
3. Table 3 Title	3
4. Table 4 Title	4

List of Figures applies to both the Thesis and the SIP.

6. LIST OF FIGURES

LIST OF FIGURES

Table	Page
1. Conceptual Map	1
2. Figure 2 Title	2
3. Figure 3 Title.....	3
4. Figure 4 Title	4

A Table of Contents Template is available at the D2L/Brightspace site, “Helpful Resources and Info,” under “Thesis/Scholarly Inquiry Project Related Documents” – “Table of Contents Template.”

7. EXAMPLE OF HEADINGS OR DIVISIONS OF TEXT

The chapter number and chapter title at the beginning of each chapter does NOT ‘count’ as any of the heading levels. Start with level 1 heading (per APA) with your heading of that chapter’s topic. For instance:

CHAPTER II
 REVIEW OF THE LITERATURE (does NOT count as header level I)
 This Topical Title Begins with Level One Heading (Per APA)

Follow APA (2020) on use of other section headings.

Level 1 Heading	Title (other than title page) Centered, Bold, Case Title Heading Text begins as a new paragraph
Level 2 Heading	Flush Left, Bold, Title Case Heading Text begins as a new paragraph
Level 3 Heading	<i>Flush Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph
Level 4 Heading	Indented, Bold, Title Case Heading, Ending with a Period. Text begins on the same line and continues as paragraph
Level 5 Heading	<i>Indented, Bold Italic, Title Case Heading, Ending with a Period.</i> Text begins on the same line and continues as paragraph

Reference: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed., p. 62). Author.

8. EXAMPLES OF TABLE FORMAT

Table 1

Demographic Characteristics of Participants

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

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

Table 1 (continued)

Participant Demographics

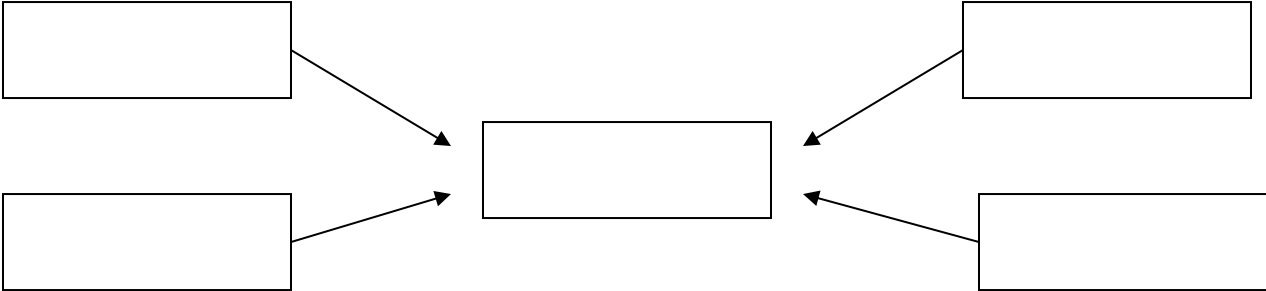
Variable	<i>N</i>	%	<i>Mean</i>	<i>SD</i>	Range
Specialty Area					
Med/Surg	175	59%	-	-	-
Critical Care	124	41%	-	-	-
Certification					
Yes	100	33%	-	-	-
No	199	67%	-	-	-

A Table Template is available at the “Helpful Resources and Info” D2L site, under “Thesis/Scholarly Inquiry Project Related Documents” – “Table Example”. See also APA Manual (2020) section 7 “Tables and Figures”.

9. EXAMPLE OF FIGURE FORMAT

Figure 1

Figure Title



Note:. Figure content is explained here.

10. TEMPLATES FOR LITERATURE REVIEW PROCESS

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 Zotero, or some other tool. Table 1 is an example to use for organizing your searches. Add or revise as needed.

Suggested Data Abstraction Process Table

Search Date	Row ID	Key Words	Restrictions (e.g. Peer-Reviewed Journals)	Dates Included in Search	Number of Hits CINAHL	Number of Hits OVID	Etc...
	1						
	2						
	3						

Other databases or sources may be added (or changed) to Table 1, as appropriate.

11. 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 review you are doing. Work with your advisor for specifics (e.g., normally there is one citation per page). 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

Citation	Purpose	Sample/ Setting	Design/ Framework	Variables/ Instruments	Results	Implications	Comments	**Level of Evidence
May use only author (year) here, as all citations will be included in reference list. Work with your Thesis/SIP or DNP advisor	State the purpose(s) from the article as they pertain to your question.	Who was the sample; what setting? Provide the <i>N</i> or subsets of the sample. Describe the setting.	Determine type of research design; it may not be clearly stated; you must list the design (e.g., descriptive, comparative, or a lit review). Include framework or theory, if noted.	List variable(s) pertinent to your phenomenon. List instruments used to measure these, especially those pertinent to your purpose.	Include findings appropriate to your question. Include <i>p</i> or <i>r</i> values, or other statistical analyses. May include both significant and non-significant findings, as they pertain to your question/purpose.	Note implications germane to your question/purpose. These may be used in your narrative, as appropriate. Consider practice, research, education implications.	May include notes to yourself as to the helpfulness of this study or flaws, etc. from your critique of the research article.	State the LOE and which LOE reference you used

****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.

This level of effectiveness rating scheme is based on: Ackley, B. J., Swan, B. A., Ladwig, G., & Tucker, S. (2008). *Evidence-based nursing care guidelines: Medical-surgical interventions*. (p. 7). St. Louis, MO: Mosby Elsevier.

This LOE is one- other sources for LOE ratings may be used, but a key with the type (and citation) of the specific rating **must appear** with the table and be noted within the narrative somewhere.

12. STYLE GUIDELINES FOR FINAL THESIS / SCHOLARLY INQUIRY PAPER

Abstract: 350 word limit (THESIS);
300-350 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, if that is an option. 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 (2020), 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: <u>NO</u> Running Header, <u>NO</u> 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) (continue Roman numbering) LIST OF FIGURES (Goes on its own page) (continue Roman numbering)

Style Guidelines for Final Thesis/Scholarly Inquiry Paper (continued)

Pagination CHAPTERS (Thesis) (CHAPTER I begins with page “1” and continues
Order of throughout the remainder of the document. Page numbers are placed in the
Thesis/SIP upper right corner.)
Sections: SECTION HEADINGS (SIP) (Introduction begins with page “1” and
(continued) 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 are double spaced, the same as narrative.

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:
(continued)

- Select Layout > Breaks > Next Page to place a section break where you had your cursor. Make sure your cursor is still at the start of the page

and go to Orientation option. Select landscape. Go to the next page, insert another section break and change the orientation back to portrait.

Appendices: Remember when citing your appendices, they are labeled in the order that they appear in the text. Refer to APA Manual (2020, section 2.14).

APPENDIX G

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 two (2) 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.



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:

APPENDIX H

Peer Review of Thesis Group Members

Each Group Member will evaluate the other members of the thesis group using the following items.

Group Member Being Evaluated: _____

The criteria that you will use to determine participation are: (Likert scale 1-5; 1 = not at all; 2= somewhat; 3= moderately; 4 = substantially; 5 = extensively)

1.	This team member contributed to the group process.	1	2	3	4	5
2.	This team member appeared to have completed the background work necessary to contribute fully to the project/assignment.	1	2	3	4	5
3.	This team member was effective in moving our project forward.	1	2	3	4	5
4.	This team member participated equally in contributing to the assignment.	1	2	3	4	5
5.	This team member submitted work that was well written and complete.	1	2	3	4	5
6.	This team member participated in meetings. If absent, she/he communicated this to the group when the meeting was scheduled and sought out information that was missed.	1	2	3	4	5
7.	This team member was on time for group meetings.	1	2	3	4	5
8.	This team member submitted work by the deadlines agreed upon.	1	2	3	4	5

Total: _____

Please share any additional comments that you may have about this group member:

**This information will guide the Thesis advisor and committee in grading.*