# Table of Contents

- Forward................................................................................................................................................................................................................. 3
- Research Experience...................................................................................................................................................................................................... 4
- Candidacy Requirements and Procedures......................................................................................................................................................... 4
- Course Registration and Grades........................................................................................................................................................................... 5
- Dissertation ............................................................................................................................................................................................................. 5
- Dissertation Committee.................................................................................................................................................................................................... 6
- Composition of Dissertation Committee.......................................................................................................................................................... 6
- Governance of the Committee.................................................................................................................................................................................. 7
- Committee Expectations....................................................................................................................................................................................... 7
- Dissertation Proposal .................................................................................................................................................................................................. 7
- Dissertation Proposal Content and Format.......................................................................................................................................................... 8
- Proposal Defense ......................................................................................................................................................................................................... 8
- Institutional Review Board................................................................................................................................................................................................ 8
- CITI Training............................................................................................................................................................................................................. 9
- Dissertation Defense............................................................................................................................................................................................ 9
- Format for Dissertation.......................................................................................................................................................................................... 9
- Dissertation Manuscript.................................................................................................................................................................................................. 9
- Front Matter................................................................................................................................................................................................................... 10
- Back Matter.................................................................................................................................................................................................................. 11
- Timeline for Dissertation.................................................................................................................................................................................................. 12
- After The Dissertation Defense........................................................................................................................................................................... 12
- Professional Editing...................................................................................................................................................................................................... 12
- Final Dissertation Report.................................................................................................................................................................................................. 13
Copyright Permission ................................................................. 13

Paper, Ink and Printing ............................................................. 13

Final Dissertation Binding ......................................................... 13

Certification of Authorship ......................................................... 13

PhD Dissertation Tracking Form ............................................... 13

Dissertation Abstract ............................................................... 13

Graduation and Conferment ...................................................... 14

Appendix A ................................................................................. 15

Research Hours Form ............................................................... 16

Appendix B ................................................................................. 17

Dissertation Committee Membership Form ................................ 18

External Committee Member Agreement Form ....................... 19

Appendix C ................................................................................. 20

Approval to Defend Proposal/Dissertation Defense .................. 21

Appendix D ................................................................................. 22

Front Matter Form Examples ..................................................... 23-29

Appendix E ................................................................................. 30

Annotated Outline for Quantitative Studies ............................... 31-39

Annotated Outline for Qualitative Studies ................................. 40-47

Appendix F ................................................................................. 48

Certification of Authorship ......................................................... 49

Appendix G ................................................................................. 50

PhD Dissertation Tracking Form ............................................... 51
Forward

This Dissertation Guide has been designed to guide students in the preparation of their candidacy and doctoral dissertations according to the requirements of Nova Southeastern University Health Professions Division College of Nursing, PhD in Nursing Education Program. To that end, this document describes the steps of candidacy and the dissertation process, provides required forms, and presents the program's form and style requirements with examples.

Because this information is essential and subject to change the doctoral students are responsible for adhering to all requirements, all students should become familiar with these guidelines and resolve any questions with their advisor before proceeding with candidacy and dissertation work.

For style issues not dealt with specifically in this guide, it is mandatory that students use the most recent edition of the Publication Manual of the American Psychological Association (APA) for grammatical, style, and formatting issues. Tables must be constructed according to the most recent edition of the APA publication, Presenting Your Findings: A Practical Guide for Creating Tables.

In order to submit dissertation proposals to the Nova Southeastern University (NSU) Institutional Review Board (IRB), candidates should obtain, read, and understand the IRB materials available at http://www.nova.edu/irb/
Research Experience

After successful completion of the quantitative and qualitative research courses, the student will seek approval from their advisor to begin their research experience. Each student will be expected to complete a 90 hours mentored research experience prior to enrollment in NSG 7330 Doctoral Seminar III.

To complete this requirement, the student will select a research mentor who has an established record of current research. The research mentor must be a PhD or EdD nurse researcher who has experience in the research method that the student has selected for their dissertation. A short explanation of the research experience and what the student will accomplish should be sent to your faculty advisor for approval. This should be accompanied by a copy of the mentor’s current curriculum vitae outlining their research experience. Once the advisor has approved the research experience then the student can start their research experience.

The Research Experience Proposal (Appendix A) form will be completed and signed by both the student and the research mentor at the completion of the 90 hour experience and sent to the Program Director. A 1-2 page document explaining the research experience as well as a detailed log which includes, date, time (hours spent), contact researcher, brief description of activity and the final total hours.

Candidacy Requirements and Procedures

Each student will be required to successfully complete a comprehensive examination after the completion of all coursework and research hours and prior to proceeding to the dissertation phase of the program. The comprehensive examination is designed to evaluate the PhD student’s mastery of the content of the PhD in Nursing Education program. The chairperson of the comprehensive examination committee will notify students of the dates and requirements for the comprehensive examination in the semester preceding the examination. Students who are eligible to complete the comprehensive examination will be registered for NSG 7330, Doctoral Seminar 3.

The examination consists of four questions and must be completed in a specified time period during the course. The responses will be graded by two faculty members and a grade of pass or fail will be assigned. A passing grade is required for all four questions in order to successfully complete the examination and advance in the PhD program. The Chairperson of the Comprehensive Examination Committee and the Director of the PhD in Nursing Education Program will notify the student in writing of the comprehensive examination results.

Students may have two attempts to successfully complete the examination. Students who do not successfully complete the comprehensive examination after the second attempt will be referred to the Committee on Student Progress. The student who fails the initial exam must register for NSG 7330 Doctoral Seminar 3 for the following semester. Failure to pass two comprehensive examinations results in dismissal from the program.

Under no circumstances are students to collaborate with classmates, colleagues or other support persons once questions are received. Students are cautioned that evidence of collaboration with others in deriving answers and/or plagiarism is grounds for dismissal from the
program. Students are expected to support responses to questions with recent and/or historical literature and textbooks, to include nursing and education literature as well as other related disciplines. Once a student has successfully completed the comprehensive examination, the student may use the initials PhDc.

**Course Registration and Grades**

**Continuous Registration**

Continuous registration is required until the completion of the dissertation. A PhD candidate who has completed the required minimum 60 credits but who has not completed the dissertation must continue to enroll in NSG 7340 Dissertation. Such candidate will register for three credits per semester, each semester, until his or her committee has approved the final dissertation manuscript.

**Leave of Absence**

Candidates request a leave of absence from the program director. Candidates will need an approved written leave of absence to waive the continuous registration policy. No faculty or committee members’ time will be used regarding dissertation advising, review, approval or editing during an approved leave of absence. A leave of absence is granted on a semester-to-semester basis based on policies for excused absences.

**Grades**

Grades for the dissertation courses (NSG 7430) are pass/fail. The committee chairperson is responsible for entering a grade at the end of the semester. The candidate is responsible for clearly and regularly communicating with the committee chairperson to provide updates on progress, challenges, concerns, etc of the dissertation. Committee chairpersons require that the candidate submit objectives for the term in writing at the beginning of each term, and a written report of progress at the end of each term. Ultimately, candidates are responsible for their pace and progress.

**Dissertation**

Completion of the dissertation is partial fulfillment of the requirement for completion of the PhD degree. The students are expected, with the help and approval of a dissertation committee chairperson, to select an appropriate topic of sufficient scope to demonstrate scholarly mastery of the program content and to make a meaningful contribution to nursing knowledge. The dissertation is an original, rigorous research carried out with substantial independence by the doctoral candidate. It represents a significant extrapolation from a base of solid experience or knowledge in the area of concentration. The dissertation significantly advances knowledge, improves professional practice or contributes to understanding in the field of study. Dissertation work is presented in a logical and understandable fashion.

Originality, independence, and rigor deserve some explanation. Originality and independence mean that the research is conceived, performed, and documented primarily by the doctoral candidate. To be rigorous, the research work is characterized by strict accuracy and scrupulous honesty and presents precise distinctions among facts, implications, and suppositions. Rigor is achieved by using demonstrable facts when reporting procedures and results, by building on a foundation of facts when drawing conclusions, by specifying links to facts when inferring implications, by always bringing forward all relevant data, and by being both self-
critical and logical in reporting. The dissertation must be of sufficient strength to be able to distill from it a paper worthy of publication in a journal or in conference proceedings, or to use it as the basis of a textbook or monograph.

Some students may have a good concept for a dissertation topic when they begin the PhD program. The typical new doctoral student, however, does not have to have an idea for a dissertation topic and may have a limited understanding of the dissertation process. Ideas for topics may come from many sources, including course materials and assignments. The more you read the literature, the easier the topic selection will be. Many students become anxious because they do not have a dissertation topic, but this is not unusual and almost every student goes through this search process. Proceed methodically, and eventually the student will find a topic. The student may also experience one or more false starts that result in the search for new topics. This is also a normal part of the process and should be expected.

As the students proceed in the program, you may want to keep a running list of possible topics. For each topic, provide a title, a short description of what the work might entail an indication of the source of your idea, relevant references, and comments by faculty members with whom the student has discussed the idea. Remember that your interests may change as you go through the program, thus keeping track of even mildly interesting potential topics can be worthwhile.

It is important to communicate with faculty members about your interests and possible topics. The student is encouraged to communicate with faculty via e-mail or phone. In addition, the student should make appointments to meet with faculty members. Remember that faculty will be happy to talk with the student, and you should take advantage of every opportunity to meet with them.

The student is expected to use the library, the Internet, and the World Wide Web extensively. The student may use the University's electronic library which may be accessed through [http://www.nova.edu/hpdlibrary](http://www.nova.edu/hpdlibrary). Resources for dissertation samples are found at [http://www.dissertation.com](http://www.dissertation.com) or use the search engine Google and type in dissertation.

**The Dissertation Committee**

During the second year of Summer Institute a “Dialogue with Scholars” session is organized to provide a time for students to discuss their phenomenon of interest for their dissertation with the faculty. This session provides the student with valuable feedback on their dissertation concept, proposed method, study design and potential connection to dissertation committee members. In the final year of coursework, students should communicate with their advisor regarding the selection of a dissertation chairperson. The student must discuss potential committee members with the chairperson prior to approaching potential members. Committee members must be approved by the chairperson and the completely formed committee must be approved by the Program Director.

**Composition of the Dissertation Committee**

The committee will consist of at least three members. A list of eligible NSU faculty is located in the PhD Nursing Forum. The committee chairperson must be a full time, part time, or adjunct NSU nursing faculty who have previously served on a dissertation committee. The committee members will have earned a dissertation research doctorate with expertise in an area of research or methodology. At least one other committee member must be a full time, part time, or adjunct NSU faculty. If the student requests approval for a committee member external to NSU, the student must submit that individual’s CV and provide narrative information that
describes what expertise and role that committee member will provide in the dissertation process directly to the chairperson for consideration. It is the student’s responsibility to obtain the appropriate signatures on the Dissertation Committee Membership Forms (Appendix B). The external member must sign an agreement (Appendix B). The chairperson will send the completed forms to the Program Director for final approval. Once the Program Director has approved all committee members, the Chairperson will advise the student.

In some instances, unforeseen circumstances may necessitate a change in the composition of the committee. If a change of chairperson is required, the Program Director must be notified, and the process described previously regarding agreement to serve as chairperson must be followed. In the event that a committee member, including the chairperson, is unable to serve, the Program Director will advise the student regarding alternatives as well.

If during the dissertation process, the student perceives that a committee member may be hindering the progress of the dissertation, the student must communicate the concerns directly to the chairperson and they will work to resolve the issue. If the student perceives that the chairperson is hindering the progress of the dissertation, the student must communicate the concerns directly to the Program Director. It is the responsibility of the Program Director to communicate with all parties involved to remediate the situation. In cases where remediation is not possible with current committee members, the Program Director will advise the student regarding alternatives.

Governance of the Committee
After the committee has been formed, it operates under the leadership of the dissertation chairperson, who has the primary responsibility for advising and guiding the student. The chairperson will keep the committee informed about student progress and ensure that the committee, as a unit, provides guidance, evaluation, and consultation. Students must not take directions from a committee member that might result in a change in approach or direction of the research without first consulting with the chairperson.

Committee Expectations
Students may expect feedback from the chairperson and/or members within three weeks during the term. This timeframe excludes holidays and school closures. The chairperson will provide instructions as to how to indicate changes in the document. An in-depth analysis of the work will be done by your chairperson who, at the appropriate time, will instruct the student to distribute copies to the committee members for their review and comments. Your committee members will direct all instructions and requests for modifications to the student, with copy to the chairperson. If those modifications are in conflict with suggestions made by the chairperson, the student should contact your chairperson, who has the final say.

Dissertation Proposal
The dissertation proposal provides the framework within which your research will be conducted and offers evidence of your qualifications to pursue the research. Concepts and theories underlying the study are articulated; the problem is clearly stated; a specific, measurable goal is specified; a thorough literature review is presented; the methods for conducting the research are delineated; and a strategy to achieve the goal is given. The proposal is written in the future tense, and indicates what the student will accomplish in executing the investigation. An
effectively formulated dissertation proposal functions as a blueprint for developing the final dissertation report.

The formal dissertation proposal is evaluated on the basis of the content and clarity of the introduction, literature review, procedures, and the effectiveness with which the document is organized and planned. Factors affecting the evaluation process include the purpose, significance, and merit of the investigation, and the appropriateness of procedures chosen to meet the goal.

**Dissertation Proposal Content and Format**

The dissertation proposal is comprised of the first three of the five chapters that eventually make up the final dissertation manuscript. The proposal must contain front matter and back matter, unless otherwise indicated, and adhere to the same expectations as explained in the section under *Dissertation Manuscript* in this document. Examples for front matter can be found in Appendix D. The structure of the proposal is dependent on whether the study is quantitative or qualitative in design. For annotated outline specific to the type of research design, see Appendix E.

**Proposal Defense**

When the committee determines the student is eligible to defend the proposal, the proposal defense will be scheduled. The signature of each committee member will be required to indicate the approval to schedule the proposal defense (Appendix C). The proposal defense is an oral presentation of the first three chapters of the dissertation and may be done by telecommunication. The student will have 20 minutes to present a PowerPoint presentation, followed by a question and answer session. The student should be prepared to explain the background of the problem, purpose of the research, philosophical underpinnings and theoretical framework, rationale for the approach including data collection and analysis. The student should email a PowerPoint presentation to each committee member 48 hours before the proposal date. Only the committee members and the College of Nursing administration may attend the proposal defense.

After successful completion of the proposal defense, the student must seek approval for their study by the NSU IRB. After approval from the NSU IRB, the student may then seek approval from the IRB at participating institutions, if applicable.

**Institutional Review Board**

The purpose of the IRB is to protect human subjects involved in research and ensure appropriate practices are being carried out at NSU. The student must adhere to the University's policy regarding research involving human subjects. ALL research instruments and protocols, regardless if it involves human subjects must be approved by NSU IRB prior to start of data collection. This includes retrospective data, surveys of any type, interviews, testing or any other types of assessments involving human subjects. No data collection can occur prior to the approval from IRB.

The College of Nursing IRB Center representative can assist the student with this submission. The student should contact the IRB representative by the time the student have a draft of the proposal. The student may obtain additional information from the IRB's homepage, [http://www.nova.edu/irb](http://www.nova.edu/irb)
CITI Training

NSU has determined that all individuals involved in research with human subjects, including investigators (principal and co-) as well as members of the research team must complete the CITI Course in the Protection of Human Subjects. CITI is comprised of certain modules. Each college/center at NSU selected the modules that their respective investigators would have to complete. Please be sure to register for the correct learner group that reflects the center/college to which the students belong. Please visit the CITI website, www.citiprogram.org, to register and complete the requisite modules. The CITI program must be completed prior to submitting to the IRB for initial review of a protocol or for continuing review or revision of a previously approved protocol.

Dissertation Defense

All students are required to orally defend their dissertation at the NSU Davie campus. The dissertation committee members can attend in person or through telecommunication methods. The defense is the final presentation and clarification process to your research committee and invited guests. The College will post notification to all Health Professions Division faculty and students.

Format for Dissertation Defense.

- Once approval is given to schedule the defense, the student is responsible to contact each committee member for availability and schedule the defense.
- The student should email a PowerPoint presentation, signed “Dissertation Approval” form found in Appendix C and the current copy of the dissertation to each committee member 48 hours before the defense date.
- The student will have 30 minutes to present, followed by a question and answer session.
- Following the question and answer session, the committee will deliberate and give their decision and recommendation to the student.

The student should be prepared to explain the background of the problem, purpose of the research, philosophical underpinnings and theoretical framework, rationale for the approach, the findings and the interpretation. The student will summarize their dissertation, critique it, and then answer questions asked by the committee members. The student should be prepared to explain the dissertation's contribution to knowledge and professional practice. A unanimous vote of all committee members is required to pass the dissertation defense requirement for completion of the degree.

Dissertation Manuscript

It is mandatory that candidates use the Publication Manual of the American Psychological Association (latest edition) for grammatical, style, and formatting issues. This is the official style manual for the preparation of dissertations in the PhD program in nursing. Approved exceptions to the APA for dissertations in the College of Nursing include:

1. No page headers.
2. No running heads.
3. Page numbering begins with Chapter One (upper right).
4. Lower case roman numerals are to be used on the preliminary pages beginning with the abstract page (p. v). The lower case roman numerals should be centered at the bottom of the page. The first four pages, representing the title page, signature pages and the copyright page are not numbered.

5. All text should be double-spaced with the exception of:
   - Title Page
   - Signature Page
   - Table of Contents
   - Block Quotations
   - Appendices

6. 1.5” margin on the left, 1” inch margin on the remaining sides.

7. Top margin of first page of each new chapter is 2”; all other top margins are 1”.

8. All text, including tables, figures, and page numbers must fit within the 6” by 9” image area created by the margins.

9. Use only left justification.

10. It is your responsibility to check the margins with a ruler to make sure they conform.

11. Doctoral dissertation abstracts must not exceed 350 words.

12. Landscape may be used when appropriate (e.g., charts, tables, flyers, instruments).

13. All IRB letters and annual approval letters are to appear as Appendix F.

The writing style for a proposal and dissertation is scholarly English. Avoid the use of colloquialisms, contractions, slang, affectations, and jargon. Usage should be clear and precise. Third person pronouns are required except in qualitative research where first person is accepted only in the experiential section to express experiences with the phenomena. The final copy must be free of grammatical and spelling errors.

Front Matter

Front matter includes those forms that are place in the proposal and the completed report. The proposal should have a title page, abstract, table of contents, list of tables and list of figures, as needed. The completed report should have all of the front matter forms listed here. See Appendix D for examples of front matter forms.

**Title page.** This is the first page of both the proposal and the completed report. No page number should appear on this page.

Approval/signature pages. **These pages are not included for proposals. It is the second page in the completed report.** No page number should appear on this page.

Copyright page. **This page is not included for proposals but it is the third page of the completed report.** No page number should appear on this page.

Abstract. This page is included in the proposal. In the proposal, it is written in the future tense. It is the fourth page of the completed report and written in the past tense. The abstract should be limited to 150-250 words in length. The page number should not be printed. See the example in Appendix C for the specific content of the abstract.
Acknowledgments. Acknowledgements are not included in the proposal. Acknowledgements are optional for the completed report. Acknowledgements may express appreciation for the assistance of the dissertation chairperson and dissertation committee members and may also include statements thanking other faculty members, staff members, colleagues, family, and friends. Acknowledgments should be in good taste and should not exceed one page in length. This is the fifth page of the completed report. No page number should appear on this page.

Table of contents. The Table of Contents is included for both the proposal and the completed report. This is the first page that should have a page number. The page number should be printed as a lower case Roman numeral centered at the bottom of the page. All other pages are numbered in Arabic numerals located on the top, right corner.

List of tables. The list of tables is formatted like the table of contents and lists by title each table included in the paper and the page on which it can be found.

List of figures. The list of figures is formatted like the Table of Contents and lists, by title, each figure included in the paper and the page on which it can be found.

Back Matter

Reference list. All works cited in the dissertation must appear in the Reference List using APA formatting.

Appendices. Appendices are used to present material that supplements the text but is too detailed or distracting for inclusion in the narrative. This material should be included if it helps the reader replicate, assess, or understand the investigation. Do not include lengthy program listings and other lengthy documents as appendices unless their content is critically relevant to the contribution the dissertation makes to the advancement of knowledge. Just because a program or data collection is a necessary part of the work does not mean that it must be published with the dissertation.

Appendix A is reserved for the IRB permission documents. Other items that may be appropriate for inclusion in an appendix are correspondence from individuals involved in the study such as letters from officials granting permission to use facilities or supervisors granting permission to conduct the investigation, questionnaires, evaluation instruments, critical original data, complicated mathematical tables, novel algorithms, and data collection forms. Students should consult their chairperson regarding the suitability of inclusion of any lengthy material. Each appendix should be listed by letter and title in the table of contents. Appendices are lettered alphabetically in the order in which they appear in the narrative.
Timeline for Dissertation

Days prior to projected degree conferral term

90  Candidate submits five chapters to committee
70  Chairperson notifies the Program Director of the scheduled date for dissertation defense.
    College of Nursing distributes notices of the defense
    Candidate meets with chair to prepare for the defense
60  Dissertation defense
50  Candidate gives revised dissertation to committee chair
36  After 14 day turnaround, dissertation back to candidate
26  Dissertation to program director
21  After five day turnaround dissertation is sent to Dean of the College of Nursing.
10  Three unbound copies (Library, College of Nursing, and Dissertation chairperson

After the Dissertation Defense

Professional Editing

The dissertation is considered completed (but not final) only after the candidate has: (1) successfully defend the dissertation, (2) the chairperson has received and accepted the post-defense revised version, and (3) the dissertation approval form (Appendix D) has been signed by all committee members. The dissertation is considered final only after the copy-edited revisions have been successfully completed, approved by the chairperson, and it is ready for printing and binding. The committee-approved dissertation must be copy-edited by an HPD approved copy-editor. Once the student submits proof that this editing has been completed, the manuscript is sent for binding. The committee is responsible for the content of the dissertation, but the copy-editor’s through line by line review assures that the technical details of the dissertation are accurate and consistent, and that the dissertation meets APA style guidelines, as well as the program’s format requirements. The candidate is responsible for the costs associated with copy-editing, and for a high quality dissertation report. Check with your chairperson on the list of approved copy-editors.
Final Dissertation Report

Copyright Permission

Inclusion of any copyrighted materials must have letters of permission from the holder of the copyright. The student should prepare him or herself with information in the pamphlet, *Copyright Law and the Doctoral Dissertation: Guidelines to your Legal Rights and Responsibilities* available from ProQuest/UMI.

Paper, Ink and Printing

The final copies need to be submitted on 8.5 x 11 inches, 25% cotton acid-free fiber bond paper. The paper should have a watermark that reads 25% cotton when held up to the light. All manuscripts must be submitted in black ink. All text must be clear and crisp. A laser or LaserJet printer should be used. Use only one of the APA approved fonts throughout the manuscript.

Final Report Binding

After the committee members, the Program Director PhD in Nursing Education, and Dean have signed the *Dissertation Approval Form* (Appendix C) the student will contact the binding company for instructions about how to submit the report for binding and the fees associated with it. If a committee member is not available for signature the student is responsible to rout the signature page to all. The Program Director will send the printed *Certification Signature Pages* (Appendix D) through the college and will mail the signed pages back to the candidate to be included for binding. Do not submit the final copies until instructed to do so. Binding is done by Anthony Lloret of Dobbs & Brodeur Inc. Bookbinders, 1030 East 14th St, Hialeah, FL 33010, 305-885-5215

A minimum of four original copies must be submitted for binding. If more than four copies are requested, submit the complete originals, (including signature pages for signing) for each report to be bound. The distribution of the bound copies are: (1) one copy to the student, (2) one copy to the committee chairperson, (3) one copy to NSU's library, and (4) one copy to the college.

Each copy must include all front and back matter in the correct sequence. All signature pages must be originals. After all signatures have been collected, the student will make arrangements for the copies to be bound and distributed.

Certification of Authorship

After the completion of the dissertation there is a Certification of Authorship (appendix E) that the student must fill out and return to the dissertation chairperson. This should be completed prior to the defense of the dissertation.

PhD Dissertation Tracking Form

The student is responsible to complete this form when the dissertation is defended. This form will be submitted to the dissertation chairperson.

Dissertations Abstracts

The student must also submit to ProQuest –EDT UMI at [http://dissertations.umi.com/hpdnova](http://dissertations.umi.com/hpdnova)
Graduation and Conferment

After the final report has been approved, the Program Director, or designee, will contact the student with information about how to apply for graduation. All grades must be finalized, and all financial obligations to the University must be paid before a degree is granted.
Appendix A

Research Experience Form
Philosophy of Science in Nursing Education
College of Nursing
Research Experience Form

Student Name__________________

NSU Number_______________

Nursing Research Mentor__________________________________

Research Location_______________________________________

Total Number of Research Hours____________________________

Student Signature________________________________________

PhD Researcher Signature_________________________________

Graduate Program Director Signature________________________

A 1-2 page document explaining your research experience as well as a detailed log which includes, date, time (hours spent), contact researcher, brief description of activity and a final total of hours.
Appendix B

Dissertation Committee Membership Forms
COLLEGE OF NURSING

DISsertation Committee Membership Form

We, the undersigned, agree to serve as members of the Dissertation Committee of:

____________________________________________________________________________

who is developing a proposal for a dissertation tentatively titled:

____________________________________________________________________________

(Agreement to be a member of the Dissertation Committee does not imply acceptance of the proposal.)

_________________________________________ / __ / __
Signed, Chairperson, Dissertation Committee Printed Name Date

_________________________________________ / __ / __
Signed, 2nd Committee Member Printed Name Date

_________________________________________ / __ / __
Signed, 3rd Committee Member Printed Name Date

_________________________________________ / __ / __
Signed, PhD Program Director Printed Name Date
Appendix B: LETTER OF AGREEMENT (External Committee member)

Date

Dear Dr.

This letter of agreement serves to confirm that you have agreed to serve as a member of the Dissertation Committee for Name a Ph.D. student at Nova Southeastern University Program Name Doctoral Program. A list of all committee members is attached.

Your responsibilities will include the following:

To offer expertise in methodology or topic area
To give substantive and organizational recommendations for sections for which you are the expert
To read and approve portions of the dissertation as directed by the committee Chairperson
To read and approve the final draft
To participate in the oral defenses and sign on the dissertation approval signature sheet

Please sign below indicating your willingness to serve in this capacity, and return this letter via fax at (954) 262-1991. If you need further information, please do not hesitate to contact me at (954) 262-xxxx.

Sincerely,

Dissertation Committee Chairperson

________________________________               ________________  
Signature     Date
Appendix C
Approval to Defend Proposal or Dissertation Defense
COLLEGE OF NURSING

APPROVAL TO SCHEDULE THE PROPOSAL or DISSERTATION DEFENSE

To the PhD in Nursing Education Program Director:

We, the undersigned, agree that the following candidate's proposal/dissertation is acceptable for the scheduling of a defense.

Candidate's full name:__________________________________________________________

Dissertation Title:_____________________________________________________________

____________________________________________________________________________

Signed:_______________________________________________________________________

Chairperson, Dissertation Committee

____________________________________________________________________________

2nd Member, Dissertation Committee

____________________________________________________________________________

3rd Member, Dissertation Committee

DEFENSE TIME AND LOCATION

Day _________________ Date _____/_____/_______ Time: __________

Location:________________________________________________________

PhD in Nursing Education Program Director:

____________________________________________________________________________

Signature ___________________________________________ Date ________________

21
TITLE OF YOUR STUDY

Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Nursing Education

Nova Southeastern University

Your Name
20XX
This dissertation, written by <your name> under direction of <his or her> Dissertation Committee, and approved by all of its members, has been presented and accepted in partial fulfillment of requirements for the degree of

DOCTOR OF PHILOSOPHY

DISSERTATION COMMITTEE

Chairperson of Dissertation Committee

Dissertation Committee Member

Dissertation Committee Member

<at least 1 1/2 “ from bottom>

<1 1/2” from top>
NOVA SOUTHEASTERN UNIVERSITY
HEALTH PROFESSIONS DIVISION
COLLEGE OF NURSING
FORT LAUDERDALE, FL 33328

Certification
We hereby certify that this dissertation, submitted by <your name>, conforms to acceptable standards and is fully adequate in scope and quality to fulfill the dissertation requirement for the Doctor of Philosophy degree.

Approved:

______________________________       ________________
Patricia Welch Dittman, Ph.D., M.S.N., C.D.E
Ph.D. in Nursing Education Program Director,
College of Nursing

______________________________       Date
Marcie Rutherford, PhD., M.B.A., M.S.N
Dean, College of Nursing

<at least 1 1/2 " from bottom>
Abstract

Background: one or two sentences.
Purpose: purpose, research question(s) and/or hypothesis(es)—one or two sentences.
Theoretical Framework. One sentence.
Methods. Two or three sentences.
Results. Two or three sentences.
Conclusions: Two sentences.
Acknowledgements
# Table of Contents

Title Page.............................................................................................................

Signature Pages...................................................................................................

Copyright.............................................................................................................

Abstract.............................................................................................................v

Acknowledgements.............................................................................................vi

Table of Contents...............................................................................................vii

List of Tables......................................................................................................viii

List of Figures.....................................................................................................ix

Chapter One.......................................................................................................1

  Problem Statement..........................................................................................

  Purpose ............................................................................................................

  Research Questions and Hypotheses..............................................................

  Significance ..................................................................................................
    Nursing Education.....................................................................................
    Practice.....................................................................................................
    Research....................................................................................................
    Public Policy............................................................................................

  Theoretical Framework..................................................................................

  Definitions Terms.........................................................................................

  Chapter Summary..........................................................................................
Appendix E

Annotated Outline for Quantitative and Qualitative Studies
Annotated Outline for Quantitative Studies
Chapter One
The Problem and Domain of Inquiry

This section will contain the introductory information that provides a background of the problem. Do not include a subheading for this content. The fact that it is introductory is understood. This content may contain statistical data that supports that a problem exists. This section explains what the study is about. It such as should make a natural bridge to the problem statement.

Problem Statement

The problem statement should not be more than a few sentences that are specific and to the point and explains why this study is important. The research problem identifies the topic of interest, the population of interest and the significance of the topic or how it is problematic. The problem statement is a natural bridge to the purpose of the study.

Purpose of the Study

The purpose should not be more than a few sentences. It consists of three components: the variables of interest, the population of interest, and an action verb. It should answer the questions: what is being studied, who is being studied, and why it is being studied.

Research Questions and Hypotheses

Research Question and Hypothesis 1

Research question. A research question addresses only one variable and most likely will ask for descriptive information regarding this variable. For instance, the student might ask, “What is the range of a set of scores for a variable within this sample.” Once the question contains more than one variable, it likely needs to be converted to a research hypothesis.

Research hypothesis. The hypothesis clearly describes the constructs that will be included in the analysis and the statistical test that will be applied. It is your best guess as to the outcome of the analyses. The research hypothesis can be non-directional or directional. The indication as to this decision comes from what the student has learned in your literature review.

Significance of the Study

Explain what your study will contribute to nursing knowledge in the following arenas.

Nursing Education
Nursing Practice
Nursing Research
Public Policy

Philosophical Underpinnings

The basic assumptions of any given paradigm involve: ontology (the nature of reality), epistemology (the relationship between the inquirer and the known), and the methods (the methods of gaining the knowledge of the world). Positivism and post-positivism are the basis for quantitative research; constructivism, interpretation and critical theory constitute the philosophical underpinnings of qualitative research. In general, all qualitative paradigms assume the relativist ontology (there are multiple realities that are socially and individually constructed) and transactional epistemology (the knower and the known are inextricably entwined), as well as dialogic/interpretive methodology. Your philosophical underpinnings should take the student back to the philosophers that initiated the position.
Theoretical Framework

This information comes from a resource that probably was written by the theorist. Give the historical development of the framework including the discipline from which it was derived. Thoroughly describe the framework and explain its application to the present study. Include in what context the theory has previously been used to study other phenomena. Provide an overview that includes the constructs and their proposed relationships. Designate which constructs are considered to be antecedents and which are considered to be outcomes. Include a schema that depicts the constructs and their relationships as Figure 1. This will be useful when considering your hypotheses.

Theoretical Assumptions

The theoretical assumptions come directly from the theory and are typically included in your resources that explain the theory.

Definition of Terms

Only include those constructs that the student will actually measure. Information that defines the population of interest will be included in chapter 3.

The Construct

Theoretical definition. The theoretical definition comes from the theoretical framework.

Operational definition. The operational definition explains how this construct will be measured. It is your research instrument. The definition includes the range of possible scores and what high and low scores indicate. Don’t provide information beyond this because the student will provide complete information in chapter 3.

Chapter Summary

Succinctly review the chapter.
Chapter Two
Literature Review

Review the literature. Note the search engines the student used and the terms used to do the search. Divide the literature logically, typically based on studies that have used the theory with either the same or similar population and by studies that have examined the same variables the student will. This review should be an integration and analysis of the literature. It is not simply a list of studies and their findings.

Chapter Summary

Note strengths and weaknesses of the studies reviewed and what your study will bring to the current body of knowledge on the topic.

Chapter Three
Methods

Include an introductory paragraph that restates the purpose of the study. Do not use the subheading “introduction” because, again, it is understood.

Research Design

Choose which design best describes your study. This section should only be a few sentences. Mention the strengths and concerns of the design and why the student chose this design.

Research Assumptions

The research assumption is a statement that is presumed to be true without validation (see McIntire & Miller, 2007). For example, the student assume that

- The research instruments measure what they say they measure. This is test validity.
- An individual’s behavior, and therefore test scores, will typically remain stable over time. This is test-retest reliability.
- Individuals understand test items similarly.
- Individuals will report accurately about themselves.
- The test score an individual receives is equal to his or her true ability plus some error, and this error may be attributable to the test itself, the examiner, the examinee, or the environment.

Setting

Clearly describe the setting from which the student will recruit your sample and in which the data will be collected. Start large and then taper to the exact spot. For example, XXX hospital is a XXX bed facility located in XXX that provides XXX services to XXX general populations. XXX patients receive care in this facility each year…..

Sampling Plan

Sampling Strategy

Describe the sampling strategy. Identify whether the plan is a probability sampling technique or non-probability and why the student chose the plan. Include the strengths and weaknesses inherent in the sampling plan and the limitations imposed.
Eligibility Criteria
The demographic portion of your research instrument should have questions that will assure that individuals are eligible to be participants.

Inclusion criteria.
Exclusion criteria.

Determination of Sample Size: Power Analysis
The numbers of participants that must be recruited are related to the number of variables the student will test and the statistical test the student will apply. It also considers the degree of accuracy the student requires; this is related to your willingness to accept committing either a Type I or Type II error. Lastly, it considers the magnitude of the effect the student anticipates. The student can refer to previous studies to help determine the anticipated effect. If none exist, then the student can just go with a medium effect and explain the limitations imposed by choosing this size. G*Power (Buchner, Erdfelder, & Faul, 1997) is useful for calculating sample size.

Protection of Human Subjects
The IRB considers this section very carefully. Your explanation must include how the student will protect the privacy of the participants and address any risks or benefits that might result from participation. The NSU IRB website provides clear instructions. Specify if the data will be anonymous or confidential.

Risks and benefits of participation. If the student plans to give some sort of gift, it is an honorarium. It should be small and be given to everyone. Under risks, include if there may be some sort of psychological discomfort related to the questions and/or responses and how this will be handled.

Data storage. The IRB requires data be stored separately from any identifiers, if the student have them. Data is saved in a locked file cabinet in the researcher’s home and on the researcher’s home computer that is password protected for three years and then survey instruments are destroyed by shredding, computer files are erased, computer storage as CDs are destroyed. Explain who will have access to data.

Procedures
Provide a clear step by step, detailed explanation as to how the student will recruit participants and what the student expect the participant to do. This section does not need to be lengthy but the reader should be able to “see” the process from start to finish.

Instrumentation
This section may be lengthy. It must provide a complete explanation of each of the instruments the student intends to use. If the instrument has been used previously, summarize the reports of validity and reliability provided by those researchers and clearly indicate the population used to obtain these psychometric estimates. If the instrument has not previously been used for application to your target population or if the students are developing your own instrument, it must be tested for validity and reliability. Even if it has been used previously with
your population, it is a good idea to recalculate the reliability and use your findings to compare to those reported by others. Include permission to use the instruments in your appendix.

**Instrument 1 – Name of the instrument**

Provide background information on the instrument, i.e. who developed it and for what purpose. Include previous applications and findings. Do this for each instrument the student will use to collect data, except for the demographic information.

**Validity.** Address all types of validity and if it has been established for the instrument when applied to your population.

**Reliability.** Reliability can be assessed in two ways: (1) reliability over time typically includes a test-retest procedure to see if participant responses are consistent from one testing to another and (2) reliability as internal consistency. Test-retest is optional but internal consistency must be addressed. Internal consistency is determined by analysis of Cronbach’s alpha (The student must state what an acceptable alpha is and the criteria you will use to achieve this. The minimum number of participants necessary to analyze internal consistency is typically 10 subjects per item on the instrument so if one instrument consists of 10 items, the student will need 100 participants for this portion of the analysis.

**Scoring.** Provide a clear explanation as to how the instrument measures the construct and will be scored. Anyone else should be able to collect data and score the instrument the same as the student does. For example, the instrument consists of 10 items to which the participant may respond on a 7-point Likert scale whereby 1 indicates *strongly disagree* and 7 indicates *strongly agree*. The responses are summed for a composite score which may range from 10 to 70 with higher scores indicated a stronger degree of the construct. Identify the level of measurement that it produces, i.e., nominal, ordinal, interval, ratio.

**General Statistical Strategy**

For example, responses to the instruments will be entered and all analyses will be carried out by means of Statistical Package for Social Sciences (SPSS) version 19 for Windows (2010). The data will be explored through screening for errors. Parametric data considered as dependent variables will be subjected to analyses to assure they have met the basic assumptions of normal distribution and homogeneity of variance. Additional techniques to be employed include frequency histograms, boxplots, descriptive statistics and others depending on your hypotheses.

**Data Cleaning**

Explain how the student will review the responses for completeness and how the student will handle missing data. Describe how the student will detect errors in data entry and outliers. How the student will define an outlier and what you will do with them, i.e., will you include outliers and if so, how will you lessen their impact?

**Descriptives**

Descriptive statistics will be used to both describe the sample and report the measures of central tendency of the scores obtained on the instruments. The actual report will be provided in chapter 4.

**Reliability Testing**

Here explain that the student will calculate the Cronbach’s alpha including item-total reliability and alpha if the item were to be deleted. Indicate what the student will consider to be an acceptable and what the student will do about it if it is not, the criteria you will use to adjust the instrument.
**Hypothesis Testing**

Here include how the student will assure that the data meets the assumptions required for the statistical test, i.e., that the level of the data meets the demands, the dependent variable is normally distributed in your sample, etc. Include the criteria the student will use to accept that this has occurred.

Restate each hypotheses and/or research question. These will provide clear indication as to the statistical tests the student will apply. Explain the statistical test the student will use and why it is appropriate for this analysis.

**Limitations**

The study design will pose certain threats to the ability to generalize the findings to this or any other population. This section will be in chapter 3 for the proposal and then be moved to chapter 5 when the study is completed.

**Threats to Internal Validity**

**Threats to External Validity**

**Chapter Summary**
Chapter Four

Results

The results are just that. It is the statistical outcome of the data testing. The report will follow the outline established in chapter 3. Much of what the student will report will be in table form. The text, *Presenting your findings: A practical guide for creating tables* (Nicol & Pexman, 2010), is most helpful for how to construct tables.

Begin by restating the purpose of the study.

Indicate how many individuals were approached and accepted the invitation to participate. This is your return rate. Explain why individuals declined.

**Data Cleaning**

Explain how many of the forms were complete and useful for analysis. If forms were missing data, explain to what extent this occurred and how this was managed. Were there outliers? If so, what was the nature of the outliers and how did the student handle them?

**Descriptives**

**Description of the Sample**

Here summarize the characteristics of the sample that the student obtained from the demographic portion of your instrument. Often this information is best presented in table form.

**Responses to the Measurements**

Report the basic measures of central tendency (mean, standard deviation) of the scores obtained on the instruments.

**Reliability Testing**

Provide information from the calculation of reliability. Compare the alpha the student obtain to those previously reported in other studies using the same instrument, if available. Construct a table that presents the item-total reliability and alpha if the item were to be deleted. If an item met the criteria for deletion the student established in chapter 3, indicate which item it is. Recalculate the descriptive for the instrument after deletion of poorly functioning items.

**Hypothesis Testing**

First report the values that have assured that the data meets the assumptions required for the statistical test that will be used for hypothesis testing. If the values do not support the assumptions, explain how the data was adjusted or how the student changed your statistical approach.

Restate each hypotheses and/or research question. Provide the statistical results and conclude by indicating whether or not the hypothesis was accepted or rejected.

**Chapter Summary**
Chapter Five
Discussion and Summary

This chapter should not contain any statistical values. It is time for the student to speak from the experience. Remember the purpose of the study. Restate the purpose of the study and the theoretical framework. Restate the theoretical relationships that were being tested. Certainly include whether or not the findings support the theoretical framework.

Summary of the Findings
Provide a succinct summary of the results (no statistics). The student steps out of the details and speak more globally about what your study found and its implications. It is less about the findings and more about what the findings mean.

Integration of the Findings with Previous Literature
Compare your findings to those reported by other researchers. This will take the student back to the studies reviewed in chapter 2. Do not re-state these studies in the depth the student previous did, simply recall these studies for comparison to yours. Use both those studies in which your findings converged (similar findings) and those from which your findings diverged (different findings). Provide an explanation as to why your results may have been different.

Implications of the Findings
Now bring forward the implications the student discussed in chapter 1. The student had anticipated implications in various arenas. Now the student can provide some concrete discussion as to how these findings might be put in to practice or inform future researchers. Do not invent new implications. All implications must have come from the findings or the experience of the study.

Implications for Nursing Education
Implications for Nursing Practice
Implications for Nursing Research
Implications for Public Policy

Limitations
As your study progressed the student likely found that it did not proceed as you optimally had planned. For example, if your response fell short of that anticipated, try to provide an explanation of why this occurred and what it will mean for the generalizability of the findings. Be candid. The student doesn’t negate your efforts but stand back and realistically consider what might have done that would have improved the study and what the student could consider for the next time.

Chapter Summary
Suggested Resources for Quantitative Studies


Annotated Outline for Qualitative Studies
Chapter One
Problem and Domain of Inquiry

This section will contain the introductory information that provides a background of the problem. Do not include a subheading for this content. The fact that it is introductory is understood. This content may contain statistical data that supports that a problem exists. This section explains what the study is about. It such as should make a natural bridge to the problem statement.

Problem Statement

The problem statement should not be more than a few sentences that are specific and to the point and explains why this study is important. The research problem identifies the topic of interest, the population of interest and the significance of the topic or how it is problematic. The problem statement is a natural bridge to the purpose of the study.

Purpose of the Study

The purpose should not be more than a few sentences. The purpose of qualitative research varies according to the research method and the associated assumptions. The study should be designed as an inquiry process to describe or interpret a social or human phenomenon studied in the natural environment. Rich descriptive data obtained from using qualitative research methods helps to illuminate language, lived experiences, essence, values and culture through the use of multiple ways of knowing.

Research Questions

How the research questions are stated will depend on the research tradition used. For instance, ethnography always asks how; phenomenology asks what.

Research Question 1

Significance of the Study

Explain what your study will contribute to nursing knowledge in the following arenas.

Nursing Education
Nursing Practice
Nursing Research
Public Policy

Philosophical Underpinnings

The basic assumptions of any given paradigm involve: ontology (the nature of reality), epistemology (the relationship between the inquirer and the known), and the methods (the methods of gaining the knowledge of the world). Positivism and post-positivism are the basis for quantitative research; constructivism, interpretation and critical theory constitute the philosophical underpinnings of qualitative research. In general, all qualitative paradigms assume the relativist ontology (there are multiple realities that are socially and individually constructed) and transactional epistemology (the knower and the known are inextricably entwined), as well as dialogic/interpretive methodology.

Research Tradition

Whereas quantitative studies have a theoretical framework, the qualitative approach is founded on a research tradition. There is a wide variety of approaches but the more commonly used include: ethnography wherein the domain is culture, phenomenology and interpretive phenomenology (hermeneutics) wherein the domain is the lived experience (Giorgi, Colaizzi, Husserl, Heidegger, Van Manen), grounded theory leading to the development of theory (Corbin,
Glaser & Strauss), and historical research wherein the domain is past behavior, events, and conditions. Other types of qualitative research include case studies and narrative analysis. Information for this section comes from a resource that probably was written by the theorist. Give the historical development of the tradition including the discipline from which it was derived and the domain which it addresses. Thoroughly describe the tradition and explain its application to the present study.

**Definition of Terms**

In this section, provide conceptual definitions or a concept analysis for key phenomena addressed in the study but indicate that the intent of the study will be to have the meaning of the concepts defined by those being studied. Do not include information that defines the population of interest as that will be included in chapter 3.

**Chapter Summary**

Succinctly review the chapter in no more than two paragraphs.
Chapter Two
Review of the Literature

In qualitative research, when the literature review is carried out is largely dependent on the research tradition chosen. This chapter contains the knowledge that is the context for the study. It is used to demonstrate the potential for complexity of the phenomenon. Historical context can include the tracing of the historical background of the study focus, the tracing of the conceptual threads of the study, and the disciplinary perspective of the focus. Experiential context addresses your personal knowledge or involvement with this topic.

Content headings will be dependent on the particular phenomenon being studied. The subheadings within the chapter should reflect a logical pattern of knowledge content surrounding the focus of the study.

Chapter Summary
Chapter Three  
Methods  

Research Design  
Qualitative studies use an emergent design and can be either cross-sectional or longitudinal.  

Research Assumptions  
The research assumption is a statement that is presumed to be true without validation. By determining our assumptions, biases, understandings, and beliefs prior to the research, we are open to the possibilities. For example, the student assumes that  
- People can reflect on and share their experiences of deeply personal issues  
- The researcher will maintain openness when interpreting new perspectives  
- Individuals will report accurately and truthfully about themselves.  
- Reaching saturation validates the themes  

Setting  
Data collection usually occurs in real-world, naturalistic settings with high potential for information richness. Clearly describe the setting from which will recruit your sample and in which the data will be collected. Start large and then taper to the exact spot.  

Sampling Plan  
Sampling Strategy  
Qualitative studies use purposive sampling methods. There are several variations of purposive sampling including maximum variation sampling, typical case, extreme (deviant), reputational case, critical case, criterion sampling, and others. Describe which type of purposive technique will be employed.  

Eligibility Criteria  
The demographic portion of your research instrument should have questions that will assure that individuals are eligible to be participants.  

- Inclusion criteria.  
- Exclusion criteria.  

Sample Size  
Sample size estimation based on previous experience, pilot work, etc. Typically data is collected until the student reaches the point of saturation, or where no new information is noted in the responses. However, final sampling decisions take place during the data collection. Qualitative research samples typically do not exceed 50: ethnography ~ 25-50, phenomenology ~10 or less, grounded theory ~ 20-30. In the IRB application, provide a range that the student anticipates.  

Protection of Human Subjects  
The IRB considers this section very carefully. Specify if the data will be confidential (not anonymous). Your explanation must include how the student will protect the privacy of the participants and address any risks or benefits that might result from participation. The NSU IRB website provides clear instructions.  

- Risks and benefits of participation. If the student plans to give some sort of gift, it is an honorarium. It should be small so as not to be considered coercion. Under risks, include if
there may be some sort of psychological discomfort related to the questions and/or responses and how this will be handled.

**Data storage.** The IRB requires data be stored separately from any identifiers, if the students have them. Data is saved in a locked file cabinet in the researcher’s home and on the researcher’s home computer that is password protected for three years and then survey instruments are destroyed by shredding, computer files are erased, computer storage as CDs are destroyed. Explain who will have access to data.

**Procedures**

Provide a clear step by step, detailed explanation as to how the student will recruit participants, gain their trust, and what the student expect the participant to do. This section does not need to be lengthy but the reader should be able to “see” the process from start to finish. Examples of procedure types:

- Individual interviews
- Participant observation
- Focus groups
- Personal and public documents
- Internet-based data
- Videos

**Data Collection Instruments**

The data collection instruments will depend on the research tradition and research questions. It is beyond the scope of this outline to address all approaches and therefore all types of data collection instruments. However, if the students are doing interviews the following provides assistance as to what will be included in this section.

**Demographic Data**

What data will the student collect and why?

**Interview Questions**

If the students are doing interviews, briefly explain the purpose of the interview and relate this to the qualitative tradition and the research design. The actual list of questions should be in the appendix.

**Field Notes**

Field notes are both descriptive and reflective.

**Data Management and Organization**

Content will be dependent on the specific qualitative method being used but should include information on data management, organization and analysis plan.

**Transcription**

Explain how the student will assure accuracy of transcription.

**Category Scheme**

**Coding Data**

Coding is the process that involves labeling common ideas that come from the data (transcripts). It is a process where the researcher organizes the material into groups and then adding meaning to the groups. This may include actual language of the study participant. Closely meaning words are grouped into themes and given a broader category.
Data Analysis

The thematic analysis process is explicitly and methodically described and based on the research tradition used. See Polit & Beck, 2010, p. 561-576 for a succinct overview of the traditions and associated techniques.

Trustworthiness and Integrity

This section should address criteria for trustworthiness (rigor) of the data and analysis: credibility, dependability, confirmability, transferability, and authenticity. The explanation of confirmability should include how the student will carry out member checks. The discussion should include how they apply and how they will be assured.

Limitations

Limitations of a qualitative study include the inability to generalize the findings. This limitation restricts the truthfulness of the study. Additionally, the participant may fear repercussions of their open dialogue about their behavior. Other limitations will be specific to the study. This section will be in chapter 3 for the proposal and then be moved to chapter 5 when the study is completed.

Chapter Summary
Chapter Four
Interpretation of the Findings

In chapter 3 the student laid out a plan for deconstruction and reconstruction of the data. In chapter 4 the student explains what you discovered through that process. Logical explanation of the findings is divided by means of subheadings appropriate for the content of the study and the qualitative method that was employed. A typical outline follows the themes that were identified with supporting evidence.
Chapter Five
Discussion and Summary

It is time for the student to speak from the experience. Remember the purpose of the study.

Summary of the Findings

Provide a succinct summary of the results. The student steps out of the details and speak more globally about what your study found and its implications. It is less about the findings and more about what the findings mean.

Integration of the Findings with Previous Literature

Compare your findings to those reported by other researchers. This will take the student back to the studies reviewed in chapter 2. Do not re-state these studies in the depth the student previous did, simply recall these studies for comparison to yours. Use both those studies in which your findings converged (similar findings) and those from which your findings diverged (different findings). Provide an explanation as to why your results may have been different.

Implications of the Findings

Now bring forward the implications the student discussed in chapter 1. The student had anticipated implications in various arenas. Now the student can provide some concrete discussion as to how these findings might be put in to practice or inform future researchers. Do not invent new implications. All implications must have come from the findings or the experience of the study.

Implications for Nursing Education
Implications for Nursing Practice
Implications for Nursing Research
Implications for Public Policy

Limitations

Limitations were originally presented in chapter 3. Move that section into this location. As your study progressed the student likely found that it did not proceed as you optimally had planned. Be candid. You should not negate your efforts but stand back and realistically consider what you might have done that would have improved the study and what you could consider for the next time.

Chapter Summary
Suggested Resources for Qualitative Studies


Appendix F
Certification of Authorship
CERTIFICATION OF AUTHORSHIP

Submitted to (Chairperson's Name): ____________________________________________
Student's Name: ________________________________________________________
Title of Submission: _____________________________________________________
______________________________________________________________________

☐ Dissertation Proposal

☐ Final Dissertation Report

Certification of Authorship: I hereby certify that I am the author of this document and that any assistance I received in its preparation is fully acknowledged and disclosed in the document. I have also cited all sources from which I obtained data, ideas, or words that are copied directly or paraphrased in the document. Sources are properly credited according to accepted standards for professional publications. I also certify that this paper was prepared by me for this purpose.

Student's Signature: ____________________________________________________

Date of Submission: ____________________________________________________
Appendix G

PhD Dissertation Tracking Form
Candidate Name: _____________________________________ N#: _____________________

Dissertation Topic:
____________________________________________________________________________ 
____________________________________________________________________________ 

Please indicate below the status of your dissertation work:

1. Dissertation Committee formed

   ________________________________ Date ________________________________
   Chairperson

2. Submitted Formal Proposal to

   __________________________________________________ Approved: Yes ____ No _____
   Committee Chairperson Date

3. Submitted Final Dissertation Report to

   __________________________________________________ Approved: Yes ____ No _____
   Committee Chairperson Date

4. Professional editing

5. Binding

Other comments:
____________________________________________________________________________ 
____________________________________________________________________________ 

Candidate Signature: ____________________________________________ Date:___________