RHODE ISLAND COLLEGE - SCHOOL OF NURSING
NURS 609,
MASTER’S MAJOR PROJECT
2017-2018

PREREQUISITES:  NURS 509

NUMBER OF CREDITS:  1 credit per semester, for a total of 2 credits maximum

NUMBER OF CONTACT HOURS:  1 credit; for a total of 2 credits maximum

COURSE DESCRIPTION:  Under the supervision of their primary project advisor, students conduct a major project, complete a final project writing, and present findings.

COURSE OUTCOMES:

*Course Outcomes are derived from the RIC MSN Expected Program Outcomes, which align with the Essentials of Master’s Education in Nursing (AACN, 2011).

Essential V. Translation and Integration of Research, Scholarship, and Evidence-Based Practice

A. Completion of the master’s major project as outlined in the IRB approved proposal;
B. Oral or poster presentation of the major project;
C. Submission of the major project paper according to the guidelines for the major paper type

REQUIRED TEXTBOOKS:
EXPECTATIONS FOR GRADUATE STUDY

Work toward a graduate degree involves notably more responsibility and independence on the student’s part than that of the baccalaureate degree. The primary objectives are the development of sound scholarship and a degree of specialization that will lead to advancement of knowledge and prepare the student for intellectual leadership. In pursuing graduate study, all students are expected to adhere to the accepted standards of scholarly integrity in all presentations, examinations, research, and writing of papers and projects (see Academic Honestly in this syllabus; in the Graduate Students in Nursing Handbook; and in Chapter III of the College Handbook). Plagiarism is a serious academic offense and will result in a grade of zero on the affected assignment.

INSTRUCTIONAL METHODS:
Independent project work under supervision of primary project advisor

METHOD OF EVALUATION:
-First 609: completion of IRB submission and approval (if required); for systematic review (SR) or integrative review (IR): completion of individual studies’ data collection tables (SR) or critiques (IR); for other paper types, completion requirements to be negotiated and agreed upon by faculty and student.
-Second 609: Completion of project; poster presentation of project; submission of major project paper

For both 609 enrollments, students who do not complete the specified activities prior to the end of the semester of enrollment are in danger of failing the course and may be required to repeat it.

GRADING:
This course is graded as either satisfactory or unsatisfactory.

All students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the Master’s Program Director. Students who achieve less than a B in a required nursing course (electives excluded) will be placed on probationary status. Students on probationary status must achieve a B or better in each required nursing course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students’ status will be made by the Master’s Program Director. Students may be required to repeat a course at the discretion of the Master’s Program Director. Please also refer to the Handbook for Master of Science and NCM Certificate Students in Nursing and to Section VI of the RIC Graduate Studies Manual.

POLICIES: Please refer to the Handbook for Master’s Students in Nursing for detailed information on policies.
Retention. All students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the Master’s Program Director. Students who achieve less than a B in a required nursing course (electives excluded) will be placed on probationary status. Students in the Nurse Anesthesia option who earn a grade of less than B in the required science courses, including CHEM519 and BIO 535 and BIO 536, will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students’ status will be made by the Master’s Program Director in consult with the Dean. Students may be required to repeat a course at the discretion of the Master’s Program Director. Please also refer to the Graduate Students in Nursing Handbook Section VI of the RIC Graduate Studies Manual.

Student with Disabilities. Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the American with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you MUST meet with a member of the Disabilities Services Office staff. To make an appointment, please call 401-456-2776 or TTT (via RI Relay) 711 or send a message to dsc@ric.edu. The office is located in Craig-Lee Hall, room 127. To receive accommodations for class, please obtain the proper Disabilities Services Office forms and meet with your course faculty at the beginning of the semester.

Academic Honesty. The School of Nursing at Rhode Island College recognizes that the nursing profession is based on a standard of honesty and personal and professional integrity. In order to achieve the missions of the College and the School of Nursing and develop the high ethical standards required of nursing practice, academic honesty is an integral part of the nursing program. Students and faculty are jointly responsible for maintaining an honest environment and all must work together to ensure the success of the academic honesty policy. All students within the School of Nursing are expected to maintain the code of academic honesty. This means that all academic work is done without plagiarism, cheating, or unauthorized assistance. Please refer to the Master’s Student Handbook for further detail.

Professional Conduct and Confidentiality. Rhode Island College School of Nursing students are expected to be familiar with and incorporate the American Nurses Association (ANA) Code for Nurses into their professional behavior and conduct. Nursing students are expected to respect the values and needs of clients as well as other health team members. Students should establish and maintain therapeutic relationships that are based on trust, and that trust must not be violated. Nursing students should maintain client/family confidentiality and follow HIPPA guidelines and agency policies regarding disclosure of confidential information. Client/family information should not be discussed in public areas and confidentiality must be maintained in written assignments and student conferences. Exceptions include if the safety of the client or others is at serious risk unless specific information is discussed. This situation should be reported immediately to the instructor and/or the responsible agency personnel. Please refer to the Master’s Student Handbook for further details about professional conduct.

Services on Campus
Students are encouraged to utilize the wide array of services on campus including but not limited to the Counseling Center located in Craig Lee 130 and OASIS located in Craig Lee 154. The mission of OASIS is to help students thrive academically, to challenge them to achieve excellence, and to prepare them for the rigors and excitement of life beyond Rhode Island College. OASIS partners with students to ensure success through mentoring and sharing of expertise. OASIS provides support for learning test taking strategies.
Guidelines Specific to the Course Outcomes

Course Outcome I: Completion of the master’s major project.

It will be very beneficial during this phase to continually review the project proposal in concert with your major advisor. Remember if IRB review has been required, the IRB approved protocol must be adhered to; if it is identified that a change in the proposal might be needed, discuss this issue with the major advisor immediately. If indeed a change in the proposal is required, a request for revision will need to be submitted to the IRB(s) before a change can be implemented. Anticipate that this process will take some time for approval.

Plan to communicate with your major advisor regularly at mutually agreed time intervals. Certainly communicate with your major advisor as issues arise or if you experience a problem that hampers your timeline. If for any reason there is an unanticipated delay in this phase, it is wise to start writing drafts of your final project paper, with input from the major advisor.
Course Outcome #2: Presentation of the Major Project: Poster

In order to be eligible to present, students MUST have completed all sections of the major paper in ‘close to final form’, as determined by the first reader.

Students MUST submit a copy of the poster template to the first reader prior to the presentation date. It is suggested that these be submitted at least five days in advance, though faculty reserve the right to request materials earlier.
Specific Guidelines for Master Major Project Poster Presentation

1. Students are required to use the SON MSN program template available on the library libguide site at
   http://library.ric.edu/msnresources/majorpaper

   In some cases, based on the type of project, it may be necessary to modify the major headings slightly to best illustrate the project.
   Plan to formally present your poster twice for a period of 10 minutes maximum.
   In that presentation, briefly highlight key points of each major heading.

   General Guidelines for Creating the Poster

   The poster should be able to stand on its own, without explanation from you. It should highlight each aspect of your work through text, photographs, tables, and charts or graphs. Major sections should generally include: background/statement of the problem; review of key literature; theoretical framework; methods (purpose, design, site, sample, procedures, measurement); results; summary and conclusions; implications and recommendations; references in APA format.

   Use the template provided to design the poster. Be sure that the page size is set to your final poster size, which should be 3’ x 4’.

   Use at least 18-24 pt text, larger for headings, and larger again for the title, about 70 pt font. The poster should be clearly visible from five feet away. Use fonts that are easy to read (such as Times New Roman, Garamond, and Arial) and use one font consistently. Left-justify text within text boxes or fully justify blocks of text.

   Avoid placing too much text in a text box. Use contrasting colors; dark print on light background is best. Include some white or empty space to improve readability. Make sure all graphics are easily visible. Any visuals that are used should be simple; so delete any unnecessary information. Each visual should have a brief title. Figures should be numbered consecutively according to the order in which they are first mentioned.

   Cite and reference any sources used, in APA format.
Course Outcome III: Submission of the approved major project paper according to the guidelines established for the major paper type.

General Strategies and Suggestions for Completion of Major Project

If you do not have a copy of APA manual or handbook, obtain it immediately and become familiar with it.

Please carefully review the major paper format guidelines and APA format. Correcting formatting problems can be very time consuming and stressful for all involved.

Be sure that all references cited in text are in reference list and vice versa!! Avoid the use of secondary sources!

Pay attention to grammar, sentence structure, etc. If you know that you have difficulty with writing, secure a ‘proof reader’ to assist you. Consider using the Writing Center nursing resource person also.

Working with Readers

First and foremost, remember that three people need to ‘sign off’ on the major project: your first, second, and third readers. Each will need adequate time to complete the review and provide feedback.

- Generally, the first reader does the primary review work. That usually means that all drafts go to the first reader first. Generally no documents go to the second reader without the knowledge and approval of the first reader.

- It is strongly suggested that you complete the paper in sections, and that you submit each section to the first reader as you draft it. Negotiate ‘turn around’ time with the faculty member, but expect this could take several days. While the reader is reviewing a section, begin to draft the next section.

- You should anticipate that you will need to complete 2-3 drafts. BE EXTREMELY CAREFUL THAT ‘OLD’ DRAFTS ARE LABELED, ‘NEW DRAFTS ARE RENAMED AND DATED, AND THAT ALL WORK AT ALL TIMES IS SAVED IN MULTIPLE PLACES!!

- When the first reader approves, submit the paper to the second reader. Usually this occurs when the paper is close to completed. Expect that the second reader will recommend some changes and revisions and allow time for that. When you provide the paper to the second reader, negotiate a timeframe for their review to be completed.

- When the second reader returns your paper, discuss the suggested revisions.
Make the agreed upon revisions as soon as possible. *In the event of any perceived discrepancies, discuss with the first and second reader.

- When the second reader revisions are in progress, submit the paper to the third reader. Be sure they are aware of any pending revisions. Establish a deadline for return, and again, anticipate that they may request some minor revisions.

It is extremely important to meet with your first reader very early in the last semester to discuss your project and identify/negotiate deadlines. If you cannot meet an established deadline, you need to communicate that to your reader(s) as soon as possible.

Stay in constant communication with readers so you are aware of each other’s progress in meeting your deadlines.

Please note that the completed major project paper will be uploaded to Digital Commons on the Adams Library website and two hard copies will be stored in the MSN office. You will need to complete a ‘Deposit and Access Agreement Form’ (http://www.ric.edu/adamslibrary/pdfs/deposit.pdf) and submit with the hard copies of the major paper when they are turned in. Please read the statement carefully as you will need to certify that you have met a variety of conditions.
**Major Paper Sections**

**Note that each new section should begin on a new page.**

**Do not use a running head in the major paper. Though running heads are included in APA, the intent is to prevent lost pages in the event that a document is separated. Since the major papers are bound, this is not an issue.**

The **abstract** is a *one page overview* that addresses all the key sections briefly. Generally best to do this last. Be sure to include implications for advanced nursing practice.

The **background/statement of the problem** is generally a succinct, concise description that ‘sets the stage’. This is where you make the case that your problem is an important one to be addressed and that will make a contribution to nursing practice. It is generally 2-3 pages, and includes some key literature.

The **literature review** should be comprehensive. It should include at the beginning an overview of databases searched, key words used, and timeframe. Typically subheadings are extremely helpful: they help to organize the content, ‘broad to specific’ and ‘like with like’. Always start broad, and narrow the literature review toward your specific topic, which should be addressed toward the end of the literature review. *Note that the literature review section is from the literature, and all must be referenced!!* Document sources as you go, and add them to the reference list.

Avoid the use of ‘secondary sources’. If you use a source, you should have it available to you. Otherwise avoid using it. Go directly to the source is the rule of thumb. Also, avoid direct quotes; use ONLY when you cannot paraphrase adequately. Limit the use of websites to only those that are primary and essential.

The **theoretical framework** should be described from the perspective of the author(s), in other words from primary sources. You should provide a comprehensive overview of the theory; also cite any key relevant research related to your topic that has used this framework if available; identify how the framework was used to guide your project.

In developing the **methods** section, it may be helpful to review the guidelines used in NURS 501. You need to describe the methods in detail, *so that anyone reading your paper knows exactly what you did.* Describe the procedures in chronological order, in the order that items will occur, step by step. Typically the method section would include the following subheadings: purpose; research question (if relevant); site and sample; procedures, in detail, including IRB approval; measurement; ethical considerations; data analysis. Please note that these will vary based on type of project!

The **results** should be described, using tables to illuminate the findings. You should not describe again in the writing what the table illustrates; use the narrative to identify key findings. Results include only results, the data…no discussion occurs here!
**Summary and conclusions:** the *summary* section is a restatement, so give a brief overview of what you did and what you found, in about two pages. There will be some overlap with earlier sections; that is expected. Remember this section should stand alone: the reader should be able to read just this section and know exactly what you did and what you find. Discuss limitations of your project next; every study has limitations and you want to identify what yours were. *Conclusions* are general statements about what you learned as a result of completing this project.

**Recommendations and implications for advanced practice** are broader and really attempt to generalize what you learned. This is the most creative section of your paper. **When writing this section, be sure to follow the guidelines for what needs to be included here:** Discuss any broad implications for practice, policy, research/EBP, education, leadership, and describe implications for advanced practice nursing role. *Be sure to consider/include: diversity; ethical considerations; interdisciplinary practice; innovative healthcare technologies.*

On the next page is the grading rubric that faculty will use to determine whether your paper meets the identified competencies.
## NURS 609 Major Project Rubric

<table>
<thead>
<tr>
<th>Competency</th>
<th>Examples of Evidence</th>
<th>Met</th>
<th>Not Met</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Knowledge for Practice</td>
<td>Identifies appropriate theoretical frameworks/models</td>
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<tr>
<td>Translation &amp; Integration of Scholarship, Research, &amp; Evidence Based Practice</td>
<td>Review of the literature is comprehensive and uses appropriate, current sources; applies evidence base to design; makes evidence based recommendations</td>
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<tr>
<td>Ethics</td>
<td>Identifies IRB review, relevant ethical considerations</td>
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<tr>
<td>Advanced Practice Role</td>
<td>Discusses implications for APRN role</td>
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<tr>
<td>Master’s Level Practice in Specialty</td>
<td>Describes implications for specialty area</td>
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<tr>
<td>Organizational/Systems Leadership</td>
<td>Identifies organizational/systems/leadership implications; recommends change strategies; assumes a leadership role in implementation/recommendations</td>
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<tr>
<td>Innovative Technology/Informatics</td>
<td>Identified databases used/searched; evaluated data using appropriate information systems and statistics/analysis</td>
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<tr>
<td>Culture/Diversity</td>
<td>Identifies relevant implications beyond targeted sample</td>
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<tr>
<td>Interdisciplinary/Collaborative Practice</td>
<td>Describes implications for related disciplines</td>
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<tr>
<td>Health Care Policy/Advocacy</td>
<td>Identifies policy/advocacy issues/recommendations</td>
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<tr>
<td>Clinical Prevention/Population Health</td>
<td>Discusses implication for prevention and population health as indicated</td>
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<tr>
<td>Quality &amp; Safety</td>
<td>Applies findings to quality and safety implications for nursing practice</td>
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</table>
Guidelines for Submission of Final Project Paper

FORMAT

1. The major paper must conform to APA format (6th ed.) throughout; HOWEVER, THERE SHOULD NOT BE A RUNNING HEAD ON THE PAPER.
2. Use letter quality print. Twelve font minimum is required and type of print must be appropriate for photocopying (Times New Roman is recommended; dot matrix is not acceptable).
3. Margins: 1 1/2” left and 1” on top, right and bottom.
4. Page numbering should begin on the first page of the body of the paper with number 1 and is located at the top right side of the page. For your convenience, a pre-formatted template is available for use from the LibGuide: http://ric.libguides.com/msnresources (select the “MSN Major Paper…” tab).

5. Order of pages is:
   a. Blank Page (no page number)
   b. Approval Page (no page number) – Third reader must sign on the second line under “Committee Members” prior to submission.
   c. Title Page (no page number) – Include source of support if received for completion of the project.
d. **Abstract** (no page number) – Should include a statement of the problem, description of the project, a summary of the findings and implications for advanced nursing practice and **SHOULD NOT EXCEED ONE PAGE**.

e. **Acknowledgements** (no page number) *This page is optional and may be omitted/deleted if not desired.*

f. **Table of contents** (no page number) – Make sure that headings listed in the table of contents are consistent with the headings used in the main body of the paper (use same terminology) and that page numbers match what is actually on the page (for example, the first page of the main body of the paper should be page 1 even though it may be the 7th page of the document, ensure it is listed accordingly on the table of contents).

g. **Main Body of Paper** (begins at page 1 with Statement of Purpose) – Title is centered at top of the page above “Statement of Purpose.”

h. **References** (page numbering continues from Main Body) – Follow APA format.

i. **Appendix/Appendices** (page numbering continues) – If more than one appendix, begin with Appendix A or Appendix I.

**NOTES ON USING THE TEMPLATE**

1. Copy sections from the final, approved copy of the proposal into the template. It would be best to copy/paste each section (Background/statement of problem, Literature review, framework, methods) separately; otherwise, it moves the pre-formatted pages for those sections to the end of the paper which would then need to be deleted.

2. Once you have copied these sections into the template, use the template for all further work. For example, add the results and later sections into the template.

3. Any charts/tables should be carefully reviewed after copy/paste to ensure that they have not been altered.

4. Save your work as follows: *your last name* followed by *major paper*, followed by *the date of your latest revision*; ie Smithmajorpaper21516

5. Delete the acknowledgements page if not adding acknowledgements to the paper.

**APPROVAL AND SUBMISSION**

1. The major paper must be approved by all three readers prior to submission.

2. **Before printing the final copy, submit a final version of the completed paper to the first reader on ‘regular’ paper for final review.** This helps to assure that all corrections are made prior to printing in final form.
3. Once this final draft has been approved, please call (401) 456-9612 to make an appointment with the Information Services Technician in the MSN Program Office, NEC-100, for review of the printed copies. The major paper will be reviewed for formatting accuracy.

4. After format review by the Information Services Technician, make any required changes. Make an appointment with the Information Services Technician in the MSN Office to submit two copies on 8.5” x 11” 24lb. resume paper. This paper is available at Staples and other stationary stores. Only one side of the paper may be used. Papers NOT submitted on the appropriate weight paper in the specified format will NOT be accepted.

These copies must include the third reader’s signature on the approval page; the other signatures will be obtained internally. EACH copy should be placed in a separate 10 x 12 manila envelope for binding.

5. When the final copy of the major paper is submitted, you also will need to submit a completed copy of the ‘Deposit and Access Agreement Form’. This can be accessed at: http://www.ric.edu/adamslibrary/pdfs/deposit.pdf. Please read the statement carefully as you will need to certify that you have met a variety of conditions.

6. Submit an electronic copy on a thumb drive or via email to the Director of the MSN program. Electronic copies should include the entire paper in one file labeled as follows: ‘your last name’ followed by ‘major paper’, followed by ‘year of completion’. Ex. “Smith Major Paper 2015

KEY DEADLINES:

- To receive a grade of ‘S’ for NURS 609, students must two approved copies of the paper on the required paper at least one day prior to the date that final grades for graduating students are due in the Registrar’s Office. The copies must be signed by the outside reader before submission; other SON faculty signatures will be obtained internally.

- Students who do not submit the complete major paper prior to the date that final grades are due will receive an ‘I’ for NURS 609. The ‘I’ will be changed to an ‘S’ when the major paper is received and approved. Students with an ‘I’ for 609 may attend graduation.
**On the following pages, specific guidelines by project type that should be used in writing the final project paper are also included. Review the general guidelines first, then review the specific guidelines for the type of paper you are writing.
Evidence-Based Practice or Quality Improvement Final Paper

While the terms research, evidence-based practice and quality improvement sometimes overlap, there are distinct differences between them:

**Research** seeks to create new knowledge that is generalizable. *Human subjects research always requires IRB review!.

**Evidence-based practice** aims to identify and use the best available evidence to improve nursing practice; for example an evidence-based approach might be used to examine the evidence to support a particular intervention.

**Quality improvement** is not intended to generate knowledge but rather aims to improve systems, processes, and outcomes of care. These projects are typically limited in scope, ie are unit-based; findings are not intended to be shared beyond the study population; minimal risk; no potential breach of privacy or confidentiality.

The following guidelines should be ‘tailored’ to the specific evidence based practice or quality improvement project.

- Background/statement of the problem and significance to advanced practice. This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.

- Comprehensive review of the literature. Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.

- Identify and describe the theoretical framework(s) used to guide the proposed project. Be sure to use literature from the primary author.

- Methodology: Identify the purpose of the project and state the clinical/research question; specify the design; note IRB determination; identify sample, procedures/data collection plan; measurement (including reliability and validity of measures); ethical considerations; how data was analyzed.

- Results: succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.

- Summary and conclusions: first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.
• Recommendations and implications for advanced practice nursing: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health.

References:
Retrospective Chart Review Final Paper

Retrospective review of medical records, also called a chart review, is a type of research that uses patient data to answer research questions. Retrospective, in contrast to prospective, means that the data is already in existence when the project is developed. **Retrospective review of medical records requires IRB review** and review is typically expedited.

The following guidelines should be ‘tailored’ to the retrospective review project:

- **Background/statement of the problem and significance to advanced practice.** This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.

- **Comprehensive review of the literature.** Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.

- **Identify and describe the theoretical framework(s) used to guide the proposed project.** Be sure to use literature from the primary author.

- **Methodology:** Identify the purpose of the project and state the clinical/research question; specify the design; note IRB review; identify sample, procedures/data collection plan; measurement (including reliability and validity of measures); ethical considerations; how data was analyzed.

- **Results:** succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.

- **Summary and conclusions:** first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues; quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.

- **Recommendations and implications for advanced practice nursing:** Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health.

References:


http://dx.doi.org/10.3352/jeehp.2013.10.12

Secondary Data Analysis Final Paper
Secondary data analysis is the use of data that was collected by someone else for some other purpose. It involves the use of existing data to investigate a research question that is distinct from, or that was not addressed in, the original study. It is important to become as familiar as possible with the data set and the data collection process used since the investigator did not collect the original data. Secondary data can come from a variety of sources, one of the most common being large, government-funded data sets. Examples include: Data.gov at http://www.data.gov and U.S. Census Bureau at http://www.census.gov

The following guidelines should be ‘tailored’ to the secondary data analysis project:

- Background/statement of the problem and significance to advanced practice. This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.

- Comprehensive review of the literature. Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.

- Identify and describe the theoretical framework(s) used to guide the proposed project. Be sure to use literature from the primary author.

- Methodology: Identify the purpose of the project and state the clinical/research question; specify the design; note IRB review; identify sample, procedures/data collection plan; measurement (including reliability and validity of measures); ethical considerations; how data was analyzed.

- Results: succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.

- Summary and conclusions: first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.

- Recommendations and implications for advanced practice nursing: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health.

References:
Systematic Review of a Clinical Concept or Topic Final Paper

Systematic reviews differ from traditional literature reviews in that they use a more rigorous, well-defined approach to reviewing a specific subject area. Systematic reviews are designed to address well-focused questions about clinical practice. Systematic reviews are research reviews that combine the evidence of multiple studies related to a specific clinical problem to inform clinical practice (Whittemore & Knafl, 2005). The PRISMA framework for systematic reviews is highly recommended as a guide. The systematic review is targeted at a practice area where a limited number of experimental studies have been conducted.

The systematic review should include:

- Background/statement of the problem: This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.
- Identify and describe the framework(s) used to guide the systematic review.
- Methodology: Identify the purpose of the project and state the clinical/research question; set inclusion and exclusion criteria, limits.
- Review of the literature: cite databases used, keywords searched, and for what time period. Provide a comprehensive overview of the literature related to the topic, broad to specific, with subheadings.
- Results/Steps:
  - Conduct a comprehensive search of the research literature specific to the topic; document the search strategy using the following: http://prisma.thetacollaborative.ca/
  - Determine articles to be included in the review, based on inclusion and exclusion criteria.
  - Develop a comprehensive data collection form(s) that includes key variables.
  - Enter data from each included study into the data collection form. Label the form consistently using APA format. Give each study a number and use that number in text and in tables throughout. Use superscripts.
  - Complete a critical appraisal of each individual study using Critical Appraisal Skills Programme (CASP) methodology (www.casp-uk.net/casp-tools-checklists)
  - Complete a cross study analysis.. Cross study comparison is presented at the end when all included studies have been summarized and analyzed.
  - All of this information is then summarized in narrative form in results, by study.
- Summary and conclusions: first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations in the process used; assess the depth and breadth of available literature overall; assess the quality of the research overall, identify strength and limitations in the literature overall; consensus or differences or inconsistencies should be identified and discussed; present conclusions derived from the project.
- Recommendations and implications: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and
implications for clinical prevention and population health. Identify areas for further exploration.

References:
State of the Science/Integrative Review Paper*

State of the science papers identify, critically analyze and synthesize key findings related to a clinical challenge, controversy or dilemma of importance to advanced nursing practice. The focus is on synthesizing the available research on the identified topic and includes both experimental and non-experimental research. The literature search of research on the topic should be exhaustive: the integrative review provides a comprehensive portrayal of a problem or issue of importance to nursing.

The state of the science paper should include:

- Background/statement of the problem and significance to advanced practice. This is generally a very concise overview of the problem in 2-3 pages. Clearly but briefly describe the specific challenge, controversy or dilemma and justify the importance. Clearly identify why there is a challenge or controversy. End with a statement of purpose.

- Identify and describe the theoretical framework(s) used to guide the proposed project. Be sure to use literature from the primary author.

- Comprehensive review of the literature. Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended subsections, starting broad and narrowing down to specific topic. Be sure to include:
  - Identify, from the literature, the specific challenge, controversy or dilemma, including the nature/scope and relevant history;
  - Provide the context as indicated: epidemiology, pathophysiology, social context, clinical context;
  - Review current standard of care and types of interventions or approaches that may exist to address the problem.

- Methodology/process for selection of studies for critique
  - Purpose/clinical question/outcomes to be examined
  - Inclusion/exclusion criteria/limits
  - Identify detailed search strategy, including any limits
  - Data collection: what data will be collected re: each included study/literature?
  - Literature critique: what guideline will be used to critique the literature?

- Results: compare and contrast relevant studies, including limitations or gaps in the evidence. Analyze, interpret, and synthesize key findings.

- Summary and conclusions: Describe/summarize the purpose and major points.
  - Summarize/restate what was done and what the findings were; identify and discuss any limitations in the process used; assess the depth and breadth of available literature overall; assess the quality of the research overall, identify strength and limitations in the literature overall; consensus or differences or inconsistencies should be identified and discussed.

  Present conclusions derived from the project. Address how findings help to
answer the challenge, controversy or dilemma in practice.

- **Recommendations and implications:** Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health. Identify areas for further exploration.

*Adapted from guidelines developed by UNC at Chapel Hill*

**References:**


Guidelines for Program Development Final Paper

Program development involves the establishment of a new program or the improvement and/or expansion of an existing program. There are a variety of frameworks that can be used to guide program development, including the logic model (see attached), which identifies six components: the situation; inputs; outputs, outcomes, assumptions, and external factors.

The program development project paper should include:

- **Background/statement of the problem:** This is generally a very concise overview of the problem in 2-3 pages.

- **Comprehensive review of the literature.** Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.

- **Identify and describe the theoretical framework(s) used to guide the proposed project overall.** Be sure to use literature from the primary author.

- **Program development:**

  Specific model used to guide development of the program, ie logic model; precede proceed model;

  Systematic needs assessment. There a various frameworks that can be used; choose one, conduct the needs assessment, and describe results in depth;

  Identify program content, goals, and objectives;

  Program implementation: specify the purpose, design, sample, site, procedures; ethical considerations; IRB review

- **Evaluation, formative and summative; measurement** (if established measures used, describe including reliability and validity; how data were analyzed.

- **Results:** succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.

- **Summary and conclusions:** first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.
• Recommendations and implications for advanced practice nursing: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health

References:
Centers for Disease Control and Prevention. Using Indicators for Program Planning and Evaluation.
Kellogg Foundation. Logic model of program development.
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf
Program evaluation involves useful, feasible, ethical and accurate procedures to improve and account for program actions (CDC, 1999). Program evaluation can include a variety of methods but overall it involves carefully collecting information about a program or some aspects of it, from which informed decisions about the program can be made.

There are several major types of program evaluation, including:
- Goal based: examines extent to which program goals are being met;
- Process based: used to understand how a program works;
- Outcomes based: examines impacts/benefits/changes to clients during and/or after their participation in the program. Outcomes evaluation can examine these changes in the short-term, intermediate term and long-term. Outcomes evaluation looks at programs as systems that have inputs, activities/processes, outputs and outcomes.

*One method for determining which type is appropriate is by identifying the purpose for which the evaluation is being done.

An example of an evaluation framework is The Centers for Disease Control framework for program evaluation, which comprises the following steps:
1. Engage stakeholders – those involved, those affected, primary intended users
2. Describe the program - need, expected effects, activities, resources, stage, context, logic model
3. Focus the evaluation design – purpose, users, uses, questions, methods, agreements
4. Gather credible evidence – indicators, sources, quality, quantity, logistics
5. Justify conclusions – standards, analysis/synthesis/interpretation, judgment, recommendations
6. Ensure use and share lessons learned – Design, preparation, feedback, follow-up, dissemination

Standards for effective evaluation include:
1. Utility - serve the information needs of intended users
2. Feasibility – be realistic, prudent, diplomatic, and frugal
3. Propriety – behave legally, ethically, and with due regard for the welfare of those involved and those affected
4. Accurate – reveal and convey technically accurate information

The program evaluation project paper should include the following sections:

- Background/statement of the problem: This is generally a very concise overview of the problem in 2-3 pages.

- Comprehensive review of the literature. Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.

- Framework(s) used for evaluation. Be sure to use literature from the primary author.
Methodology:
- Describe overall evaluation goals of the project;
- Provide a comprehensive description of the organization/program being evaluated;
- Describe the types of information collected, how collected, time period, site where collected, key informants;
- Description of how data were analyzed

Results: succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.

Summary and conclusions: first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.

Recommendations and implications for advanced practice nursing: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health