

GS/NURS 5300O 3.0 Quantitative Research Methods in Nursing Science Course Outline – Winter 2014

Course Director: Dr. Mina Singh, RN, PhD (section O)

A. Calendar Course Description

This online course focuses on acquisition and application of fundamental concepts, methods, and procedures of quantitative nursing research required to develop a research proposal; including but not limited to: developing researchable questions, designing research, selecting appropriate methods, and analysis strategies.

Co-requisite or prerequisite NURS 5100 6.0 or with permission of the Course Director.

B. Expanded Course Description

This course will enhance the student's knowledge in quantitative research methodology, one of the multiple ways of knowing in nursing. The student will develop the skills required to develop a research proposal using quantitative research methods by completing key steps in this process.

By the end of this course, the student will be able to:

- formulate researchable questions and hypotheses;
- understand the relationship between theory and research;
- synthesize current literature pertaining to the research questions;
- articulate the linkages between the research question and study design;
- compare and contrast various quantitative research designs;
- understand threats to the internal validity of quantitative research designs and methods to reduce such threats;
- identify appropriate data collection methods, including validity and reliability of data collections instruments; and
- demonstrate knowledge in a selected number of intermediate data analyses methods, such as multiple regression, ANOVA, and RM-ANOVA.

This is an Internet course and students are required to regularly access Moodle and their yorku.ca email account. Note that email communication about the course should be via your yorku.ca email. Access to Moodle requires a Passport York login and password. If you have managed to obtain a copy of this outline, but do not yet have a Passport York account, go to <http://www.yorku.ca/computing/students/accounts/passport york.html> to set one up. To access Moodle, go to <http://moodle.yorku.ca> and remember to join the course so you can obtain materials and start posting.

C. Progress Through the Course

Welcome to NURS 5300 section O. My various contact information is below in case you need it.

- Room: 326 HNES Building, Keele Campus, York University
- Tel: (416) 736-2100, ext. 66439; Fax: (416) 736-5714; Email: minsingh@yorku.ca

I will give you the marks for the Moodle discussions after Modules 1,3, and 5, even though you are participating for 10 weeks.

I will check e-mail, and provide feedback at various times during the week. However, I cannot be available 24 hours a day, 7 days a week. I commit to checking the course Moodle site two times during the week (Monday-Friday). Please do not expect me to respond to postings/e-mails etc. on week-ends. I am usually quick to respond to student questions, but please give me 2 full business days (Monday-Friday, 8.30am to 4.30pm) before you start thinking I'm 'slow' to answer you. For example, that means if you email me at 5.30pm on a Friday, then I need not respond until the Wednesday of the next week. As I said, I'm usually quick to respond to students but an immediate response is not always possible given my many other commitments outside this course.

This course is 3.0 credits which means that if you were on campus then you would have 12 weeks of 3 hour classes, or 36 hours total in seminar/classroom settings. In addition, the rule of thumb in undergraduate courses is that over a semester you need another 2-3 hours *per classroom hour* to complete readings, assignments, and other details related to a course. However, that number increases in graduate school and you should anticipate 4-5 hours, rather than 2-3. As you can see, the hours add up pretty quickly and you need to be prepared to commit to the workload. Graduate courses are more demanding than undergraduate courses, so 3.0 credits in a graduate program is more intensive than 3.0 credits in an undergraduate program. Typically, 9.0 credits in a term is considered full-time for graduate students, whereas a full-time undergraduate student would be expected to take 15.0 credits in a single semester.

Note that an online course is not the same as a distance course. In a distance course, students generally complete work on their own timetable and without interaction with others, apart from submitting assignments. An online course, on the other hand, is very interactive and requires attention to the course schedule and to dialogue among the students and the Course Director.

An online course means that you do not have to travel to campus so you save traveling time, but you do still need to spend time completing the course work. Much of the discussion that would take place in a seminar has to take place online, so you are expected to participate regularly in the synchronous chats using adobe connect (I will send those links to you) and online Moodle discussions to gain as much as you can from the course.

For the Moodle discussions, I have found, and student themselves tell me, that checking in most days (so reading postings from other students regularly) and also responding at least 3 times per week helps students get the most out of the course and tends to keep the workload manageable. It is important that you plan your time and are prepared to spend the needed hours to complete the work to the best of your ability. I recognize that life has a habit of getting in the way and so some flexibility is important, but I encourage you to show respect to yourself and to your peers by making

the course a priority and giving your best effort - as with many things in life, the more you give, the more you get in return.

The course has been organized in a way that helps you build on knowledge and skills as you move through the modules. **You are expected to have successfully completed an undergraduate research course and to have some familiarity with statistics (e.g., an undergraduate statistics course, or an applied course such as NURS 2300 at York), but I recognize that it may have been some time ago.** Therefore, the text readings and additional material posted on the course Moodle website include information about basic quantitative research as well as the graduate level work. However, we cannot spend time reviewing material you are supposed to know if it is a detriment to engaging with the graduate level work. I would encourage you to reflect on your knowledge level and then to review the basic material carefully by yourself or with colleagues so you will be successful in the course. There's a lot of material to be covered, but it is doable and has been completed very successfully by students before you so take a deep breath and don't panic when you start to read the course outline. If you stay with the schedule, then you will be on track and won't get overwhelmed.

You'll find that you have readings for each week and there are learning activities associated with the readings which involve dialogue with your group members or the whole class. These activities will contribute to your understanding and will increase your knowledge and confidence so that you will be ready to tackle the graded assignments. Don't be shy, participate as often as possible, and enjoy the feeling at the end of the semester when you realize how much you have learned!

D. Resources

Required text.

Polit, D.F., & Beck, C.T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

Recommended text.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Pallant, J. (2008). *SPSS survival manual* (2nd ed.): A step by step guide to data analysis using SPSS for windows (Version 12). Chicago, IL: Open University Press.

Trochim, W. (2005). Research methods knowledge base. Helpful website for review of research-methodology: <http://www.socialresearchmethods.net/kb/contents.php>

Obtaining articles.(N.B. all articles are available online through York's library)

You can obtain a copy of the articles in two ways:

- Go to <http://www.library.yorku.ca/ccm/jsp/homepage.jsp>
- Remember that you will need to sign in when accessing electronic resources from home (Passport York or library number).
- Click on eResources.
- Type in the name of the journal (e.g., Journal of Nursing Scholarship) and then click Go.
- Click on the underlined journal name.
- Click on the desired year, e.g., 2008.
- Click on the required volume and issue, e.g., Volume 40, Issue 2.
- Scroll down to find authors' names (e.g., Rew, Grady, Whittaker, & Bowman) and click on PDF version; you can then print the article (you also can save the article to your own computer or USB key which I recommend you do as well).

OR

- Go to <http://www.library.yorku.ca/ccm/jsp/homepage.jsp>
- Remember that you will need to sign in when accessing electronic resources from home (Passport York or library number).
- Click on Reserves.
- Type in surname of Course Director (Singh) and then click 'Go.'
- Click on Course Director's name (Singh, Mina) for NURS5300.
- Click on 'Click to access this resource' under appropriate reference.
- Click on underlined URL beside 'Source' for article you need.
- You will be taken to another web page; print or save the article.

Required Articles for Online Discussion

Benkert, R., Hollie, B., Nordstrom, C. K., Wickson, B., & Bins-Emerick, L. (2009). Trust, mistrust, racial identity and patient satisfaction in urban African American primary care patients of nurse practitioners. *Journal of Nursing Scholarship*, 41(2), 211-219. doi:10.1111/j.1547-5069.2009.01273.x

Hatfield, L. A. (2008). Sucrose decreases infant biobehavioral pain response to immunizations: A randomized control trial. *Journal of Nursing Scholarship*, 40(3), 219-225. doi:10.1111/j.1547-5069.2008.00229.x

Hicks, M., McDermott, L. L., Rouhana, N., Schmidt, M., Seymour, M. W., & Sullivan, T. (2008). Nurses' body size and public confidence in ability to provide health education. *Journal of Nursing Scholarship*, 40(4), 349-354. doi:10.1111/j.1547-5069.2008.00249.x

Lavoie-Tremblay, M., Wright, D., Desforges, N., Gélinas, C., Marchionni, C., & Drevniok, U. (2008). Creating a healthy workplace for new-generation nurses. *Journal of Nursing Scholarship*, 40(3), 290-297. doi:10.1111/j.1547-5069.2008.00240.x

McCloskey, D. J. (2008). Nurses' perceptions of research utilization in a corporate health care system. *Journal of Nursing Scholarship*, 40(1), 39-45. doi:10.1111/j.1547-5069.2007.00204.x

- Northouse, L. L., Rosset, T., Phillips, L., Mood, D., Schafenacker, A., & Kershaw, T. (2006). Research with families facing cancer: The challenges of accrual and retention. *Research in Nursing & Health*, 29(3), 199-211. doi:10.1002/nur.20128
- Rew, L., Grady, M., Whittaker, T. A., & Bowman, K. (2008). Interaction of duration of homelessness and gender on adolescent sexual health indicators. *Journal of Nursing Scholarship*, 40(2), 109-115. doi:10.1111/j.1547-5069.2008.00214.x
- Rodwell, J., Noblet, A., Demir, D., & Steane, P. (2009). Supervisors are central to work characteristics affecting nurse outcomes. *Journal of Nursing Scholarship*, 41(3), 310-319. doi:10.1111/j.1547-5069.2009.01285.x

Web-Based Resources

How to write a literature review.

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>
<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>
<http://library.ucsc.edu/ref/howto/literaturereview.html>

Ethics.

Tri-Council Policy Statement

<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

Canadian Institutes of Health Research

<http://www.cihr-irsc.gc.ca/e/29331.html>

American Psychological Association

<http://www.apa.org/ethics/index.aspx>

National Research Council of Canada

<http://www.nrc-cnrc.gc.ca/eng/ethics/human-subjects.html>

Sampling.

<http://www.statcan.ca/english/edu/power/ch13/probability/probability.htm>

<http://www.surveysystem.com/sscalc.htm>

Power analysis information and applets.

<http://www.math.yorku.ca/SCS/Online/power/>

<http://www.statsoft.com/textbook/stpowan.html>

<http://www.stat.uiowa.edu/~rlenth/Power/>

Tips on developing surveys and questionnaires.

<http://www.socialresearchmethods.net/kb/survey.htm>
<http://www2.chass.ncsu.edu/garson/pa765/survey.htm>

SPSS.

http://www.allenandunwin.com/spss/data_files.html
<http://www.ats.ucla.edu/stat/spss/default.htm>
<http://www.psych.utoronto.ca/courses/c1/spss/toc.htm>

E. Evaluation

There are two aspects to evaluation in this course: discussions and written, individual assignments. You will read assigned articles and chapters in your required text to inform synchronous and online discussion within 5 modules.

Evaluation Strategy	Due Date	Percentage of Grade
1. Synchronous and Online Discussion	During weeks 2-11	20% (total)
2. Individual Written Work		
(A) Research Proposal <ul style="list-style-type: none"> • Draft Part One • Draft Part Two • Final Research Proposal 	Feb 10 th , midnight , 2014 (after week 5) Feb 24 th , midnight , 2014 (after break week) April 7 th , midnight , 2014	50% (total) 7.5% 7.5% 35%
(B) Data File and Analysis	March 31st, midnight , 2014	30%

All assignments are due **at midnight, no later** (see below for specific details). Note that I will typically email you your graded assignment about 2 weeks after the due date. However, I will grade and return the statistical assignment in a shorter timeframe so you have the feedback as you work on your final assignment that is due a few days after classes end.

1. Online Discussion (20% total)

Discussion about topics will take place live or online within discussion threads to answer the questions posted for each week by me, the Course Director. When you are engaged in the Moodle discussion, you will do so in groups. I have placed you into 4 groups of 4 students. Your group will work together for online discussion, but there will be no group project and only individual, not group, grades will be earned for discussion. I will respond to each group separately during the week, and may post an overall comment to the whole class at the end of the week (through an Announcement). You are welcome to *read* postings in either group, but you can only make a post within your own group. Grading for online discussion starts in week 2, but I will give you some feedback at the end of week 1 to help you as you start the course.

The course begins at 12.01am EST on Monday January 6th, 2013. Each week thereafter will begin on a Monday (12.01am EST) and end on a Friday (11.59pm EST). **Note that posting late in the week, that is, Thursday or Friday does not allow time for dialogue, and you will earn a mark of 0 for that week.**

Online participation is critical to your learning because knowledge comes through the debate that occurs in scholarly dialogue. Scholarly dialogue means reflective and critical discussion in a safe and supportive environment. Students are required to review and respond to discussion every week by posting a substantive contribution which is supported with reference to assigned readings or other relevant course resources. Students are also responsible for posting questions to their group, critiquing points made by other students, and fielding questions posed to them. Full participation typically requires at least 3 substantive posts per week over 2-3 different days to allow for engagement with other students. Please see the *Online Discussion Tips* file posted on the course Moodle site for further information about online postings, general types of questions and feedback that might be appropriate, and specific examples for online discussion.

I will post the questions at the beginning of each week to start discussion topics. Please ensure you post within the forum that is labelled for your group. You will find all of the questions in each module on the course Moodle site, so you can read ahead of time and plan your work if you wish. Please answer the questions in such a way as to engage in discussion and present alternate views.

Marks are assigned 10 times during the course: weekly from weeks 2-11. Grades will be based on the rubric in **Table 1**; maximum score each time is 8. Marks will be averaged and computed out of 20. I will provide an individual grade and feedback on your online discussion at various times throughout the course: after weeks 3 (Module 1); after Modules 3 and 5. I will typically email you your grade and my feedback about 2 business days after the week/module finishes.

If you want to discuss your mark and/or the feedback at any time, please contact me via my York email rather than through the Moodle email.

NOTE: Co-curricular Week is from February 17-21st inclusive. Students should not post or participate in online student discussion **during this whole week**. Also, I will not be available by email during this period to answer student questions.

2A. Research Proposal (60% total)

The Research Proposal is the major assignment for this course and covers what you have learned about quantitative research methods. The goals of this written assignment are for you to (a) learn about the research process and (b) gain an understanding of proposal development. There are three parts to this assignment, each in APA format: (i) Part One, a double-spaced, 5 page draft of the first few sections of your final paper;(ii) Part Two, another double-spaced, 5 page draft but with a different focus from Part One; and (iii) Final Research Proposal (FRP) which will be double-spaced, 15 pages maximum (excluding title, reference pages, and appendices), and will describe your proposed plan for conducting a quantitative research study that involves more than just a simple descriptive design. Please see **Table 2** for the grading criteria for the FRP.

Start early by choosing a phenomenon of interest and work on your proposal throughout the course. You are encouraged to pick a topic that you have a genuine interest in. However, remember that this is not an actual study you will be undertaking: **it is an assignment for a course in your MScN program**. You are asked to design a reasonable study that flows coherently from area of interest through all the aspects of a study. A reader should be able to tell from your purpose just what you will be doing in the study; the hypotheses should clearly flow from the literature review and theoretical framework; your design should allow you to answer the questions; the data analysis should ensure all hypotheses are answered; and so on.

Even if you are thinking about conducting a similar study at some point in the future, you cannot use limitations from a potential real site etc. to constrain this assignment. For example, you must ensure that the sample size you propose for your study is adequate, so at least 30 subjects per group. If you know in reality that the potential real site might only give you a total of 40 subjects between 2 groups then that is irrelevant to this assignment - you need to make sure that for the purposes of this assignment you have sufficient people in each group; all aspects of the study need to be well thought out as a proposal and not constrained by a real life site. You may find it easiest to make up a scenario and study that would allow you to show you understand how such a proposal should look. That way you could think hypothetically and figure out all the pieces of a proposal for your specific design, without being sidetracked by real life situations.

So while this assignment *may* have some basis in your reality, it must meet all the requirements of the assignment, including being a correlational/interrelational, quasi-experimental, or true experimental study. The study you design for this assignment may not be feasible in your potential site and you may need to just pretend it is if you insist on keeping your site in mind, e.g., to allow for sufficient numbers of subjects. You do not want to lose marks on the FRP because you were so caught up in thinking about doing the study for real that you failed to meet all the requirements of the assignment. You are asked to do specific activities in this assignment so I can determine how well you've met the learning outcomes for the course. Students tend to lose marks in this assignment when they forget that it is course work and not something they will be expected to complete in their employment setting. While it is commendable to think about how you might conduct a research study in your practice setting, the type of design required for this course project may not be suitable in your setting.

Do not try to 'walk before you can run' in this assignment, i.e., do not attempt to tackle very complex issues when you are just learning. The really complex issues in nursing need very complex designs and you are too new to designing research studies to be able to think through all the possibilities with really complex designs. When you try to do too much then there are many problems, e.g., with validity, and you risk having your proposal marked down, e.g., for not being feasible as an experimental study. It is better for you to concentrate on less complicated studies while you learn so you can complete quality work that matches your expected knowledge at this graduate MScN level.

The drafts provide you with opportunities to lay out your preliminary thinking about the final proposal and to obtain detailed feedback from me to ensure you are on the right track. You should use APA format for both drafts, including double-spaced, a cover page, and page numbering. Please include appropriate references in the body of each draft and also include a properly formatted reference list. The drafts should be double-spaced and no more than 5 pages each, excluding the cover page and the reference list (also excluding the demographic form in Part Two if you choose to

submit one). Please follow the order and components laid out for the FRP. You should use the headings in the grading rubric for your final proposal as a way of organizing your drafts. It will help ensure you cover the required areas and will provide you with a good start for your FRP. In each draft, you will describe an overview of your plan with a focus on specific areas (see below) and I will evaluate the drafts for feasibility and fit to the identified problem.

There is no specific grading rubric for the drafts, but the rubric for the FRP is a good guide to the areas that should be covered in the drafts. However, marking will reflect the early stage of development for the drafts, rather than the detail required in the full proposal. Grades will be based on congruency of the plan, as well as feasibility of the proposed plan. You need to show what you are going to do, why it needs done, and how you plan to do it. The detailed response you receive will provide you with direction for the final proposal.

Draft part one. (7.5%; 7.5/50)

In Part One, you will draft your plan for only the following areas: title; introduction (so background information about the area of interest, not an introduction to a scholarly paper); literature review; statement of purpose; theoretical framework; research question; and study hypothesis. You will have covered all of these topics in Module One of the course. You will need to start working on this assignment *very early* in the course so you can find literature about your topic of interest and also identify a suitable theoretical framework. However, you will continue to deepen your understanding as you prepare for your FRP and more detail will be expected in the FRP, e.g., you will likely include more references in your FRP than you had in your draft. Note that you do not tell me *how* you will conduct a literature review; you actually begin your literature review and write the assignment as a beginning draft of your FRP.

The draft must be submitted to me by midnight EST on February 10th, 2014 in the Assignment section of the course (Moodle) site.

NOTE: Even though you submit assignments through Moodle, it is helpful in an online course if you name your file in a consistent format. For this draft, please name your file 'First name Surname initial Part One', e.g., 'Mina S Part One' rather than everyone calling their file 'draft or some variation. Finally, choose a relevant and interesting title for your project: do not simply call it 'Research Proposal Assignment' - I should be able to tell what your study is about just from reading your title.

Draft part two. (7.5%; 7.5/50)

Part Two builds on your Part One draft, but covers different areas so you will not repeat material from Part One. In Part Two, you will lay out your ideas for the FRP in respect to only the following areas: research design; sampling strategy and recruitment; ethics; data collection tools and procedures; statistical analyses; and evidence-based contribution and conclusion. Do **not** include a copy of the data collection tools with this draft, except for the demographic form which you *may* include if you want feedback on it. Do **not** include the consent form with this draft. You will have covered all of these topics except data analysis in Modules 2 through 4. You will need to consider material from Module 5 as you plan your proposed analysis, but as noted before you are expected to have previously completed undergraduate courses that covered basic analysis, so the material should not be totally new.

Do not write an introduction to this assignment or include the title on p. 2. Do not include material from Part One except that you must begin by clearly restating the research question and study hypotheses that you identified in Part One so I can examine how the research design etc. fit with the intent of your proposed study. If you need to modify your research question and hypotheses based on my feedback for Part One, then please use the new, modified version in Part Two. It is perfectly acceptable in Part Two to simply have a sentence that says, 'Research question:

and another that states, 'Hypothesis:

- so no formal APA headings etc. When you begin the new sections for this assignment though then headings and paragraphs are expected, just as they are expected for Part One and the FRP because they must be in APA style.

The draft must be submitted to me by midnight EST on February 24th, 2014 in the Assignment section of the course (Moodle) site.

NOTE: For this draft, please name your file 'First name Surname initial Part Two', e.g., 'Mina S Part Two.'

Final research proposal. (35%; 35/50)

Please review the appropriate module notes and course readings as you work on each area to ensure you understand the relevant issues. The FINAL project plan (FRP) must be submitted to me by midnight EST on April 7th, 2014 in the assignment section for the course on Moodle. **NO LATE SUBMISSIONS will be accepted.** Please name your file 'First name Surname initial FRP', e.g., 'Mina S FRP.' Note that your proposal is to include:

- **Title:** Short, descriptive, gives the reader a clear idea of your topic.
- **Introduction/Background:** Include a statement of the problem and describe how the problem is relevant to nursing practice, education, or administration. (Note: Do not write an introduction to a scholarly paper as you would typically do for university assignments).
- **Literature Review:** Not as comprehensive as would be for a real proposal, but need to educate the reader about the problem by identifying the gaps and inconsistencies in the scholarly literature about your phenomenon/topic of interest. Describe other studies conducted on the topic and compare/contrast them to highlight and explain contradictory results. Literature should be no more than 10 years old. Focus on using primary sources, so do not 'cite.' References should relate directly to the problem under study and provide a rationale for the research question and hypothesis. Discuss the implications for the problem under study - see text for synthesis of critique of each source of information/more details on most relevant sources and refer to tables noted for Module 1.

NOTE: Do not read too many articles as you prepare for the paper or include too many references in this project. Approximately 15-20 references in total should be sufficient and 25 is the maximum. You should have one or two about the theory you choose; one for each instrument you use so you can show evidence of reliability and validity; and the rest should be concerned with the literature review about the topic, previous use of instruments, and so on. Remember that your literature review will not be as comprehensive as it would be for a real proposal.

- **Statement of Purpose:** Include variables, sample, setting.
- **Theoretical Framework:** Clearly, but briefly, articulate the theory that guides your research and show how this theoretical perspective guides your plan, e.g., in selecting the variables and how they will be measured, or in developing content and format for an intervention. Can be a grand theory (e.g., Orem), middle-range (e.g., Mishel's Uncertainty in Illness), or micro theory (e.g., Women's Anger).

NOTE: Recall that paradigms direct a researcher and the positivist paradigm is more closely aligned with quantitative research. You may notice that the theory you currently use in your practice is not a good fit for a quantitative study - be careful that you do not try to force a fit between a theory and this study. Your chosen theory for this proposal must be appropriate for the research problem and must be able to allow a quantitative design. Be sure to use the Boxes in chap. 6 of the Polit and Beck (2012) text to help you ensure your chosen theory is appropriate for the research problem and clearly links to all aspects of the proposed study.

- **Research Question:** Propose one research question derived from the literature review that identifies the key study variables, the relationships among them, and the population under study. Must be 3 study variables, not including demographic variables, e.g., 1 independent variable (IV) and 2 dependent variables (DVs) in an intervention study (remember that an IV could be 2 groups that are compared across DVs).
- **Study Hypothesis:** Need at least one hypothesis derived from the literature review, but must use all 3 study variables. A complex hypothesis may be possible, i.e., all 3 variables are used in a single hypothesis. Or you may decide on multiple hypotheses, e.g., one hypothesis about how the IV is expected to affect the first DV, and another hypothesis in regards to the second DV. Must explain the anticipated outcome of the study.
- **Research Design:** Propose one appropriate quantitative research design that addresses all hypotheses. **Must** be experimental (quasi- or 'true' experiment) or correlation/ interrelational; a descriptive/exploratory study is not adequate. Explain how the specific design will be useful in answering all hypotheses. Consider and discuss threats to internal and external validity.

NOTE: Remember that the design must be chosen with the sample and measurement in mind. You also need to consider the issue of threats to validity of the study design. Think about the kinds of control you can build into the design that will minimize threats. Table 8.1 in the course text will be useful as you consider the most appropriate design for your proposed study. In addition, Table 9.5 offers suggestions about experimental designs. Boxes 10.1 and 11.1 of the course text might be useful as a critiquing tool of your own work.

- **Sampling Strategy:** Include the target population and possible subjects. Explain sampling and recruitment procedures in some detail. Describe sample size needed (with rationale relevant to the focus and design of the study; ensure feasibility; may include a power analysis to determine sample size), type of sample, and sample inclusion and exclusion criteria.

NOTE: Consider the sample you are thinking about for your FRP when you select approaches to collecting data - who is in the study (i.e., subjects' characteristics) is key to what kind of data the sample can provide. There must be a match between what you can obtain from the sample and the data you seek. For example, you cannot expect to collect data about stress levels in the elderly if your sample ranges in age from 18 to 45 years. You will need to carefully consider where you might access subjects, as well as any limitations to your sampling plan.

- **Ethics:** Consider what review board approval is needed for human subjects' research. Detail how you might ethically recruit subjects and obtain their consent. Discuss how you will deal with the ethics involved, e.g., submit to an appropriate REB. Note that the REB may be at a hospital where the study is to take place and/or it may include a university, but only if you consider that for the purposes of the proposal you are working at the university as the researcher. Your plan should not be for you as a student to conduct the study. Therefore, in most cases submitting to York University will not be appropriate. Develop an informed consent form and include a copy of it with your FRP in an appendix. See the Faculty of Graduate Studies website for information about ethics and for a sample informed consent form, but note that you must adapt the form as appropriate to be relevant for your study site:
<http://www.yorku.ca/grads/policies/ethics.htm>
- **Data Collection Tools and Procedures:** Describe study procedures, including how data will be collected, who will collect data, and what training will be given to data collectors. Describe content, purpose, reliability, and validity for each measure (tool), as well as why each is proposed. Use established measures only (i.e., ones that have demonstrated reliability and validity evidence in published literature), except for the demographic sheet. Develop a demographic sheet that includes age and gender, as well as 3-5 other appropriate variables. Consider what you really need to know about the subjects and be focused in the questions you ask. Provide a copy of the data collection tools you will use, including a demographic sheet, in appendices, so as part of your final paper for submission (appendices follow after references and page numbering continues consecutively). If you are unable to obtain a copy of an actual tool (e.g., you would have to pay for it), then put as much as you know about it in the appendix (you might find example questions in an article you read) and explain why you have not included it. Reliability and validity information belongs in the body of your paper however.

NOTE: You need to identify the type of measures that would be appropriate for measuring the variables you have selected. Make sure you are clear on the level of measurement for each variable and that you understand which is the independent and which are the dependent variables so you will be measuring the correct variables and with appropriate tools (you will be measuring the dependent variables only for this proposal). Use all of the available resources to find appropriate instruments - readings from this course, the library, your colleagues, the internet, etc. When you do find a useful measure then sharing your findings with other students is recommended: it may save someone else extra searching and, in turn, another student may just tell you about a tool that would work perfectly in your FRP. Remember, you may be unable to obtain an instrument from its developers, so be sure to review any publications that describe how the instrument was developed and/or its validity and reliability.

- **Statistical Analyses:** Detail proposed statistical analyses for your chosen methodology (remember, you will not actually be conducting this study or running the tests, so all your

language will be about what you ‘will do’). Include statistics you would use to describe the study sample and the results from the data collection tools, e.g., means and standard deviations for continuous data; independent *t*-tests to compare two groups. Provide as much detail as possible about what data will be used to address all study hypotheses and what statistical tests will be used to test the resulting statistical hypotheses. So you will need to discuss inferential tests for data collection tools to show how they will link back to answering hypothesis. Consider how sample characteristics might influence testing hypotheses.

NOTE:Remember that a well-thought out research proposal will flow from one section to another - the analysis plan must be clearly linked to the prior work. For example, the tests must help you answer your research question and they must be run in such a way that they match the hypothesis. For every hypothesis you propose, you need to provide details about the specific statistical test that will be used to test the hypothesis. In addition, you need to propose appropriate descriptive statistics for your study, e.g., to describe the sample characteristics, and to report measures of central tendency and dispersion for the dependent variables.

- **Evidence-Based Contribution and Conclusion:** Explain how your research plan, if enacted, will contribute to nursing/healthcare. Should be persuasive to the reader. Must also provide a formal conclusion to the proposal.
- **Appendices:** Note that appendices follow references. They should be labelled in order of when they appear in the text and must be titled. Page numbers for appendices should be consecutive and follow the order of the whole proposal, e.g., if references finish on p.18 then Appendix One would start on p.19. Start the appendix material on the page labelled Appendix, i.e., do not label one page ‘Appendix One: Demographic Form’ and then put the actual Demographic Form on the next page.

NOTE: Use the assessment rubric and the amount of material expected in each section to determine approximately how many pages of this 15 page paper you should devote to a section. Remember that the FRP assignment should be written as a formal paper using APA. Headings are required; they will help you organize your paper and remind you of what areas you need to work on. Headings also make it easier for the reader to follow (and are usually helpful for a professor to grade). The grading rubric contains sections that would make good headings for your FRP.

NOTE:This FRP is different from your online discussions where you had to support your comments with reference to the course text and other materials. You were all learning, as well as teaching one another. It was important to provide those references so I knew you were understanding the material and so other students were directed to appropriate sources. But in this FRP, your voice is no longer that of a student. Rather, you need to think of yourself as a researcher who is applying for funding and has to convince a reviewer that your study should be funded. You should expect, however, that a reviewer understands the rationale behind the various aspects of your proposal, e.g., that a strong literature review uses current, primary sources. The reviewer would be assessing your proposal to ensure you have the appropriate aspects clearly outlined and that they all fit together in a coherent whole that deserves to be funded. You do not, therefore, explain every part of your FRP and reference why you are doing something, e.g., do not outline your design and then reference the course text about what it means. Your references should be mainly about the literature review, the theoretical framework, and the tools to be used, along with evidence of their reliability

and validity. **Do not include the Polit and Beck (2012) text as a reference at all in your drafts or RFP.** Remember, the goal of this FRP is for you to share your ideas and demonstrate your ability to design a strong research proposal. It is about showing what you have learned throughout the course, but it is at a higher level of synthesis than your previous online work.

Academic Integrity

Unfortunately, graduate students are not immune to the problems that can occur around academic integrity. Please be very careful, especially in regards to plagiarism. 'I didn't know' is not considered an acceptable excuse for breaches of academic honesty. You are strongly encouraged to read and adhere to the York University Senate Policy on Academic Honesty which is available at: http://www.yorku.ca/secretariat/policies/document.php?document=69#_Toc89156096.

I take academic integrity very seriously in all the courses I teach and I will follow the appropriate procedures if I find evidence of a breach during online discussion and/or written assignments in this course. However, I recognize that particularly as fairly new students you may require instruction in appropriate academic practices. Therefore, I strongly recommend that you go to the Academic Integrity web site at York University (<http://www.yorku.ca/academicintegrity>) and read the section 'For Students.' Further, I highly recommend that you complete the Academic Integrity Tutorial and send me an email to confirm that you have the certificate of completion. You only need to complete the tutorial once, so you can tell instructors in other courses when you completed it.

2B. Data File and Analysis (30%)

Reviewpp. 6-13 of Module 5 before beginning this assignment. You will have the opportunity to work through similar questions to those in this assignment during the class activity for week 11, but the questions for the activity and this assignment are different. Using the 'practice data.sav' file, answer the following questions. Note that first you will need to decide what statistics to select - use the examples from Module 5, the table for choosing statistical tests in the Module 5 Moodle folder, and your course text to help you determine the appropriate test.

- Copy and paste each question into your Word document; start each question on a new page.
 - Copy and paste each output into your Word document under the appropriate question.
 - For question 1, highlight on the output the results you discuss in your answers.
 - For question 1, write your answers in the space below the output in your Word document.
 - For questions 3-8, highlight the *p*-value and the test statistic in the appropriate output table.
 - For questions 3-8, write your answers below the output.
 - For questions 3-8, interpret the results (in both words and statistical language), i.e., if the null hypothesis was rejected or failed to reject.
 - For questions 1-2, interpret a characteristic as appropriate for the variables chosen, e.g., most people in the sample were married (provide only 1 interpretation).
1. Choose a scale level data variable other than 'age':
 - a) What is the most appropriate measure of central tendency? (Also, interpret output).
 - b) How much does the sample vary? (Also, interpret output). **2 marks**
 2. Choose a nominal level data variable:
 - a) What is the most appropriate measure of central tendency? (Also, interpret output).
 - b) Choose a chart to present these results. **2 marks**

For the following, **please write the null and alternate hypotheses for each question**, and interpret the results based on the relevant hypothesis (fail to reject null or reject null, thus accepting alternate hypothesis)

3. Choose two categorical variables and perform the appropriate statistical test to determine if there is a relationship between the two variables. (show the output and interpret the results). **4 marks**
4. Is there a statistically significant difference in recoded educational status between male and female partners? Interpret one characteristic of this sub-sample. **4 marks**
5. At time 4, is there a statistically significant difference in uncertainty depending on patients' marital status? Interpret one characteristic of this sub-sample. **4 marks**
6. What is the relationship between anxiety and uncertainty of illness for partners at baseline and is the result statistically significant? **4 marks**
7. Do patients have higher total QOL than their partners at the end of the study and is the result statistically significant? **5 marks**

8. Answer this: Does patients baseline anxiety scores, age predict length of stay in the hospital? (show the output and interpret the results) **5 marks**

There is no specified page limit for the Word document, no references or reference list; APA format needed for font, cover page, running head, and page numbering only - may need to use landscape orientation and adjust page margins to less than 1" to ensure output table fits on pages beyond cover page. The submitted assignment will consist of your Word document with a cover page, output tables with highlighted p -value and test statistic, and written interpretations of results as noted above. Do **not** submit the study data file as I already have it. The assignment must be submitted to me by midnight EST on March 31st, 2014 in the Assignment section of the course (Moodle) site. **NOTE:** For this assignment, please name your Word file 'First name Surname initial Study Data', e.g., 'Mina S Study Data.'

Grading for Graduate Courses

Grades, other than online discussion, will be reported in accordance with the Faculty of Graduate Studies' system:

A+	(Exceptional)	90-100%
A	(Excellent)	85-89%
A-	(High)	80-84%
B+	(Highly Satisfactory)	75-79%
B	(Satisfactory)	70-74%
C	(Conditional)	60-69%
F	(Failure)	0-59%
I	(Incomplete)	N/A

For further information please

see:http://www.yorku.ca/grads/current_students/faculty_regulations.php?id=5

NOTE: There are no D or E grades in the Faculty of Graduate Studies, so anything less than a C is a failing grade (F). Fully passing grades consist of B or higher. A C is a conditional pass and you should note that graduate students are not allowed to have many courses with a final grade of C, e.g., a student who earns one C grade for a full course (6.0 credits) and one C grade for a half course (3.0 credits) or a total of three C grades for half courses (3.0 credits each) will normally be required to withdraw from the program. Further, one F grade for a full course (6.0 credits), two F grades for half courses (3.0 credits each), or one F grade for a half course (3.0 credits) and one C grade for a full (6.0 credits) or half course (3.0 credits) also will result in withdrawal from the program.

The grades for a course are considered official following approval by the home graduate program of the course, i.e., the School of Nursing for this course.

NOTE: The following information provides more detail about what is expected for various levels of grades. You can see how important critical analysis, logical flow, structure, and content are to the grade you will earn. Also, writing style is important so please review the APA-related files I've posted in Moodle before submitting any assignments. The format of the example cover page is strongly recommended, but not mandatory in the MScN program. However, I would much prefer that you use this format in this course. If you get into the habit of using the format then you will always remember to provide the required information no matter which course you are taking.

A+ Exceptional: Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment.

Outstanding; work of exceptional quality. Content is complete, accurate, and at a high level; consistently strong in structure, expression, mechanics (grammar, punctuation, and spelling), and presentation. Well organized, linkages evident, and logical conclusions/proposals. Excellent comprehension of the subject; sound critical and analytical thinking; innovative ideas on the

subject. Contains original and credible argument or presentation of the assigned topic with attention to many details and perspectives; excellent use of the literature, and draws on a wide range of current and/or relevant sources that serve as the foundation of arguments/proposals. Evidence of much effort and personal involvement with the topic. Writing style is clear and succinct with correct use of grammar, punctuation, spelling, and referencing format. Errors of expression are infrequent and do not detract from the assignment's effectiveness.

A- to A High to Excellent: Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment. Other attributes are similar to "A+" assignment. The principle difference between an "A+" and an "A" assignment is that the grader can find very few or no areas for improvement in an "A+" assignment.

B to B+ Satisfactory to Highly Satisfactory: Good to thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements of an assignment. Good to very good quality work with no major weaknesses. Well focused on the topic; clear; explicit; discussion shows more than adequate comprehension of the subject. Some degree of critical and analytical thinking; some use of the literature; most details and perspectives are discussed, but considerations of additional ones would have improved the assignment. Some evidence of personal involvement with the topic. In most cases, writing style is clear and succinct with correct structure, grammar, punctuation, spelling, and correct use of referencing format. Errors of expression are occasional rather than chronic and do not obscure meaning.

The principle difference between an "A-" assignment and a "B+" assignment is in the quality of the discussion. A "B" grade is a competent assignment of good quality with no major weaknesses; similar to a "B+" assignment, but with evidence of a lesser degree of critical and analytical thinking.

C Conditional: Less than satisfactory level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment. A less than adequate assignment. Fair comprehension of the subject, but some weaknesses in content and/or structure. Discussion is vague even though on topic; important details or perspectives are left out. Minimal use of the literature; minimal evidence of critical and analytical thinking; transitions may be inconsistent; evidence may be occasionally unconvincing or incomplete. At times lacks clarity and succinctness. Minimal evidence of personal involvement with the topic. Occasional/many errors in structure, grammar, punctuation, spelling, and referencing format, but not so serious or chronic that they make the assignment difficult or impossible to understand.

The principle difference between an "B" assignment and a "C" assignment is in the quality of the discussion with the "C" assignment being more vague than the "B" assignment. A "C" assignment may have more errors in structure etc. than are acceptable in a "B" assignment.

F. Course Topics at a Glance

Students are expected to complete the course preparation prior to beginning the learning activities for the week. Course preparation involves reading the assigned course materials and attempting to understand them prior to engaging in online dialogue. However, learning activities and online discussions will be used to increase your understanding through sharing ideas and knowledge with peers in your group. Some learning activities are completed independently, while others involve posting for group discussion. The required articles will be used in learning activities to apply information from the course text.

The following table lists topics by week and module. The appropriate chapters in your text also are identified. Chapters are for the 9th edition of Polit and Beck (2012) which is the course text.

Week	Topic	Text
<p>Module 1 <i>Weeks 1-3</i> <u>Jan 6th. to 24</u></p> <p>(Week 1 Jan 6-10)</p> <p>(Week 2 Jan 13-17)</p> <p>(Week 3 Jan. 20-24)</p>	<ul style="list-style-type: none"> • Intro to nursing research, paradigms, and philosophical positions • Overview of the research process in quantitative studies • Developing a theoretical or conceptual context • Conceptualizing research problems, research questions, and hypotheses • Finding and critiquing evidence: Research literature reviews <p>Ongoing reading- not specifically for Module 1</p> <ul style="list-style-type: none"> • Writing proposals to generate evidence • Utilizing research • Communicating/disseminating quantitative research 	<ul style="list-style-type: none"> • Chap. 1 9th edition Polit & Beck (2012) • Chap. 3 • Chap. 6 • Chap. 4 • Chap. 5 • Chap. 29 • Chap. 2 • Chap. 28

Week	Topic	Text
<p>Module 2 Weeks 4-5 <u>Jan 27 to Feb 7</u></p> <p>(Week 4 Jan 27- Jan 31st) (Week 5 Feb 3-Feb 7)</p>	<ul style="list-style-type: none"> • Planning a nursing study • Designing quantitative studies • Enhancing rigor in quantitative research • Undertaking research for specific purposes • Overview of mixed methods 	<ul style="list-style-type: none"> • Chap. 8 • Chaps. 9& 11 • Chap. 10 • Chap. 27 • Chap. 25
<p>Module 3 Weeks 6-7 <u>Feb 10 to 28</u></p> <p>(Week 6 Feb 10-14) (Week 7 Feb 24-28)</p>	<p>Data Collection</p> <p>Measurement</p> <p>Self-report</p> <p>PLEASE NO POSTING DURING-Break Week</p>	<ul style="list-style-type: none"> • Chap. 13 • Chap. 14 • Chap. 15
<p>Module 4 Weeks 8-9 <u>March 3-14</u></p> <p>(Week 8 March 3-7) (Week 9 March 10-14)</p>	<ul style="list-style-type: none"> • Quantitative sampling techniques • Generating research evidence ethically 	<ul style="list-style-type: none"> • Chap. 12 • Chap. 7
<p>Module 5 Weeks 10-12 <u>March 17-April 4th</u></p> <p>(Week10 March 17th- March 21st) (Week11 March 24-28th) (Week12 March 31st- April 4th)</p>	<ul style="list-style-type: none"> • Descriptive statistics • Using inferential statistics to test hypotheses • Using multivariate statistics to analyze complex relationships (multiple regression, ANCOVA, factor analysis, path analysis) • Processes of quantitative data analysis and interpretation 	<ul style="list-style-type: none"> • Chap. 16 • Chap.17 • Chap. 18 • Chap. 19

Table 1: Online Discussion Grading

Criteria	Maximum 2 Marks per Criterion	Maximum 1 Mark per Criterion	Failure: 0 Marks per Criterion
Participation	<ul style="list-style-type: none"> Participates multiple times in each discussion topic <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Posts insightful comments and questions that prompt further discussion 	<ul style="list-style-type: none"> Participates only once in discussion topic <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Participates in assigned discussion topic, but does not post comments or questions to prompt further discussion 	<ul style="list-style-type: none"> Does not participate during the assigned week
Application of Content	<ul style="list-style-type: none"> Significant amount of referenced content from readings and relevant course resources is incorporated into the discussion <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Offers own/new interpretations of discussion material 	<ul style="list-style-type: none"> Some content from readings is incorporated into the discussion, but does not reference source. An appropriate reference might be (Polit & Beck, 2012, p. 228) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Limited evidence of own/new interpretations of discussion material 	<ul style="list-style-type: none"> Discussion contains no reference to content from readings <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Short perfunctory postings with little, if any, evidence of own/new interpretations of discussion material
Level of Analysis	<ul style="list-style-type: none"> Responses demonstrate strong analysis and synthesis of content from readings and relevant course resources <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Little, if any, use of direct quotes <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Critiques points made by other students 	<ul style="list-style-type: none"> Responses demonstrate some analysis and synthesis of content from readings, but needs further depth and breadth <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Some reliance on direct quotes, rather than own wording 	<ul style="list-style-type: none"> Responses are superficial and/or lack analysis and synthesis of content from readings <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Strong reliance on direct quotes, rather than own wording
Supports Learning of Other Students	<ul style="list-style-type: none"> Interacts with multiple students during the week <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Consistently respectful, positive, and collegial postings 	<ul style="list-style-type: none"> Interacts with no more than one student during the week <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Mostly respectful, positive, and collegial postings 	<ul style="list-style-type: none"> Does not interact with and/or show respect to other students

Table 2: Final Research Proposal**Assessment Rubric for Final Research Proposal**

	A- to A+	B to B+	C	F	Letter
Statement of the Problem	An arguable thesis for problem to be addressed by the proposed study is clearly stated. Captures the reader's attention immediately.	An arguable thesis for problem to be addressed by the proposed study is stated, but not immediately apparent. Captures the reader's attention after reading more than one paragraph.	A thesis is stated for problem to be addressed by the proposed study, but it is general and lacks specificity. Does not capture the reader's attention.	Does not clearly identify a thesis.	
Literature Review (LR)	Writing is clear, logical, and very organized around a developed thesis. Every point is clearly supported by current, strong evidence using mostly primary sources. Consistent and critical analysis of the identified literature about the topic of interest.	Writing is mostly logical and organized, but some drift from the flow. Most points are supported; mainly current evidence using primary sources. Some critical analysis of the identified literature about the topic of interest, but incomplete.	Writing is ambiguous with poor organization. Lack of logical flow. Few points are supported and evidence is minimal and/or mostly not current; uses mostly secondary sources. Scant critical analysis of the identified literature about the topic of interest,	Writing is unclear with no organization. No attempt to use evidence to support points. No attempt to explain how the LR relates to the topic of interest.	
Purpose	Purpose statement includes variables, sample, setting.	Purpose statement is missing or vague on one aspect.	Purpose is vague.	Does not clearly identify a purpose.	
Theoretical Framework	Theoretical framework to guide the proposed study is clearly outlined. Reader can easily follow how the concepts link to the variables under study and/or how the theory guides the study.	Theoretical framework to guide the proposed study is outlined, but somewhat unclear. Reader cannot easily follow how the concepts link to the variables under study and/or how the theory guides the study.	Theoretical framework to guide the proposed study is unclear. Reader cannot easily follow how the concepts link to the variables under study and/or how the theory guides the study.	No link between theoretical framework and concepts/variables under study. No explicit fit of theory to proposed study.	
Research Question/ Hypothesis	Well-articulated research question that includes the three variables. All three variables included in a complex hypothesis or separate, multiple hypotheses. All proposed hypothesis/es are testable, feasible.	Well-articulated research question that includes the three variables. At least one, but not all of multiple hypotheses is testable, feasible.	Research question and hypothesis/es not clearly expressed and/or all three variables are not included. At least one, but not all of multiple hypotheses is testable, feasible.	Research question not clearly expressed. No hypotheses are testable, feasible.	
Research Design	Chosen design is able to address all hypotheses. Design is systematically outlined with explicit rationales. Multiple, potential threats to internal and external validity described and ways to limit threats considered appropriately.	Chosen design is able to address all hypotheses. Design is systematically outlined with minimal rationales. Only one potential threat to internal validity described with some consideration of how to limit it; other appropriate potential threats omitted.	Chosen design is not able to address all hypotheses; and/or is not clearly outlined, has minimal rationales. Potential threat(s) to internal and external validity indicated, but description limited.	Chosen design is not able to address any hypothesis; and/or is not clearly outlined, has minimal or weak rationales. Potential threats to internal and external validity have not been explored or considered.	

Assessment Rubric for Final Research Proposal

	A- to A+	B to B+	C	F	Letter
Sampling Strategy and Ethics	Sampling strategy is clearly outlined. Sample size and type are appropriate for study. Approach to both recruitment and obtaining consent is appropriate. Consent form included. Rationales explicit.	Sampling strategy is clearly outlined. Sample size and type are appropriate for study. Approach to either recruitment or obtaining consent is incomplete. Consent form included. Rationales weak.	Sampling strategy is vaguely outlined. Approach to both recruitment and obtaining consent is incomplete. May be no consent form. Rationales weak or minimal.	Sampling strategy not outlined. Little if any mention of ethics/sample recruitment. May be no consent form. Rationales minimal.	
Data Collection	Study procedures well described and appropriate for the study. All instruments are clearly described, including evidence of validity and reliability (V&R). Rationales explicit. Copies of all instruments appended as available or explains why not possible; demographic form included.	Study procedures described and appropriate for the study. Description of at least some instruments is incomplete. Evidence of V&R limited for some instruments and/or rationales minimal. Copies not appended for all instruments and no explanation provided.	Study procedures poorly described, vaguely outlined and/or not clearly appropriate for study. Description of instruments is limited. Little evidence of V&R. Rationales minimal. No copies of instruments appended and no explanation provided.	Study procedures not described. Very limited description of instruments. Very little or no evidence of V&R. Rationales minimal. No copies of instruments appended and no explanation provided.	
Statistical Analyses	Appropriate descriptive statistics for sample and study variables. Statistical analyses appropriate to test hypotheses for all variables. Appropriate consideration of sample characteristics in analysis.	Appropriate descriptive statistics for the most part. Statistical analyses appropriate to test most aspects of study hypothesis/es. Consideration of sample characteristics in analysis is somewhat limited.	Descriptive statistics limited and/or inappropriate. Statistical analyses incomplete and/or inaccurate in some areas. Consideration of sample characteristics in analysis is very limited.	Descriptive statistics very limited or absent. Statistical analyses not appropriate to test hypotheses or largely inaccurate. No consideration of sample characteristics in analyses.	
Evidence-Based Contribution and Conclusion	Clearly articulated contribution of potential findings to nursing/healthcare. Very persuasive to reader. Conclusion is clear and strong.	Contribution of potential findings to nursing/healthcare is disjointed, but still persuasive to the reader. Conclusion is weak.	Contribution of potential findings to nursing/healthcare is disjointed, and is not persuasive to the reader. Conclusion is very weak.	Contribution of potential findings to nursing/healthcare is missing or very weak.	
APA Style and Format / References	Few errors in APA style and format and do not detract from content. All sources are fully referenced in text and reference list and properly formatted.	Some errors in APA style and format, but still do not detract from content. Most sources are fully referenced in text and reference list and most are properly formatted.	Some errors in APA style and format that detract from content. Only some sources are fully referenced in text and reference list and many are not properly formatted.	Many errors in APA style and format that detract from content. Many sources are not fully referenced in text and reference list and formatting is very poor.	
OVERALL GRADE					