

**Guidelines for Preparation of  
Master's Thesis or Cluster Research Project**

**The University of Texas-Houston  
Health Science Center  
School of Nursing  
The Graduate Program**

**Approved  
The Graduate Faculty  
November 2007**

## **Introduction to Students**

This manual has been developed to provide the student with guidelines for completing the Thesis or Cluster Research Project. It represents The University of Texas-Houston Health Science Center (UT-Houston) School of Nursing procedures. This manual is to be used in conjunction with the references cited in the manual.

The student is encouraged to read the entire manual before beginning the process and to obtain necessary clarification from the faculty.

The student is responsible for the appropriate use of forms required to complete the thesis requirements. Samples of the forms have been included in this manual.

## TABLE OF CONTENTS

	Page
I OVERVIEW OF THESIS PROCESS .....	1
A. Guidelines for Thesis/Cluster Research Project .....	1
B. Preparation of Thesis Prospectus .....	3
C. Selection of a Thesis Chairperson and Committee .....	5
D. Guidelines for Committee .....	7
II DESCRIPTION OF THESIS PROPOSAL .....	10
A. Content Details of Thesis Proposal .....	10
B. Procedure.....	17
C. Thesis Proposal Forms and Samples .....	18
III DESCRIPTION OF THESIS.....	18
A. Thesis Content Checklist .....	18
B. Thesis Forms and Samples.....	21
C. Manuscript Content Checklist.....	22
D. Procedure.....	23
E. Typing Instructions.....	23
F. Thesis Final Defense.....	26
G. Copies of the Final Thesis.....	27
H. Binding Requirements .....	27

	Page
IV THESIS PROCESS FORMS .....	29
Thesis Committee Membership (T-1) .....	30
Steps in Thesis Process .....	31
Proposal Title Page .....	33
Thesis Proposal Checklist.....	34
Approval of Thesis Proposal (T-2) .....	35
Thesis Title Page.....	36
Thesis Title Page (for MSN/MPH Students).....	37
Sample Thesis Signature Sheet.....	38
Sample Table of Contents .....	39
Sample List of Tables.....	42
Sample List of Figures .....	43
Sample of Table .....	44
Sample of Figure.....	45
Sample of Appendix Face Page .....	46
Sample of Appendix .....	47
Sample Vita/e .....	48
Report of Thesis Examining Committee (T-3).....	49
Thesis Content Checklist (T-4).....	50
Manuscript Content Checklist (T-4).....	51
Instructions for CPHS Form.....	52

		Page
V	CLUSTER RESEARCH PROJECT FORMS.....	56
	Cluster Research Committee Membership (C-1).....	57
	Proposal Title Page.....	58
	Cluster Research Proposal Checklist .....	59
	Approval of Cluster Research Proposal (C-2).....	60
	Cluster Research Title Page .....	61
	Sample Cluster Research Signature Sheet for Cluster Research Paper .....	62
	Report of the Cluster Research Examining Committee (C-3).....	63
	Cluster Research Content Checklist (C-4) .....	64

## I. OVERVIEW OF THESIS PROCESS

### A. Guidelines for Thesis/Cluster Research Project

1. Course Description: The thesis provides the student with an opportunity to identify a nursing research problem within the clinical or functional area, to pursue its study, and to contribute to the body of nursing knowledge and practice. The process provides experience in research design, implementation and evaluation in a setting with faculty guidance.
2. The student may elect to do a thesis (either traditional or manuscript) or a cluster research project in which two or more students collectively investigate a problem and conduct a single study. The group effort is justified if the project requires complex design or large-scale data collection beyond the scope of a single individual (refer to p. 50 for Research Project forms).
3. Prerequisites or Corequisites: Completion of research and theory core courses including Preparation of Nursing Research Prospectus (N5501 and N5506 prerequisites; N5504 pre- or co-requisite). MSN/MPH students must complete N5501Y (co-listed with School of Public Health as PH1110), PH1610 or equivalent, and PH2610 or equivalent. N5504 is preferred but not mandatory for such students.
4. Rationale or Focus: The thesis enables the student to use the research process in the conduct of systematic inquiry from a theoretical base aimed at the discovery and/or development of elements or relationships within a conceptual/theoretical framework. The student may employ descriptive, using quantitative or qualitative methods, or experimental research methodologies in examining the research problem.
5. Objectives: The learner will:
  - a. Generate a research problem aimed at the discovery and/or development of elements or relationships with a defined conceptual/theoretical framework.
  - b. Formulate and implement a research design.

- c. Present in writing a final report of the investigation.
  - d. Defend the investigation in an oral presentation.
6. Text Style: For the traditional thesis, a formal report will be written using the American Psychological Association (APA) guidelines, Publication Manual of the American Psychological Association (current edition), , and format specifications as detailed in the thesis manual. MSN/MPH students should follow guidelines as issued by the School of Public Health (SPH), which are available from the Office of Student Affairs, RAS E-201. For the manuscript thesis, the manuscript will be written using the guidelines for authors for the journal selected for publication.
7. Disposition:
- a. Two copies of the traditional or manuscript thesis shall be submitted to the Center for Education and Information Resources (CEIR) for distribution to the School of Nursing for its archives and to the HAM-TMC Library. The traditional and manuscript thesis have different guidelines for what must be contained in each.
  - b. A soft-cover, bound copy will be given to each committee member.
8. General Information:
- a. The student must register for a minimum of four (4) semester hours of thesis over a one- or two-semester period (2 semester hours during the first semester and 2 semester hours during the second). When the thesis is completed, the student receives credit for the first two and last two credit hours of thesis, if the thesis requires more than two semesters to complete.

MSN/MPH students register for a minimum of five (5) hours of thesis to meet the required hours for the School of Nursing. The School of Public Health has no required courses and does not require students to register for a set number of thesis hours. SPH has a policy that no more than 6 credit hours of thesis

can count toward the 36 credits for the MPH. Students are advised to register for thesis with the SPH advisor as well as the SON advisor. MSN/MPH students should follow SPH guidelines regarding thesis format.

- b. If the student has not completed the thesis and has completed all other course work, registration for 2 hours of thesis per semester is required. The student must be registered for thesis hours at the time of final defense.
- c. The student will receive assistance with research when currently registered for thesis credit and only during regular academic sessions unless other arrangements are made with committee members.
- d. Acceptability of the research is the prerogative of the student's thesis committee.
- e. MSN degree requirements must be completed within 5 years. An extension may be granted upon written request by the Master's Degree Council. The Thesis Chair is to be informed by the student of the request for an extension and the decision of the Graduate Council.

**B. Thesis Prospectus (completed as a requirement for N5504, Preparation of Nursing Research Prospectus).**

The prospectus for thesis is a brief proposal indicating what is being investigated, why the problem needs to be studied, and plan for conduct of the study. The prospectus should convince the reader of the importance of the problem, the logical relationship of the research question(s) or hypothesis(es) to the problem, and the soundness of the design and methods for addressing the research question or hypothesis(es). Specific guidelines for the traditional thesis Prospectus and the manuscript thesis prospectus will be delineated in N5504. The components of the traditional thesis prospectus are:

## CHAPTER I

(level 5 all capitals centered)

### Introduction

(level 1 upper and lower case centered)

#### *Statement of the Problem*

(level 2 centered italicized upper & lower case)

#### *Theoretical Framework*

#### *Purpose*

#### *Definition of Terms*

(level 4 indented italicized lowercase paragraph heading ending with a period)

#### *Research Questions and/or Hypotheses*

#### *Significance*

#### *Assumptions*

#### *Limitations*

#### *Summary*

## CHAPTER II

### Review of the Literature (level 1)

A review of the literature is needed, in order to develop the problem statement, place the problem in the context of its theoretical and empirical background, describe the significance of the problem, and propose a sound research plan. However, a prospectus is too concise to include a complete review of the literature. An outline of the literature review is required for N5504. It will serve as the foundation for Chapter II of the actual proposal. (Use level 2 for topic of the section; use levels 3 and 4 if there is need for further breakdown within the topic). (See APA Manual, current edition).

## CHAPTER III

### Methodology (level 1)

#### *Design and Methods (level 2)*

#### *Protection of Human Subjects (level 2)*

*Setting and Sample (level 2)*  
*Procedure for Data Analysis (level 2)*

REFERENCES/APPENDICIES  
(must be in APA format, current edition)

For the manuscript thesis prospectus, the same elements are required but are presented all within the manuscript format.

**C. Selection of Thesis Chairperson and Committee**

1. Selection of a Chairperson:

- a. The student should select a thesis chairperson based on a match in content area or methodology. The chairperson will be selected prior to or during the student's progression in N5504, Preparation of Research Prospectus. A list of the faculty and their areas of expertise and research interests is posted on the SON website.
- b. The thesis chairperson may be any doctorally prepared SON faculty member. For MSN/MPH students, the chairperson may be any doctorally prepared faculty member at the SON or the SPH.
- c. The student should contact the chairperson for agreement to serve prior to registering for thesis.

2. Appointment of the Committee:

The thesis committee shall be selected by the student in consultation with the thesis chairperson.

3. Membership of the Committee:

- a. The committee will consist of a minimum of two members, including the chairperson. The chairperson must be a faculty member of the School of Nursing with an earned doctorate. The second member may be any School of Nursing or University faculty or any professional in the community with a minimum of a master's degree who is approved by the chairperson of the committee. Prior

to the completion of the thesis and in preparation for the final defense, a reader may be selected by the student, with approval of the chairperson. This individual can be a member of the faculty or community with a minimum of a master's degree. Involvement of experts from outside of the School of Nursing to serve as readers is encouraged. The reader's function is to provide a fresh perspective on the thesis, provide input into the quality of the thesis prior to the final defense, question the student during the final defense, and participate in the decision as to whether or not the student passes the final thesis defense. The membership of the thesis committee should include persons with a minimum of a master's degree, expertise in the content areas of the proposed investigation, in research methodology, or in editing. MSN/MPH students should follow SPH guidelines regarding committee membership.

- b. A consultant member pro tem may serve at the request of both student and committee members. The consultant may or may not attend thesis committee meetings. This individual can be a member of the faculty or community. Involvement of experts from outside of the School of Nursing to serve as consultants is encouraged.
- c. Upon acceptance by committee chair and member to serve, the "Thesis Committee Membership" Form T-1 is completed. This form must be typed, and copies must be filed with the Associate Dean for Academic Affairs and with each member of the thesis committee (see p. 30 for copy of Form T-1).
- d. If a committee member is unable to continue serving at any time, the student shall request a replacement after consultation with the thesis chairperson. If the thesis chairperson is unable to serve, the student shall replace the chairperson with a qualified member of the Committee or from other School of Nursing faculty. A revised T-1

form shall be filed with the Academic Affairs Office and with committee members.

4. Functions of the Committee are to:
  - a. Guide the student through development and refinement of a research idea and the subsequent process of implementing a research project.
  - b. Approve the thesis proposal prior to submission to the Committee for the Protection of Human Subjects (CPHS –iRIS) for the Health Science Center. The Thesis Committee members sign the "Approval of Master's Thesis Proposal" Form T-2 (see p. 35 for copy of Form T-2).
  - c. Assist students in completing the forms for UT-Houston CPHS.
  - d. Attend oral defense.
  - e. Approve final thesis copy.
  - f. Submit the signed "Report of Thesis Examining Committee", Form T-3, p. 49, to the Associate Dean for Academic Affairs immediately after the oral examination.
  - g. Sign completed final thesis copy.

**D. Guidelines for the Committee:**

1. Roles of the Chairperson
  - a. Student Assistance
    - 1) Assists the student in selection of committee member(s) and reader.
    - 2) Assists the student in formalizing a researchable question or hypothesis.
    - 3) Critiques the student's drafts (proposal and final report) for clarity and logic, suggesting appropriate revisions. A minimum of 5 working days per draft is provided for the chairperson to critique the proposal and thesis.

- 4) Assists the student in the formalization of the traditional thesis proposal (Chapters I, II, and III) or the manuscript proposal).
- 5) Assists the student in the formalization of the final report (Chapters I-V or manuscript).
- 6) Guides the student through institutional procedures (CPHS approval, graduate nursing school deadlines and forms, etc. See Steps in Thesis Process, pp. 31-32).
- 7) Chairs the student's proposal defense and thesis defense meetings.
- 8) Question the student during the final defense.

b. Decision-Making

- 1) Decides, with the student, the committee membership.
- 2) Decides when the student has sufficiently formalized the proposal to submit proposal to other Thesis Committee member(s) for reading.
- 3) Decides with the committee at a formal proposal defense meeting if the proposal is of sufficient quality to merit approval and submission to CPHS.
- 4) Decides when the student has sufficiently formalized the completed thesis or manuscript to submit it to the Thesis Committee member(s) for review prior to setting the date for the final thesis defense meeting.
- 5) Decides with the student, after the student has consulted with Thesis Committee member(s), the dates for the committee to meet for the purposes of proposal approval, thesis or manuscript approval, and/or oral examination.
- 6) Decides with the committee and reader if a thesis or manuscript is of sufficient quality to merit approval.

2. Roles of Second and Additional Committee Members

The committee members complement the functions of the chairperson in assisting the student to develop the thesis.

a. Student Assistance

- 1) Assist the student in formalizing a researchable question.
- 2) Assist the student in formalization of the final report.
- 3) Critique the student's drafts (proposal and final report), suggesting appropriate revisions. A minimum of 5 working days for each draft is provided for each member to critique proposal and final report.
- 4) Communicate the critiques to the chairperson and the student.
- 5) Question the student during the final defense.

b. Decision-Making

- 1) Participate in the decision that a proposal is of sufficient quality to merit approval and submission to CPHS.
- 2) Participate in the decision that a student's thesis or manuscript is of sufficient quality to merit approval.
- 3) Participate in proposal and thesis defense meetings.

3. Roles of the Reader (optional)

a. Student Assistance

- 1) Provides a fresh perspective on the thesis.
- 2) Provides input into the quality of the thesis or manuscript prior to the final defense.
- 3) Questions the student during the final defense.

b. Decision-Making

- 1) Participates in decision as to whether the student passes the final thesis or manuscript defense.

## II. DESCRIPTION OF THESIS PROPOSAL

### A. Content Details of Thesis Proposal

The content of the thesis proposal parallels Chapters I, II, and III of the final thesis. As such, the typing guidelines are the same for the proposal as for the thesis (See typing instruction section for thesis, p. 23).

The order of materials for the thesis proposal is as follows:

1. Title Page (See p. 33 for a sample.)
2. CHAPTER I (level 5) - Introduction (level 1)
  - a. Introduction: (This is the title of the chapter and needs to be typed at level 1)
    - 1) Introduces the reader to the area of interest.
    - 2) Sells the reader on the research idea.
  - b. *Statement of the Problem* (level 2) (italicized and centered)
    - 1) Definition of what the investigator proposes to study.
    - 2) May be stated either in the interrogative or declarative form.
    - 3) Is simply expressed, to the point, and clearly indicates to the reader what variables will be examined and which relationships between and among variables will be explored.  
(NOTE: Refer to N5504 Prospectus and appropriate references as resources).
  - c. *Significance of the Problem* (level 2)
    - 1) The justification of the study, establishing the value of the investigation.
    - 2) The nature of the problem under investigation:
      - what the problem under investigation is;
      - why the student thinks it is a problem;
      - what effect the investigation might have on what is now known about the subject (i.e., whether the results will have any value for nursing practice) and what difference the results might make in practice in the area under consideration.

- what the study will not accomplish, acknowledging limitations.

d. *Theoretical or Conceptual Framework* (level 2)

- 1) Presents a succinct description of the theoretical/conceptual framework to be used, elaborating on the concepts that are pertinent to the study, and explaining the relationships among them.
- 2) Illustrates how this framework/theory is capable of explaining the relationship among the study variables.

e. *Purpose* (level 2)

A succinct statement of the purpose of the research.

f. *Definition of Terms* (level 2) (Each term is done as level 4; indented 5 spaces, italicized, lowercase paragraph heading followed by a period).

- 1) All major variables of the study, the sample, and the related terms should be defined both conceptually and operationally. They should be in alphabetical order.
  - a) A conceptual definition defines the concept or construct using other concepts or constructs in the definition.
  - b) An operational definition assigns meaning to a construct or a variable by specifying the activities or "operations" necessary to measure the construct or variable, for example, citing tools to be used.
- 2) For qualitative studies, this section may be omitted.

g. *Research Questions and/or Hypotheses* (level 2)

- 1) Research questions are used primarily with exploratory, descriptive, or qualitative research where the theoretical framework fails to provide sufficient support for a prediction about study outcomes.

- 2) Hypotheses are statements of predicted outcomes of the study and are normally used with a strong theoretical framework which provides support for the prediction.
- h. *Assumptions* (level 2)  
Basic principles which, for this study, are accepted as being true on the basis of logic or reason and are not specifically tested.
- i. *Limitations* (level 2)
  - 1) Include statements that clarify, qualify, or restrict certain aspects of the study in order to give the reader information early in the report about the actual scope of the study.
  - 2) The point of emphasis here is that there are boundaries, exceptions, reservations, and qualifications inherent in every research study which restrict the study in terms of interpretation and generalizability.
3. CHAPTER II (level 5) - Review of Related Literature (level 1)
  - a. Introduction: (Do not write this word as subheading for Chapter II).  
Convey to the reader the topics addressed in this chapter in the order in which they will be addressed.
  - b. *Major Topics* (level 2): (Use levels 3 and 4 for further breakdown of the topics.)
  - c.
    - 1) Critically appraise key research articles about the problem under study, mentioning definitions, sample size, sample characteristics, statistics, instrument reliability and validity information, and conclusions.
    - 2) When there is considerable agreement among studies, the details of the most pertinent may be cited, while others are listed but not described in detail.
    - 3) When the literature contains few studies directly related to the relationship between/among variables being studied, it is

important to include significant background material on the variables themselves and on theories and speculations about their relationship.

- 4) When it is appropriate, discuss possible competing frameworks.
  - 5) A summary (level 2) at the end of the chapter will serve to synthesize each topic addressed in the review so that the reader will understand how these research articles have influenced the proposed study.
4. CHAPTER III (level 5) - Methodology (level 1)
- a. Introduction (Do not write this word as a subheading.)
    - 1) Give a brief overview of the purpose of the study as a reminder to the reader.
    - 2) Identify the study design to be used in the study.
    - 3) Tell the reader how the chapter is organized.
  - b. *Population, Sample, and Setting* (level 2)
    - 1) Identify the population and setting from which the sample will be drawn.
    - 2) Describe the sample and setting. Give sample size and the justification for it.
    - 3) Discuss the sampling method and the rationale for selecting it.
    - 4) Indicate the method by which individuals will be assigned to any groups involved in the study and the rationale for the assignment, if other than random.
    - 5) Indicate experimental and control groups, if an experimental study.
  - c. *Instrumentation* (level 2)

- 1) Discuss all instruments used in the study, including demographic-gathering, if applicable. Use subheadings (level 4) to separate instruments from each other.
  - 2) For quantitative studies, give information on each instrument reading its psychometric properties (reliability, validity, and details of administration). Make sure that this description contains a brief description of the types of reliability and validity, and how these were obtained (cite studies including the sample size and sample characteristics).
  - 3) Describe the scoring of each instrument.
  - 4) For qualitative studies, discuss specific means for gathering data (i.e., interviews, observations) and indicate strategies for validating findings.
- d. *Procedure for Data Collection* (level 2)
- 1) Describe step-by-step the process of conducting the research with enough detail that it could be replicated by someone else.
  - 2) Include all pilot study procedures. When writing the thesis, include pilot study results in this section.
  - 3) In the case of experimental research, discuss the setting (i.e., describe the physical conditions present during the application of the treatment).
- e. *Protection of Human Subjects* (level 2)
- 1) Describe how consent of subjects will be obtained.
  - 2) Describe how anonymity and privacy will be insured.
  - 3) Indicate method by which results of study will be disseminated.
  - 4) Include copies of written consent forms and/or cover letters in an appendix.

- 5) In a separate appendix, include approval of agency(ies) other than UT-Houston, if applicable. (The UT-Houston CPHS approval letter is placed immediately after the thesis signature sheet).
  - f. *Study Design* (level 2)
    - 1) Describe in detail the type of design to be used, and provide justification for it.
    - 2) Discuss potential threats to internal and external validity.
  - g. *Proposed Data Analysis* (level 2)  
For each research question/hypothesis, identify the particular statistical technique/analysis procedures to be undertaken.
5. Appendixes (See p. 41 for sample of title page.)
- a. Sample consent forms and/or cover letters.
  - b. Copies of all instruments used.
  - c. Sample data collection forms (if applicable).
  - d. Letters of permission for use of agencies or instruments (if applicable).
  - e. Time line (optional). Indicate, in chronological order, the length of time required for each step of the thesis process, and specify the completion dates.
  - f. Budget (optional). Provide an itemized budget of items and costs for carrying out the study. Be specific about such items as typing, xeroxing, supplies, postage, et cetera.
6. References (level 1)
- a. Use current APA format.
  - b. Cite only works that were cited in the body of the proposal/thesis.

**B. Procedure**

1. Approximately 6 weeks to 2 months before the student would like to have the proposal considered by CPHS, provide a copy of the proposal to the committee chairperson.
2. Schedule a meeting with the chairperson. If the manuscript option is chosen, select a journal to which the manuscript may be submitted. During the meeting, review proposal. If changes are needed, make those changes and resubmit the proposal to the chair with a 10-day reading time. When the chairperson deems the proposal acceptable, submit copies to committee member(s) for review.
3. After consultation with chairperson and member(s) of the committee, schedule a formal Proposal Defense meeting of the entire committee. Inform all committee members of the date, time, and place of the meeting. The purpose of the meeting is to defend the proposed research by means of an oral presentation. The student is expected to give an overview that puts forth for the committee the purpose and major aspects of the research. At the end of the meeting, the committee members will decide if the proposal is of sufficient quality to merit approval to conduct the proposed investigation.
4. Meet with the chairperson with approved copy of the proposal, and complete the needed process (iRIS) for CPHS.



5. Submit copies of approved proposal, Form T-2, and iRIS CPHS approval to SON Center for Nursing Research rm 593

**C. Thesis Proposal Forms and Samples**

1. Thesis Committee Membership (T-1) (See p. 30.)
2. Proposal Title Page (See p. 33.)
3. Approval of Master's Thesis Proposal (T-2) (See p. 35.)

**III. DESCRIPTION OF THESIS**

**A. Traditional Thesis Content Checklist (T-4)**

1. Preliminaries (pp. i - xii, or where last page of figures' list falls.)
  - a. Blank sheet to protect copy
  - b. Title Page (See sample, p. 36.) (p. i and is not numbered.)
  - d. Abstract (p.ii) (Not to exceed 350 words; no tables, figures, or formulae.)
  - d. Table of Contents (See sample pp. 39-41.)
  - e. Thesis Signature Sheet (See p. 38.)
  - f. Human Subjects Approval Letter (Reduce via xerox to fit within the thesis margins.)
  - g. Acknowledgments
  - h. List of Tables and List of Figures (See sample pp. 42-43.)

2. Chapters
  - a. CHAPTER I - Introduction (Begin with p. 1.)
  - b. CHAPTER II - Review of the Literature
  - c. CHAPTER III - Methodology
  - d. CHAPTER IV - Analysis of Data
  - e. CHAPTER V - Discussion, Conclusions, Implications,  
and Recommendations

3. Reference Material

- a. References
- b. Appendixes
- c. Vitae

4. Blank Sheet of Paper

5. Content Details

The content in Chapters I, II, and III is similar to the proposal content except that it is worded in the past tense, and Chapter III will now contain the results of any pilot study completed. The content for Chapters IV and V includes the following:

- a. CHAPTER IV (level 5) - Analysis of Data (level 1)
  - 1) Introduction: (Do not use this word as a subheading.)
    - a) Describes the sample's characteristics in quantitative and qualitative terms (gender, education, etc.) and presents the results of the study.
    - b) If the amount of material is small, and in the case of qualitative methodology, a clear narrative is sufficient. If there is an extensive amount of analysis, then tables, along with the narrative, should be presented.
    - c) No tables should exist that are not explained in the narrative. However, the narrative should only highlight the most important aspects of the table.

- 2) *Findings* (level 2)
  - a) Organize this section of the chapter according to the hypotheses tested or research questions posed. Restate each hypothesis/research question and then present the results.
  - b) A statement of acceptance/rejection of each hypothesis should be included when hypotheses are being tested.
  - c) Findings (devoid of interpretation or extensive explanation) are stated.
  - d) Secondary analyses, if done, follow the original proposed analyses.
- b. CHAPTER V ( level 5) - Discussion, Conclusions, Implications, and Recommendations (level 1)
  - 1) Introduction: (Do not use this word as a subheading.)
    - a) Give brief review of problem under study.
    - b) Explain the organization of chapter.
  - 2) *Discussion* (level 2)
    - a) This section is the interpretation section of the research and is the section where each of the results is explained in detail.
    - b) Restate each hypothesis/research question, and then explain the meanings of the findings in light of the theoretical/conceptual framework. Support for findings related from research cited in the literature review, as well as findings contrary to published literature, should be presented.
    - c) Include in the discussion whether the theoretical/conceptual framework is/are not

supported by the results. Explain why/why not this may have occurred.

- d) Explore the strengths and weaknesses of the research, including limitations of the study methods.

3) *Conclusions* (level 2)

List conclusions that result from findings. (Use seriation for paragraphs in a series. See current APA Manual).

Conclusions are derived from, and entirely supported by, the data; they are not simply restatements of the findings.

4) *Implications for Nursing* (level 2)

State the implications of the research as it relates to practice.

5) *Recommendations for Further Research* (level 2)

Identify areas for future research which logically extend from this study.

- c. REFERENCES (level 1) (See current APA Manual, for additional examples of citing references.)

**B. Thesis Forms and Samples**

- |    |  |              |
|----|--|--------------|
| 1. | Thesis Title Page                              | (See p. 36.) |
| 2. | Thesis Signature Sheet                         | (See p. 38.) |
| 3. | Vita/e   | (See p. 48.) |
| 4. | Report of the Thesis Examining Committee (T-3) | (See p. 49.) |
| 5. | Thesis Content Checklist (T-4)                 | (See p. 50.) |

**C. Manuscript Thesis Content Checklist (T-4-Manuscript)**

1. Preliminaries
  - a. Title Page
  - b. Abstract

- c. Thesis Signature Sheet
  - d. Human Subjects Approval Letter
  - e. Acknowledgments (Optional)
  - f. Manuscript
  - g. Appendices
  - h. References
  - i. Guidelines for manuscript
  - j. Vita/e
2. Manuscript Details
- a. Introduction/Background
  - b. Review of literature
  - c. Research questions
  - d. Purpose/problem
  - e. Definitions (if applicable)
  - f. Methodology
    - i. Sample
    - ii. Instruments
    - iii. Data collection procedures
    - iv. CPHSA procedures
    - v. Data analysis
    - vi. Results of data analysis
    - vii. Discussion
    - viii. Implications

#### **D. Procedure**

The deadlines for oral defense and for approval by the Associate Dean for Academic Affairs will be published in the timetable each semester. In order to meet these deadlines, the student needs to work with the chairperson to devise a

schedule. The copy of the thesis or manuscript that is approved should be the final draft and require only minimal revisions. Therefore, meetings with the committee over preliminary drafts are encouraged and expected. The timeline should provide sufficient time for a final typing.

## **E. Typing Instructions**

### 1. Overview

The student selecting the manuscript option must follow the typing instructions for the journal to which the article may be submitted. The remainder of this section provides information for typing Chapters I - V and this information is found in the current APA Manual.

### 2. Specifics

The following items include typing and format options exercised by UT-Houston School of Nursing for Chapters I-V of the traditional thesis, as well as some reminders:

#### a. Levels of headings (p. 113 APA Manual)

Level 5

CENTERED UPPERCASE HEADING

Level 1

Centered, UPPERCASE and Lowercase Heading

Level 2

Centered, *Italicized*, UPPERCASE and Lowercase Heading

Level 3

Flushed Left, *Italicized*, UPPERCASE and Lowercase Side Heading

Level 4

Indented, *italicized*, lowercase paragraph heading ending with a period.

b. Right margins cannot be "justified."

c. Use plain type, either Times New Roman or Ariel (10- or 12- font), with letter-quality print.

d. Copies may be photocopied or printed.

e. Two bound copies, one for CEIR and one for the HAM-TMC Library.

- f. Margins are 1½" for left margin and 1" for right, top and bottom margins.
- g. Page numbering should be done as described in APA Manual. The preliminary material is all numbered with lower case Roman numerals at bottom and center. Pages with tables and figures are numbered in upper right-hand corner. Title pages for each chapter are numbered at bottom center. Remainder of the chapter pages are numbered in upper right-hand corner. Appendix face sheets and appendix pages are numbered in upper right hand corner.
- h. Paragraph indentation is 5 spaces.
- i. Table headings and format. (See current APA Manual and p. 39 of thesis manual for examples of tables). Small tables may be placed on the first page after where cited, along with some text. Long tables are placed on a separate page immediately following the page where first cited. Table titles and notes may be single-spaced, if needed, in order to fit the table on one.
- j. Figures (see current APA manual and p.45 of thesis manual for examples of figures) are placed on a separate page immediately following the page where first cited. Figure captions may be single-spaced, if needed, to fit the figure on one page. Written permission for use of a figure from another source needs to be included in an appendix.
- k. Citations in the text. (See current APA Manual). Examples:

Living with an irritable infant is a parental nightmare in terms of sleepless nights (Keefe & Froese-Fretz, 2004).

Swanson, McCloskey, and Bodensteiner (1999) discussed the number of publishing opportunities for nurses in 92 journals in the United States. These authors noted that there are more nursing journals today than there were just 5 years ago.

- l. Quotations (current APA Manual). Examples:

"Other authors imply that persistent crying is a potential source of major family disruption" (Keefe & Froese-Fretz, 2003, p. 255) [For fewer than 40 words in text]

Grainger (2007) stated that:

Coping with peak levels of stress in patients and in ourselves is an inseparable part of nursing. But humans are never completely free from stress; in fact, we are built to withstand it, even benefit from it, when it arises occasionally. However, day-in, day-out, unrelieved stress erodes the body as well as the mind. (p. 15) [For more than 40 words are indented]

m. Seriation (APA Manual). Examples:

The subject's three choices were (a) working with one other subject, (b) working with a team, and (c) working alone.

Separate paragraphs are numbered.

1. Stress is the body's response whenever it is threatened. It is caused by the perception of threat, not directly by the threatening situation or event.

2. We are stressed only when something matters to us. The prospect of going snorkeling to look at colorful tropical fish is perceived quite differently by a non-swimmer than by an experienced diver. When we make a mistake at work, we're stressed because we want to do our jobs well.

n. Statistical symbols, except Greek letters are italicized (APA Manual).

**F. Thesis Final Defense**

1. All thesis committee members shall serve on the Thesis Final Defense Committee.
2. After consultation with committee members, the chairperson and student, with input from the committee members and reader, select the exact time and date for the examination. The student shall reserve a room for the examination through the CEIR. At least 10 working days before the examination, the student shall notify the Office of Academic Affairs in writing of the time and place of the oral examination, the student's name, the title of the thesis or manuscript, and the names of the members of his/her thesis committee. The student shall also provide a copy of the abstract for posting.
3. Each member of the examining committee must receive a defensible copy of the complete thesis or manuscript at least 5 working days prior to the oral examination.
4. The student is required to defend the thesis or manuscript by means of an oral presentation. The student is expected to give an overview that clearly summarizes for the audience the purpose and major aspects of the research. All graduate students are encouraged to attend the presentation. Upon completion of the oral presentation, the "Report of the Thesis Examining Committee", Form T-3 (see p. 49), is completed and given to the Academic Affairs Office. The last day for oral defense is indicated in the timetable for the semester.
5. The final oral examination of the student and the thesis or manuscript should include:
  - 1) Exploring the implication and significance of the findings of the study.
  - 2) Determining the student's understanding of the research process and ability to justify the tools and techniques employed.

- 3) Ascertaining how the learning experience has contributed to the total graduate experience.
- 4) Exploring further research activities from the questions raised by the study.
- 5) Exploring the contribution the research offers to nursing.
6. The period for the oral examination is usually about 1 hour, but the time allocated should be long enough to insure an adequate oral examination.
7. Following the oral examination, the committee will make the decision to accept or reject the defense. Form T-3 (p. 49) is provided by the student and signed by the committee members at this time.
8. Signed Form T-3 must be submitted to the Academic Affairs Office following the oral defense (no later than the defense deadline), if the student is to graduate that semester.
9. The Office of Academic Affairs must review the preliminary final copy for format and verification of completion. The T-4 (p. 50) form should accompany the copy and will be signed by the Associate Dean upon approval.

**G. Copies of the Final Thesis**

1. A hard-cover, bound copy goes to the School of Nursing to be placed in the CEIR.
2. A hard-cover, bound copy is submitted to the CEIR to be placed in the HAM-TMC Library.
3. A soft-cover, bound copy goes to each member of the Thesis Committee and to the reader.

**H. Binding Requirements**

Submit a complete copy of your final thesis in one of two ways. A complete copy to The HF Group ([www.thesisondemand.com](http://www.thesisondemand.com)). Theses are submitted online and sent as .pdf files to the company. Forms and letters to be included in the bound copy need to be scanned into the .pdf file. Instructions for submitting the documents are on the website and orange (the code is 290) is the book cover

option to select. Another option that is available to you is that you may take it to a local bindery. For example, The Book Bindery ([www.thebookbinderyhouston.com](http://www.thebookbinderyhouston.com)) in Missouri City, Texas can be reached at 281-403-3009 or toll free at 1-866-403-3009. Students should request that The HF Group or the bindery company ship at least two copies of the thesis directly to CEIR at the School of Nursing address for the SON and HAM-TMC Library. Please submit by the last day of class to Ana Newton in the Office of Academic Affairs a copy of the receipt from The HF Group or bindery that your submission has been received. Payment to The HF Group to cover the binding fee for at least the two bound copies for the two libraries is on-line.

**THESIS PROCESS FORMS**

STUDENT NAME: \_\_\_\_\_ Date \_\_\_\_\_

THESIS TOPIC: \_\_\_\_\_

**THESIS COMMITTEE MEMBERSHIP**

	<b>Name</b>	<b>Institutional Position</b>	<b>Area of Expertise for this Thesis Research</b>
1.	_____ Chairperson	_____	_____
	_____ Signature	_____	_____
2.	_____ Name	_____	_____
	_____ Signature	_____	_____
3.	_____ Name	_____	_____
	_____ Signature	_____	_____
<b>Additional Members:</b>			
4.	_____ Name	_____	_____
	_____ Signature	_____	_____

*File a copy of this form with the Associate Dean (Rm. 841) and with each Committee Member.*

**T-1**

1. (a) N5501 Theoretical Foundations in Nursing (b) N5506 Statistics in Nursing
2. Thesis Topic Identified
3. Enroll in N5504 Preparation of Nursing Research Prospectus (Identify thesis topic if not previously identified).
4. Choose Chairperson; Choose Committee Members with Chair's approval. Committee will consist of Chair plus one or two Committee Members (The third or fourth reader is added at the time of planning the thesis defense, and attends the final defense- see steps #10, 16).
5. Obtain Committee Members' signatures on T-1\* form. Turn in copy of signed form to the Academic Affairs' Office.
6. Complete N5504, Prepare Chapters 1, 2, 3 as part of course requirements. Begin preliminary contact with agency representative (e.g., Director of Research).
7. Enroll in a total of 4 semester hours of thesis.
8. Identify format for product of thesis—traditional or manuscript. If manuscript, select target journal with assistance from Chair.
9. Submit Chapters 1, 2, & 3 in traditional thesis or proposal form (if proposal, include Introduction/Background, Review of Literature, Research Questions, Purpose/problem, Definitions if applicable, Methodology—Sample, Instruments, Data Collection Procedures, CPHS Procedures, Proposed Data Analysis) to Committee Members with approval from Chair.
10. Proposal Defense; obtain signatures on T-2\* form. Turn in copy of signed form to the Academic Affairs Office. Select reader, may be selected from faculty or the community, must have at least a master's degree.
11. Complete procedure for CPHS through iRIS. <https://iris.uth.tmc.edu/>
12. Complete agency approval forms with Chair's guidance.
13. After approval received from CPHS & agency, begin data collection.
14. Submit Chapters 4 & 5 or Results of data analysis, Discussion, Implications to Chair.
15. When approved by Chair, submit Chapters 4 & 5 (or Results, Discussion, Implications) to Committee Members.
16. Submit final copy of entire thesis or draft of manuscript and appendices to the reader 2 weeks prior to oral defense. **Reader must be present at oral defense.**
17. Schedule oral defense date with Chair, Committee Members and CEIR. (**See SON Timetable for thesis defense deadline**). Reserve room for oral defense through CEIR Department. At least **10 days prior to defense date**, present typed abstract, date, time, location of defense, names of Chair and Committee Members, and title of thesis to the Office of Academic Affairs for official posting.
18. Formal oral thesis defense; obtain signatures of Chair and Committee Members on T-3\* form. Turn in **original** signed T-3 form to the Academic Affairs Office.
19. Complete revisions; Obtain signatures of Chair and Committee Members on signature page. Submit copy of thesis (do not put on 50%-100% bond paper yet) or final manuscript, target journal author guidelines, and appendices to the Academic Affairs Office. T-4 form needs to be placed on top of the thesis. Thesis will be reviewed for correct APA format, manuscript will be reviewed for format in keeping with journal guidelines, and T-4 form signed when APA format is correct.
20. Submit thesis or final manuscript, author guidelines and appendices, and T-4 form to Executive Associate Dean for Academic Affairs for final approval. **See timetable for thesis approval deadline.** Students will be asked to enroll in one more semester if deadline is not met.

21. Complete thesis process by submitting 2 thesis copies. **In order to graduate, a receipt of the submission of the student's thesis, traditional or manuscript format, must be received by Ana Newton in the Office of Academic Affairs by the last day of the semester;** otherwise, the student will be asked to re-enroll in one more semester of thesis.

\* T or C forms can be obtained from the Academic Affairs Office  
A total of four (T)hesis or (C)luster Thesis forms must be completed by each student.

Proposal Title Page

TITLE OF PROPOSAL (CAPITAL LETTERS, DOUBLE SPACED, AND  
INVERTED PYRAMID FORM IF MORE  
THAN ONE LINE)

By

Full Name and Degrees

A Thesis Proposal

submitted in partial fulfillment

of the requirements for the degree of

Master of Science in Nursing

The University of Texas Health Science Center at Houston

School of Nursing

Month, Year

THESIS PROPOSAL CHECKLIST

- \_\_\_\_\_ Committee Membership form
- \_\_\_\_\_ Cover Sheet
- \_\_\_\_\_ Chapter I
- \_\_\_\_\_ Chapter II
- \_\_\_\_\_ Chapter III
- \_\_\_\_\_ References
- \_\_\_\_\_ Appendixes
- \_\_\_\_\_ Consent Forms
- \_\_\_\_\_ Time Line (optional)
- \_\_\_\_\_ Budget (optional)

THE UNIVERSITY OF TEXAS  
HEALTH SCIENCE CENTER AT HOUSTON  
SCHOOL OF NURSING

APPROVAL OF MASTER'S THESIS PROPOSAL

Principal Investigator: \_\_\_\_\_ Major: \_\_\_\_\_

Title of Study: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This research proposal has been reviewed and approved by the Principal Investigator's Master's Thesis Committee.

Committee Chair: \_\_\_\_\_ DATE \_\_\_\_\_

Committee Members: \_\_\_\_\_ DATE \_\_\_\_\_

\_\_\_\_\_ DATE \_\_\_\_\_

\_\_\_\_\_ DATE \_\_\_\_\_

Thesis Committee Recommendations:

Statement of the Scientific Merit of the Study by Thesis Committee:

*T-2*

Original: Associate Dean  
Copy: Committee Chairman  
CPHS

Thesis Title Page

TITLE OF THESIS (CAPITAL LETTERS, DOUBLE SPACED, AND  
INVERTED PYRAMID FORM IF MORE  
THAN ONE LINE)

By

Full Name and Degrees

A Thesis

submitted in partial fulfillment

of the requirements for the degree of

Master of Science in Nursing

The University of Texas Health Science Center at Houston

School of Nursing

Month, Year

Thesis Title Page  
(for MSN/MPH students)

TITLE OF THESIS (CAPITAL LETTERS, DOUBLE SPACED, AND  
INVERTED PYRAMID FORM IF MORE  
THAN ONE LINE)

By

Full Name and Degrees

A Thesis

submitted in partial fulfillment

of the requirements for the degree of

Master of Science in Nursing

and the degree of

Master in Public Health

The University of Texas Health Science Center at Houston

Month, Year

Sample Thesis Signature Sheet

TITLE OF THESIS

(in capital letters, double spaced, and inverted pyramid form if more than one line)

(13 spaces)

By

Jane Doe, B.S.N.

(Full name and degrees only)

(13 spaces)

(The top line is for the Chairperson's signature. There should be as many lines as there are members on the committee. All signatures must be in heavy black ink.)

APPROVED:

---

---

---

Sample Table of Contents

## TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
THESIS SIGNATURE SHEET .....	iii
CPHS LETTER OF APPROVAL.....	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
CHAPTER	
I Introduction .....	1
Statement of the Problem.....	1
Theoretical Framework.....	4
Role Theory .....	4
General Theory of Nursing	
Administration.....	5
Theory of Managerial Roles.....	7
Purpose .....	9
Definition of Terms.....	9
Research Questions and/or Hypothesis.....	12
Significance of the Problem.....	12
Assumptions .....	13
Limitations.....	13
Summary .....	14
II Review of Related Literature .....	15
Roles of Non-Nurses .....	15
Roles of Nurses .....	17
Roles of Teachers .....	19
Roles of Administrators .....	22

## TABLE OF CONTENTS (Continued)

	Page
III Methodology.....	31
Population, Sample, and Setting.....	31
Instrumentation.....	31
Procedure for Data Collection.....	33
Pilot Study.....	34
Protection of Human Subjects.....	34
Study Design .....	35
Procedure for Data Analysis.....	36
IV Analysis of the Data.....	44
Description of the Sample.....	44
Research Groupings and Managerial Roles.....	45
Interpersonal Grouping.....	46
Informational Grouping .....	50
Decisional Grouping.....	58
Unnamed Group of Activities.....	62
Summary .....	63
V Discussion, Conclusions, Implications, and Recommendations.....	65
Discussion .....	65
Relationship of Findings to Role Studies.....	65
Theoretical Framework Used to Guide Research .....	69
Conclusions .....	69
Implications .....	71
Managerial Practice.....	71
Education.....	71
Research .....	72
Recommendations.....	73
Research .....	73
Education.....	74
Practice .....	75

	40
APPENDICES	
A Role Activity Forms with Mintzberg's Role Groupings and Managerial Roles.....	76
B Middle Nurse Administrator Questionnaire (MNAQ).....	94
C Institutional Review Board Approval Form .....	99
D First Letter to Top Nurse Administrators.....	101
E Cover Letter to Top Nurse Administrators for Distribution of Questionnaires to Middle Nurse Administrators.....	105
F Cover Letter to Middle Nurse Administrators Accompanying the Questionnaire.....	107
G Middle Nurse Administrator Role Categorization Questionnaire.....	110
REFERENCES .....	111
VITA (Vitae if cluster project and there is more than one vita) .....	120

## SAMPLE LIST OF TABLES

Table		Page
1	Index of Content Validity (CVI) for the Categorization of Activities .....	41
2	Years of Experience of All Respondents .....	45
3	Groupings of Managerial Activities.....	46
4	Interpersonal Grouping of Roles and Managerial Activities.....	47
5	Informational Grouping of Roles and Managerial Activities.....	51
6	Decisional Grouping of Roles and Managerial Activities.....	58

## SAMPLE LIST OF FIGURES

Figure		Page
1	Orem's General Theory of Nursing Administration.....	6
2	Mintzberg's Model of Managerial Roles.....	8
3	Framework for Research .....	10

*Table Example*

Table 1

*Mean Attribution Scores for Experiment 1*

Condition	<i>n</i>	Attribution	
		Causality	Responsibility
High Situational similarity/ high personal similarity	21		
<i>M</i>		1.49	0.94
<i>SD</i>		0.51	0.36
High situational similarity/ low personal similarity	25		
<i>M</i>		2.01	1.92
<i>SD</i>		1.14	1.74
Low situational similarity/ high personal similarity	23		
<i>M</i>		1.56	1.59
<i>SD</i>		1.13	0.84
Low situational similarity/ low personal similarity	22		
<i>M</i>		3.25	3.79
<i>SD</i>		1.21	1.39

*Note.* The higher the score is, the greater is the attribution.

*Figure Example*

*Figure 1.* Mean amplitude startle response (+SE) for prelesion ( $n = 4$ ), sham lesion ( $n = 2$ ), and postlesion ( $n = 2$ ) groups in acoustic and light-and-acoustic test conditions.

APPENDIX A (level 5)

*Data Collection Worksheet (level 2)*

## DATA COLLECTION WORKSHEET

Sex M      F  
Age \_\_\_\_\_ years

CODE # \_\_\_\_\_

Medical Diagnosis \_\_\_\_\_

Arm Circumference \_\_\_\_\_

Pre-data collection:

Blood Pressure \_\_\_\_\_

Pulse \_\_\_\_\_

Temperature \_\_\_\_\_

Arm used              Right              Left

Data collection procedure (Dinamap cycle every 3 minutes):

Cuff:    Upright              Inverted              Upright              Inverted

Reading 1 discarded      Yes              No              Yes              No

Reading 2

Pulse                      \_\_\_\_\_              Pulse                      \_\_\_\_\_

Blood Pressure              \_\_\_\_\_              Blood Pressure              \_\_\_\_\_

MAP                      \_\_\_\_\_              MAP                      \_\_\_\_\_

Reading 3

Pulse                      \_\_\_\_\_              Pulse                      \_\_\_\_\_

Blood Pressure              \_\_\_\_\_              Blood Pressure              \_\_\_\_\_

MAP                      \_\_\_\_\_              MAP                      \_\_\_\_\_

Reading 4

Pulse                      \_\_\_\_\_              Pulse                      \_\_\_\_\_

Blood Pressure              \_\_\_\_\_              Blood Pressure              \_\_\_\_\_

MAP                      \_\_\_\_\_              MAP                      \_\_\_\_\_

Average Pulse              \_\_\_\_\_              Average Pulse              \_\_\_\_\_

Average BP              \_\_\_\_\_              Average BP              \_\_\_\_\_

Average MAP              \_\_\_\_\_              Average MAP              \_\_\_\_\_

(Sample Vita or Vitae)

(13 spaces)

VITA/E

(3 spaces)

Elizabeth Marie Smith was born in Dallas, Texas on April 23, 1932, the daughter of Marie Williams Smith and John Allen Smith. After completing her work at Lamar High School, Houston, Texas, in 1949, she entered Southwest Texas State Teachers College, at San Marcos, Texas. During the summers of 1951 and 1952, she attended the University of Colorado. She received the degree of Bachelor of Science with a major in zoology from Southwest Texas State Teachers College in May, 1953. During the following two years, she was employed as a biology teacher in Stephen F. Austin High School, Austin, Texas. In September, 1955, she entered the Graduate School of The University of Texas at Austin. She was awarded the degree of Master of Arts in August, 1957. Since that time she has been employed as an instructor in zoology at Southwestern University in Georgetown, Texas. In 1959, she married John Robert Black of Georgetown. Twin sons, John Robert, Jr., and Allen Smith, were born in 1961.

(4-6 spaces)...

This thesis was typed by

**THE UNIVERSITY OF TEXAS  
HEALTH SCIENCE CENTER AT HOUSTON  
SCHOOL OF NURSING**

***REPORT OF THESIS EXAMINING COMMITTEE***

STUDENT'S NAME: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

DATE REVIEWED: \_\_\_\_\_

**DECISION OF THE COMMITTEE**

The student has been examined by the Committee with the following results:

\_\_\_\_\_ **Approved**                      \_\_\_\_\_ **Rejected**

**SIGNATURES OF EXAMINING COMMITTEE MEMBERS**

1.	Chairperson	Date
2.	Member	Date
3.	Member	Date
4.	Member	Date

\_\_\_\_\_  
Associate Dean for Academic Affairs

\_\_\_\_\_  
Date

**THE DEAN OF THE SCHOOL OF NURSING ACCEPTS  
THE COMMITTEE'S DECISION**

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title of Degree

\_\_\_\_\_  
Graduation Date

**T-3**

**THESIS CONTENT CHECKLIST**







## INSTRUCTIONS FOR CPHS FORMS

All materials must be submitted by the student to the Center for Nursing Research, by noon on the first Friday of the month. (Students are not allowed to submit directly to CPHS). Forms are available from the CNR website.

Submit 4 sets of materials; 8 sets when Memorial Hermann Hospital is a research site (materials should not be in binders or notebooks). In addition, 45 copies of the Informed Consent Document(s) are required upon submission (please staple each individual form, do not paper clip them).

Each set of materials should contain the following as applicable:

### 1) CPHS forms

- forms must be typed
- one set of CPHS forms must have original signatures
- a protocol

### 2) Protocol (research proposal):

The protocol is written to answer the following questions: (1) what do you intend to do? (2) why is the work important? (3) what has been already done? (4) how are you going to do the work? (5) what are the risks and levels of risk to any individual who consents to participate in the research? (6) does the study comply with appropriate informed consent requirements?

*At a minimum the following elements are expected to be included in your research protocol:*

- SPECIFIC AIMS AND RESEARCH QUESTIONS
- BACKGROUND AND SIGNIFICANCE
- RESEARCH DESIGN AND METHODS:  
Describe the research design and the procedures to be used to accomplish the specific aim of the project. Describe all treatments, interventions, and procedures that will involve subjects and controls. When appropriate, differentiate between standard care and treatments, interventions, and procedures provided to research participants. Describe study population and rationale for its choice. Provide inclusion and exclusion criteria for potential study participants. Include rationale for the number (sample size) of subjects required for the proposal, providing where possible an assessment of the statistical power of the design selected. Provide a description of data collection and quality assurance procedures and statistical analysis plan. For clinical trials indicate if interim statistical analyses will be done.

- **HUMAN SUBJECTS:**

Human subjects include all individuals participating in the proposed research. Provide a detailed description of the involvement of human subjects in the work outlined in the Research Design and Methods section. Describe recruitment methods, why a particular subject population was chosen and any special considerations for vulnerable populations (prisoners, children, mentally disabled, physically disabled, fetuses, and non-consenting subjects).

If a clinical trial is proposed, describe if an independent Data Monitoring Board will be appointed to oversee the scientific, ethical, and safety conduct of the trial.

Describe any procedures, materials, or situations that may pose hazards to research staff and precautions to be exercised.

- **GENDER AND MINORITY INCLUSION:**

Women and members of minority groups, regardless of age, must be included in biomedical and behavioral research projects unless a clear and compelling rationale shows that inclusion is inappropriate with respect to the health of the subjects or the purpose of the research. Exclusion under other circumstances may be made based on a compelling rationale and justification. Cost or investigator convenience are not acceptable reasons except when the study would duplicate data from other sources. Women of childbearing potential should not be routinely excluded from participation in clinical research.

- **REFERENCES:**

List all references cited in the proposal.

- **INVESTIGATOR'S BROCHURE:**

Provide a copy of the investigator's brochure if a new drug or device (or summary of the relevant preclinical/animal data or other pertinent clinical data).

- **SURVEYS AND QUESTIONNAIRES:**

Provide copies of all survey forms and questionnaires to be used in the study. Indicate if these have been validated.

***You must include in your submission a full research proposal which amplifies all of these points; e.g. your grant application, a drug company protocol, a thesis proposal - provided they contain the necessary information.***

### 3) Informed Consent Documents

- must conform to the attached "Elements of Informed Consent"
- an outline format should be used
- translations may be necessary when the final document is approved
- submit **45** ADDITIONAL copies of the Informed Consent Document(s) (that means, **4 + 45** for studies NOT including Hermann Hospital as a research site, and **8 + 45** for

those that ARE using Hermann Hospital as a research site).

**Note:** some elements of informed consent may be waived by the CPHS for certain studies; the CPHS will determine if consent may be obtained verbally or be waived; i.e. retrospective review of medical records, certain restricted emergency research.

#### 4) Letters of Approval/Cooperation

- provide letters necessary to:
  - \* recruit subjects other than patients of investigators
  - \* use records, data or specimens other than those controlled by the investigators
  - \* use facilities or personnel from another department or agency separate from UTHHSC
- Hermann Hospital Approval:
  - \* complete the Hermann Hospital forms when applicable (these forms are available in the Committee Office)
  - \* submit a total of 8 copies of all documents
  - \* letters of approval must be received from both CPHS and the Hermann Hospital administration before research may begin in Hermann Hospital

**Note:** letters not received by the deadline may be forwarded to CPHS when received

#### 5) Approval for Research Use of Radioactive Drugs, Isotopes, or Ionizing Radiation

- when research involves internal exposure to radiation from radiopharmaceuticals -submit Radioactive Drug Research Committee form. Their approval letter will be sent directly to CPHS
- when research involves other use of radiation in Hermann Hospital - apply to Radiation Safety, Hermann Hospital

#### 6) Review & Approval Form Signed by an Authorized Individual

- when monetary or non-monetary extra mural support is received submit this form with original signatures to the Office of Sponsored Research; submit one (1) copy to CPHS.

#### 7) Recruitment Letters, Bulletin Board Announcements and Advertisements

- materials for recruitment of subjects or controls must be approved by CPHS before they are used and should describe where the research will take place, the purpose of the research and the person to contact for further information. Monetary compensation may be stated but not the amount. At no time may a "finders fee" be paid for physician referral. This is considered by legal counsel to be a violation of the Texas Medical Practice Act.

8) Questionnaires, Survey forms, Rating Scales and Data Collection forms

- include whether forms have been validated
- include translations when applicable

9) Translations

- translations of appropriate documents may be submitted after the language of the documents has been approved

**CLUSTER RESEARCH PROJECT FORMS**

STUDENT NAMES: \_\_\_\_\_

\_\_\_\_\_ Date

CLUSTER RESEARCH TOPIC: \_\_\_\_\_

\_\_\_\_\_

**CLUSTER RESEARCH COMMITTEE MEMBERSHIP**

	<b>Name</b>	<b>Institutional Position</b>	<b>Area of Expertise for this Thesis Research</b>
1.	_____ Chairperson	_____	_____
	_____ Signature	_____	_____
2.	_____ Name	_____	_____
	_____ Signature	_____	_____
3.	_____ Name	_____	_____
	_____ Signature	_____	_____
<b>Additional Member:</b>			
4.	_____ Name	_____	_____
	_____ Signature	_____	_____

*File a copy of this form with the Office of Academic Affairs and with each Committee Member.*

Proposal Title Page

12 TITLE OF PROPOSAL  
(capital letters, double spaced, and in inverted pyramid form if more than one line)

27 By  
29 Full Name and Degrees  
(for each student)

39 A Cluster Research Proposal  
41 submitted in partial fulfillment  
43 of the requirements for the degree of  
45 Master of Science in Nursing  
47 The University of Texas Health Science Center at Houston  
49 School of Nursing  
51 Month, Year

CLUSTER RESEARCH PROPOSAL CHECKLIST

- \_\_\_\_\_ Committee Membership Form
- \_\_\_\_\_ Cover Sheet
- \_\_\_\_\_ Chapter I
- \_\_\_\_\_ Chapter II
- \_\_\_\_\_ Chapter III
- \_\_\_\_\_ References
- \_\_\_\_\_ Appendices
- \_\_\_\_\_ Consent Letters
- \_\_\_\_\_ Time Line (optional)
- \_\_\_\_\_ Budget (optional)

THE UNIVERSITY OF TEXAS  
HEALTH SCIENCE CENTER AT HOUSTON  
SCHOOL OF NURSING

**APPROVAL OF CLUSTER RESEARCH PROPOSAL**

Students: \_\_\_\_\_

Title of Study: \_\_\_\_\_

\_\_\_\_\_

This research proposal has been reviewed and approved by the Cluster Research committee.

Committee Chair: \_\_\_\_\_ DATE

Committee Members: \_\_\_\_\_ DATE

\_\_\_\_\_ DATE

\_\_\_\_\_ DATE

Cluster Research Committee Recommendations:

Statement of the Scientific Merit of the Study by Cluster Research Committee:

**C-2**

Original: Associate Dean for Academic Affairs  
Copy: Committee Chairman  
CPHS

Cluster Research Title Page

TITLE OF CLUSTER RESEARCH STUDY (CAPITAL LETTERS, DOUBLE SPACED, AND  
IN INVERTED PYRAMID FORM  
IF MORE THAN ONE LINE)

By

Jane Q. Doe, B.S.N.

William Smith, B.S.N.

A Cluster Research Study  
submitted in partial fulfillment  
of the requirements for the degree of  
Master of Science in Nursing  
The University of Texas Health Science Center at Houston  
School of Nursing  
Month, Year





Title of Degree

**C-3**

Graduation Date

64

