UNIVERSITY OF CALIFORNIA, LOS ANGELES
School of Nursing

DOCTORAL PROGRAM
WRITTEN QUALIFYING EXAMINATION
SUMMER 2016

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Written exam must be submitted electronically no later than 12:00 PM (noon) on Thursday, June, 23, 2016. Examinations are submitted electronically through MyUCLA. Next, navigate to your “Study List” and select the “Turnitin” link located under Nursing 597 course. Lastly, upload your exam to the “PhD Written Qualification Exam” turnitin assignment. Your electronic submission is a PDF of the following:

1. Cover sheet (Sample included—Page 6)
2. Your final composition
3. Your Table of Evidence (TOE sample—Page 7)

Submission of your composition signifies your adherence to the UCLA Code of Academic Integrity and Honesty.
INSTRUCTIONS FOR PREPARING THE EXAMINATION

Prepare an original scholarly paper in which you: (1) identify a researchable problem and/or phenomena of study, (2) discuss the philosophical underpinnings that shape your view of the problem or phenomena, (3) discuss and appropriately apply a theory or theoretical or conceptual framework, (4) provide a thorough review of the literature, and (5) provide a discussion and summary that describes the significance of your contribution to nursing science and how your phenomenon of study is likely to shape nursing practice and the delivery of health care. You have until Thursday June, 23rd at noon to prepare your paper conforming to the required examination paper format (see page 5) and the guidelines below.

All exams will be judged as PASSED or NOT PASSED. The written qualifying examination will be graded by at least two readers. Two passing scores must be achieved. If one reader passes the exam and one reader fails it, the exam will go to a third reader whose score will be the deciding factor. Those students who do not pass the exam the first time are permitted to re-take the exam one time. In this case, students will be given two weeks to review the comments of the faculty evaluating their exam and resubmit their revised examination before the beginning of the Fall Quarter. If a student fails the exam a second time, he/she will be terminated from the program.

Examination Preparation Guidelines

1. Once the exam is received, it is expected that you will not discuss the exam with your advisor or seek consultation from other faculty, students or staff about the exam. It is expected that you comply with the UCLA Code of Academic Integrity and Honesty.

2. Your paper will be identified by an assigned number (Exam Code). Your name should not be included anywhere in paper. An electronic copy of the exam (Word Doc or PDF format) is due to the Turnitin assignment for the PhD Written Qualification Exam in Nursing 597 no later than 12:00PM (noon) on Thursday, June 23th, 2016. Failure to email and submit your paper by the deadline will result in non-conformance to exam guidelines and a fail grade.

Your exam will be submitted to turnitin.com to detect possible plagiarism.

1. If you have questions about the written qualifying exam, please email the Director of the PhD program, Eunice Lee, PhD, RN, FAAN (eclee@sonnet.ucla.edu). One retake is allowed. Retakes will be scheduled during the Summer. There is at least one month between when you are informed of your exam grade and when a retake would be due. A similar process as described for Summer Quarter will be followed.

2. Your exam results will be emailed to your official UCLA email account. All examination results are sent on the same day. Do not contact faculty or staff members for your results; they will be emailed as soon as all scores are available.

3. Examinations are randomly assigned and blindly reviewed by two faculty members, and in the event of a Pass and a Fail grade, a third faculty member will evaluate the examination. If the student's paper receives a failing grade from two readers, the student will have to retake the examination.
4. Your paper will be identified by the Exam Code assigned by the Academic Affairs Office. Your name must not be included anywhere in your paper. If you lose your exam code, please contact LaWanda Bowles-Costello (lcostello@sonnet.ucla.edu).

5. The paper must be your independent work. You must adhere to the Academic Integrity and Honesty pledge. No discussion, consultation or sharing of information regarding the paper will be allowed. Your paper may not be a duplication of a paper written during graduate school. You may not discuss the examination with faculty, preceptors or fellow students. Any questions about this policy should be directed to the Director of the PhD program, Eunice Lee, PhD, RN, FAAN (eclee@sonnet.ucla.edu).

6. Editorial assistance may be requested but the student must provide a strong case for requesting assistance. Requests for editorial assistance must be submitted in writing by the student on or before Friday April 8, 2016 and approved by the Faculty Curriculum Committee Chair. Email your request to the Academic Affairs & Curriculum Support Analyst (LaWanda Bowles-Costello: lcostello@sonnet.ucla.edu). All requests must include a written statement of your rationale for the request and must indicate the name and contact information for the editor selected and a brief summary of their qualifications should be included. Alternatively, students with approved requests for editorial assistance may also elect to see writing consultants at the Graduate Writing Center (part of the Graduate Student Resource Center), which is a free service. In that case, you may identify your editor as: Marilyn Gray, PhD, the Coordinator of the Graduate Writing Center, who will serve as the point person and liaison with the Center’s writing consultants. When approved, you may contact her by email: mgray@saonet.ucla.edu CAVEAT: The Graduate Writing Center only allows weekly meetings with consultants, scheduled in advance electronically. The Center is closed during all University holidays.

7. Special accommodations through the OSD (Office for Students with Disabilities) will require previous registration and authorization from that office by Friday June 10, 2016 and will need formal approval by the Associate Dean of Academic Affairs. Email your request to the Academic Affairs & Curriculum Support Analyst (LaWanda Bowles-Costello: lcostello@sonnet.ucla.edu).

8. Grading will be Pass-Fail. Please review the specific writing criteria located on page 5.

9. Evidence of plagiarism will result in a failing grade. You are strongly urged to visit the following website for directions on accurate citation and paraphrasing in research papers: http://owl.english.purdue.edu.
   a) Click on the link for Non-Purdue Instructors and Students
   b) Click on the link for Research and Citation
   c) Click on the following links: Avoiding Plagiarism and Quoting, paraphrasing and summarizing.
WRITTEN QUALIFYING EXAMINATION PAPER FORMAT

1. Create a Cover Sheet to accompany each copy of your paper (see Sample on p. 6). The Cover Sheet should include:
   a. The quarter you take the exam, e.g., Summer 2016;
   b. Exam Code number
   c. Indicate whether you received approved editorial assistance.

2. 20 page minimum, 30 page maximum (excluding references, tables-including TOE, and figures which should be included at the end of the text).

3. Typed: 12 point font size (Times New Roman), double-spaced, one-inch margins on all sides.
   
   Note: This is an example of the minimum type-size font to use when typing your paper. You may use an equivalent font to that used in this example, which is: Times New Roman 11 pt.

4. A sample Table of Evidence is provided (Page 7) to assist you with formatting. You must use the same column headings as the sample provided and include DOIs when available.

5. Adhere to Publication Manual of the American Psychological Association (APA) (5th or 6th edition) for further guidance.

6. Use your exam code number in place of your name at the bottom of each page.

7. Paginate your document at the top.
CRITERIA FOR PASSING THE WRITTEN QUALIFYING EXAMINATION

A passing exam is one that provides answers which are complete, logical and responsive. All crucial aspects of the exam must be answered accurately and in detail. The examination should address each of the following criteria:

Problem definition (20%)
- The research problem and/or phenomena of study is described in detail.
- The philosophical underpinnings that influence the student's view of the research problem and/or phenomena of study is clearly described.

Theoretical Framework (20%)
- The selected theory or theoretical or conceptual framework is described and appropriately applied to the phenomena of study.

Literature Review—as Displayed in the Table of Evidence (20%)
- The review of the literature is thorough and uses data-based papers from peer-reviewed journals.
- The review should describe the statistical approaches used in the studies reviewed.

Synthesis (in the text) (25%)
- The review should synthesize the state of the science in the student's chosen phenomenon of study.
- The review should synthesize the gaps that exist in the literature, including limitations in statistical analysis of published studies reviewed.
- The synthesis of the review should identify the implications of the studies reviewed for future research.
- The discussion and summary clearly articulates how future research on the student's chosen phenomenon of study is likely to contribute to nursing science.
- The discussion and summary clearly articulates how future research on the student's chosen phenomenon of study is likely to shape nursing practice, or systems, or the delivery of health care.

Format (15%)
- 20-30 pages excluding Table of Evidence and references.
- The paper is clear and well organized.
- A table of evidence listing the main studies in the review of literature with details about focus, methods, results with statistical tests, and conclusions.
- A reference list of literature cited in the exam using APA format
- Spelling, grammar, clarity, organization appropriate for graduate-level scholarly paper.
UCLA
School of Nursing
Written Qualifying
Examination

Cover Sheet

Quarter: Summer 2016

Exam Code: _________

Please check one of the following:

I did not receive editorial assistance: _____
I received approved editorial assistance: _____

By submitting my comprehensive exam, I acknowledge all work as my own independent effort. I also agree to adhere to the University’s policies regarding academic integrity. This paper is my own independent effort. In effect, I did not consult with fellow students, professional colleagues or others to write this examination. This is not a paper prepared for another course. If I used editorial assistance, I have received approval from the School of Nursing Curriculum Committee Chair.
<table>
<thead>
<tr>
<th>CITATION</th>
<th>PURPOSE</th>
<th>SAMPLE/SETTING</th>
<th>METHODS</th>
<th>RESULTS</th>
<th>DISCUSSION &amp; LIMITATIONS</th>
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<tbody>
<tr>
<td>Kelly A.M., Brumby, C., Barnes, C. (2005). Nurse-initiated, titrated IV opioid analgesia reduces time to analgesia for selected painful conditions. <em>Can J Emerg Med</em>, 7(3):149-54</td>
<td>Retrospective study to find the impact of Nurse-initiated protocol on time to first opioid dose.</td>
<td>n= 157 visits of 126 patients to the emergency department of the Western hospital at Melbourne, Australia. with diagnosis of renal or biliary colic.</td>
<td>Medical records of the patients were reviewed using a data collection tool by two researchers. Demographics and whether analgesia was Nurse initiated (NI) or doctor initiated were identified from August 1, 2002 - January 31, 2003. Data analysis was done using Chi square and Descriptive statistics</td>
<td>37% of samples received NI and 63% by non NI; Inter-rater reliability of NI or non NI was measured on 82% of records with Kappa analysis yielding 0.92. Median time to first dose was 37 min for the NI analgesia group and 57 min for the second group (Mann-Whitney U test). No respiratory depression were identified</td>
<td>Generalizability may not be possible as study includes nursing staff with training, Nurse patient ratios, legal and political issues may be different in hospital setting. The groups were not randomized; treatment group were identified post hoc by chart review. Documentation errors and omissions possible</td>
</tr>
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<td>Fry, R., Ryan, J., Alexander, N. (2004). A prospective study of nurse initiated panadeine forte: Expanding pain management. <em>Accident and Emergency Nursing</em>, 12 (3), 136-140. doi: 10.1016/j.aeen.2004.02.006</td>
<td>Prospective exploratory study to evaluate the effectiveness of using a specific drug just after triage by RN</td>
<td>N = 202. 96% of patients n= 195 met criteria and received the drug. n = 7 (3%) received Panadeine Forte without meeting criteria. Conducted in a referral hospital's ED in Australia in 2003 for 12 weeks</td>
<td>Analogue scale was used to measure pain. Data tool developed for the study collected adherence to the protocol. Data was analyzed using the SPSS package.</td>
<td>202 patients received the drug with an average time of 23 min; median time was 6 min. Average pain score prior to receiving the drug was 68 mm and after the drug administration was 38 mm on the analogue visual scale of 100 mm. Wilcoxon signed rank test with p &lt; 0.001 showed statistically significant lower pain scores after the drug was given.</td>
<td>Study cannot be conducted in ED's with inexperienced nurses. Convenience sample makes generalizability difficult. Outcome unknown regarding patients left without physician evaluation. Study had a vast exclusion criteria.</td>
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<td>Muntlin, A., Carlsson, M.,</td>
<td>Quasi-experimental</td>
<td>ABA phase Quasi-experimental study</td>
<td>Nurses were educated to assess pain and use</td>
<td>Pain management improved along with</td>
<td>Questionnaire not filled out by all</td>
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<td>Study to compare between standard care given in the ED as opposed to using nurse-initiated opioid analgesic with n = 50 for A1, n = 100 for B and n = 50 A2 at a Swedish university hospital ED.</td>
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<td>of pain protocol. Questionnaire for ED patients was developed to find out perceptions of pain management. Medical records reviewed to collect data on pain assessment, time to analgesic, transit time in the ED, frequency of analgesic administration.</td>
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<td>patients perception of pain. Intervention phase showed a significant reduction in receiving analgesic.</td>
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<td>patients resulting in drop outs. Some patients refused analgesic during the intervention phase and did not complete questions. Generalizability still should be only to Emergency departments with same type setting and patients.</td>
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