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Concept Synthesis Guidelines

Instructions

Complete a focused literature synthesis on a key concept related to your actual or anticipated DNP project. General paper requirements:

- 5 page limit (excluding title page, abstract, references, and appendices (tables and figures)).
- You are free to use any citation style (e.g., MLA, Chicago, AMA, APA, etc.). You must note your style on the title page (last line) and use it properly. Since doctoral students are expected to publish, one recommendation is to identify a journal you are likely to target with your DNP project results, review their author guidelines/requirements, and practice using the journal's required format for this paper.
- Use of a citation manager (e.g., EndNote or RefWorks) is highly recommended. They are available for free from the UCF Library website. Tutorials and other resources for each citation manager are also available through the UCF Library website.
- A minimum of 20 appropriate citations are required for this paper. As this is doctoral level work, appropriate citations are peer-reviewed journal articles or sufficiently authoritative websites (e.g., CDC, AHRQ, NIH, recognized professional organizations, etc.).
- Sections of the paper (in order) are:
 - Abstract
 - Introduction
 - Methods
 - Synthesis of findings
 - Discussion
 - References
 - Appendices

Helpful Resources

Literature Review Process Tutorial

<https://guides.library.harvard.edu/c.php?g=310271&p=2071512>

Reliability and Validity in Quantitative Studies

<https://ebn.bmj.com/content/ebnurs/18/3/66.full.pdf>

Reliability and Validity in Qualitative Studies

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4535087/>

Abstract

Succinctly summarizes all important elements of the paper. Matches format requirements for the selected style.

| Abstract Rubric | | |
|--|---|--|
| Full Credit (5 points) | Partial Credit (2 points) | No Credit (0 points) |
| Succinctly summarizes all important elements of the paper. | Summary inadequately addresses all important elements of the paper. | Summary missing important elements of the paper. |
| Format matches selected style requirements. | Format matches selected style requirements. | Format does not match selected style requirements. |

Introduction

Define the concept and discuss relevant uses of the concept. Convince the reader the concept is both significant and important. Make a logical, progressive argument that your concept can meaningfully impact patient and/or health economic outcomes. It is a good idea to end this section of your paper with something like, “The purpose of this paper is to...”

| Introduction Rubric | | |
|---|--|--|
| Full Credit (15 points) | Partial Credit (8 points) | No Credit (0 points) |
| Defines the concept and discusses relevant uses of the concept. | Defines the concept and superficial discussion of its relevant uses. | No concept definition. |
| Presents a precise, logical, and progressive argument for concept importance in healthcare. | Presents incomplete or fragmented argument for concept importance in healthcare. | No discussion of relevant uses of the concept. |
| Clearly describe the impact of the concept for patients and healthcare economics. | Does not adequately address either patient outcomes or healthcare economics. | Argument is absent or illogical. |
| Includes adequate and appropriate citations to support claims. | Incomplete or inappropriate citations to support claims. | Does not adequately address patient outcomes and healthcare economics. |
| | | Lacks evidence to support claims. |

Methods: Summarize the process followed to locate the literature used for the paper. The following elements must be present (in order): databases, search terms, inclusion criteria, and exclusion criteria. Exclusion criteria cannot be the opposite of inclusion criteria. Minimum of three (3) appropriate databases must be thoroughly searched for relevant literature.

| Methods Rubric | | |
|--|---|---|
| Full Credit (10 points) | Partial Credit (5 points) | No Credit (0 points) |
| All required elements are present and in proper order. | Required elements are incomplete or not correctly ordered. | Required elements are missing and not correctly ordered. |
| At least 3 appropriate databases were searched. | Inadequate number of appropriate databases were searched. | Inadequate number and inappropriate databases were searched. |
| Search terms reflect key elements of and synonyms for the concept. | Search terms incompletely reflect key elements of and synonyms for the concept. | Search terms do not reflect elements of and synonyms for the concept. |
| Exclusion criteria are unique from inclusion criteria. | Exclusion criteria are unique from inclusion criteria. | Exclusion criteria are opposite of inclusion criteria. |

Synthesis of Findings

Present a synthesis of the included literature related to the concept. Synthesis is the conclusions drawn through comparing/contrasting, critically evaluating, and interpreting individual articles. Synthesis is not summarizing findings one article at a time. It is an integrated whole created by combining individual article elements. The link from Harvard provided (provided below) is an excellent resource on synthesizing literature findings. One required element of the synthesis is a thorough discussion of the concept's attributes – the defining characteristics of the concept. Recommended elements are antecedents and consequences. Please note that a thorough discussion regarding measurement of the concept is reserved for the required appendix. Measurement issues should not be discussed within the body of the paper.

Literature Review Process Tutorial

<https://guides.library.harvard.edu/c.php?g=310271&p=2071512>

| Synthesis of Findings Rubric | | |
|---|---|---|
| Full Credit (40 points) | Partial Credit (20 points) | No Credit (0 points) |
| Synthesizes findings of the literature based on common themes. | Incomplete synthesis of literature findings based on common themes. | Inadequate synthesis of literature findings. |
| Findings are presented as an integrated whole and not article by article. | Findings include mix of integration and article by article discussions. | Does not use common themes to organize findings. |
| Presentation and thorough discussion of concept attributes. | Superficial discussion of concept attributes. | Findings are presented as article by article rather than integrated whole. |
| Appropriate and adequate citations are present. | Appropriate and adequate citations are present. | Does not identify or discuss concept attributes. Inappropriate and inadequate citations. |

Discussion: Concisely sum up the presentation of your concept. Please do not just repeat what has already been said. Identify at least two (2) gaps in knowledge and at least two (2) next logical steps in understanding the concept. Gaps are what is currently not known or well understood. You should clearly articulate the value of closing the identified gaps. Logical steps are how we can fill the identified gaps (e.g., how the knowledge can be gained).

| Discussion Rubric | | |
|--|--|--|
| Full Credit (10 points) | Partial Credit (5 points) | No Credit (0 points) |
| Concisely sums up the synthesis without duplicating content. | Summary is not concise or repetitive. | Summary is not concise and repetitive. |
| Identifies at least 2 gaps in knowledge regarding the concept. | Identifies 1 gap in knowledge regarding the concept. | Identifies no gaps in knowledge regarding the concept. |
| Identifies at least 2 logical next steps in understanding the concept. | Identifies 1 logical next step in understanding the concept. | Identifies no logical next steps in understanding the concept. |

Appendix

There is one (1) required appendix where you discuss measurement of the concept. Identify and/or include published instruments. Address key issues such as reliability, validity, and quality. You can use paragraphs or a table. How the information is up to you. If you wish to include any other figures or tables, please make each one a separate appendix.

Reliability and Validity in Quantitative Studies

<https://ebn.bmj.com/content/ebnurs/18/3/66.full.pdf>

Reliability and Validity in Qualitative Studies

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4535087/>

| Appendix Rubric | | |
|---|---|--|
| Full Credit (10 points) | Partial Credit (5 points) | No Credit (0 points) |
| Presents and summarizes a complete list of concept measurement instruments found in the literature. | Presents an inadequate summary or incomplete list of concept measurement instruments found in the literature. | Presents an inadequate summary and incomplete list of concept measurement instruments found in the literature. |
| Adequately addresses validity, reliability, and quality. | Inadequately addresses validity, reliability, and quality. | Does not address validity, reliability, and quality. |

Grammar, Syntax, and Format Style

Proper grammar and syntax are expected from doctoral students. There are many excellent resources to assist you with grammar, punctuation, and syntax issues. Please use those resources as needed.

| Grammar, Syntax, and Format Rubric | | |
|---|--|--|
| Full Credit (10 points) | Partial Credit (5 points) | No Credit (0 points) |
| Proper grammar used throughout the paper. | Some issues with grammar, syntax, format, or spelling. | Many issues with grammar, syntax, format, or spelling. |
| Proper syntax. | | |
| Proper format style. | | |
| No spelling errors. | | |



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