

Author Guidelines: *Global Qualitative Nursing Research*

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Global Qualitative Nursing Research (GQNR) is a groundbreaking, new, international, peer-reviewed journal focusing on qualitative research in the field of nursing. The journal specializes in topics important to nurses: nursing, care, health, and illness. *GQNR* will publish research articles, qualitatively-driven mixed-method designs, meta-analyses, and articles focused on methodological development. Special sections include Ethics, Methodological Development, Advancing Theory/Metasyntesis, Establishing Evidence, and Application to Practice.

GQNR does not publish stand-alone abstracts, *quantitative* studies, manuscript outlines, pilot studies, manuscripts in progress, letters of inquiry, literature reviews, or book reviews.

Query letters are discouraged. Please make a decision about the fit of your article for *GQNR* by reviewing these Guidelines and the journal contents.

An introductory Article Processing Charge (APC) of \$500 (+ VAT when applicable), discounted from the full rate of \$995, is available for a limited time. Students are eligible for a special rate of \$375 (student must be the corresponding author). The APC is payable upon acceptance.

Visit our Web site: <http://www.sagepub.com/journals/Journal202291>

1. Open Access

GQNR is an Open Access publication, meaning there are no subscription fees, no paywalls, and no login pages. The full text of articles are freely available online immediately upon publication. All articles are rigorously peer reviewed and brought to publication as rapidly as possible. Production costs are covered by Article Processing Charges (APCs) paid by the author upon acceptance of their manuscript (more information below). There is no charge for submitting a paper to *GQNR*.

For more information on Open Access at SAGE, please visit [this page](#).

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2. Peer-Review Policy

Following a preliminary triage to eliminate submissions unsuitable for *GQNR*, all papers are sent out for review. The cover letter is important. To help the Editor in his or her preliminary evaluation, please indicate why you think the paper is suitable for publication. The journal's policy is to have manuscripts reviewed by three expert reviewers. *GQNR* utilizes a double-blind peer-review process in which the reviewer and author names and information are withheld from one another. All manuscripts are reviewed as rapidly as possible, while maintaining rigor. Reviewers make comments to the author and recommendations to the Editor-in-Chief, who then makes the final decision.

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3. Article Types

GQNR publishes the following types of articles:

- **Research Articles**
- **Advancing Theory/Metasyntesis**
- **Application to Practice**
- **Establishing Evidence**

- **Ethics**
- **Methodological Development**

Criteria for Single-Method Research Articles:

1. *Importance of submission:* What are the manuscript's strengths? Is it significant? Does it contain new and unique information?
2. *Theoretical evaluation:* Is the manuscript logical? Is the theory parsimonious? Complete? Useful?
3. *Methodological assessment:* Inductive approach? Appropriate method and design? Is the sample appropriate and adequate? Are data saturated? Theoretical analysis? Linked with theory and/or praxis?
4. *Adherence to ethical standards:* Ethics board (e.g., IRB) approval? Institutional consent? Ongoing consent? Noncoercive practices? Anonymity and confidentiality protected?
5. *Manuscript style and format:* Please evaluate writing style, organization, clarity, grammar, appropriate citations, etc.

Criteria for Mixed-Method Research Articles:

1. *Importance of submission:* What are the manuscript's strengths? Is it significant? Does it contain new and unique information?
2. Is the article qualitatively driven (either QUAL-*qual* or QUAL-*quan*)?
3. Does the core component form the theoretical base in the Results narrative?
4. Is the supplemental component (*qual* or *quan*) integrated into the core component? Does it add description, examples, or other details to the QUAL results?
5. *Methodological assessment:* Inductive approach? Appropriate method and design? Is the sample appropriate and adequate? Are data saturated? Theoretical analysis? Linked with theory and/or praxis?
6. Is the manuscript logical? Are any diagrams clear, and do they facilitate understanding of the design?
7. *Adherence to ethical standards:* Ethics board (e.g., IRB) approval? Institutional consent? Ongoing consent? Noncoercive practices? Anonymity and confidentiality protected?
8. *Manuscript style and format:* Please evaluate writing style, organization, clarity, grammar, appropriate citations, etc.
9. *Quality of documentation:* Are all references cited in the body of the text? Citations complete? APA style? Only essential references cited?

Criteria for Theoretical Development or Methodological Development Articles:

1. *Relevance of article to journal purpose:* Is the article focused on qualitative methods? Does it provide any new information or insights?
2. *Quality of information:* What are the manuscript's strengths? Is the manuscript significant? Is it innovative/creative? Is the information accurate? Appropriately cited?
3. *Quality of writing:* Is the article clear? Concise? Logical? Grammatically correct?
4. *Quality of documentation:* Are all references cited in the body of the text? Citations complete? APA style? Only essential references cited?

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4. Publication Fees

Upon acceptance of your manuscript, you will be charged a one-time Article Processing Charge (APC). This fee covers the cost of publication and ensures that your article will be freely available. *Once the APC*

has been processed, your article will be prepared for publication and can appear online within an average of 8 weeks.

An introductory Article Processing Charge (APC) of \$500 (+ VAT where applicable), discounted from the full rate of \$995, is available for a limited time. Students are eligible for a special discounted rate of \$375 (student must be the corresponding author). ***Please note that all communication concerning the APC should be conducted with SAGE Publications rather than with GQNR.***

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5. Authorship

Papers should be submitted for consideration only after the authorization of all contributing authors has been gathered. Those submitting papers should carefully check that all those whose work contributed to the paper are acknowledged as contributing authors.

The list of authors should include all those who can legitimately claim authorship. This is all those who:

1. have made a substantial contribution to the concept and design, acquisition of data, or analysis and interpretation of data;
2. have drafted the article or revised it critically for important intellectual content; and
3. have approved the version to be published.

Authors should meet the conditions of all of the points above. Each author should have participated sufficiently in the work to take public responsibility for appropriate portions of the content.

When a large, multicenter group has conducted the work, the group should identify the individuals who accept direct responsibility for the manuscript. These individuals should fully meet the criteria for authorship.

Acquisition of funding, collection of data, or general supervision of the research group alone does not constitute authorship, although all contributors who do not meet the criteria for authorship should be listed in the Acknowledgments section.

Please refer to the ICMJE Authorship Guidelines at http://www.icmje.org/ethical_1author.html.

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6. How to Submit Your Manuscript

Before submitting your manuscript, please carefully read and adhere to all of the guidelines and instructions provided below, especially the content of #10, Manuscript Style. Manuscripts not conforming to these guidelines may be returned.

Submissions to GQNR should be made via ScholarOne™ Manuscripts, a Web-based online submission and peer-review system: <http://mc.manuscriptcentral.com/gqn>. (Please do not email manuscripts to the journal office.)

IMPORTANT: Please check to see if you already have an account in the system before creating a new one; if you have reviewed or authored for the journal recently it is likely that you will have an account. For further guidance on submitting your manuscript online, or for technical assistance, please visit ScholarOne [Online Help](#).

All papers must be submitted via the online system. If you seek advice on the submission process, please contact the Technical Editor: *Dori Fortune*, GQNR-TE@nurs.utah.edu or 801-585-5378 (Salt Lake City, Utah, USA).

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7. Contributor's Publishing Agreement

Before publication SAGE requires the author, as the rights holder, to sign a Journal Contributor's Publishing Agreement. *GQNR* publishes articles under [Creative Commons licenses](#). The standard *GQNR* license is Creative Commons by Attribution (CC BY), which allows others to re-use the work without permission as long as the work is properly referenced and the use is noncommercial. For general information, please visit <http://creativecommons.org/licenses/by-nc/3.0/>. Alternative license arrangements are available; for example, to meet particular funder mandates, made at the author's request.

GQNR and SAGE take issues of copyright infringement, plagiarism, or other breaches of best practice in publication very seriously. We seek to protect the rights of our authors and we always investigate claims of plagiarism or misuse of articles published in the journal. Equally, we seek to protect the reputation of the journal against malpractice. Submitted articles may be checked using duplication-checking software. When an article is found to have plagiarized other work or included third-party copyright material without permission or with insufficient acknowledgment, or when authorship of the article is contested, we reserve the right to take action including, but not limited to: publishing an erratum or corrigendum (correction); retracting the article (removing it from the journal); taking up the matter with the head of department or dean of the author's institution and/or relevant academic bodies or societies; banning the author from publication in the journal or all SAGE journals, or appropriate legal action.

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8. Statements and Conventions

At the end of your article, Acknowledgments should appear first, followed by your Declaration of Conflicting Interests, the funding statement, any notes, and then your references.

8.1 Acknowledgments

All contributors who do not meet the criteria for authorship should be listed in an "Acknowledgments" section. Examples of those who might be acknowledged include a person who provided purely technical help, writing assistance, or a department chair who provided only general support. Authors should disclose whether they had any writing assistance and identify the entity that paid for this assistance.

8.2 Declaration of Conflicting Interests

Within your Journal Contributor's Publishing Agreement you will be required to make a certification with respect to a declaration of conflicting interests. It is the policy of *GQNR* to require a declaration of conflicting interests from all authors, enabling a statement to be carried within the pages of all published articles.

Please include your declaration at the end of your manuscript after any acknowledgments and prior to the references, under a heading "Declaration of Conflicting Interests."

When making a declaration the disclosure information must be specific and include any financial relationship that any author of the article has with any sponsoring organization and the for-profit

interests the organization represents, and with any for-profit product discussed or implied in the text of the article.

Any commercial or financial involvements that might represent *an appearance of* a conflict of interest need to be additionally disclosed in the covering letter accompanying your article, to assist the Editor in evaluating whether sufficient disclosure has been made within the Declaration of Conflicting Interests provided in the article.

Authors must choose and include one of the two declarations listed below; use the exact language shown, without changes:

If there are no potential conflicts of interest: The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

If there are potential conflicts of interest: The author(s) declared the following potential conflicts of interest with respect to the research, authorship, and/or publication of this article: *[Then, in a complete sentence or sentences following the colon, describe all specific conflicts of interest. Note: While the manuscript is under review, do not name the author or authors involved; instead, use “first author,” “second author,” and so forth, maintaining the blind review process.]*

For more information please visit the [SAGE Journal Author Gateway](#).

8.3 Funding Acknowledgments

To comply with the guidance for research funders, authors, and publishers issued by the Research Information Network (RIN), *GQNR* additionally requires all authors to acknowledge their funding in a consistent fashion under a heading “Funding.”

Authors must choose and include one of the two funding statements listed below; use the exact language shown, without changes:

If no financial support was received: The author(s) received no financial support for the research, authorship, and/or publication of this article.

If financial support was received: The author(s) disclosed receipt of the following financial support for the research, authorship, and/or publication of this article: *[Then, in a complete sentence or sentences following the colon, describe all entities or organizations that provided financial support, and if appropriate, through what means (e.g., grant). Note: While the manuscript is under review, do not name the author or authors involved; instead, use “first author,” “second author,” and so forth, maintaining the blind review process. In addition, do not include grant numbers or other funding identifiers until the manuscript is accepted for publication.]*

8.4 Other Statements

8.4.1 Research Ethics

All research manuscripts must contain detailed information on both ethical approval (from an institutional review board [IRB] or other ethics committee) and informed consent.

GQNR is committed to protecting the identity and confidentiality of research study participants. With the exception of participatory action research (PAR), *no information* that could potentially allow identification of a participant—or even a specific study site—should be included in a submitted manuscript or, subsequently, in a published article. Study sites, such as hospitals, clinics, or other organizations, should not be named, but instead should be described; for example: “Study participants

were recruited from the coronary care unit of a large metropolitan hospital on the eastern seaboard of the United States.”

Do not include participant names in the manuscript. If the use of names is absolutely necessary for reader understanding (this is rarely the case), use pseudonyms. Even when using pseudonyms, it should not be possible for the reader to “track” the comments or behaviors of any participant throughout the manuscript.

Authors who include participant names and/or photos/images in which individuals are identifiable must submit written permission from the participants to do so (**no exceptions**). Permission to use photographs should contain the following verbiage: “Permission is granted to use, reproduce, and distribute the likeness/photograph(s) in all media (print and electronic) throughout the world in all languages.”

To protect author anonymity during the review process, author citations in the text should include only the word “Author” and the year: (*Author, 2008*). Author references in the reference list should also include only the word “Author” and the year: *Author. (2008)*.

8.4.2 Participant Consent

Authors are required to ensure that the following guidelines are followed, as recommended by the International Committee of Medical Journal Editors, Uniform Requirements for Manuscripts Submitted to Biomedical Journals: http://www.icmje.org/urm_full.pdf. Research participants have a right to privacy that should not be infringed upon without informed consent. Identifying information, including participants' names, initials, or other identifying characteristics, should not be published in written descriptions and photographs unless the information is essential for scientific purposes and the participant (or parent or guardian) gives signed and dated written informed consent for publication (submitted as a separate document when submitting the manuscript). Informed consent for this purpose requires that a participant who is identifiable be shown the manuscript to be published prior to giving consent.

Identifying details should be omitted if they are not essential. Faces in photographs should be obscured. If identifying characteristics are altered to protect anonymity, authors should provide assurance that alterations do not distort scientific meaning. When informed consent has been obtained it should be clearly indicated in the submitted article.

8.4.3 “Ghost Writers”

Articles accepted for publication must list all authors. This includes paid or unpaid writers (“ghost writers”). If ghost writers are involved in the preparation of manuscripts, they must co-author with a clinician (or other appropriate professional), and their name and full affiliation must appear on the article. The work of any ghost writer must not be passed off as that of a clinician or other appropriate professional. For manuscripts translated into English from another language, the name and affiliation of the translator may also be included. ***Except on a separate title page, the names of authors, ghost writers, and/or translators should not appear in manuscripts submitted for review; they are to be added only after the article is accepted for publication.***

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9. Permissions

Authors are responsible for obtaining permission from copyright holders to reproduce any illustrations, tables, figures, or lengthy quotations previously published elsewhere. If an author uses his or her own work, permission will still be required if he or she did not retain copyright of the previously published

work. Articles will not be accepted for publication without the correct permissions. For further information, including guidance on fair dealing for criticism and review, please visit our [Frequently Asked Questions](#) on the SAGE Journal Author Gateway. **Please do not address permission and copyright questions to the journal office.**

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10. Manuscript Style

10.1 File Types

Only electronic files conforming to the journal's guidelines will be considered for review and accepted for publication. Accepted formats for the text, tables, and figures of submitted manuscripts are Word .doc and .docx files; *do not submit other file types.*

A maximum of four *types* of documents should be submitted: cover letter, title page, main manuscript, and figures (if any; each figure in a separate document). Do not submit the abstract, keywords, references, or tables as separate documents; include these elements in the main manuscript.

10.2 Journal Style

10.2.1 Order of Manuscript Elements

Compile the elements of your manuscript in the following order:

First document:

Title page (required)

Second document:

Abstract and keywords (required; place on p. 1)

Main manuscript text (required; begin on p. 2)

Blinded acknowledgments (if any)

Declaration of Conflicting Interests (blinded, if necessary)

Funding statement (blinded, if necessary)

Notes (if any)

References (required; APA style)

Appendices (if any)

Tables (if any)

Third document (optional):

Figure 1 (if any; photos, charts, artwork, and so forth)

Fourth document (optional):

Figure 2 (if any; and so forth, with each subsequent figure in a separate document)

10.2.2 Headings

Set headings in Gill Sans Standard font. *GQNR* uses four distinct heading levels:

Level 1: **Flush Left, Bold Text, in Title Case**

Level 2: *Flush Left, Italicized Text, in Title Case*

Level 3: *Flush left, italicized text, in sentence case, ending with a period (full stop).* Note that the paragraph text begins immediately after the end of the heading.

Level 4: *Indented, italicized text, in sentence case, ending in a period (full stop).* Note that the paragraph text begins immediately after the end of the heading.

10.2.3 Quotations, Dialogue, and Conversation Analysis

Quotations: Quotations of fewer than 40 words should be surrounded by double quotation marks (“X”) and included within the regular sentences of a paragraph. Internal quotations within quotations of fewer than 40 words should be set apart with single quotation marks (‘X’).

Quotations of 40 or more words should be set as separate paragraphs, with the entire quotation indented from the left margin (this is also referred to as a “block quote” or “excerpt”). Do not use quotation marks for block quotes unless there is a separate, internal quotation within the larger quotation; in that case, use double quotation marks (“X”) for the internal quotation only.

Make sure all quotations are properly capitalized and punctuated using U.S.-English conventions.

Dialogue: Presentation of participant dialogue (i.e., two or more “speakers”) should be set as block quotes/excerpts, indented from the left margin. Do not use bullets or hanging paragraphs. Begin the narrative of each speaker on a new line. The first time a speaker name is used, type it in full, followed by an appropriate abbreviation in parentheses prior to the colon [e.g., “Participant (P):”]; thereafter, throughout the manuscript, use only the abbreviation for the speaker name [e.g., “P:”].

Conversation Analysis: This specific instruction does not pertain to “regular” quotations, excerpts, or block quotes. If you did not conduct conversation analysis in your study, do not use this formatting for your quotations.

For excerpts of conversation analysis you will need to create tables with very specific formatting. Use a level-2 heading, but bolded, with the word “Extract” and the extract number. You may also add a colon and a subheading if you wish.

Create a table with the left border of the table aligning with the left margin of the page. Set only two columns. Highlight the entire table and set the font for Courier style, 9-point font (this is critical).

In column 1, number the lines, beginning with “1.” When you have numbered as many lines as you think you will need, drag the column separator as far to the left as it will go without forcing double-digit numbers onto two lines (i.e., make the first column as narrow as possible). Then, drag the far right border of the table to the left, narrowing the table so that the entire width of the table is exactly 3 ⅜ inches wide.

Begin typing the excerpt on line 1 of column 2. If you need to use speaker names, place them in this same space, followed by a colon and a single space, before the quotation begins. Use abbreviations for speaker identification as much as possible, to conserve space (see the sample, below). Type across the line, ending as close to the right edge as possible **without forcing the right margin to extend across the page**, then drop down to the next line and continue typing. Do not allow the typing to “wrap” within the same row. After typing the entire excerpt, you might need to go back and manually change the first letter of some rows (if your computer automatically capitalized it) to lowercase letters (see below).

Manipulate the text within the rows of column 2 to achieve your desired alignment. Place the symbols for your chosen transcription conventions in the type as you go. “Hide” the lines of the table. Format the entire table for double line spacing (do not use hard returns).

Sample excerpt of conversation analysis:

Excerpt 1: Emilie

```
1 Interviewer (I): What happened after
2 that?
3 Emilie (E): Well, after that I
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4 walked to the corner without my
 5 friend, because he took too long
 6 getting ready to go.
 7 I: How did you feel walking there
 8 by yourself?
 9 E: I was a little bit nervous,
 10 'cause I'm not used to going places
 11 by myself.

Note that the sample does not contain transcription symbols. When these symbols are used, cite and reference the transcription style, add a note explaining the symbols if only a few are used, or add a note advising the reader to contact the corresponding author for a key to the symbols.

10.2.4 Word Choices

It is always best to use the most precise language possible to convey important data, concepts, and findings. Because *QHR* is an international journal published in U.S. English, there is the added need to avoid commonly used English terms (colloquialisms, slang, discipline-specific jargon) that might be misinterpreted by or confusing to readers whose first language is something other than English.

Word or Phrase	Consideration
as	Do not use this word when your meaning is <i>because</i> .
amongst	Use <i>among</i> instead.
as regards	Use <i>with regard to</i> , or <i>regarding</i> instead.
can't, don't, and so forth	Use <i>cannot</i> , <i>do not</i> , and so forth. Do not use contractions unless they are part of a quotation.
Caucasian	Use <i>White</i> instead, capitalized.
due to	Use <i>because of</i> instead.
etc.	Use <i>and so forth</i> instead.
feel	It is appropriate to use this word when referring to a physical sense or state of mind; do not use it when your intent is <i>think</i> or <i>believe</i> .
female(s)	Please use <i>woman</i> or <i>women</i> instead, whenever possible and appropriate.
firstly, secondly	Use <i>first</i> , <i>second</i> , <i>third</i> , and so forth.
further	This word is appropriately used when referring to distance, or with respect to "furthering" something. At the beginning of a new sentence, when writing of something in addition to something already stated, it is more appropriate to use <i>furthermore</i> , <i>moreover</i> , <i>in addition</i> , or <i>additionally</i> .
Importantly	Do not use this word unless it is part of a quotation.
in order to	Use <i>to</i> instead.
Interestingly	Do not use this word unless it is part of a quotation.
lastly	Use <i>last</i> or <i>finally</i> instead.

male(s)	Please use <i>man</i> or <i>men</i> instead, whenever possible and appropriate.
may	Do not use this word in place of <i>might</i> . Use <i>may</i> for permission, <i>might</i> for possibility, and <i>can</i> for ability.
on the one hand / on the other hand	Do not use these terms in your writing.
over	Do not use this word when the intended meaning is <i>more than</i> .
paper	Use <i>article</i> instead.
since	<i>Since</i> is the appropriate word to use when referring to the passage of time; do not use it when your intended meaning is <i>because</i> .
towards	Use <i>toward</i> instead.
upon	Use <i>on</i> instead
U.S./United States	Use <i>U.S.</i> only as an adjective; in all other instances, spell out <i>United States</i> . The same rule applies to <i>UK/United Kingdom</i> .
while/whilst	Use <i>while</i> when referring to concurrent events; do not use it when your intent is <i>whereas</i> , <i>although</i> , or <i>even though</i> . Do not use <i>whilst</i> .

10.2.5 Common Problems

Acronyms	The full spelling of the related words must precede the first usage of an acronym (even if you think everyone knows what the acronym stands for), followed by the acronym in parentheses; e.g., <i>World Health Organization (WHO)</i> . Thereafter you may use the acronym alone: <i>WHO</i> . Avoid the overuse of multiple acronyms.
Anthropomorphism	Anthropomorphism occurs when human characteristics are attributed to things not human. For example: <i>This study used a grounded theory approach</i> . A study cannot use anything. It would be more appropriate to write, <i>In this study we used a grounded theory approach</i> . Eliminate anthropomorphic language from your manuscript.
Back-to-back parentheses	Incorrect: (xxx) (yyy) / Correct: (xxx; yyy)
Bad beginnings	Do not begin sentences—and especially paragraphs—with <i>and</i> , <i>yet</i> , or <i>but</i> . Use caution when beginning a sentence, and do not begin a paragraph, with <i>however</i> .
Capitalization	Capitalize proper names. Do not capitalize words unnecessarily, such as roles, themes, categories, concepts, and so forth. Refer to APA, 6th edition, for more information on this. (See also Title Case, below)
Ellipses	Ellipses (. . .) are to be used only to represent words missing from quotations; do not use them to represent pauses in speech.
Hyphenation	Refer to APA, 6th edition, for an explanation of the proper use of hyphens and dashes; <i>do not</i> depend on Word's "Spell Checker" feature for decisions on hyphenation. With few exceptions (see APA), words beginning with <i>co</i> , <i>non</i> , <i>pre</i> , <i>post</i> , <i>re</i> , <i>semi</i> , <i>socio</i> , and <i>sub</i> do not require hyphenation.
Inconsistent writing style	When reviewing your manuscript prior to submission, watch for inconsistent writing style. This is especially important for manuscripts

	having two or more authors.
Irrelevant data	Refrain from including interesting but irrelevant data or commentary.
Non-English words	The first time a non-English word is used, italicize it. Thereafter, use only Roman font. All non-English words must be explained or defined in the text. <i>Use non-English words sparingly.</i> Include English translations of all non-English titles in the reference list (refer to <i>APA</i> for instruction on how to do this).
Paragraph length	Paragraphs should be no longer than 12 lines, and no shorter than 2–3 sentences.
Participant characteristics	Do not include individual participant characteristics in the manuscript; group participant characteristics.
Repetition	Avoid it! Make your writing as “tight,” precise, and concise as possible. Avoid including the same facts, conclusions, or information in multiple places in the text (this does not mean you cannot summarize). Avoid overuse of the same phrases, and avoid repeating certain characteristics of the sample; for example: <i>Twelve-year old boys are perceived as . . . This is often a problem for 12-year-old boys. Also, 12-year-old boys are . . .</i>
Run-on sentences	Avoid long, complex sentences.
Spelling	<i>GQNR</i> is published in U.S. English. For best results, set the language of your document to U.S. English when you are establishing all other document setup requirements. Note the correct spelling of a few commonly misspelled words: <i>health care</i> (two words); <i>keywords</i> (one word); <i>semistructured</i> (one word, no hyphen). Also, refer to the section on hyphenation, above. <i>GQNR</i> uses <i>Merriam-Webster’s Collegiate Dictionary</i> as our spelling reference.
Title Case	Title case is properly created by capitalizing: <ul style="list-style-type: none"> ▪ the first letter of the first word ▪ the first letter of the first word after a colon (:), period (.), or <i>em</i> dash (—) ▪ <u>all</u> important words, and ▪ <u>all words containing four or more letters</u>
Verb tense	Things that happened, were said, or were written in the past should be written about in the past tense. When writing about what is included in your article, use the present tense rather than the future tense (e.g., <i>In this article we present</i> , rather than <i>In this article we will present</i>).
Voice	Write in the first-person, active voice (use of third-person passive voice is not acceptable). When there are two or more authors, avoid the use of “I” statements.

10.2.6 Miscellaneous

Quotation Marks: In general, use double quotation marks (e.g., “Xxxx.”) to set off quotations appearing within regular paragraphs, and to set off words being used with “special” meaning (or unusual spelling to convey special meanings; e.g., “busy-ness”). Do not use quotation marks around quotations

presented as block quotes/excerpts. Avoid using quotation marks around ordinary words being used with their traditional meanings.

In regular paragraphs, use single quotation marks to set off a quote within a quote (e.g., “Xxx, ‘Yyy,’ xxxx.”).

Note that when *closing* quotation marks coincide with a comma or period (full stop), the quotation marks go outside (after) the comma or period: “Quotation. . . last word.”

Ellipses: Ellipses (. . .) are to be used only to represent words missing from quotations. Do not use them to represent pauses in speech

Seriation: Do not use numbers of any type for in-text seriation; use only (a), (b), (c), and so forth.

Emphasis: Do not use *italics*, **bolding**, underlining, or ALL CAPITAL LETTERS for emphasis.

10.3 Reference Style

GQNR adheres to the reference style contained in the *Publication Manual of the American Psychological Association (APA)*, 6th edition. Additional help may be found online at <http://www.apa.org/>.

To blind the manuscript for review, citations for references authored by **any** author of the submitted manuscript should read **only** “(Author, year).” References authored by **any** author of the submitted manuscript should read **only** “Author. (year).” Do not include the reference title or any other information pertaining to the reference.

10.4 Manuscript Preparation

Set the page size at “Letter,” 8.5 x 11 inches. The text should be double-spaced throughout. Set margins at 1 inch on all sides. Use Times New Roman 12-point font, except for headings (see 10.2.2). Indent the first line of each new paragraph. Do not add blank lines between paragraphs, or before or after any heading (exceptions: do add one blank line following each block quote containing 40 or more words, each section of dialogue, and each numbered or bulleted list). Do not add line numbers to the text; these are added automatically in the Manuscript Central system.

Voice: Both the abstract and the manuscript should be written in the first-person active voice. Avoid passive language.

Writing style: Writing should be scholarly, and the style consistent throughout the manuscript. If there are two or more authors, do not use “I” statements. Use the past tense when writing about things that happened, were said, or were written in the past. Avoid anthropomorphic language; long, complex sentences; and unnecessary information.

10.4.1 Title, Keywords, and Abstract: Helping Readers Find Your Article Online

The title, keywords, and abstract are key to ensuring that readers find your article through online search engines such as Google.

Title: The title should be a maximum of 10–12 words in length and should accurately describe the content of the manuscript.

Abstract: The abstract should be a single paragraph with no headings, and about 150 words in length. Briefly state the purpose of the research, the main findings, and primary conclusions. Please avoid reference citations and undefined acronyms/abbreviations in the abstract.

Keywords: Select 3–10 keywords from the following list, and present them exactly as they are listed here and in the same order in which they are listed here. Place the keywords below the abstract on the

first page of the manuscript. Individual keywords should be separated by semicolons; note that some keywords are actually two or more words, and might include commas. To identify the most relevant keywords, read through the entire list before making your selections.

Aboriginal people, Australia
Aboriginal people, North America
abortion
abuse, child
abuse, domestic
abuse, emotional
abuse, physical
abuse, sexual
addiction/substance use
adherence/compliance
adolescents/youth
adolescents/youth, at-risk
adolescents, pregnancy/parenting
Africa
Africa, North
Africa, South
Africa, sub-Saharan
Africa, West
African Americans
aging
alcohol/alcoholism
altruism
Alzheimer's disease
America, Central
America, North
America, South
anesthesia
animal-human interactions
anorexia/bulimia
anthropology
art
arthritis
Asia
Asia, Central
Asia, Eastern
Asia, South/Southeast
Asian people/cultures
asthma
attachment/bonding
attention-deficit hyperactivity disorder (ADHD)
autism
autoethnography
behavior change
bereavement/grief
biographical analysis
bipolar disorder
bisexuals
blood
body image
boundaries
brain injury
breastfeeding
burn injury, burns
burnout
cancer
cancer, breast
cancer, genetics
cancer, psychosocial aspects
cancer, screening and prevention
caregivers/caregiving
Caribbean people/cultures
caring
case studies
cerebral palsy
childbirth
children
children, disability
children, growth and development
children, illness and disease
China, Chinese culture
clinical supervision
CNAs
coding
cognition
Colaizzi
comfort/comforting
communication
communication, medical
community and public health
community capacity and development
community-based programs
comparative analysis
complexity
concept analysis
concept development
concept mapping
confidentiality/privacy
constant comparison
constructivism
consumerism/marketing
content analysis
contraception

conversation analysis
coping and adaptation
crisis management
critical incident technique
critical methods
culture/cultural competence
cystic fibrosis
data collection and management
death and dying
decision making
delirium
Delphi technique
dementia
depression
descriptive methods
developing countries
diabetes
diaries/journals
dignity
dimensional analysis
disability/disabled persons
disability, developmental
disability, learning
discharge planning
discipline/subdiscipline
disclosure
discourse analysis
disfigurement
Down syndrome
dramaturgical analysis
eating disorders
education, patient
education, professional
embodiment/bodily experiences
emergency care
emotions/emotion work
empathy
end-of-life issues
enduring
environment
epidemiology
epilepsy
epistemology
ethics/moral perspectives
ethnicity
ethnography
ethnomethodology
ethnoscience

ethnosemantics
ethology
Europe, Eastern
Europe/Europeans
Europe, Western
euthanasia
event analysis
evidence-based practice
exercise/physical activity
exercise/physical activity, older people
experiential methods
exploratory methods
falls/falling
families
families, caregiving
families, high-risk
fathers, fathering
fatigue/exhaustion
feminism
fertility/infertility
fibromyalgia
focus groups
Gadamer
gays and lesbians
gender
genetics
geriatrics
Giorgi
grounded theory
group interaction
healing
health and well-being
health behavior
health care
health care administration
health care disparities
health care professionals
health care screening
health care, access to
health care, alternative and complementary
health care, acute / critical
health care, culture of
health care, economics of
health care, international
health care, interprofessional
health care, long-term
health care, managed
health care primary

health care, remote / rural
 health care, teamwork
 health care, transcultural
 health care, users' experiences
 health care, work environment
 health informatics
 health information seeking
 health insurance
 health outcomes
 health policy/policy analysis
 health promotion
 health seeking
 health, determinants of
 hearing/deafness
 heart health
 Heidegger
 hepatitis C
 hereditary diseases
 hermeneutics
 heuristic techniques
 HIV/AIDS
 HIV/AIDS prevention
 holistic care
 homelessness
 hope
 human resources
 humanistic perspectives
 humor
 Huntington's disease
 Husserl
 hypertension
 illness and disease
 illness and disease, chronic
 illness and disease, experiences
 illness and disease, infectious
 illness and disease, life-threatening/terminal
 illness and disease, prevention
 illness and disease, progressive
 illness and disease, social construction
 immigrants/migrants
 immunization
 induction
 infants
 infants, high-risk
 instrument development
 intensive care unit (ICU)
 Internet
 interpretative phenomenological analysis (IPA)

interpretive description
 interpretive methods
 intervention programs
 interviews
 interviews, electronic
 interviews, semistructured
 interviews, unstructured
 knowledge construction
 knowledge transfer
 knowledge utilization
 language/linguistics
 Latino/Hispanic people
 lay concepts and practices
 legal issues
 leukemia
 library methods
 life history
 literature
 lived body
 lived experience
 longitudinal studies
 marginalized populations
 masculinity
 medical record
 medicalization
 medication
 medicine
 medicine, traditional/folk
 memory
 men's health
 menopause
 mental health and illness
 mental health and illness, children/adolescents
 mental health nursing
 mentoring
 Merleau-Ponty
 meta-analysis
 meta-ethnography
 metasynthesis
 Mexican Americans
 Mexico, Mexicans
 Middle East, Middle Eastern people
 midlife
 midwifery
 minorities
 model building
 mothers, mothering
 motivation

multiculturalism
 multiple sclerosis (MS)
 musculoskeletal disorders
 narrative inquiry
 naturalistic inquiry
 nephrology
 network analysis
 neurology
 neuropsychology
 nursing
 nursing, community
 nursing, cross-cultural
 nursing, gerontological
 nursing, maternity
 nursing, palliative care
 nursing, pediatric
 nursing education
 nutrition/malnutrition
 obesity/overweight
 observation
 observation, participant
 occupational health
 older people
 oral health/dentistry
 organ donation
 organizations
 Pacific/Pacific Islanders
 pain
 pain, chronic
 palliative care
 parenting
 Parkinson's disease
 participation, social
 participatory action research (PAR)
 pediatrics
 performance
 perinatal health
 pharmacology
 phenomenography
 phenomenology
 philosophy
 photography/photovoice
 physical therapy
 politics
 postpartum care
 posttraumatic stress disorder (PTSD)
 poverty
 power/empowerment
 practice guidelines
 pregnancy
 pregnancy, unwanted
 pregnancy, high-risk
 prisons, prisoners
 problem solving
 program evaluation
 psychiatry
 psychology
 psychosocial issues
 qualitative analysis
 quality improvement
 quality of care
 quality of life
 race
 racism
 recovery
 reflexivity
 refugees
 rehabilitation
 relationships
 relationships, health care
 relationships, parent-child
 relationships, patient-provider
 relationships, primary partner
 relationships, research
 reliability
 religion/spirituality
 reproduction
 research design
 research evaluation
 research participation
 research, access to participants
 research, action
 research, clinical
 research, collaborative
 research, cross-cultural
 research, cross-language
 research, dissemination and utilization
 research, interdisciplinary
 research, mixed methods
 research, online
 research, qualitative
 research, quantitative
 research, rural
 resilience
 resource allocation
 respiratory disorders

review
 Ricoeur
 risk
 risk, behaviors
 risk, perceptions
 ritual
 safety, patient
 schizophrenia
 self
 self-care
 self-efficacy
 self-harm
 self-help
 sensitive topics
 severe acute respiratory syndrome (SARS)
 sex workers
 sexual harassment
 sexuality/sexual health
 situational analysis
 sleep/sleep disorders
 smoking cessation
 social constructionism
 social development
 social equality/inequality
 social identity
 social issues
 social services
 social support
 social work
 sociology
 sorrow
 spinal cord injury
 statistics
 stigma
 stories/storytelling
 stress/distress
 stroke
 suffering
 suicide
 surgery
 surgical enhancement
 surveys/questionnaires
 survivorship
 symbolic interactionism
 symptom management
 systematic reviews
 teaching/learning strategies
 technology
 technology, assistive
 technology, institutional
 technology, medical
 technology, use in research
 theory development
 theory testing
 tobacco and health
 translation
 transplantation
 transsexuals
 trauma
 triangulation
 trust
 tuberculosis (TB)
 uncertainty
 urban issues
 validity
 van Manen
 violence
 violence, against women
 violence, domestic
 vision
 visual methods
 vulnerable populations
 war, victims of
 weight management
 women's health
 women's health, midlife
 women's issues
 workplace
 wound care
 young adults

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Janice M. Morse, RN, PhD, FAAN, is a professor and presidential endowed chair at the University of Utah College of Nursing in Salt Lake City, Utah, USA.

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Tables: Tables organize *relevant, essential data* that would be too awkward or too lengthy to include in the text, and should be used *only* to provide data not already included in the text. For example, grouped participant demographics take less space presented in a descriptive paragraph than they do as a table.

Mention tables and table placement in the text, but place the tables themselves at the very end of the main manuscript document; do not submit them in a separate document. Designate placement of each table within the manuscript by entering (flush left, on a separate line between paragraphs) INSERT TABLE 1 ABOUT HERE. Table callouts should be placed following the paragraph in which they are *first* mentioned.

Create the table the way it should appear when published, then double space all text, including column headers and notes. Every column must have a heading. Use Gill Sans font style for table numbers, titles, content, and any explanatory notes. Use 12-point font for the table number and name, and 8-point font for table content and explanatory notes. Table titles should be *concise* and *descriptive*.

“Hide” all vertical lines and all horizontal lines except the following: top line of table, bottom line of table, and line below the main column headers. Multiple tables within the same manuscript should be similar in appearance and design.

See *APA* for requirements regarding the use or adaptation of copyrighted (previously published) material.

Figures: Like tables, figures should be used *sparingly*, and only when it is *necessary* to clarify complex relationships or concepts. Use Gill Sans font for the figure number, title, text, and notes (if any). Single space all text contained *within* a figure (but not the figure number, figure title/caption, and notes, which should be double spaced). Use 12-point font for the figure number and title, and 8-point font for figure content and notes.

Mention figure placement in the manuscript text, but *submit each figure in a separate document*, with the figure number and title on the first page, followed by the figure itself on the second page. Figure titles should be *concise and descriptive*.

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Standard abbreviations and symbols should be used, then defined in full in the first instance unless they are standard units of measurement. Avoid any use of abbreviations or acronyms in the article title.

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12. Further Information

Any correspondence, queries, or requests for additional information on the manuscript submission process should be directed to the Technical Editor: *Dori Fortune*, GQNR-TE@nurs.utah.edu or 801-585-5378 (Salt Lake City, Utah, USA).

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