



**UNIVERSITY OF CALGARY
NURSING 683
Research Applications: Qualitative Designs and Analysis**

COURSE OUTLINE

**Fall 2008 (September 08- December1)
Monday 1300-1550
Lecture 01
PF2255**

**Course Professor: Dr. Shelley Raffin Bouchal
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CALENDAR DESCRIPTION

Exploration of research methods based primarily on inductive reasoning. Methodologies, issues, and techniques of data collection, analysis, and appropriate interpretation will be explored. Emphasis is placed on congruence between data collection and analysis of data sets. Experience will be provided in data collection, data management, and data analysis.

COURSE CONTENT

The course will focus on three qualitative approaches to human or social sciences inquiry, including grounded theory, hermeneutic-phenomenology, and ethnography. A major emphasis throughout the course will be the distinctions between these "methods" while considering similarities and differences in textual analysis and interpretation within these qualitative research approaches. Students will have opportunities to reflect upon and develop aspects of their own research project.

LEARNING EXPERIENCES

Students will have opportunities to:

- Explore assumptions and traditions underlying selected approaches to qualitative inquiry
- Articulate differences in approaches to data generation and interpretation, and presentation of findings for selected approaches to qualitative inquiry
- Conduct a small project that affords opportunities to experiment with qualitative interviewing/observation, textual analysis and interpretation
- Read and critique studies based on qualitative research approaches

REQUIRED READINGS

Links to articles will be available through Blackboard. A small package of articles/chapters that are not available on-line will be available for purchase through the Student's Union Bound and Copied. A complete package of all articles (excluding required text chapters) will also be available in the Graduate Students room for individual student copying.

EVALUATION

<u>Method</u>	<u>Grade</u>	<u>Due Date</u>
Paper 1	25%	October 6, 2008
Paper 2	35%	November 10, 2008
Paper 3	40%	December 8, 2008

To gain experience in the generation, analysis, and interpretation of text, each student will develop a research question and select a research approach appropriate to the research question. The student will then arrange to interview two individuals** who will offer relevant information related to the question. The

student will transcribe the interviews and then work with the text from the “method” or perspective afforded by that approach.

For each assignment, an evaluation rubric is offered which outlines expectations that will be assessed.

Paper 1: Articulating the Research Question

Due October 6, 2008 25%

In this paper, the student will discuss the process of coming to a research question. How has the question become something important of notice to the student? How is the question relevant to practice? How is the question researchable? How will the chosen interviewees offer data that will help bring to light some response to the question? Though this paper is expected to offer some personal -professional reflective content, it is expected to maintain a level of scholarship consistent with the graduate program *** Suggested paper length 6-8 pages.

Rubric for Evaluating Paper #1

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive Content	Paper is limited to a surface description of coming to the question.	Offers a plausible and convincing account of how the question is meaningful. Offers some substantiation within the literature of the importance of the question or the lack of research in the area.	Offers a convincing, persuasive, & compelling account of the relevance of the question and how it has come to be something of importance in student’s practice. In addition to substantiating with literature, offers evidence of personal reflection of the nature of the question and how the question has “addressed” the student.
Process and Scholarship	The discussion around the question lacks a specificity and clarity that calls for a qualitative	The stance and assumptions of the question are ones that open space for the possibility of a qualitative research	The stance and assumptions of the question are such that qualitative language is integrally and fluidly

	<p>research method. The question is reflective more of the quantitative tradition.</p> <p>The writing is lacking in intellectual scholarship and has more the flavour of colloquial writing.</p>	<p>approach.</p> <p>The writing shows evidence of attention to scholarship expectations</p>	<p>embedded.</p> <p>The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar.</p>
Conclusion	Does not attempt to link the question that is developed to a plausible argument for the need and call for a qualitative research approach.	Offers a brief explanation of how the address and nature of the question fits with a qualitative approach to inquiry	Offers a clear and compelling analysis and argument of the call of the question for a qualitative exploration.

Paper 2: Choice and Implementation of Research Method

Due : November 10, 2008 35%

In this paper, the student will discuss the choice of research method, with attention to the fit of the chosen method to the research question. The student is to demonstrate emerging understandings of the method, from both philosophical and methodological perspectives, and the ways that the method will best bring understanding to the particular topic and question of research. The student will discuss how the method is or will be procedurally embraced in the generation and analysis of the data from the interviews. Suggested paper length: 10-12 pages.

Rubric for Evaluating Paper #2

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Claim and statement of chosen qualitative	The selected research method and appropriate references are	Basically describes the selected research method	The chosen research method is clearly stated and linked to the philosophical and

research method/tradition	unclear and difficult to discern.	and offers the substantive influences that guide the method chosen.	substantive influences that guide it. In this linking, there is a consistent congruence of the method chosen and the language used throughout in the description and analysis of the method.
Understanding of chosen method	Assumptions and approach in the description of the chosen method is incongruent in language and description with qualitative research traditions. Points/statements often lack supporting evidence. Quotes may be poorly integrated & explored. Relies primarily on course materials and secondary source citations. It is unclear how the author is making sense of the literature.	Background assumptions and approach in describing the chosen method are consistent in language and philosophy with qualitative research traditions. Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Quotes are appropriately used and well integrated, explored, and discussed. Uses, whenever possible, primary source citations.	Clearly demonstrates beginning sophistication in the ability to write, analyze and understand the basic premises and philosophies of the chosen qualitative research method. Draws upon relevant literature. Excellent integration of quoted material, relying more on own interpretation rather than on overuse of direct quotes. Noticeable effort to reference primary sources
Argumentation of connection of research question to chosen method	Simplistic view of the connection of the research question to the method.	A connection of the research question to the chosen method is attempted and reasonably argued	Clearly and convincingly makes the connection of the research question to the chosen method. Creatively makes the links between the philosophical

			assumptions of the chosen method and those embedded in the question itself.
Literary skill and Scholarship	Writing style is bland & factual, disconnected from the selected qualitative research tradition. Numerous errors in sentence structure, grammar, punctuation, flow, and clarity. Numerous errors in APA formatting and citations.	Writes in a manner that is congruent with the selected qualitative research tradition. Sentence structure, grammar, & punctuation are strong with occasional minor errors or lack of clarity. Follows APA (5 th ed) format appropriately with few errors	Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the selected qualitative research tradition. Sentence structure, grammar, punctuation, flow, and clarity are excellent with negligible errors. Meticulous APA format is followed consistently.

Paper 3: Interpretive Analysis of Data

Due: December 8, 2008 40%

In this paper, the student will show evidence of analysis and interpretation of the generated data from the interviews. The interpretive analysis must demonstrate congruence with the chosen research method. This paper should also include some beginning exploration of implications of findings for practice or future research. Transcribed interviews/field notes, reflective writing/interpretive memo, etc. can be appended to this paper, but are not required. Paper length: Maximum 15 pages

Rubric for Evaluating Paper #3

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Interpretation and analysis	Interpretation is limited to a surface	Offers plausible and convincing interpretations of	Offers convincing, persuasive, & compelling

	description of the content of the text.	the meaning of the text, addressing both descriptive and interpretive elements.	interpretations of the meaning of the text. Both descriptive and interpretive elements move understanding well beyond the obvious content of the text, and show evidence of creative thoughtfulness.
Congruency of analysis to method	The interpretive account is not substantiated, supported, or shaped by the method chosen. Incongruence is evident.	Interpretations are consistent with the philosophical assumptions of the selected method.	There is strong and consistent congruency and flow of the interpretations/analysis with the chosen method.
Implications of findings for practice	Does not attempt to link interpretations of the text to the practice context.	Offers a brief explanation of the links and implications of the interpretations for practice.	Offers a strong and creative linking between the analysis and interpretations to the research question and shaping it into possible implications for practice.
Scholarship	Writing style is bland & factual, disconnected from the selected method. Numerous errors in sentence structure, grammar, punctuation, flow, and clarity. Numerous errors in APA formatting and citations.	Writes in a manner that is congruent with the selected method. Sentence structure, grammar, & punctuation are strong with occasional minor errors or lack of clarity. Follows APA (5 th ed) format appropriately with few errors	Demonstrates fluent capacity to write in a manner that illustrates and exemplifies the selected method. Sentence structure, grammar punctuation, flow, and clarity are excellent with negligible errors. Meticulous APA format is followed consistently.

***Students will not approach potential participants for interviews until their project question has been discussed with the course professor. All interview participants*

will discuss and sign a form (See Appendix A) indicating their informed consent prior to commencement of an interview for this project.

****All papers are to adhere to APA (5th edition) guidelines*

EXPECTATION OF SCHOLARSHIP AND PUBLICATION

Publication of scholarly work is strongly encouraged in the graduate program. It is a scholarship expectation that any publications that evolve as a result of the content and assignments in this course will be discussed with the course professor and authorship will be negotiated. Please see the website at: http://www.grad.ucalgary.ca/policy/htm/intellectual_property.htm or refer to the University Policy on Intellectual Property for further information on this process.

STUDENT ACADEMIC CONDUCT

Students are expected to comply with academic regulations specified in the University of Calgary Calendar 2008-2009. Intellectual honesty is expected at all times.

GRADING SCALE

Grades will be allocated to each assignment according to their individual weighting. The final course grade will be determined according to the following scale. (Faculty of Nursing Graduate Program, 2002).

If the grade on your assignment is:	The percentage will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
A+	4.0	3.95 - 4.00	A+	4.0 - Outstanding
A	4.0	3.85 - 3.94	A	4.0 - Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.7	3.50 - 3.84	A-	3.7 - Very good performance
B+	3.3	3.15 - 3.49	B+	3.3 - Good performance
B	3.0	2.85 - 3.14	B	3.0 - Satisfactory performance (Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program)
B-	2.7	2.50 - 2.84	B-	2.7 - Minimum pass for students in the Faculty of Graduate

				Studies (Note: Students who accumulate two grades of B- or lower may be required to withdraw from program by the Faculty of Graduate Studies, regardless of their grade point average)
C+	2.3	2.15 – 2.49	C+	2.3 – Unsatisfactory (Note: All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of graduate studies course requirements)
C	2.0	1.85 – 2.14	C	2.0
C-	1.7	1.50 – 1.84	C-	1.7
D+	1.3	1.15 – 1.49	D+	1.3
D	1.0	0.50 – 1.14	D	1.0
F	0	0.00 – 0.49	F	0

Note: receiving a mark of A for each assignment does not guarantee an A+ grade for the course. The distinction between an A and an A+ (Excellent-outstanding) is left to the discretion of the course professor.

