



UNIVERSITY OF  
**CALGARY**  
NURSING

**NURSING 683**

**Research Applications: Qualitative Designs and Analysis**

**COURSE OUTLINE**

**Fall 2010**

**(September 13- Dec 6)**

**Monday 1300-1550**

**Lecture 01**

**PF222**

<b><i>Course Professor</i></b>	<b>Dr. Shelley Raffin Bouchal</b>
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## **CALENDAR DESCRIPTION**

Exploration of research methods based primarily on inductive reasoning. Methodologies, issues, and techniques of sampling, data collection, analysis, and 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 DESCRIPTION**

The course provides opportunity for in-depth examination of the main traditions for qualitative research inquiry and methods including; grounded theory, hermeneutic-phenomenology, and ethnography. A major emphasis throughout the course will be the distinctions between these “methodologies,” and critical discussion of all the components or “methods” of each tradition. The processes of data generation, analysis/interpretation, and presentation of data within these qualitative research approaches will occur.

This course is designed as a “hands on course” and therefore class participation and group problem solving are essential to the student’s learning. An increased appreciation and understanding for the qualitative research process will be facilitated by providing students with the opportunity to collect and analyze qualitative data. Students will have opportunities to reflect upon and develop aspects of their own mini research project.

The course will require a substantial time investment from students. There are many processes such as data transcription and analyses that will take many extra hours and thus the last class will be allotted for time back to students. Purposeful organization and time management are necessary for a smooth transition through the course. In addition to the course assignments there are required readings for each seminar topic. To be able to participate in seminar discussion and research activities, students must come prepared to debate issues based on the required readings.

## **LEARNING EXPERIENCES**

Students will have opportunities to:

- Explore assumptions and traditions underlying selected approaches to qualitative inquiry
- Articulate differences in approaches to data generation, interpretation/analysis, and presentation of findings for selected approaches to qualitative inquiry
- Conduct a small project that affords opportunities to experience qualitative interviewing/observation, textual analysis and interpretation
- Read and critique studies based on qualitative research approaches
- Discuss the uses of qualitative research in nursing and the health sciences, and other disciplines.

## EVALUATION

<u>Method</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Paper 1	25%	October 4, 2010
Paper 2	35%	November 1, 2010
Paper 3	40%	December 10, 2010

To gain experience in the generation, analysis, and interpretation of text, you will develop a research question and select a research approach appropriate to the research question. You will then arrange to interview two individuals\*\* who will offer relevant information related to the question. Finally, you will transcribe the interviews and then work with the text from the “method” or perspective afforded by that approach.

***\*\*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 (handed out in class) indicating their informed consent prior to commencement of an interview for this project.***

***\*\*\*All papers are to adhere to APA (6<sup>th</sup> edition) guidelines available in the bookstore***

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

### **Paper 1:                   Articulating the Research Question Due October 4, 2010       25%**

In this paper, you will discuss the process of coming to a research question that provides context for the reader including: why you chose the topic and how the research question evolved, the identification of the study problem and purpose if relevant. How is the question relevant to your practice? Who is being studied and why would these chosen participants offer data that will inform the research question? In other words, what paradigm would be most appropriate for your question? Though this paper intends to offer some personal -professional reflective content, expectations are that you will include scholarly references. Suggested paper length is 6-8 pages.

**Rubric for Evaluating Paper #1**

<b>Elements</b>	<b>Does not meet requirements (&lt;= B-)</b>	<b>Meets requirements (B to B+)</b>	<b>Exceeds requirements (A- to A+)</b>
Substantive Content	Paper is limited to a surface description of coming to the	Offers a plausible and convincing account of how the question is	Offers a convincing, persuasive, & compelling account of

	question.	meaningful. Offers some substantiation within the literature of the importance of the question or the lack of research in the area.	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 research method. The question is reflective more of the quantitative tradition.  The writing is lacking in intellectual scholarship and has more the flavour of colloquial writing.	The stance and assumptions of the question are ones that open space for the possibility of a qualitative research approach.  The writing shows evidence of attention to scholarship expectations	The stance and assumptions of the question are such that qualitative language is integrally and fluidly embedded.  The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar.
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 1, 2010 35%**

In this paper, you will discuss the choice of research method, with attention to the fit of the chosen method to the research question. The goal is for you 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. You 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 is: 10-12 pages.

**Rubric for Evaluating Paper #2**

<b>Elements</b>	<b>Does not meet requirements (&lt;/= B-)</b>	<b>Meets requirements (B to B+)</b>	<b>Exceeds requirements (A- to A+)</b>
Claim and statement of chosen qualitative research method/tradition	The selected research method and appropriate references are unclear and difficult to discern.	Basically describes the selected research method and offers the substantive influences that guide the method chosen.	The chosen research method is clearly stated and linked to the philosophical and 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	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

		possibly, primary source citations.	
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 <sup>th</sup> 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 10, 2010 40%**

In this paper, you will show evidence of analysis and interpretation of the generated data from the interviews. You will also link the findings back to the literature. The analysis must demonstrate congruence with the chosen research method. Attention should be given to how you manage the data set and present the findings/outcomes. This paper should also include some beginning exploration of limitations of the project, and implications of findings for practice and future research. Transcribed interviews/field notes, reflective

writing/interpretive memo, etc. appended to this paper. Paper length: Maximum 15 pages

**Rubric for Evaluating Paper #3**

<b>Elements</b>	<b>Does not meet requirements (&lt;/= B-)</b>	<b>Meets requirements (B to B+)</b>	<b>Exceeds requirements (A- to A+)</b>
Interpretation and analysis	Interpretation is limited to a surface description of the content of the text.	Offers plausible and convincing interpretations of the meaning of the text, addressing both descriptive and interpretive elements.	Offers convincing, persuasive, & compelling 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 limitations, links and implications of the interpretations for practice.	Offers a strong and creative linking between the analysis and interpretations to the research question, literature and implications for practice. Discusses limitations of the project .
Scholarship	Writing style is bland & factual, disconnected from the selected method. Numerous errors in sentence structure,	Writes in a manner that is congruent with the selected method. Sentence structure, grammar, & punctuation are strong with	Demonstrates fluent capacity to write in a manner that illustrates and exemplifies the selected method. Sentence structure, grammar punctuation, flow, and clarity are

	<p>grammar, punctuation, flow, and clarity.</p> <p>Numerous errors in APA formatting and citations.</p>	<p>occasional minor errors or lack of clarity.</p> <p>Follows APA (5<sup>th</sup> ed) format appropriately with few errors</p>	<p>excellent with negligible errors.</p> <p>Meticulous APA format is followed consistently.</p>
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**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](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 2010-2011. Intellectual honesty is expected at all times. University policy specifically prohibits any academic dishonesty which is not limited to, but includes cheating and plagiarism. Plagiarism includes students not acknowledging the source of ideas and expressions they use in their written work, whether quoted directly or paraphrased. It is also considered plagiarism if a student submits a term paper written in whole or in part by someone other than him/herself. For additional information about plagiarism and cheating please see the following University of Calgary Graduate Studies Policy. <http://grad.ucalgary.ca/current/usefulinfo#05>



## FACULTY OF NURSING GRADUATE PROGRAM

### Revised Grading Scale

**Legend:** *Italics - Criteria extracted from Faculty of Education grading scale.*

<b>If the grade on your assignment is:</b>	<b>The percentage will be taken from:</b>	<b>If the total for all assignments is:</b>	<b>Your final grade will be:</b>	
A+	4.0	3.95 - 4.00	A+	Outstanding <i>Elegant exposition of publication quality work that would make a significant, scholarly contribution to the area of investigation.</i>
A	4.0	3.85 - 3.94	A	Excellent - Superior performance showing comprehensive understanding of the subject matter. <i>Exceptional performance that goes beyond the specified requirements of the assignment, and demonstrates a comprehensive understanding of the subject matter that includes the ability to critically assess and creatively apply knowledge to new situations.</i>
A-	3.7	3.50 - 3.84	A-	Very good performance <i>Clarity of thought and expression that reveals the rich meaning of and complex relationship between assumptions, ideas and actions, and includes a critical examination of the topic. Relevant reference material has been correctly documented and effectively integrated into a well developed line of thought.</i>
B+	3.3	3.15 - 3.49	B+	Good performance <i>Subject matter is generally understood at the literal level. Wide reading, critical questioning and creative insights may be absent. Prose style reveals a clear, logical, concise and coherent expression of ideas. Work displays conventional grammar, punctuation and spelling, with a minimum of errors.</i>
B	3.0	2.85 - 3.14	B	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 registration anniversary year of the program. <i>Subject matter is generally understood, but the work displays minimum scholarship. Some gaps in knowledge and inconsistencies in thinking may be evident. Lapses in clarity of expression and the development of a clear line of thought might be evident. Work may display consistent errors in conventional form and require heavy editing on the part of the instructor.</i>
B-	2.7	2.50 - 2.84	B-	Minimum pass for students in the Faculty of Graduate Studies Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade. <i>Work submitted at this level lacks understanding, absence of clarity of expression or insufficient command of conventional form such that content cannot be effectively conveyed.</i>
C+	2.3	2.15 - 2.49	C+	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
C	2.0	1.85 - 2.14	C	
C-	1.7	1.50 - 1.84	C-	
D+	1.3	1.15 - 1.49	D+	
D	1.0	0.50 - 1.14	D	
F	0	0.00 - 0.49	F	