



UNIVERSITY OF
CALGARY
NURSING

NURSING 683

Research Applications: Qualitative Designs and Analysis

COURSE OUTLINE

Winter 2012

(January 09- April 13)

Thursday 1300-1550

Lecture 02

PF2253

<i>Course Professor</i>	Dr. Shelley Raffin Bouchal
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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, hermeneutics (phenomenology), and ethnography. A major emphasis throughout the course will be the distinctions between these “methods,” and critical discussion of all elements of the methods. The processes of data generation, analysis/interpretation, and presentation of data within these qualitative research approaches will occur. Students will have opportunities to reflect upon and develop aspects of their own mini class ‘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, 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

EVALUATION

<u>Method</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Paper 1	25%	February 9, 2012
Paper 2	35%	March 8, 2012
Paper 3	40%	April 12, 2012

Project Processes:

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 (6th 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 February 9, 2012 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? Additionally, why does the qualitative paradigm best fit 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

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 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	Offers a brief explanation of how the address and nature of the question fits with a	Offers a clear and compelling analysis and argument of the call of the question for

	for the need and call for a qualitative research approach.	qualitative approach to inquiry	a qualitative exploration.
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Paper 2: Choice and Implementation of Research Method

Due : March 8, 2012 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

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
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	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	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

	is unclear how the author is making sense of the literature.	integrated, explored, and discussed. Uses, whenever 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 (6 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: Analysis of Data
Due: April 12, 2012 40%

In this paper, you will show evidence of analysis and interpretation of the generated data from the interviews. The analysis must demonstrate congruence with the chosen research method. 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. are to be appended to this paper to offer the reader the ability to “follow” your analyses processes. 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+)
Analysis and Interpretation	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, limitations of the project 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 (6 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.

Faculty of Nursing Revised Grading Scale Updated 11/09/29

If the percentage on your assignment is:	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:	
98.0 – 100	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>
93.0 – 97.9	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>
88.0 – 92.9	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>
83.5 – 87.9	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>
78.0 – 83.4	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>
73.5 – 77.9	B-	2.7	2.50 – 2.84	B-	Minimum pass for students in the Faculty of Graduate Studies <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>
69.0 – 73.4	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.
63.5 – 68.9	C	2.0	1.85 – 2.14	C	
59.0 – 63.4	C-	1.7	1.50 – 1.84	C-	
54.5 – 58.9	D+	1.3	1.15 – 1.49	D+	
50.5 – 54.5	D	1.0	0.50 – 1.14	D	
49.9 or less	F	0	0.00 – 0.49	F	

ACADEMIC REGULATIONS AND STUDENT MISCONDUCT

You are responsible for understanding and complying with the academic regulations as specified in The University of Calgary Graduate calendar 2011-2012 – available online at: <http://grad.ucalgary.ca/calendar>. Intellectual honesty is expected at all times and compliance with the guidelines will be enforced.

STUDENT MISCONDUCT

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Graduate Calendar 2010-2011, Academic Regulations, Student Misconduct, Statement of Intellectual Honesty, Integrity in Scholarly Activity, Plagiarism/Cheating/Other Academic Misconduct, Academic Misconduct – Criminal Offence, and Academic Appeals: <http://grad.ucalgary.ca/calendar>

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.