

**THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
HLSC 5200A – PHILOSOPHY OF INQUIRY  
Course Outline – Fall, 2014**

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**FACULTY INFORMATION**

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Class Day/Time: Tuesdays from 9:25AM to 12:05PM (September 04 – December 04, 2014)  
Location: Markin Hall 3003  
Instructor: Claudia Steinke, R.N., M.Sc., Ph.D.  
Office: Markin Hall 3121  
Telephone: 403-394-3945  
Email: claudia.steinke@uleth.ca  
Office Hours: By appointment

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**COURSE OVERVIEW**

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This course is a graduate seminar, which will introduce students to perspectives underlying the philosophy of inquiry and methods for studying complex social problems that often exceed our limited capabilities to study on our own. The course will teach students how to think broadly, define problems, contribute to theory, offer resolutions, and communicate results in ways that transform the knowledge practice gap, making it a well-travelled two-way street. The course is intended to provide students with a new way of thinking that challenges the limitations of much current social science research and projects a view of a more holistic, engaged and practical form of scholarship. This will assist in the development of students' emerging research projects.

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**COURSE OBJECTIVES**

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This seminar will explore perspectives and issues underlying philosophy of inquiry. In particular, students will:

- Become knowledgeable of philosophical paradigms that underlie scientific research.
- Critique and articulate where they fit in with different philosophical paradigms.
- Articulate their own worldview that informs them as researchers.
- Explore alternative approaches for thinking and communicating about issues and ideas.
- Identify with, understand, and critique an organizing framework that involves stakeholders in each step of the research process.
- Adopt a thoughtful and holistic organizing framework for thinking and communicating about issues and ideas.
- Apply the knowledge gained in the development of emerging research projects.

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**COURSE DELIVERY**

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The course will be delivered in a semi-formal, small group, discussion format. Please note that the quality of the discussion, and the overall success of the course, is largely dependent on our preparation and contribution as individuals. Please come to class each week prepared with having read the required readings and given yourself some time to understand the material, collect and organize your thoughts.

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**READING MATERIAL**

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**Required Main Text:**

Van de Ven A. (2007). Engaged scholarship: A guide for organizational and social research. New York: Oxford University Press.

**Recommended Texts:**

Bolman, L. & Deal, T. (2008). *Reframing organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass

Burrell, G. & Morgan, G. (2007). *Sociological paradigms and organizational analysis*. London: Heinemann.

Capra, F. (1984). *Turning point: Science, society and the rising culture*. New York; Bantam.

Hatch, M. (2006). *Organization theory: Modern, symbolic and postmodern perspectives*. Oxford: Oxford University Press.

Nord, W., & Connell, A. (2011). *Rethinking the knowledge controversy in organization studies: A generative uncertainty perspective*. New York: Routledge.

**Readings:**

Additional readings will be assigned and posted on Moodle throughout the course.

**COURSE CONTENT AND SCHEDULE**

This course is organized into five (5) modules:

1. *Philosophical Perspectives*: It is better to choose a philosophy of science than to inherit one by default. (Van de Ven, 2007: 37)
2. *Problem Formulation*: It is exceedingly difficult to say something meaningful about the real world without starting in the real world. Observation and description of the real world are the essential points of origin for theories in applied areas. (Dubin, 1976: 18)
3. *Theory Building*: For our own sake, we must attend as much to how scientific hypotheses are caught as to how they are cooked. (Hanson, 1959: 35)
4. *Research Design*: When it comes to research design, 'the devil is typically in the details'. (Van de Ven, 2007: 159)
5. *Problem Solving*: Many suppliers and users of social research are dissatisfied, the former because they are not listened to, the latter because they do not hear much they want to listen to. (Lindblom & Cohen, 1979: 1)

DATE	CLASS	MODULE	TOPIC	READING	ACTIVITY
Sep-09	1	1	Introduction, Overview and Mindwalk	-	Discussion, film
Sep-16	2	1	Engaged Scholarship in a Professional School	Van de Ven 1,+	Discussion
Sep-23	3	1	Underlying Philosophies I	Van de Ven 2,+	Discussion
Sep-30	4	2	The Research Problem	Van de Ven 3,+	Discussion
Oct-07	5	1	Underlying Philosophies II	Burrell & Morgan	Discussion
Oct-14	6	1	Underlying Philosophies III	Hatch	Discussion
Oct-21	7	1	Underlying Philosophies IV	Bolman & Deal	Discussion
Oct-28	8	3	Theory Building	Van de Ven 4,+	Discussion
Nov-04	9	4	Research Design I & Underlying Philosophies	Van de Ven 5,6,+	Discussion
Nov-18	10	4	Research Design II & Underlying Philosophies	Van de Ven 5,7,+	Discussion
Nov-25	11	5	Communicating and Using Research Knowledge	Van de Ven 8,+	Discussion
Dec-02	12	5	Practicing Engaged Scholarship	Van de Ven 9,+	Student led

Note: The '+' indicates that additional readings may be posted on Moodle.

## ASSIGNMENTS, EVALUATION CRITERIA AND DUE DATES

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Quality over quantity is emphasized in this course. Grades will be based on quality of work as evidenced in the following completed and submitted assignments. The grading and distribution of marks is at the sole discretion of the instructor.

**Activity 1 - Current Worldview:** This assignment offers students the opportunity to reflect on their own way of thinking towards professional practice as they prepare to undertake their research project. In this assignment, students are asked to reflect on their background and experiences in life and think about how these things have shaped how their view of the world. Students are asked to respond to the following questions: What assumptions and ideas about knowledge and practice do you hold? How did these originate? How did they evolve? How are your beliefs and values reflected in your practice and in your tentative approach to your studies and your developing research question? How do your views compare with those presented in the literature? Students are expected to pursue their own direction in this paper. The point of this assignment is for students to articulate and support their current philosophy of inquiry.

Length: 5-10 pages, APA format and/or creative format

Due: September 23<sup>rd</sup>

Value: 20%

**Activity 2 - Problem Formulation:** The purpose of this assignment is to discuss your process for formulating your research problem in terms of four interdependent activities: situating, grounding, diagnosing, and resolving a problem. Further detail to be provided in class.

Length: 5-10 pages plus references and appendices

Due: October 7<sup>th</sup>

Value: 15%

**Activity 3 - Theory Building:** The purpose of this assignment is for you to select a plausible and interesting conceptual model that answers a question about the problem as formulated in the previous assignment and as it exists in its particular context. Further detail to be provided in class.

Length: 5-10 pages plus references and appendices

Due: November 4<sup>th</sup>

Value: 15%

**Activity 4 - Research Design and Conduct:** The purpose of this assignment is to explain how you will gather empirical evidence to compare plausible alternative models that address the research question. Further detail to be provided in class.

Length: 5-10 pages plus references and appendices

Due: November 18<sup>th</sup> or 25<sup>th</sup>

Value: 15%

**Activity 5 - Using Research for Problem Solving:** The purpose of this assignment is to explain how you intend to communicate and apply the research findings to solve the research question about the problem existing in reality. Further detail to be provided in class.

Length: 5-10 pages plus references and appendices

Due: November 25<sup>th</sup> or December 2<sup>nd</sup>

Value: 20%

**Activity 6 - Practicing Engaged Scholarship: Presentation of Proposed Research Project:** The purpose of this assignment (i.e. formal presentation) is for the student(s) to create/or adopt a holistic model of engaged scholarship that illustrates how they intend to involve relevant stakeholders in problem formulation, theory building, research design, and problem solving to produce research findings that make more significant contributions and advancements to science and practice than the traditional approach of going it alone. Students will also be asked to reflect on their current worldview (refer to Activity 1) and indicate if their worldview has changed as a result of the class learnings. Further detail to be provided in class.

Length: 10 minutes plus 10 minutes for discussion (total of approximately 20 minutes)

Due: December 2<sup>nd</sup>

Value: 15%

## ATTENDANCE AND LEAVES

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Students are expected to attend all classes in which they are enrolled. Attending class (i.e. the weekly seminars) is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. The weekly seminars will only be successful if you read the materials ahead of time and come to class prepared to discuss, share and question the readings, ideas and thoughts of others (e.g. classmates, instructor, scholars, etc.).

## GRADING BREAKDOWN

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Students must complete all assignments, including full participation in classroom discussion, activities, and group work. The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

## PLAGIARISM STATEMENT

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The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## COPYRIGHT STATEMENT

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All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

answers to common copyright questions (see the [FAQs](#)),

guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),

guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and

a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## LATE PAPERS AND ASSIGNMENTS

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All papers and assignments must be submitted either electronically or by hard copy by the beginning of class on the specified due date. An extension will be considered at the discretion of the instructor and must be arranged with the instructor at least 48 hours in advance of the due date. A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day.

Refer to the University of Lethbridge 2014/2015 Calendar, Part 4 (Academic Regulations, Policies and Program Requirements) for further information.

## **GENERAL GUIDELINES FOR ASSIGNMENTS**

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All assignments submitted for evaluation are to be the original work of the student. Using the work of others without appropriate recognition (citation) constitutes the academic offence of plagiarism. Refer to the University of Lethbridge 2014/2015 Calendar, Part 4 (Academic Regulations, Policies and Program Requirements) for further information.

Academic papers, in accordance with APA 6<sup>th</sup> Edition (2009) guidelines, should be typewritten and include a title page, reference list, and appendices (if needed). All papers and assignments must be submitted electronically or by hard copy at the beginning of class on the specified due date. Students that submit their assignment by hard copy may be asked to also submit electronically. Papers should be double-spaced, on unlined paper, with a minimum of one inch (2.54 cm) margins all around. APA guidelines will be utilized in marking and it is strongly recommended that you familiarize yourself with this reference style (particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources). To enhance objectivity in marking, include only your student identification number(s) on the title page. Please submit a title on all work in accordance with APA guidelines. Familiarize yourself with the marking criteria for each assignment, which will be provided in-class.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use English dictionaries and/or to take advantage of university resources set up to assist students with writing papers or completing projects.

## **ACADEMIC INTEGRITY**

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As a program that helps to create leaders in the field of health management, the Faculty of Health Sciences has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Dean. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Health Sciences.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by the Faculty. Acts of academic dishonesty include, but are not limited to, the following:

- Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- Copying the answers of another student in any test, examination, or take-home assignment.
- Providing answers to another student in any test, examination, or take-home assignment.
- Taking any unauthorized materials into an examination or term test (crib notes).
- Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- Stealing or mutilating library materials.
- Accessing a test prior to the time and date of the sitting.
- Changing name or answer(s) on a test after that test has been graded and returned.
- Submitting the same paper or portions thereof for more than one assignment, without discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

## THE LEARNING ENVIRONMENT

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Your time is valuable. You are encouraged to maximize your time by contributing to a positive classroom environment that supports your learning and that of your peers. To foster this positive learning environment, please:

- Turn off your cell phone or set it to vibrate.
- Do not take calls or send/receive text messages during class.
- Please do not check e-mails, watch movies, or access social networking sites during class,
- Arrive to class on time and remain in class until completed; return from breaks on time.
- Stay on task to maximize your opportunities for learning.
- If you miss a class, you are responsible for the materials covered and announcements made.
- Demonstrate courtesy to your peers by limiting cross-talking during class. Listen fully to your peers and avoid interrupting when they speak.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

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Reasonable accommodations are available for students with a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 (<http://www.uleth.ca/ross/counselling/index.html>). After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of any evaluation date. The instructor and student are jointly responsible for arranging the resources necessary for the evaluation process.

## IMPORTANT DATES

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\*Refer to the Academic Calendar to confirm all dates and acquire further detail of academic schedule.

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| • September 3, 2014                    | First day of classes for the Fall 2014 semester  |
| • September 9, 2014                    | Last day for add/drop for the Fall 2014 semester |
| • October 13, 2014                     | Thanksgiving Holiday, University offices closed  |
| • November 11, 2014                    | Remembrance Day, University offices closed       |
| • December 4, 2014                     | Last day of classes for the Fall 2014 semester   |
| • December 4, 2014                     | Last day for withdrawal from individual courses  |
| • December 8, 2014                     | Fall semester final examinations begin           |
| • December 16, 2014                    | Fall semester final examinations end             |
| • December 25, 2014 to January 2, 2015 | Christmas Holidays, University offices closed    |

## REFERENCES

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Dubin, R. (1976). Theory building in an applied area in M. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology*, Chicago, IL: Rand McNally.

Hanson, N. (1958). The logic of discovery. *The Journal of Philosophy*, 55(25), 1073-1089.

Lindblom, C. & Cohen, D. (1979). *Usable knowledge: Social science and social problem Solving*. New Haven, CT: Yale University Press.

Van de Ven A. (2007). *Engaged scholarship: A guide for organizational and social research*. New York: Oxford University Press.