



THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES

HLSC 5400 – Advanced Qualitative Analysis

Course Syllabus – Spring, 2018

**Instructor:** Jean Harrowing, RN, PhD  
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**Class Day:** Tuesday, 0900 – 1145 h  
**Room:** M3003  
**Librarian:** David Scott / 403.329.5178 / david.scott@uleth.ca

**COURSE DESCRIPTION:**

Seminar readings and discussion will focus on scientific methodological approaches commonly applied within the qualitative research domain. Philosophical, theoretical, and analytical aspects related to major qualitative methods/approaches such as grounded theory, ethnography, phenomenology, narrative inquiry, and case study will be addressed. This course is designed as a graduate seminar. While some classes will be structured, the intent is to learn from each other's experiences and research examples.

**COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Analyze, evaluate, and apply a variety of theoretical perspectives and methodological approaches to qualitative inquiry;
2. Demonstrate an ability to engage in scholarly discussion and debate in formal and informal learning environments;
3. Demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication;
4. Understand and apply standards of academic integrity and appropriate guidelines and procedures for responsible conduct and presentation of research; and
5. Identify knowledge translation principles within qualitative research.

**REQUIRED TEXTS:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Glesne, C. (2016). *Becoming qualitative researchers: An introduction*. (5<sup>th</sup> ed.). Boston, MA: Pearson.

**RECOMMENDED TEXT:**

Bernard, H. R., Wutich, A., & Ryan, G. W. (2017). *Analyzing qualitative data: Systematic approaches*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

**There are many additional resources that students are encouraged to access. Once you choose a specific qualitative design, you will benefit from choosing one or two books that specifically address that design in detail.**

It will be beneficial for your own learning and that of your colleagues to locate, read and bring to class additional articles/chapters to discuss. The readings selected will vary according to each student's substantive area, method(s) of interest, and discipline. Journals that may be of interest include: *Qualitative Health Research*, *Symbolic Interactionism*, *Qualitative Inquiry*, *Sociology of Health & Illness*, *Medical Anthropology Quarterly*, *Forum: Qualitative Social Research*, *International Journal of Qualitative Studies in Education*, and *Journal of Contemporary Ethnography*.

**EVALUATION STRATEGIES:**

Assignment		Due Date	Weighting (%)
1. Participation & Leadership		Throughout	25
2. Mini-studies	One*	6 February, 0859 h	25
	Two*	6 March, 0859 h	25
3. Research Proposal**		6 April, 0900 h	25

\* **Submit through Moodle**

\*\* **Submit to [www.turnitin.com](http://www.turnitin.com) before uploading to Moodle**

**1. Participation & Leadership**

The success of this course is very dependent upon **student participation** during class time as well as in preparation for the course. Accomplishment of the learning objectives requires dynamic interaction among all members of the class. Students are expected to:

- attend every class prepared to participate in the topics under discussion,
- engage in course and class activities,
- offer and accept constructive feedback in a spirit of respect and collaboration,
- read beyond the required textbooks.

Participation efforts will be noted and evaluated based on the quality of your comments including value added for other students.

As well, each student, working alone or with a partner, will have the opportunity to facilitate two seminars during the course. You will make a critically informed, brief presentation and will guide discussion about the weekly readings/topic. You will be assessed on any formal presentation materials provided or used, as well as the strategies you use to facilitate discussion. Further details and selection of weeks/topics will be addressed in class.

**2. Mini-studies**

This assignment comprises two parts and is to be done individually. You will do the **Interviewing** mini-study and one of: **Photo Voice** or **Ethnography**. Each part is worth 25%, for a total of 50% towards your final grade. You may do the mini-studies in either order; ensure your title reflects the contents of your submission.

**a) Interviewing**

You will interview two graduate students from any faculty, program, or department. You will seek to determine what, if any, changes have taken place in their career or life ambitions since they entered graduate school.

The assignment is to draft an appropriate interview guide; recruit the participants; obtain consent; and conduct the interviews. One interview will be conducted using an audio recorder; for the other, you will take notes but will not record voices. You will transcribe the interviews, analyze the data, and write up your findings, including an outline of each stage of the study. You will add an appendix entitled 'Interviewer Reflections' where you will discuss anything unexpected that occurred, things you would do differently and finally, the difference between notes-based and recorded interviews (pros and cons).

**b) Choose ONE of the following two assignments:**

**i) Photo Voice**

You will act as both researcher and research participant. You will decide on a theme for your photo voice. It can be anything connected to your "public life" as a student at the University of Lethbridge OR an aspect of your private life (e.g., becoming a graduate student; your challenges to getting to where you are; greatest disappointments or surprises; facing a personal dilemma; a passion in your life; what friendship means to you; a family challenge; coping with an illness, etc.).

You will develop a brief structure for the study (i.e., purpose statement, methodology, ethical considerations, etc.) and think through the things you would tell a research participant (i.e., yourself). Make a record of your approach and instructions. Then you will send yourself out to collect 3-5 pictures that capture the issue from your personal perspective. You will write a short description of the photos taken and what they mean to you, as a way of responding to the purpose of the study. Write up your approach and the instructions utilized and submit this as your project.

**ii) Ethnography**

Write an ethnography about the culture of Tim Hortons or Starbucks. On the public side of the counter, it can be anything about this "culture" from the lines, behind the counter, in front of the counter, special fads or promotions. You can try and include what you see of the servers' side but this is not mandatory. This process will help you explore several issues including: doing ethnography as an insider (some of you may yet be "outsiders" to this strange culture), data management, field notes, memos, as well as bracketing, reflexivity, disciplined subjectivity, what counts as (good) theory, and rigour. I encourage you to (re)read an empirical ethnography study as a guide (see Moodle for an example).

You need not draw on the literature, but you do need to describe any challenges you faced in data collection, the way you approached analysis of the data, and your analysis itself.

**3. Research Proposal**

In order to conduct research, you must present a scholarly research proposal to your supervisory committee. This assignment offers you the opportunity to learn the structure and components, and to practice the process of writing such a proposal.

Design a qualitative study, frame the problem, and note key literature<sup>1</sup>. Identify your methodological approach and your ontological and epistemological premises. Discuss your recruitment and entrée strategies and ethical considerations. Outline your research questions and data collection, management, and analysis plans, and explain how these plans are congruent with the question. Address limitations of your proposed study, along with the anticipated contribution to the body of knowledge in your discipline. Finally, include your plans for dissemination.

This is a scholarly proposal and requires a title page (formatted according to the School of Graduate Studies thesis guidelines for your discipline/degree), reference list, and appendices that include additional information as applicable (e.g., letter of invitation, poster for recruiting participants, consent forms, interview guide, demographic data sheet, confidentiality forms, survey instrument, timeline, budget, etc.).

The maximum length of the text is 12 pages in APA format. The title page, reference pages, and appendices are in addition to the 12 pages. Upload the file to [www.turnitin.com](http://www.turnitin.com) and review the Originality Report. Once you have completed any revisions, attach the rubric and upload to Moodle as a single pdf file.

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<sup>1</sup> This is not a full literature review, but rather a compressed review that addresses the main concepts that are applicable to your research question. However, it must be succinct and clearly relevant to your proposed study.

**GENERAL GUIDELINES FOR ASSIGNMENTS:**

All assignments submitted for evaluation are the original work of the individual student. Using the work of others without appropriate recognition (citation) constitutes the academic offence of plagiarism (see University of Lethbridge 2017-2018 Calendar, Part 4 for current academic regulations and student discipline policies).

Academic papers will demonstrate your ability to thoughtfully analyze issues, integrate evidence, and systematically articulate your ideas. You will use flawless APA style (the 6<sup>th</sup> edition of the Manual is considered the final authority) and will construct the paper following the principles of excellent grammar, syntax, and scholarship. Assignments will be submitted according to the process identified in the assignment description.

You are encouraged to set up your [www.turnitin.com](http://www.turnitin.com) account well in advance of the due date for the research proposal. See instructions posted on Moodle.

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day, including weekends and holidays.

**GRADING BREAKDOWN:**

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:**

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.

**ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have 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 at 403-329-2766 to set up an appointment : <https://www.uleth.ca/ross/accommodated-learning-centre/>. 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 the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**COPYRIGHT STATEMENT:**

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.