

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
MASTER OF NURSING PROGRAM
NURSING 5850 SPECIAL TOPICS:
ADVANCED QUALITATIVE METHODS AND ANALYSIS
Course Outline – Spring, 2018**

Instructor:	Dr. Monique Sedgwick, RN
Office:	M3067, Markin Hall, Faculty of Health Sciences
Office Hours:	By appointment (via telephone or in-person)
Phone:	403.332.5254
E-mail:	monique.sedgwick@uleth.ca
Preferred Contact Method:	Please contact the instructor by email. Every effort will be made to respond within 24 hours excluding weekends and/or holidays Please ask questions about assignments in the designated Moodle discussion forum.

COURSE DESCRIPTION:

Philosophical, theoretical, and analytical aspects related to grounded theory, ethnography, phenomenology, narrative inquiry, and case study will be addressed. The intent of the course is to extend and deepen students' understanding of qualitative research and help them choose an approach that is best suited to their thesis study.

LEARNING OBJECTIVES:

By the end of the course, students will have developed:

1. Knowledge in the philosophy, values, and ethical considerations unique to qualitative research;
2. Knowledge about the distinguishing features of various qualitative research methods;
3. A beginning research plan for their thesis including: a research question(s), research method, theoretical framework, recruitment, generation of data, data analysis, ethical consideration, and dissemination of findings;
4. Beginning skills in using a qualitative data software program for the management of data.

COURSE FORMAT:

Online with two face-to-face seminars. Face-to-face seminars are scheduled for Jan 8, 1230-1530 in room M3014 and March 12, 0830-1630 in room TBA.

COURSE DATES:

Week	Dates	Format
1	Jan 8	Face-to-face
2	Jan 15	Online
3	Jan 22	Online
4	Jan 29	Online
5	Feb 5	Online
6	Feb 12	Online
7	Feb 20	Reading Week
8	Feb 26	Online

Week	Dates	Format
9	March 5	Online
10	March 12	2 nd Face-to-face (NVivo session)
11	March 19	Online
12	March 26	Online
13	April 3	Online

REQUIRED TEXTBOOKS:

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

Creswell, J. & Poth, C. N. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. (4th ed.). Thousand Oaks, CA: Sage.

Maxwell, J. A. (2013). *Qualitative research design. An interactive approach*. Thousand Oaks, CA: Sage.

Saldana, J. (2016). *The coding manual for qualitative researchers*. (3rd ed.). Thousand Oaks, CA: Sage.

RECOMMENDED TEXTS:

Glesne, C. (2016). *Becoming qualitative researchers. An introduction* (5th ed.). Boston: Pearson.

Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3rd 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.

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.*

COURSE PROCESS:

This course is mainly online with two face-to-face seminars. You will require regular and reliable access to the internet. To engage with this online course, you will login to Moodle, the University of Lethbridge's online courseware.

If you have computer problems, please contact the University of Lethbridge computer help desk at 403.329.2490 or email them at help@uleth.ca. If you encounter problems with Moodle please contact the Learning Centre at 403.380.1856.

Moodle is like a digital, online classroom; students can only access the courses in which they are enrolled, so each online class is a private space restricted to students in each course. This course is asynchronous, which means that you can login to Moodle when it is convenient for you, and engage with the course materials and processes as you wish. However, due to the use of online discussions as a primary vehicle for engaging with the course material, time limits will be set as to when you should engage with asynchronous discussions, to ensure everyone in the class moves through the content more or less together.

Within Moodle you will find the course content presented in weekly modules. Each module consists of a number of learning resources—notes, readings, and asynchronous online discussions to help you develop a knowledge base pertaining to qualitative research. You will also submit assignments, view your grades, and ask questions about assignments within Moodle. Please do not email your assignments to your instructor.

The two face-to-face seminars are required and every effort should be made to attend. The purpose of the seminars is to engage in critical discussions of your developing assignments to enhance your learning and success in this course. If you cannot attend, please let your instructor know as soon as possible.

To succeed in this course:

- Read the course outline, particularly the sections on assignments.
- Ask the instructor for clarification if there is anything you do not understand about the course.
- Stay up-to-date in the readings and discussion postings.
- Engage with the topics and discussions by reading widely and accessing the course resources.
- Fully participate both as an individual learner and as a discussion forum member.
- Engage in Moodle activities **at least three times per week**.
- Set aside at least 10-12 hours each week to work on the content and discussions in this course. Please plan ahead for when assignments are due, and budget in extra time to work on the assignments.
- Attend the two face-to-face seminars.
- Check your University of Lethbridge email every few days since this is how the instructor will normally communicate with you.

ASSIGNMENTS:

Assignment	Weighting	Due
Discussion Forum: A grade will be assigned for each of the following weeks: Weeks 2-6, 8, 9, 11-13.	20%	Ongoing
Compare and Contrast	20%	February 26, 2018
Data Collection and Analysis	25%	March 19, 2018
Research Proposal	35%	April 9, 2018

Grades for your assignments are entered into your individual 'grade-book' found in Moodle.

Discussion Forum:

Participating in asynchronous discussions is a requirement of this blended learning course.

The purpose of discussion forum is to provide you with the opportunity to engage in thoughtful reflection and discussion about specific topics related to conducting qualitative research. ***In particular, your discussion will focus on the application of what you have learned on the topic to your own research topic and question.***

In preparation for the discussion, you will:

- Read the required readings;
- Read more broadly using various resources (peer reviewed articles and textbooks) on your topic of interest.

Initial posts will:

1. Provide an in-depth response to a selected guiding question.
2. Be limited to a maximum of 500 words (word count is required).
3. Reflect links to your own research topic and question.
4. Be supported with at least two references (peer reviewed journal articles and/or textbooks).
5. Be posted by **Wednesday at 2100h**. This will allow your colleagues to respond to your initial post. Late posts will be reflected in the mark.

Responses to colleagues. These posts consist of:

6. One response to two (2) different colleagues' initial post.
7. No more than 150-200 words. These posts need to professionally *extend* the initial respondent's thinking.
8. Support from the at least one reference (peer reviewed journal articles and/or textbooks).

Weekly discussions will begin on Monday morning at 0000h, and conclude Friday at 2100h.

Review the marking guideline at the end of the syllabus for posting expectations. A mark will be assigned twice during the term that is, postings for weeks 2-6 will get a mark out of 10, and postings for weeks 8, 9, 11-13 will get a mark out of 10 for a total of a maximum 20 marks.

Respecting Web Space: Tricks for Developing Effective Posts

Educational technology designers advise that the most effective way to post a message is as follows:

- Develop a response in a Word document before posting it. Check it for completeness, clarity, grammar, and tone
- Check the post for length. Long messages do not invite the readers' engagement and participation
- Follow an established thread if adding to the existing idea/discussion
- Briefly state at the beginning of the message what the message is about

Compare & Contrast:

Based on your research topic of interest, select two of the qualitative methods discussed in this course to answer the questions below. Once you've answered the questions, compare and contrast the two methods you selected. Make sure you highlight the similarities and differences. If you choose a qualitative method not discussed in the course, please discuss this choice with Dr. Sedgwick.

- 1) What is the goal of the design?
- 2) What is a potential research question within this particular qualitative method?
- 3) What is the researcher's role?
- 4) Who would be the participants and how would you recruit them? What are some inclusion/exclusion criteria and why?
- 5) What are your data source(s)?
- 6) How are data generated?
- 7) How would the data be analyzed?
- 8) How would you manage the data?
- 9) How would you ensure 'rigor'?
- 10) Which method would be best suited for exploring your phenomenon of interest?

The maximum length of this assignment is 10 pages, double-spaced, Times New Roman 12 point font in APA format. An introduction and conclusion are expected as is the use of appropriate headings. The title page, reference page and appendices (if applicable) are in addition to the 10 pages. Upload the file to www.turnitin.com and review the Originality Report. Once you have completed any revisions, upload your document to Moodle.

Review the marking guideline at the end of the syllabus for content expectations.

Data Collection and Analysis:

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 purposes of the assignment are to: 1) Draft an appropriate interview guide, recruit participants, obtain consent, and conduct qualitative interviews; and 2) to begin to develop skills related to data analysis.

To complete the assignment, one interview will be conducted using an audio recorder. For the second interview, you will take notes but will not record the interview. Once you have completed the interviews, you will transcribe the interviews yourself.

The body of the paper will include an outline of each stage of the study, your analysis of the data, and a write up of your findings. You will also include reflections on what you learned and how these will inform your own research study.

The maximum length of this part of the paper is seven (7) pages, double-spaced, Times New Roman 12 point font in APA format and includes an introduction and conclusion. The title page, reference page and appendices are in addition to the seven pages. The appendices will address the following components:

The **first** appendix will be titled 'Interview Guide.' You will present the interview questions you used and discuss if after completing the interviews, any changes would be made to the guide. Justify why you asked the questions that you asked.

The **second** appendix will be titled 'Transcripts.' You will provide the transcript for each interview you conducted. Use the template below to set up the transcript:

Transcript: I=interviewer P=participant	In Vivo Coding	Analytic memo
1I: How would you describe 2 being a graduate student? 3 P: Well, it's been life altering. 4 It's exciting but exhausting. 5 I've been exposed to different 6 ways of thinking that has 7 challenged how I understand 8 myself as a registered nurse.		

The **third** appendix will be title 'Data Analysis Procedures.' You will describe the general processes you undertook to analyze the data you collected in the interviews. Describe how you developed and assigned code labels to the data (provide examples), how you created the categories, how these were collapsed, and finally, how you determined the themes.

The **fourth** appendix will be titled 'Reflections.' In this appendix 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).

Review the marking guideline at the end of the syllabus for content expectations.

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 literature¹. 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), 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.).

¹ 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.

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 and review the Originality Report. Once you have completed any revisions, upload your document to Moodle.

Review the marking guideline at the end of the syllabus for expectations.

POLICIES:

There are policies that guide students and instructors. Only a few of these are discussed below. I encourage you to access through Moodle, Master of Nursing Program – Support site for more extensive discussion of various policies as well as the Master of Nursing Handbook.

LATE ASSIGNMENTS:

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required.

Because the online discussion forums are the primary vehicle for learning in this course, late submissions will not be possible for the discussion forums. To keep the class moving along at the same pace, discussion forums will be locked at the end of each posting period. Similarly, the face-to-face seminars cannot be rescheduled.

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.

PLAGIARISM STATEMENT:

Please be clear on what plagiarism is, and how to avoid it. Essentially, plagiarism is where a person/student represents the words or ideas of another person as his or her own. For example, cutting and pasting a section from an article on the internet and putting it into an academic paper without properly citing it is plagiarism. When in doubt, cite other people's work as theirs, and/or check with your instructor.

Plagiarism is also an academic offense at most Universities, including The University of Lethbridge. Therefore, the prohibition of plagiarism affects all of your assignments in this course, whether the plagiarized material constitutes a part or the entirety of the work submitted. Plagiarism is taken seriously, and if an instructor finds evidence that a student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive. Please refer to the University of Lethbridge calendar for the procedures pertaining to academic offenses, and please be aware of the potential consequences (anywhere from a written reprimand, to a grade of "F" in the course).

Please also note that the U of L 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. Best advice: avoid plagiarism to begin with, do your own work, and cite extensively!

OVERALL GRADES:

The grading system is consistent with that established in the Faculty of Health Sciences, effective May, 2002. Please note, for Master's programs, the minimal pass for graded courses is 'B-' and failure is 'C+' or below.

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%

Marking Guide: Discussion Forum Postings

Component	Expectation
<i>Preparation:</i>	<ul style="list-style-type: none"> • Deep reflection upon course readings/materials. • Draws on additional relevant evidence in response to discussion questions. • Resources and references are properly cited using APA format. • Expression of ideas is clear, succinct and within the word limits. • Logical development of ideas. • No grammatical or spelling errors.
<i>Contribution:</i>	<ul style="list-style-type: none"> • Uses appropriate resources and materials to advance the discussion and understanding of the concept(s). • Actively links readings, ideas, and understanding of course concepts to own research topic and question • Consistent use of personal insights and/or examples as evidence of personal engagement with colleagues. • Presents questions that advance the discussion and understanding of the concept(s)
<i>Respect:</i>	<ul style="list-style-type: none"> • Responses to colleagues are professional. • Highly respectful of others. • Offers constructive feedback. • Consistent engagement with colleagues throughout the posting timeframe. • Posts (initial and responses) are on time as outlined in the course syllabus

Marking Guide: Compare & Contrast Assignment

Component	Expectation
Organization & Development	<ul style="list-style-type: none"> • Development of ideas reveals in-depth understanding of the research processes of two qualitative methods • Flow of ideas is exceptional • Outline of comparison and contrast is logical, clear, and comprehensive • Headings are used to good advantage
Analysis	<ul style="list-style-type: none"> • Balanced presentation of strengths and limitations for each qualitative method • Clear discussion of differences between the selected research methods • Logical discussion of how different research processes would impact the findings of the study • Presents a cogent argument for which method would best support the phenomenon of interest
Expression of Ideas	<ul style="list-style-type: none"> • Grammar, spelling, and elements of good scholarship are evident and without errors • Citations and references are presented without error; APA formatting is flawless • Prudent use of direct quotes and secondary sources • Within the page limit

Marking Guide: Data Collection & Analysis Assignment

Component	Expectation
Main body	<ul style="list-style-type: none"> • Development of ideas and conclusions reveals in-depth understanding of the interview process • Development of ideas and conclusions reveals in-depth understanding of the analysis process • Development of ideas and conclusions represents creativity, logical flow and depth • Outline & description of research process is logical, comprehensive, and clear (include research question, sample, recruitment processes, processes for obtaining consent, processes for conducting the interview, processes for analyzing the data) • Findings & conclusion reflect comprehensive analysis of and congruency with data • Reflections demonstrate in-depth understanding of how your learning regarding data collection and analysis informs your own study
Appendices	<ul style="list-style-type: none"> • Interview guide is well-developed (open-ended questions, general to specific, address research question, include final invitation to add/share) • Informed consent is comprehensive, complies with U of L guidelines and TCPS • Formatted and cleaned transcripts with demographic information, date, numbered lines, margin comments/codes, page numbers • Data analysis procedure describes steps taken • Reflections are thoughtful & reflexive, reveal depth, and refer to all aspects of interview and data analysis process as well as note differences (strengths, weaknesses, preferences) between notes-based and recorded interview
Presentation & expression of ideas	<ul style="list-style-type: none"> • Grammar, spelling, and elements of good scholarship are evident and without errors • Citations and references are presented without error • APA formatting is flawless • All necessary components/focus/format are included and complete

Marking Guide: Research Proposal

Component	Expectation
Organization & Development	<ul style="list-style-type: none"> • Development of ideas reveals in-depth understanding of research process and creativity • Flow of ideas is exceptional • Outline of proposed research process is logical, clear, comprehensive • Headings are used to good advantage
Design Process	<ul style="list-style-type: none"> • All necessary components are included • Philosophical stance is identified and relevant • Identification of problem/issue is clear, succinct, and focused • Strong justification of methodology is provided; congruent with research question • Balanced presentation of strengths, limitations of design • Recruitment plan is practical, feasible, and appropriate • Data collection & management plans are feasible and appropriate • Analysis plan is appropriate and comprehensive • Ethical considerations are comprehensive • Appendices are included and appropriate
Expression of Ideas	<ul style="list-style-type: none"> • Grammar, spelling, and elements of good scholarship are evident & without errors • Citations and references are presented without error; APA formatting is flawless • Prudent use of direct quotes and secondary sources • Within the page limit