

Course Syllabus
GS/NURS 5200 3.0 - Qualitative Research Methods in Nursing
Section M Winter 2014

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Course Description

This on-line course focuses on the conceptual, ethical, methodological, and interpretive dimensions of qualitative nursing research. Emphasis is on the ontological-methodological link in the research process. Qualitative nursing research methods are analyzed and critiqued and practiced at a novice level.

Expanded Course Description

This course provides students with an opportunity to gain an understanding of the philosophical underpinnings of qualitative approaches to research. Emphasis is on the ontological-methodological links in the research process. The conceptual, ethical, methodological, and interpretive dimensions of nursing knowledge development and nursing research methods are explored. Selected qualitative research designs will be presented. The philosophical underpinnings and specific data collection and analysis methods associated with each design are identified, discussed, compared and contrasted, and analyzed. This course will provide an opportunity for students to write a research proposal and to explore ways that qualitative nursing research can contribute to the enhancement of practice.

Learning Outcomes

Upon successful completion of the course, students will be able to

1. Synthesize and articulate major points of critique and debate concerning nursing research paradigms.
2. Understand the common elements inherent in qualitative research methodologies and explore the chief elements of qualitative research methodologies commonly used in nursing.
3. Identify and begin to explore the core beliefs of the philosophical foundation related to selected qualitative methodologies.
4. Articulate and organize personal beliefs in relation to selected qualitative research methods.
5. Critically evaluate qualitative research papers in relation to appropriateness of approach, design, and rigor.
6. Discuss the process of using qualitative research findings for knowledge-based practice.
7. Explore development of a research project proposal based on qualitative research methods.
8. Develop research skills at a novice level.

Course Text

Munhall, P. L. (2012). *Nursing Research: A qualitative perspective* (5th ed.). Sudbury, MA: Jones & Bartlett.

Recommended Resource Book: APA format

The American Psychological Association (2009). *Publication Manual of the American Psychological Association, Sixth Edition*. Washington, DC: American Psychological Association.

Helpful tutorial: “The Basics of APA”

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Quick Answers: Formatting

<http://www.apastyle.org/index.aspx>

Purdue Online Writing Lab

<http://owl.english.purdue.edu/owl/resource/560/16/>

Evaluation

1. Online Participation - 15%
2. Group Presentation - 25%
3. Qualitative Research Proposal - 60% in total, and consists of three (3) parts:
 - a. Introduction & overview of project - 10% (due week 5)
 - b. Literature Review - 15% (due week 8)
 - c. Research Design and Method - 35% (due week 11)

Description of Evaluation Methods

(1) On-Line Attendance and Contributions (15%)

Students are required to log on to the course discussion website (Moodle discussion forums) and post a substantive contribution to the weekly discussion questions, which is supported with references to assigned or other relevant readings.

The quality of discussion facilitation, participation in group discussions, and participation in learning activities will be weighted equally in assigning the participation mark.

Participation in on-line, weekly discussions will be graded according to the following criteria:

- regularity and quality of participation (e.g. issues/questions raised, close readings of texts)
- critical analysis skills
- clarity of articulation
- depth of reflection

(2) Group Presentation: On-line group presentation (25%)

Each week, starting in week 6, one group (3 students) will be responsible for identifying key themes and issues from the course readings and formulating questions that will be used to initiate and guide the discussion the following week. The purpose of these questions is to stimulate thoughtful reflection about, and engagement with, the ideas in the course readings. Students will summarize key themes from the readings; pose approximately 3-4 questions to guide (co-lead) discussion, and to facilitate the ongoing discussion over the course of the week, with guidance from the Professor. In pairs, students will prepare an on-line PowerPoint presentation to be presented asynchronously regarding the weekly module that they are assigned to facilitate. A group grade will be given for the presentation.

3) Qualitative Research Proposal (comprised of 3 parts - 60% in total)

Outline due Week 5 (10%), literature review due week 8 (15%), plus final proposal due Week 12 (35%)

Each student will develop a research proposal over the course of this term. The proposal will be completed in 3 parts. The final proposal should be revised as needed, incorporating the course professor's feedback on the outline. You will be asked to submit the full proposal at the end of the course. Ontological-epistemological-methodological congruence will be a criterion for evaluation. Length: The full proposal should be a maximum of 12-14 pages (double spaced), excluding references.

Note: There is a paper by Heath available online about what to include in a qualitative research proposal:

Heath, A.W. (1997). The proposal in qualitative research. *The Qualitative Report*, 3(1), <http://www.nova.edu/ssss/QR/QR3-1/heath.html>

There are examples of qualitative research proposals in Streubert Speziale and Carpenter (2007) and Polit and Beck (2008) which you may want to use as guides for writing your paper. Alternatively, you may select a guide from another source. Include the source used as an example in your reference list.

A. 2-page proposal outline: Due Week 5 (10%)

Choose a phenomenon that is of interest to you and amenable to investigation through a qualitative research method. The phenomenon should be related to the focus of the discipline of nursing (i.e., health and quality of life), or to nursing, itself. Introduce the phenomenon, explain why it is of interest to you and to the profession and why it warrants examination. Provide a rationale for using qualitative inquiry and in particular, your chosen methodology, to study the phenomenon.

In addition to the above points, the introduction should include the following elements

- Identification of phenomenon of interest
- Statement of research purpose
- Theoretical perspective with attention to related ontological-epistemological-methodological dimensions
- Research question

- Significance of the phenomenon to nursing (How will it contribute to nursing knowledge development?)

B. Literature Review: Due Week 8 (15%)

The literature review should be a summary of relevant theoretical and research literature. It requires the identification, selection, and critical analysis of relevant literature, resulting in a synthesis of the state of the knowledge related to the specific topic. It should consist of primary sources whenever possible. Remember that the full proposal must be no more than 12 pages, including the literature review. Thus, the literature review should be no more than 3-4 pages.

The literature review should end with a discussion of the implications of the findings of the review for the proposed study's focus and method.

C. The final proposal: due Week 12 (35%)

It will include elements from the course outline incorporating instructor feedback plus:
 a) a literature review with a summary of relevant theoretical and research literature. It requires the identification, selection, and critical analysis of relevant literature, resulting in a synthesis of the state of the knowledge related to the specific topic. It should consist of primary sources whenever possible. The literature review should be no more than 3-4 pages. The literature review should end with a discussion of the implications of the findings of the review for the proposed study's focus and method.

b) In the final section of the proposal, describe the research design and methodology. It should include the following elements:

- Introduction of the research methodology and rationale for selecting it (i.e., how will it help you answer the research question?)
- Participant selection
- Protection of participants' rights (include how you will recruit potential participants and how they will participate in the research)
- Procedural steps/processes of methodology
- Discussion of criteria and measures to ensure rigor
- Discussion of how findings will be disseminated

Grading for Graduate Courses

Grades in the Faculty of Graduate Studies are interpreted as follows:

A+	(Exceptional)
A	(Excellent)
A-	(High)
B+	(Highly Satisfactory)
B	(Satisfactory)
C	(Conditional)
F	(Failure)
I	(Incomplete)

For further information please see the website <http://www.yorku.ca/grads/cal/regs.htm#gs>
Lastly, please be sure to attend to the highest standard of academic integrity. There is a tutorial we recommend on academic integrity or you can ask questions on line—to me or a librarian.

The availability of scholarly material on the web means we must all take great care to reference others' ideas and never cut and paste a quote without a full reference (url) and page number.

If you have any questions, please ask first before using material.