

Qualitative Research Methods in Nursing Science

NURS 5200 3.0 Fall 2018 Section A

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1. Calendar Course Description

This course focuses on the conceptual, ethical, and methodological dimensions of qualitative nursing research. Emphasis is on the ontological-epistemological-methodological links in the research process. Selected qualitative nursing research methods are analyzed and critiqued and a qualitative research proposal is developed.

2. 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 explore ways that qualitative nursing research can contribute to the enhancement of practice.

3. Learning Outcomes

By the end of this course, the student 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 methodologies.
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. Develop a research project proposal using qualitative research methods.

Required Textbook:

Streubert, H.J., & Carpenter, D.R. (2011) 5th ed. *Qualitative research in nursing: Advancing the humanistic perspective*, Philadelphia: Wolters Kluwer/ Lippincott Williams & Wilkins

Recommended books:

Creswell, J.W. (2017). *Qualitative inquiry and research design: Choosing among 5 approaches (4th ed.)*. Thousand Oaks, CA: Sage.

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

Polit, D. F., & Beck, C. T. (2017). *Nursing research: Generating and assessing evidence for nursing practice*. New York: Wolters Kluwer/Lippincott Williams & Wilkins.

Recommended Resources on APA:

American Psychological Association, (2009). *Publication manual of the American Psychological Association (6th ed.)*, 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>

Writing in the Health Sciences

<http://hswriting.library.utoronto.ca/index.php/hswriting/index>

3. Evaluation**(A) Participation (15%) (Reflection paper due Week 12)**

This course is designed as a seminar that requires active participation and engagement with peers in a scholarly learning community. Evidence of critical thinking and the review/critique of relevant literature is required. Reading broadly from required and recommended texts and from a variety of scholarly journals is an expectation throughout the course. Sharing of resources (websites; readings) beyond those listed in course syllabus is encouraged. Students are required to provide a substantive contribution each week and engage with peers in discussion. In Week 12 students will submit a 2-page reflection on their online engagement, critical thinking and contributions to the online scholarly community using 9 posting as evidence in an appendix to support their reflection.

The draft must be submitted to the Course Director by 11.55pm EST on Dec 4th, 2018

(B) On-line Group Presentation (30%) (Weeks 6-11)

In pairs, students will develop a scholarly presentation focused on one qualitative methodology commonly used in nursing research and explore its fit with their professional values, with their chosen phenomenon of interest and consider implications for their practice as a nurse/NP. Each group will facilitate discussion using critical questions and other approaches to stimulate discussion. The presentation will include relevant conceptual, ethical, or methodological issues. One week after the group discussion is finished, the group will submit a 1-page summary of the class discussion.

C) Research Proposal (55% in 3 parts-due Weeks 5, 8 and 12)

Proposal outline due Week 5 (10%); literature review due Week 8 (15%); research design and methods: final proposal due Week 12 (30%)

- 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 proposal outline and literature review.
- 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 final proposal should be a maximum of 12 pages (excluding title page and references), double-spaced, 1" margins, Times New Roman, 12-font size. (This is the formatting expected for all 3 parts).

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/OR/OR3-1/heath.html>

There are examples of qualitative research proposals in Streubert Speziale and Carpenter (2011) and Polit and Beck (2017) which you may want to use as guides for writing your paper. Alternatively, you may select a guide from another source (See Week 12 readings for examples). Include the source used as an example in your reference list.

A) 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.

- Maximum 2 pages, (excluding title page and references), double-spaced, 1" margins, Times New Roman, 12-font size.
- 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
- Methodological approach
- Significance of the phenomenon to nursing (How will it contribute to nursing knowledge development?)

The draft must be submitted to the Course Director/Turnitin by 11.55pm EST on October 16th, 2018

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.

- 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.
- Remember that the final proposal must be no more than 12 pages, including the literature review. Thus, the literature review should be no more than 3-4 pages (excluding title page and references), double-spaced, 1" margins, Times New Roman, 12-font size.

The draft must be submitted to the Course Director/Turnitin by 11.55pm EST on Nov 6th, 2018

C) Research Design and Method: Final Proposal: Due Week 12 (30%)

- It will include elements from the proposal outline incorporating instructor feedback, in addition to the literature review with a summary of relevant theoretical and research literature.
- The final proposal should be a maximum of 12 pages (excluding title page and references), double-spaced, 1" margins, Times New Roman, 12-font size.
- 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
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The draft must be submitted to the Course Director by 11.55pm EST on Dec 4th, 2018

GRADING FOR GRADUATE COURSES

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

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

For further information please see the website <http://gradstudies.yorku.ca/currentstudents/regulations/courses-grading#courses>

Please be sure to attend to the highest standards of academic integrity and academic honesty: <http://gradstudies.yorku.ca/current-students/regulations/academic-honesty/>. There is a tutorial we recommend on academic integrity or you can ask questions on line—to me or a librarian. Please see the website http://www.yorku.ca/tutorial/academic_integrity/
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. Please adhere to APA, 6th edition requirements for crediting resources.

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

Lateness Penalty: Assignments received later than the due date, without negotiated extensions, will be penalized. Any assignment that is not submitted by the date and time specified, OR any assignment for which

an extension is granted that is not handed in by the negotiated date and time, to the location specified, is subject to the following penalty(s):

For 1 day late (any time up to 24 hours after date/time due), the penalty is 5% deducted from the grade for the assignment (e.g. mark of 75% would be reduced to 70%)

For each subsequent day late (each 24-hour period), the reduction increases daily:

- for 2 days late, deduct 15% (e.g. mark of 75% would be reduced to 60%)
- for 3 days late, deduct 30%
- for 4 days late, deduct 50%
- for 5 or more days late, deduct 100% (assignment is given zero [0])

Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Director but will require supporting documentation (e.g., a doctor's letter/attending physician's statement). Generally, 24-hour notice for extension requests is required. *Assignments submitted later than five calendar days without negotiation will not be accepted.*