

**GS/NURS 5200 3.0 Section M****Qualitative Research Methods in Nursing Science****Winter 2020****Course Director**

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**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.

**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.

**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 Text**

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

**Recommended Book**

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

**Note:** You will note that for a graduate course, the course is somewhat ‘light’ on the amount of readings. I have designed it as such for two reasons: The first is so that we can more deeply engage with the assigned readings and in discussion about them (quality over quantity). The other reason is for you to have the opportunity to engage with readings of your choice outside the course. The readings I have assigned for this course are introductory sources to the world of qualitative methodology—think of them as a springboard that can launch you into the deep, complex, and very intricate world of qualitative methods.

### Course Schedule

Week/Dates	Topics	Content/Resources
<b>1</b> (Jan. 6-10)	Philosophical foundations/intellectual movements	Streubert & Carpenter. (2011). Chapter 1.  Sousa, F. J. (2010). Metatheories in research: Positivism, postmodernism, and critical realism. <i>Advances in Business Marketing and Purchasing</i> , 16, 455-503. [Please only read section 3.1 onward].
<b>2</b> (Jan. 13-17)	Conducting and disseminating qualitative research	Streubert & Carpenter. (2011). Chapters 2 & 3.
<b>3</b> (Jan. 20-24)	Catch-up, discussion, and reflection on learning	Please join synchronous <b>Zoom</b> meeting for synthesis discussion and critical rumination on learning.  Meeting date: January 22nd. Meeting time: 1800-1930.  Zoom link: <a href="https://yorku.zoom.us/j/859008552">https://yorku.zoom.us/j/859008552</a>
<b>4</b> (Jan. 27-31)	Ethical considerations in qualitative research	Streubert & Carpenter. (2011). Chapter 4.
<b>5</b> (Feb. 3-7)	Phenomenology	Streubert & Carpenter. (2011). Chapter 5.  <u>Recommended:</u> Streubert & Carpenter. (2011). Chapter 6.
<b>6</b> (Feb. 10-14)	Grounded theory	Streubert & Carpenter. (2011). Chapter 7.  <u>Recommended:</u> Streubert & Carpenter. (2011). Chapter 8.
<b>7</b> (Feb. 24-28)	Ethnography	Streubert & Carpenter. (2011). Chapter 9.  <u>Recommended:</u> Streubert & Carpenter. (2011). Chapter 10.
<b>8</b> (Mar. 2-6)	Catch-up, discussion, and reflection on learning	Please join synchronous <b>Zoom</b> meeting for synthesis discussion and critical rumination on learning.  Meeting date: March 5th. Meeting time: 1800-1930.  Zoom link: <a href="https://yorku.zoom.us/j/853702828">https://yorku.zoom.us/j/853702828</a>
<b>9</b> (Mar. 9-13)	Action research	Streubert & Carpenter. (2011). Chapter 13.  <u>Recommended:</u> Streubert & Carpenter. (2011). Chapter 14.
<b>10</b> (Mar. 16-20)	Critical discourse analysis	Fairclough, N. (2003). <i>Analyzing discourse: Textual analysis for social research</i> . (pp. 21-38). New York: Routledge. [This resource is available as a PDF on Moodle under 'Course Documents'].  Jäger, S. (2001). Discourse and knowledge: Theoretical and methodological aspects of a critical discourse and dispositive analysis. In R. Wodak & M. Meyer (Eds.), <i>Methods of critical discourse analysis</i> , (pp. 32-62). London:

		Sage. [This resource is available as a PDF on Moodle under ‘Course Documents’].
<p><b>11</b> <b>(Mar. 23-27)</b></p>	<p>Critiquing qualitative research and qualitative methodology</p> <p>Posthumanism</p> <p>Post-qualitative methods</p>	<p>Ulmer, J. B. (2017). Posthumanism as research methodology: Inquiry in the anthropocene. <i>International Journal of Qualitative Studies in Education</i>, 30(9), 832-848, DOI: 10.1080/09518398.2017.1336806</p> <p>In addition to the readings for this week, students will find one scholarly original research article that uses one of the methodologies covered in this course. The article must be published within the last 5 years (2015 or later). Engage in critiquing the selected article, while you consider the questions posted on the course Moodle site for Week 11.</p>
<p><b>12</b> <b>(Mar. 30-Apr. 3)</b></p>	<p>Group presentations</p>	<p>Please join synchronous <b>Zoom</b> meeting for group presentations.</p> <p>Meeting date: March 30th. Meeting time: 1700-2000</p> <p>Zoom link: <a href="https://yorku.zoom.us/j/506429999">https://yorku.zoom.us/j/506429999</a></p>

### Evaluation Overview

Evaluation Type	Due Date	Weighting
Research Proposal	Proposal Outline: <b>February 9th</b>	<b>10%</b>
	Literature Review & Synthesis: <b>March 1st</b>	<b>15%</b>
	Research Design & Methods: <b>April 3rd</b>	<b>30%</b>
On-line Group Discussion & Presentation	Group Discussion: <b>Weeks 4-12</b>	<b>15%</b>
	Group Presentation: <b>March 30th</b>	<b>15%</b>
Participation	<b>Weeks 3-12</b>	<b>15%</b>

### Evaluation Details

#### Research Proposal

- Each student will develop a research proposal over the course of this term.
- The proposal will be completed and submitted in 3 parts (see below).
- **Note:** Chapter 16 of the required text discusses the qualitative research proposal. Additionally, the following open access paper is also a good starting point that outlines the qualitative proposal:

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

#### Part 1. Proposal Outline

Length: Maximum 2 double-spaced pages, excluding references and title page

Writing Style: 6th edition APA

Weighting: 10%

Due date & time: February 9th, 2359 hours

Submission method: **Turnitin** via Moodle course website

- Select a phenomenon/problem that is of interest to you and amenable to investigation through a qualitative research method.
- Introduce the phenomenon/problem, 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/problem.
- In addition to the above points, the introduction should include the following elements:
  - Identification of phenomenon of interest/research problem
  - Statement of research purpose
  - Theoretical perspective/theoretical framing
  - Research question
  - Methodological approach
  - Significance of the phenomenon/problem to nursing discourse

#### Part 2. Literature Review & Synthesis

Length: Maximum 4 double-spaced pages, excluding references and title page

Writing Style: 6th edition APA

Weighting: 15%

Due date & time: March 1st, 2359 hours

Submission method: **Turnitin** via Moodle course website

- Conduct a search of relevant literature.
- Review the literature and write a synthesis.
- The literature should largely consist of primary sources.
- The synthesis should minimally include:
  - Introductory section that outlines the importance of this literature review/why it is being conducted
  - Important themes that emerged in the literature
  - Discussion of the findings (gaps, sites of further research, missing perspectives, etc.)
  - Concluding remarks/implications

### **Part 3. Research Design & Methods**

Length: Maximum 6 double-spaced pages, excluding references and title page

Writing Style: 6th edition APA

Weighting: 30%

Due date & time: April 3rd, 2359 hours

Submission method: **Turnitin** via Moodle course website

- Describe the research design and methodology.
- Minimally, this part 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? What makes this methodology appropriate to investigate this phenomenon/problem?)
  - Critical discussion of the selected methodology (i.e., limitations of the methodology, what can make it better/more appropriate to investigate your selected phenomenon/problem? etc.)
  - Discussion on sources of data (e.g. human participants, texts, observation, etc.)
  - Protection of participants' rights (include how you will recruit human 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

### **On-line Group Discussion & Presentation**

Length: Discussion (1 week); Presentation (20 minutes)

Writing Style: 6th edition APA

Weighting: Discussion 15%; Presentation 15% (30% total)

Due date & time: Group Discussion (Weeks 4-12)

Group Presentation (March 30th, 1700-2000 hours)

Submission method: Discussion Forum (Group Discussion); Zoom meeting (Group Presentation)

- In pairs, students will develop lead a one-week scholarly discussion focused on one qualitative methodology commonly used in nursing research. Students will present the culmination of the discussion online via a synchronous Zoom meeting in week 12.
- The students will have an opportunity to select the week timeframe during which they will lead the discussion (first come first served basis)
- The one-week discussion should serve as information gathering and data synthesis to assist the group in crafting their presentations for week 12.
- In leading the one-week discussion, the leading students will facilitate a one-week critical, open-ended discussion with the class on the selected methodology.
- Minimally, the students leading the discussion should engage in the following activities:
  - Lead discussion and suggest other sources of information
  - Posts insightful comments and questions that prompt further discussion
  - Offers new interpretations of discussion
  - Demonstrate analysis and synthesis from a variety of sources
  - Critically engage with sources, comments, and ideas
  - Support learning/engagement of others in a timely and respectful manner
  - Complete all discussion activity requirements within set timeframes and adheres to APA guidelines accordingly
- The presentation (week 12) should minimally contain the following elements:
  - An exploration of the selected methodology's fit with their professional values, their selected phenomenon/problem of interest, and implications for their practice as nurses
  - Relevant conceptual, ethical, or methodological issues.
  - The presentation should not exceed 20 minutes in length, with at least 5 minutes build in for peer and course director questions

## Participation

Length: Varies

Writing Style: 6th edition APA

Weighting: 15%

Relevant dates: Weeks 3-12

Submission method: Discussion Forum/Zoom meeting

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 text and from a variety of scholarly sources is an expectation throughout the course. Sharing of resources (websites, readings, etc.) beyond those listed in the course outline is encouraged.

## Recommended activities for participation

- Engage weekly with the online discussions (Beginning in week 3).
- Engage in all 3 Zoom meetings.
- Demonstrate depth and breadth of thinking/analysis in posts/Zoom discussions.
- Engage with multiple members of the class.
- When appropriate, use literature to support claims made.
- Posts are written in a professional and complete manner.

- Zoom discussions carry a professional and respectful tone.

**Lateness Penalty**

Assignments received later than the due date without negotiated extensions will incur a penalty. 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(ies):

- 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.

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