UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL/2017

COURSE NUMBER NGR 6815

COURSE TITLE Foundations of Qualitative Health Research

# CREDITS 3

# PLACEMENT Required Core Course

PREREQUISITES None

# FACULTY Christa Cook, PhD, MSN, RN, APHN-BC

# [christacook@ufl.edu](mailto:christacook@ufl.edu)

# HPNP 4204

# (352) 273-6350 – office (352) 275-9565 - mobile

# Office hours: Wednesday 3:00-5:00pm & by appointment

# COURSE DESCRIPTION This course introduces the student to qualitative research methods in health research. Emphasis is on philosophical and historical foundations and the theoretical basis for qualitative research. Focus is on values, assumptions, and methods of qualitative research.

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

1. Comprehend the philosophical, theoretical and historical foundations of qualitative research.

2. Identify the appropriate use of qualitative methods in health research.

3. Apply standardized criteria for evaluating and developing qualitative research.

4. Differentiate among the various approaches to qualitative research.

5. Critique current qualitative studies published in health-related literature.

1. Examine ethical principles in qualitative research.

COURSE SCHEDULE

Section Day Time Room

2E44 Wednesday 12:00-2:50pm CG-57

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Philosophical foundations of qualitative research methods

1. A historical perspective of qualitative research
2. The quantitative-qualitative continuum (deductive-inductive)

4. Qualitative research questions

5. Ethics in qualitative research

6. Overview of qualitative research methods used in health research.

7. Approaches to data collection in qualitative research

8. Sampling methods in qualitative research

9. Scientific integrity in qualitative research

10. Criteria for evaluation in qualitative research/writing qualitative research

TEACHING METHODS

Lectures, discussion, presentations, visual aids, and selected readings.

LEARNING ACTIVITIES

This course is primarily a seminar. Students are expected to:

1. Attend class prepared to critique and discuss lecture and required readings **(15% of the grade).**
2. Participate in weekly online activities and assignments (journals/discussion board) **(15% of grade)**
3. Conduct a field observation in a public venue, submit written field notes with reflections, and critique a peer’s observation **(15% of grade)**.
4. Conduct a critical analysis of qualitative research in an area of student’s choice (**20% of final grade)**.
5. In a group, create a class presentation of an in-depth exploration of one qualitative methodological/theoretical orientation (ethnography, grounded theory, phenomenology) (**15% of final grade**).
6. Develop and defend a qualitative research poster addressing a research area of student’s choice (**20% of final grade).**

EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |  |
| --- | --- | --- |
| Class participation | **Weekly** | 15% |
| Online participation – discussion board | **Weekly** | 15% |
| Written notes from field observational experience (and peer critique) | **10/11 (10/18)** | 15% |
| Critical analysis and synthesis of qualitative literature | **11/1** | 20% |
| Group presentations | **11/1, 11/15, 11/22** | 15% |
| Final Poster | **Last Day of Class** | 20% |
| Total |  | 100% |

***Students can expect feedback on assignments approximately 2 weeks after the assignment is due. Email is the best form of contact. In most cases, the faculty will respond to emails within 48 hours. If you do not receive a response after that time, please email again as sometimes emails are inadvertently overlooked.***

MAKE UP POLICY

This is a doctoral level course and attendance is expected for successful completion of the course. If you miss class, you class participation grade may be impacted. Any work not completed by the due date may be assigned a grade penalty. If you are aware that you will not be able to submit work by the due date, please contact Dr. Cook as soon as possible to discuss.

GRADING SCALE/GRADE POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS

Creswell, J.W. (2013). *Qualitative inquiry and research design.*(3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-9530-6

Venkatesh, Sudir (2008). *Gang leader for a day: A rogue sociologist takes to the streets.* London: Penguin Press.

TEXTBOOKS FOR FURTHER STUDY

Bailey, C.A. A. (2007). *A guide to qualitative field research.* (2nd ed.). Thousand Oaks: Sage Publications.

Charmaz, K. C. (2006). *Constructing grounded theory, a practical guide through qualitative analysis.* Thousand Oaks: Sage Publications. ISBN: 0-7619-7353-2

Creswell, J. W. (2008).  *Research design:  Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage Publications, Inc.

Dewalt, K.M. & Dewalt, B.R. (2011).  *Participant observation: A guide for fieldworkers.* Walnut Creek, CA: Altamira Press.

Morse, J.M. & Niehaus, L. (2009). *Mixed method design: Principles and procedures.* Walnut Creek, CA: Left Coast Press.

Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand

Oaks, CA: Sage.

Richards, L. & Morse, J. M. (2013).  *Readme first, for a user’s guide to qualitative methods*. (3rd ed.) Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-9806-2

Van Manen, M. (1997). *Researching lived experience: Human science for an action sensitive pedagogy*. London, Ontario CAN: Althouse Press.

WEEKLY CLASS SCHEDULE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topics or assignments listed here may change. I will send an announcement of any changes made at least one week prior to class. Always review CANVAS site prior to class for additional reading materials.** | | | | |
| **DATE** | **TOPIC** | **SELECTED READINGS AND CLASS PREPARATION** | **DISCUSSION or ONLINE ASSIGNMENT** | **MAJOR ASSIGNMENT** |
| Wk 1  8/23 | Introduction to Qualitative Research Methods | * Creswell Text, Ch. 1 * Begin to read “Gang Leader for a Day”. Please complete this book by October 4 | * Journal Entry   + Reflexivity (Due 8/29) |  |
| Wk 2  8/30 | Qualitative Research & Paradigms   * Post-Positivism * Interpretivism / Constructivism * Critical Social Theory | * Creswell Text, Ch. 2 * Avis, (2003), QHR, pp. 995-1004 * Becker, (1996) Epistemology of QR * Lincoln, Lynham, Guba (2011), In Denzin & Lincoln, Paradigmatic controversies, contradictions, and emerging confluences. pp. 97-128. * Krauss (2005) | * Journal Entry   + World view (Due 9/5) |  |
| Wk 3  9/6 | Methodological Theoretical Orientations   * Ethnography * Grounded Theory * Phenomenology * Narrative * Case Study * Natural Language Processing | * Creswell Text Ch. 4 &5 * Additional readings on CANVAS * Guest Lecture – Dr. Bjarnadottir – Natural Language Processing | * Locate one ethnography, grounded theory, and phenomenological research article that is relevant to your broad topic of inquiry. Using the tables in Creswell, do the authors answer a research question that is congruent with the stated methodology? Why or why not? Post abstracts with references with your answer on CANVAS. (Due 9/12) |  |
| Wk 4  9/13 | Evaluating Qualitative Research | * Creswell Text Ch. 10 * Canvas site Morse - Evaluating Qualitative Proposals * Letts * Guba and Lincoln pp. 228-251 * Rolfe * Coreq Tong 2007 * Read article posted on Canvas for in-class critique | * Each student to identify one qualitative article in their area of interest and submit brief critique using the evaluation worksheet. (Due 9/19) |  |
| Wk 5  9/20 | Writing Research Questions | * Creswell Text Ch. 3 &6 * Sandelowski & Barroso (2003)   At least 24hours prior to class (9/19), submit your final research question/purpose statement that you are going to develop over the semester. Submit on ppt slide. | * For those questions not covered in class, provide a critique to your peer’s research questions. (Remaining critiques due 9/26) |  |
| Wk 6  9/27 | Sample and Setting | * Creswell Text Ch. pp. 145-157 * Onwuegbuzi and Leech (2007) * Wilmot   At least 24hours prior to class (9/26), submit your proposed sample and setting. Submit on ppt slide. | * For those slides not covered in class, provide a critique to your peer’s sample and setting. (Remaining critiques due 10/3) |  |
| Wk 7  10/4 | Data Collection: Observation  Class Discussion: *Gang Leader for a Day* | * Bailey - Chapter 6 * Patton - Chapter 6 * Qualitative Research Methods: A DATA COLLECTOR’S FIELD GUIDE Module 2  [http://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector%27s%20Field%20Guide.pdf (Links to an external site.)](http://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector%27s%20Field%20Guide.pdf) | * Conduct a field observation in an area of your interest. (Due 10/11) |  |
| Wk 8  10/11 | Data Collection:  Interviews  Focus groups | * Creswell Text Ch. 7 * Guest * Hamilton and Bowers * DeLeon and Cohen * At least 24hours prior to class (10/10), submit your data collection method and interview/focus group guide. Submit on ppt slide. | * For those interview questions not covered in class, provide a critique to your peer’s data collection method and interview/focus group guide. (Due 10/17) | **Submit FIELD OBSERVATION on CANVAS** |
| Wk 9  10/18 | Data Analysis and Reporting | * Interview transcript * Creswell Text Ch. 8 * Ryan and Bernard * Sandelowski   In class coding exercise. | * Coding often leads to many questions from students. Please post questions on discussion board. On 11/8, Dr. Mary Ellen Young will give an in-depth discussion about data analysis. I will provide her with additional questions from you prior her class. Please post those questions on discussion board prior to 11/7. | **Submit PEER CRITIQUE OF FIELD OBSERVATION on CANVAS** |
| Wk 10  10/25 | Writing up findings  Proposal Design  Research Posters | * Creswell Text Ch. 9 & 11   Pick 2 of the Following:   * Bilnaut & Richie * Sandelowski (2006) * Sandelowski (1998) |  |  |
| Wk 11  11/1 | GROUP Presentations:  Ethnography | * Ck. Canvas site for readings | Journal   * Peer feedback. | **GROUP PRESENTATION –** For the group presenting, please provide readings to students at least 5 days before class and submit PPT and lesson plan to me 24 hours before class. |
| Wk 12  11/8 | Data Analysis Revisited | Guest Lecture – Mary Ellen Young  Dr. Cook at APHA  No assigned readings. | Journal   * Thoughts on Dr. Young’s lecture. | **Submit ARTICLE EVALUATION AND SYNTHESIS on CANVAS** |
| Wk 13  11/15 | GROUP Presentations:  Grounded Theory | * Ck. Canvas site for readings | Journal.   * Peer feedback. | **GROUP PRESENTATION -** For the group presenting, please provide readings to students at least 5 days before class and submit PPT and lesson plan to me 24 hours before class. |
| Wk 14  11/22 | GROUP Presentations:  Phenomenology | * Ck. Canvas site for readings | Journal   * Peer feedback | **GROUP PRESENTATION -**  For the group presenting, please provide readings to students at least 5 days before class and submit PPT and lesson plan to me 24 hours before class. |
| Wk 15  11/29 | Student  Final Poster Brief Presentation | * Ck. Canvas site for readings | Each student will submit their poster on the discussion board. While that student is presenting, peers will have access to the poster and be able to provide feedback. |  |
| Wk 16  12/6 | Ethical Issues in Qualitative Research | * Ck. Canvas site for readings | End of class survey. | **Submit FINAL POSTER on CANVAS** |

Approved: Academic Affairs Committee: 10/97, 01/05; 06/06; 09/15

Faculty: 12/97, 01/05; 06/06; 09/15

UF Curriculum: 06/98, 11/06; 11/15