



UNIVERSITY OF
CALGARY
NURSING

NURSING 683

Research Applications: Qualitative Designs and Analysis

COURSE OUTLINE

Winter 2011

(January 10- April 11)

Monday, 4:30pm – 7:20pm

Section 01

PF 2253

<i>Course Professor</i>	Dr. Andrew Estefan
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CALENDAR DESCRIPTION

Exploration of research methods based primarily on inductive reasoning. Methodologies, issues, and techniques of sampling, data collection, analysis, and interpretation will be explored. Emphasis is placed on congruence between data collection and analysis of data sets. Experience will be provided in data collection, data management, and data analysis.

COURSE DESCRIPTION

The course provides opportunity for in-depth examination of the main traditions for qualitative research inquiry and methods including; grounded theory, hermeneutic phenomenology, and ethnography. A major emphasis throughout the course will be the distinctions between these “methods,” and critical discussion of all elements of the methods. The processes of data generation, analysis/interpretation, and presentation of data within these qualitative research approaches will occur. Students will have opportunities to reflect upon and develop aspects of their own mini research project.

LEARNING EXPERIENCES

Students will have opportunities to:

- Explore assumptions and traditions underlying selected approaches to qualitative inquiry
- Articulate differences in approaches to data generation, interpretation/analysis, and presentation of findings for selected approaches to qualitative inquiry
- Conduct a small project that affords opportunities to experience qualitative interviewing/observation, textual analysis and interpretation
- Read and critique studies based on qualitative research approaches

EVALUATION

<u>Method</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Paper 1	25%	February 7, 2011
Paper 2	35%	March 14, 2011
Paper 3	40%	April 14, 2011

To gain experience in the generation, analysis, and interpretation of text, you will develop a research question and select a research approach appropriate to the question. You will then arrange to interview two individuals** who will offer relevant information related to the question. You may also collect artefacts/texts/observations for analysis. Finally, you will transcribe the interviews and apply the tools of your chosen method or perspective to develop a preliminary line of analysis.

*****Students will not approach potential participants for interviews until their project question has been discussed with the course professor. Informed consent will be gathered from each interview participant. The consent has been approved by the CHREB and will be distributed in class.***

******All papers are to adhere to APA (6th edition) guidelines available in the bookstore***

For each assignment, an evaluation rubric is offered which outlines expectations that will be assessed.

Paper 1: Articulating the Research Interest/question

Due February 7, 2011 25%

In this paper, you will discuss the process of coming to a research topic/question that provides context for the reader including:

1. Identification of the study problem and its relevance
2. The research question, its evolution and congruence with a qualitative research paradigm. In this section your topic should be framed using the particular language of qualitative approaches
3. What/who are the possible data sources
4. How might these sources inform your research question?

This paper offers the opportunity for reflection on researchable issues, to provide preliminary understanding of the qualitative paradigms of inquiry and support students to formulate the arc of a scholarly paper. It is expected that you will include scholarly references that are relevant to the topic and to the paradigm. Suggested paper length is 6-8 pages.

Rubric for Evaluating Paper #1

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive Content	Paper is limited to a surface description of coming to the topic/question.	Offers a plausible and convincing account of how the topic/question is meaningful. Offers some substantiation within the literature of the importance of the question or the lack of research in the area.	Offers a convincing, persuasive, & compelling account of the relevance of the question and how it has come to be something of importance in student's practice. In addition to substantiating with literature, the work offers evidence of insight and reflection related to the nature of the question and how the question is suitable for a qualitative inquiry.
Process and Scholarship	The discussion around the question lacks a specificity and clarity that calls for a qualitative research method. The question is reflective more of the quantitative tradition. The writing is lacking in intellectual scholarship and has more the flavour of colloquial writing.	The stance and assumptions of the question are ones that open space for the possibility of a qualitative research approach. The writing shows evidence of attention to scholarship expectations	The stance and assumptions of the question/topic are such that qualitative language is integrally and fluidly embedded. The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and

			grammar.
Arc of the argument (Fluid and congruent organization of the essay)	Does not attempt to link the question and develop a plausible argument for the need and call for a qualitative research approach.	Offers a brief explanation of how the address and nature of the question fits with a qualitative approach to inquiry	Offers a clear and compelling analysis and argument of the call of the question for a qualitative exploration.

Paper 2: Choice and Implementation of Research Method

Due : March 14th, 2011 35%

In this paper, you will discuss the choice of a particular research method, with focused attention on how it can be applied to your to research question/topic. The goal is for you to demonstrate emerging understandings of the method, from both philosophical and methodological perspectives, and the ways that the method will best bring understanding to the particular topic and question of research. You will discuss how the method is or will be procedurally embraced in the generation and analysis of the data. Suggested paper length is: 10-12 pages.

Rubric for Evaluating Paper #2

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Claim and statement of chosen qualitative research method/tradition	The selected research method and appropriate references are unclear and difficult to discern.	Basically describes the selected research method and the substantive influences that guide the method chosen.	The chosen research method is clearly stated and linked to the philosophical and substantive influences that guide it. In this linking, there is a consistent congruence between the method and the language used to describe the approach.
Understanding of chosen method	Assumptions and approach in the description of the chosen method is incongruent in language and description with qualitative research traditions. Points/statements often lack supporting evidence. Quotes may be poorly integrated and explored. Relies primarily on course materials and secondary	Background assumptions and approach in describing the chosen method are consistent in language and philosophy with qualitative research traditions. Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Quotes are appropriately used	Clearly demonstrates beginning sophistication in the ability to write, analyze and understand the basic premises and philosophies of the chosen qualitative research method. Draws upon relevant literature. Excellent integration of quoted material, relying more on own interpretation rather than on overuse of direct quotes. Noticeable effort to reference primary sources

	source citations. It is unclear how the author is making sense of the literature.	and well integrated, explored, and discussed. Uses, whenever possible, primary source citations.	
Argumentation of connection of research question to chosen method	Simplistic view of the connection of the research question to the method.	A connection of the research question to the chosen method is attempted and reasonably argued	Clearly and convincingly makes the connection of the research question to the chosen method. Creatively makes the links between the philosophical assumptions of the chosen method and those embedded in the question itself.
Literary skill and Scholarship	<p>Writing style is bland and factual, disconnected from the selected qualitative research tradition.</p> <p>The essay is poorly organized and lacks coherence of ideas.</p> <p>Numerous errors in sentence structure, grammar, punctuation, flow, and clarity.</p> <p>Numerous errors in APA formatting and citations.</p>	<p>Writes in a manner that is congruent with the selected qualitative research tradition.</p> <p>The essay has a simple organization with headings, topic sentences and guideposts for the reader.</p> <p>Sentence structure, grammar, and punctuation are strong with occasional minor errors or lack of clarity.</p> <p>Follows APA (6th ed) format appropriately with few errors</p>	<p>Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the selected qualitative research tradition.</p> <p>The essay is clearly and creatively organized with clear, thoughtful headings, well crafted topic sentences and excellent paragraph structure.</p> <p>Sentence structure, grammar, punctuation, flow, and clarity are excellent with negligible errors.</p> <p>Meticulous APA format is followed consistently.</p>

Paper 3: Interpretive Analysis of Data

Due: April 11, 2011 40%

In this paper, you will show evidence of analysis and interpretation of the generated data from interviews and/or other sources. The analysis must demonstrate congruence with the chosen research method. This paper should also include some beginning implications of findings for practice.

The limitations of the data/project should be identified and plans for further exploration elaborated. Signed consents, transcribed interviews/field notes and reflective writing/interpretive memo, etc. should be appended to this paper. Paper length: Maximum 15 pages

Rubric for Evaluating Paper #3

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Analysis	<p>Analysis is limited to a surface description of the content of the text.</p> <p>The data is not integrated into the analysis.</p>	<p>Offers plausible and convincing analysis of the data, addressing both descriptive and interpretive elements congruent with the method.</p> <p>The data is well represented in the analysis</p>	<p>Offers convincing, persuasive, and compelling interpretations/analysis of the data.</p> <p>Analysis demonstrates elements that move understanding well beyond the obvious content of the text, demonstrating evidence of creative thoughtfulness or analytic acumen.</p> <p>Data excerpts are compelling and the reader has a clear understanding of how the data has been used to formulate the analysis.</p>
Congruency of analysis to method	<p>The analysis is not substantiated, supported, or shaped by the method chosen. Incongruence is evident.</p>	<p>The analysis is consistent with the philosophical assumptions of the selected method.</p>	<p>There is strong and consistent congruency and flow of the analysis with the chosen method.</p>
Implications of findings for practice	<p>Does not attempt to link the analysis to the practice/discipline being explored.</p>	<p>Offers a brief explanation of the links and implications of the analysis to the practice/discipline being explored</p>	<p>Offers a strong and creative linking between the analysis to the research question describing how the project might be used to shape the practice/discipline being explored</p>
Scholarship	<p>Writing style is bland and factual, disconnected from the data and/or the selected method. Numerous errors in sentence structure,</p>	<p>Writes in a manner that is congruent with the selected method. Sentence structure, grammar, & punctuation are strong with occasional minor</p>	<p>Demonstrates fluent capacity to write in a manner that illustrates and exemplifies the selected method. Sentence structure, grammar punctuation,</p>

	<p>grammar, punctuation, flow, and clarity.</p> <p>Numerous errors in APA formatting and citations.</p>	<p>errors or lack of clarity.</p> <p>Follows APA (6th ed) format appropriately with few errors</p>	<p>flow, and clarity are excellent with negligible errors.</p> <p>Meticulous APA format is followed consistently.</p>
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EXPECTATION OF SCHOLARSHIP AND PUBLICATION

Publication of scholarly work is strongly encouraged in the graduate program. It is a scholarship expectation that any publications that evolve as a result of the content and assignments in this course will be discussed with the course professor and authorship will be negotiated. Please see the website at: http://www.grad.ucalgary.ca/policy/htm/intellectual_property.htm or refer to the University Policy on Intellectual Property for further information on this process.

STUDENT ACADEMIC CONDUCT

Students are expected to comply with academic regulations specified in the University of Calgary Calendar 2009-2010. Intellectual honesty is expected at all times.

Revised Grading Scale

Legend: *Italics - Criteria extracted from Faculty of Education grading scale.*

If the grade on your assignment is:	The percentage will be taken from:	If the total for all assignments is:	Your final grade will be:	
A+	4.0	3.95 - 4.00	A+	Outstanding <i>Elegant exposition of publication quality work that would make a significant, scholarly contribution to the area of investigation.</i>
A	4.0	3.85 – 3.94	A	Excellent - Superior performance showing comprehensive understanding of the subject matter. <i>Exceptional performance that goes beyond the specified requirements of the assignment, and demonstrates a comprehensive understanding of the subject matter that includes the ability to critically assess and creatively apply knowledge to new situations.</i>
A-	3.7	3.50 – 3.84	A-	Very good performance <i>Clarity of thought and expression that reveals the rich meaning of and complex relationship between assumptions, ideas and actions, and includes a critical examination of the topic. Relevant reference material has been correctly documented and effectively integrated into a well developed line of thought.</i>
B+	3.3	3.15 – 3.49	B+	Good performance <i>Subject matter is generally understood at the literal level. Wide reading, critical questioning and creative insights may be absent. Prose style reveals a clear, logical, concise and coherent expression of ideas. Work displays conventional grammar, punctuation and spelling, with a minimum of errors.</i>
B	3.0	2.85 – 3.14	B	Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program. <i>Subject matter is generally understood, but the work displays minimum scholarship. Some gaps in knowledge and inconsistencies in thinking may be evident. Lapses in clarity of expression and the development of a clear line of thought might be evident. Work may display consistent errors in conventional form and require heavy editing on the part of the instructor.</i>
B-	2.7	2.50 – 2.84	B-	Minimum pass for students in the Faculty of Graduate Studies Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade. <i>Work submitted at this level lacks understanding, absence of clarity of expression or insufficient command of conventional form such that content cannot be effectively conveyed.</i>
C+	2.3	2.15 – 2.49	C+	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
C	2.0	1.85 – 2.14	C	
C-	1.7	1.50 – 1.84	C-	
D+	1.3	1.15 – 1.49	D+	
D	1.0	0.50 – 1.14	D	
F	0	0.00 – 0.49	F	