UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL/2018

COURSE NUMBER NGR 6815

COURSE TITLE Foundations of Qualitative Health Research

# CREDITS 3

# PLACEMENT Required Core Course

PREREQUISITES None

# FACULTY Jeanne-Marie R. Stacciarini, RN, PhD, FAAN

# HPNP 4207

# (352) 273-6499 – office

# Office hours: Wednesday 12:00-2:00pm & 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 8:30 – 11:30AM G-112

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
2. Conduct a field observation in a public venue, submit written field notes with reflections, and critique a peer’s observation
3. Conduct critical analysis of qualitative researches in an area of student’s choice
4. In a group, create a class presentation of an in-depth exploration of one qualitative methodological/theoretical orientation (ethnography, grounded theory, phenomenology)
5. Using e-poster, develop and defend a qualitative research addressing a research area of student’s choice

EVALUATION METHODS/COURSE GRADE CALCULATION

Class Discussion (6) 18 %

Group Work (4) 12%

Article critical analysis (8) 24%

Field observation (1) 10%

Group presentation (1) 15%

E-poster (1) 21%

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

Students are expected to submit assignments by the established due dates. If extenuating circumstances occur, a student must notify Dr. Stacciarini in a timely manner to establish a make-up plan. Alternative or make-up activities will only be available for notification of an excused absence that is provided prior to the missed class. Excused absences are personal illness, or death in the family. Work or vacation related activities that cause a missed assignment, exam, or attendance are not excused absences.

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 <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  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 student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/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

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

Creswell, J.W. (2016). *Qualitative inquiry and research design.*(4th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1506330204

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.* (3rd 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. (2018).  *Research design:  Qualitative, quantitative and mixed methods approaches* (5th ed.) 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. (2015). *Qualitative evaluation and research methods* (4th 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

WEEKLY CLASS SCHEDULE (See **Description of Course Assignments** for full details of assignments)

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| --- | --- | --- | --- |
| **Week** | **Date** | **Subject: Key concepts** | **Readings/Assignments due**  **(additional readings are posted in canvas)** |
| 1 | 8/22 | Introduction to the Foundations of Qualitative Health Research | * Review Syllabus * Read Creswell Text, Ch. 1 * Additional reading posted in canvas |
| 2 | 8/29 | Qualitative Research & Paradigms  Post-Positivism  Interpretivism / Constructivism  Critical Social Theory | * Creswell Text, Ch. 2 * Additional reading posted in canvas * Class discussion – “What is your world view?” * Begin reading “Gang Leader for a Day” |
| 3 | 9/5 | Methodological Theoretical Orientations  Ethnography, Grounded Theory  Phenomenology, Narrative  Case Study and Natural Language Processing | * Creswell Text Ch. 4 & 5 * Locate one ethnography, grounded theory, and phenomenological research article that is relevant to your broad topic of inquiry. Group work #1 |
| 4 | 9/12 | Evaluating Qualitative Research  (Online/Canvas) | * Creswell Text Ch. 10 * Additional reading posted in canvas * Critique 4 articles using the evaluation worksheet (post it in canvas). |
| 5 | 9/19 | Evaluating Qualitative Research &  Writing Research Questions | * Creswell Text Ch. 3 & 6 * Additional reading posted in canvas * Group work #2: develop your research question. Bring it for discussion. |
| 6 | 9/26 | Sample and Setting | * Creswell Text Ch. pp. 147-159 * Additional reading posted in canvas * Group work #3: develop your proposed sample and setting. Bring it for discussion |
| 7 | 10/03 | Data Collection: Observation | * Qualitative Research Methods: A data collector’s field guide- Module 2 * Additional reading posted in canvas * Class discussion: *Gang Leader for a Day* * Conduct a field observation in an area of your interest. (Due 10/17) |
| **Week** | **Date** | **Subject: Key concepts** | **Readings/Assignments due**   * **(additional readings are posted in canvas)** |
| 9 | 10/17 | Data Analysis and Representation | * Creswell Text Ch. 8 * Additional reading posted in canvas * Field observation dialogue (post it in canvas) * In class coding exercise |
| 10 | 10/24 | Writing a qualitative study  (online) | * Creswell Text Ch. 9 & 11 * Additional reading posted in canvas * Critique 4 articles using the evaluation worksheet (post it in canvas) * Work on your group presentation * Work on your e-poster |
| 11 | 10/31 | GROUP Presentations:  Grounded Theory | * Read the article that was submit by the group presenting. * For the group presenting, submit PowerPoint by 10/30 * Class discussion on Grounded Theory. |
| 12 | 11/7 | GROUP Presentations:  Ethnography | * Read the article that was submit by the group presenting. * For the group presenting, submit PowerPoint by 11/06 * Class discussion on Ethnography. |
| 13 | 11/14 | GROUP Presentations:  Phenomenology | * Read the article that was submit by the group presenting. * For the group presenting, submit PowerPoint by 11/13 * Class discussion on phenomenology |
| 14 | 11/21 | National Holiday - Thanksgiving |  |
| 15 | 11/28 | Ethical Issues in Qualitative Research | * Creswell Text Ch. 3 & 8 * Class discussion on ethical issues in qualitative studies |
| 16 | 12/5 | Final e-poster presentation | * Ck. Canvas site for readings * Each student will submit their poster on the discussion board by 12/03 |

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