## UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring/2022

## 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

Associate Dean For Diversity, Inclusion And Engagement & Associate Professor

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Office Phone: (352) 273-6499

# Office hours: Wednesday 12:00-2:00pm & by appointment

Email: [jeannems@ufl.edu](mailto:jeannems@ufl.edu)

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It is advisable that students confirm availability or make an appointment in advance.

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.
6. Examine ethical principles in qualitative research.

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| --- | --- | --- | --- |
| COURSE SCHEDULE |  | | |
| Section | Day | Time | Room |
| 0909 | Wednesday | 8:30-11:30am | G112 |

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/.](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
2. A historical perspective of qualitative research
3. 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 required readings**.**
  2. Engage in group work and be prepare for in-class discussion.
  3. Conduct an interview and submit written notes with reflections.
  4. Conduct a critical analysis of qualitative research in an area of student’s choice.
  5. Conduct an integrated synthesis of the literature reviewed
  6. In a group, create a class presentation of an in-depth exploration of one qualitative methodological/theoretical orientation (ethnography, grounded theory, phenomenology).

EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Class Discussion (6) | 18 % |
| Group Work (4)  Journaling | 20%  12% |
| Group presentation (1) | 10% |
| E-Interview (1) | 10% |
| Article critical analysis & Synthesis | 20% |
| E-poster (1) 10% | |
| 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.

## CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, engagement is expected with each activity and assignment. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an exam is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero will be assigned. Students may not opt out of any exams.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

## 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: [https://catalog.ufl.edu/graduate/regulations/.](https://catalog.ufl.edu/graduate/regulations/)

## COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [https://gatorevals.aa.ufl.edu/students/.](https://gatorevals.aa.ufl.edu/students/) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://ufl.bluera.com/ufl/.](https://ufl.bluera.com/ufl/) Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/.](https://gatorevals.aa.ufl.edu/public-results/)

## ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## 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.

# As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct

## 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/policies/student-honor-code-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/>)

## REQUIRED TEXTBOOKS

Creswell, J.W. (2017). *Qualitative inquiry and research design.*(4th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1506330204

Toliver, S. R. (2021). Recovering Black storytelling in qualitative research. Routledge, Taylor & Francis Group. ISBN 9780367747336. (E-book available in canvas)

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

London: Penguin Press.

## RECOMMENDED TEXTBOOKS

Bailey, C.A. A. (2017). *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. (2018). *Mixed method design: Principles and procedures.* Walnut Creek, CA: Left Coast Press.

Patton, M. Q. (2015). *Qualitative research and evaluation 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/evaluation)

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| --- | --- | --- | --- |
| **Week** | **Date** | **Topics** | **Readings/Assignments due**  **(Additional readings are posted in canvas)** |
| 1 | 01/05 | Introduction to the Foundations of Qualitative Health Research | * Review Syllabus * Read Creswell Text, Ch. 1 * Additional reading posted in canvas |
| 2 | 01/12 | 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 | 01/19 | 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 | 01/26 | Writing Research Questions | * Creswell Text Ch. 3 & 6   Group discussion #2: develop your research question. Bring it for discussion. |
| 5 | 02/02 | Sample and setting | * Creswell Text Ch. pp. 147-159 * Additional reading posted in canvas * Group discussion #3: develop your proposed sample and setting. Bring it for discussion |
| 06 | 02/09 | **UF Gratitude Day** | No class |
| 7 | 02/16 | Data Collection: Interview, Focus groups & Observation  Class Discussion: *Gang Leader for a Day* | * Creswell Text Ch. 7 * Qualitative Research Methods: A data collector’s field guide- Module 2 * Additional reading posted in canvas * Group work #4: Data Collection method and interview/focus group guide. |
| 8 | 02/23 | Evaluating Qualitative Research  (**Class: Online/E-learning**) | * Creswell Text Ch. 10 * Additional reading posted in canvas * Canvas #1 Critique 4 articles using the evaluation worksheet (**due 02/28**). |
| 9 | 03/02 | Story Telling in Qualitative research | * Read the assigned chapter/companion of the book “**Recovering Black StoryTelling in Qualitative Resear**ch”. * **Reading/Journaling to be shared in class** |
| 10 | **03/09** | **SPRING BREAK** |  |
| 11 | 03/16 | Data Analysis and Reporting | * Creswell Text Ch. 8 * Additional reading posted in canvas * In class coding exercise. Install NVivo app <https://info.apps.ufl.edu/published-applications/> before the class |
| 12 | 03/23 | Writing a qualitative study  (**Class: Online/E-learning**) | * Creswell Text Ch. 9 & 11 * Additional reading posted in canvas * Work on your synthesis (due 03/23) * Work on your group presentation |
| 13 | 03/30 | GROUP Presentations:  Grounded Theory | * Read the article that was submit by the group presenting. * For the group presenting, submit PowerPoint by 03/28 * Class discussion on Grounded Theory. |
| 14 | 04/06 | GROUP Presentations:  Ethnography | * Read the article that was submit by the group presenting. * For the group presenting, submit PowerPoint by 04/04 * Class discussion on Ethnography. |
| 15 | 04/13 | GROUP Presentations:  Phenomenology | * Read the article that was submit by the group presenting. * For the group presenting, submit PowerPoint by 04/11 * Class discussion on phenomenology |
| 14 | 04/20 | Ethical Issues in Qualitative Research | * Creswell Text Ch. 3 & 8 * Class discussion on ethical issues in qualitative studies |
| 15 | 04/27 | Final e-poster presentation | * Ck. Canvas site for readings * Each student will submit their poster on the discussion board by 04/25 – Presentation will be on 04/27 |

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