**THE UNIVERSITY OF TEXAS**

**AT ARLINGTON**

**COLLEGE OF NURSING**

**NURS 6305-011**

**Qualitative Research**

**SYLLABUS**

**Spring 2011**

The University of Texas at Arlington

College of Nursing

**PhD Program**

**NURS 6305-011: Qualitative Research (3-0)**

**Pickard Hall, Room 209**

**Fridays, 1 to 3:50 p.m.**

|  |  |
| --- | --- |
| **INSTRUCTOR:** | Donelle M. Barnes PhD, RN, CNE  Office 521– Pickard Hall  Office Hours: Fridays 10 to 12 p.m. or by appointment  Office Phone: 817-272-0108  Office Fax: 817-272-2950  Campus Mailbox: 19407  Email:donelle@uta.edu |
| **COURSE WEB SITE OR WORLD WIDE WEB SITE:** | http://elearn.uta.edu | |
| **COURSE PREREQUISITES:** | None | |
| **REQUIRED TEXTBOOKS & MATERIALS:** | Munhall, P. L. (2012). *Nursing research: A qualitative perspective* (5th ed.)*.* Sudbury, MA: Jones & Bartlett. ISBN: 978-0-7637-8515-4 | |
| **COURSE DESCRIPTION:** | Philosophical foundations and methods of qualitative approaches to knowledge development | |
| **COURSE LEARNING**  **GOALS/OUTCOME**  **OBJECTIVES:** | Upon completion of the course, the students will be able to:   1. Evaluate the philosophical foundation, methodology, and findings of published qualitative nursing research. 2. Analyze the strengths and weaknesses of qualitative approaches. 3. Design a qualitative study that:    1. Matches philosophy of selected qualitative approach    2. Incorporates appropriate methods for the selected approach    3. Meets ethical requirements    4. Will yield credible and trustworthy information. 4. Evaluate opportunities for funding and dissemination of qualitative studies. | |
| **ATTENDANCE AND**  **DROP POLICY:** | * Regular class attendance and participation is expected of all students. * Students are responsible for all missed course information.   A PhD student who wishes to change a schedule by either dropping or adding a course must first consult with his or her PhD Advisor. The following regulations pertain to adds and drops:   1. A student may not add a course after the end of the late registration. 2. A PhD student dropping a course after the Census Date but before the final designated drop date for the enrolled semester will receive a grade of W only if at the time of dropping the student is passing the course (has a grade of A, B, or C); if the student has a D or F at the time of dropping, an F will be recorded. Students dropping a course must: (1) Complete a Course Drop Form (available at the PhD Office, Room 512; and online); (2) Obtain faculty signature and current course grade; and (3) Submit the form to PhD Office, Room 512. 3. A PhD student who desires to drop all courses for which he or she is enrolled is reminded that such action constitutes a withdrawal/resignation from the University. The student should indicate intention to withdraw from all courses by: (1) Completing a Resignation Form (available at the PhD Office and online); (2) Obtaining faculty signature for each course enrolled and current course grade; (3) Filing the form in the School of Nursing Office; and (4) Filing the form in the Office of the Registrar in Davis Hall, Room 333. 4. PhD students may drop a course up to 12 weeks in the fall or spring semester and up to 8 weeks in a 10-week summer session. Under extreme circumstances, the Dean or Associate Dean of the PhD in Nursing Program may consider a petition to withdraw after the designated drop date, but in no case may a PhD student selectively drop a course after the drop date and remain enrolled in any other course.  Census Date: February 2, 2011Last Date to Drop/Withdraw: April 1, 2011 | |
| **TENTATIVE LECTURE/TOPIC SCHEDULE (COURSE CONTENT):** | 1. Philosophical foundations 2. Types of methods   Phenomenology  Grounded theory  Ethnography  Narrative Inquiry   1. Data collection and analysis methods 2. Ethical considerations   Selecting approach  Getting informed consent   1. Evaluating qualitative studies 2. Developing a qualitative study 3. Communicating research findings | |
| **SPECIFIC COURSE REQUIREMENTS:** | |  |  | | --- | --- | | **Assignment** | **Course Grade** | | Class participation: Includes leading at least one seminar and discussing assigned readings weekly. | 1%/week X 13 weeks = 13%  \*\*\*\*\*\*\*\*  Seminar leader = 7% | | Paper on a qualitative method | 30% | | Qualitative data collection and analysis project | 50% |   **LATE PENALTY: Assignments submitted late will be marked down 5 % per day.**  **Expectations of professionals and scholars:**  Students are expected to inform the instructor in writing (email) in advance of class absences. Students who are absent are not able to contribute to the class discussion. One absence is allowed for whatever reason, no questions asked, but more than one absence will result in lost points.  **EXCEPTION:** If you become ill, hospitalized or have some other catastrophic family event that you believe will prevent you from completing an assignment(s) on time, please contact the instructor with the circumstances BEFORE the due date. New due dates may be arranged. | |
| **TEACHING METHODS/STRATEGIES** | Mini-lectures, guided discussions, seminars, online discussion | |
| **GRADE CALCULATION**  **(COURSE EVALUATION & FINAL GRADING)** | Grades will be based on a 100-point scale with each assignment weighted as described in the course requirements section.  **FINAL COURE GRADE:**  A = 92.0 ‑ 100  B = 83.0 – 91.99  C = 74.0 – 82.99  D = 65.0 – 73.99 | |
| **STATUS OF RN LICENSURE** | All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON). It is imperative that any student whose license becomes encumbered by the BON must immediately notify the Associate Dean for the PhD Program. Failure to do so will result in dismissal from the PhD Program. The complete policy about encumbered RN license is available online in the Student Handbook. | |
| **AMERICANS WITH**  **DISABILITIES ACT** | The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.   As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.  Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.  Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall or call them at (817) 272-3364. | |
| **STUDENT SUPPORT SERVICES** | The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals. | |
| **STUDENT CODE OF ETHICS** | The University of Texas at Arlington School of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the Student Handbook online. | |
| **ACADEMIC DISHONESTY** | It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.   "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2) | |
| **PLAGIARISM:** | Copying another student’s paper or any portion of it is  plagiarism. Additionally, copying a portion of  published material (e.g., books or journals) without  adequately documenting the source is plagiarism. If  five or more words in sequence are taken from a source,  those words must be placed in quotes and the source  referenced with author’s name, date of publication, and  page number of publication. If the author’s ideas are  rephrased, by transposing words or expressing the same  idea using different words, the idea must be attributed  to the author by proper referencing, giving the author’s  name and date of publication. If a single author’s ideas  are discussed in more than one paragraph, the author  Must be referenced at the end of each paragraph.  Authors whose words or ideas have been used in the  preparation of a paper must be listed in the references  cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>  **NOTE:** As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§**215.8**. In the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.** | |
| **BOMB THREATS** | If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available. | |
| **E-CULTURE POLICY** | The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning department requirements, registration, financial aid and scholarships, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). Students are responsible for checking their email regularly.  Since there is online content in this course, students are responsible for having a functioning computer and its use. For example, papers must be written in Word software and uploaded into Blackboard. You must be able to open documents in Word, power point presentations, and other files. If you have difficulty with your computer, it is the student’s responsibility to problem-solve that issue. You may always phone or email the Help Desk in the UTA Library at 817-272-2208, or you can email them at [helpdesk@uta.edu](mailto:helpdesk@uta.edu) | |
| **NO GIFT POLICY** | In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the School of Nursing has a “no gift” policy. A donation to one of the UTA School of Nursing Scholarship Funds, found at the following link:  For information regarding Scholarship Funds where gifts can be donated, please contact the Dean’s office. | |
| **PhD COURSE SUPPORT STAFF** | **Vivian Lail-Davis**, Admin. Assistant, Room 512; Phone: (817) 272-1038; Fax: (817) 272-2950;  Email: [vivian@uta.edu](mailto:vivian@uta.edu) | |
| **LIBRARY INFORMATION** | **Helen Hough**, Nursing Librarian  (817) 272-7429  [hough@uta.edu](mailto:hough@uta.edu)  Research Information on Nursing:  <http://www.uta.edu/library/research/rt-nursing.html> | |
| **MISCELLANEOUS INFORMATION** | Inclement Weather (School Closing) Inquiries:  Metro (972) 601-2049  Fax Number - UTA School of Nursing: (817) 272-2950  Attn: PhD in Nursing Office  UTA Police (Emergency Only): (817) 272-3003  Mailing Address for Packages:  UTA School of Nursing  C/O Donelle Barnes  411 S. Nedderman Drive, Pickard Hall  Arlington, Texas 76019-0407 | |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**PHD IN NURSING WEBSITES**

|  |  |
| --- | --- |
| **Description** | **Website** |
| University of Texas Home Page | <http://www.uta.edu> |
| Graduate Catalog & Faculty | <http://www.uta.edu/gradcatalog/nursing> |
| PhD in Nursing Programs | <http://www.uta.edu/nursing/PhD/program.php> |
| PhD Nursing Courses & Syllabi | <http://www.uta.edu/nursing/PhD/course_descriptions.php> |
| Faculty and Staff Email Contacts and Biosketches | <http://www.uta.edu/nursing/faculty.php>  <http://www.uta.edu/nursing/PhD/phd-faculty.php> |
| PhD Faculty Research Interests | <http://www.uta.edu/nursing/PhD/phd-faculty.php> |
| * Graduate Forms * Student Confidentiality Statement * Liability Policy * Health Insurance Verification Form * Traineeship Statement Forms | <http://www.uta.edu/nursing/PhD/forms/> |
|  |
| Criminal Background Check (Group One) | <http://www.dfwhc.org/GroupOne/> |
| **Instructions for E-Reserves** | <http://www.uta.edu/library/>  Select under Library Catalogs  ([UTA Library Catalogs](http://pulse.uta.edu/))  Select Course Reserves  Look for Instructor’s Name  Click Search  Select Article  Password is course abbreviation and course  number.  ALL CAPS no spaces (ex. NURS5340). |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Student Seminars:**

Either individually or in pairs, students will be assigned the leadership for the content on a class day. You must write a lesson plan for the day that includes:

1. Objectives for the class (required).
2. Additional reading assignment for the class (optional).
3. Lecture content if desired (optional) (Eg: power point slides or written notes)
4. Discussion questions (required). For online discussions, the seminar leader(s) must post **five** questions online to be answered or discussed by the class.

On the designated class day (see course schedule), the student seminar leader(s) will present information if desired and lead the discussion. This will be done either in class or online. The class should last approximately **two hours**.

Seminar leaders are evaluated for:

1. Clarity and completeness of objectives (1%)
2. Congruence of objectives to readings and lecture content (if present) (1%)
3. Quality of discussion questions and guided discussion, either in the classroom or online. (5%)

Seminar participants are evaluated for: (1%; pass/fail)

1. Quality of discussion participation
2. Evidence of knowledge of readings
3. Quantity of participation.

To get credit for participation for online classes, each student must post at least twice to EACH discussion question. You must post at least once to each of the five questions posed by the seminar leader(s). You must also post at least once in response to someone else’s posting for each of the five questions. The postings must have something substantive to say, not just, “I agree with you!” ALL postings must be completed by **5 p.m. Saturday**, for the week of the online content.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Paper on a Qualitative Method:**

1. Choose one qualitative method from those covered in the course textbook. Write at least 15 pages (excluding title page and references), double-spaced, about that method, as though you were writing the method section of a research proposal.
2. Paper outline:

a. Describe the method and what it is supposed to accomplish

b. Discuss the philosophical basis for the method

c. Describe how data collection and analysis should be done

d. Describe one or two examples of recent studies that used this method.

e. Describe the strengths and weaknesses of this particular method.

1. Submit the paper **in Blackboard** as a Word document by midnight on the due date.

**Grading criteria**

|  | **Possible Points** | **Your Points** |
| --- | --- | --- |
| Description of the method | 10 |  |
| Philosophical basis for the method | 20 |  |
| Data collection and analysis | 20 |  |
| Example of recent study or studies | 10 |  |
| Strengths and weaknesses | 20 |  |
| APA format, citations and references;  Grammar, spelling, sentence and paragraph construction | 20 |  |
| TOTAL | 100 |  |

Your score / 100 X 30% = final grade for the paper

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Qualitative data collection and analysis project**

The best way to learn about research is to do it. This project allows you to explore qualitative data collection and analysis by doing two interviews of your own, and analyzing data individually and in a group. You will write or do this project in steps, handing in your written results at each step of the process.

This is a class assignment and the results will NOT be published. Therefore, we will not go through IRB approval. We will discuss ethical research issues in class.

**Step 1: Study Design. [SUBMIT in Blackboard as a Word doc by Midnight on due date]**

Choose a patient population of interest and a health issue that you can explore with a qualitative study. This may be related to what you eventually want to do for your dissertation, but does not have to perfectly match. You must choose a patient population, not nurses or nursing students as a study population. This is your opportunity to explore qualitative methods so be creative and open minded in your choices. [Limitation: Must be adults so they can give verbal consent for this assignment.] Some examples might include African American women and menopausal symptoms, social support among Somali refugees, or PTSD in female veterans of war. Search the published health care literature for some descriptive data on that population and health problem. For example, what percent of the Texas and U.S. population is made up of African American women or Somali refugees or female veterans of war? What is the known rate of PTSD in female veterans, or depression and related symptoms in refugees, or menopause in African American women? Describe the population and health issue with supporting information (significance).

Write a research question or purpose statement for your study that can be answered with a qualitative method for that population and health issue. Do you want to describe something, discover relationships between ideas, create a theory of something, or critically evaluate something? For example, how do African American women describe their menopausal symptoms and what remedies do they use to treat symptoms? How do Somali refugees describe their experiences of emotional and practical support during the first six months in the U.S.? What does it feel like to have PTSD for female veterans of war? Examples of purpose statements include, “The purpose of this study is to describe African American women’s menopausal symptoms and remedies. The purpose of this study is to discover the relationship between Somali refugee’s experiences of depression and presence of social support during early resettlement. The purpose of this study is to create a theory of experiencing PTSD in female veterans of the Iraqi war.”

Choose a qualitative method that can answer the question and complete your study’s purpose. The readings from the course should help you understand the different methods and choose one for this study. Explain how this method will answer the research question and accomplish the purpose of the study.

Describe the inclusion criteria for participants in your study: ethnicity, age range, gender, diagnosis or health condition, and any other criteria that are pertinent. For example, Adult African American women who have experienced menopausal symptoms for at least one month including (list some of the frequent symptoms); Adult, male and female, Somali refugees who have arrived in the U.S. within the past three years; U.S. female veterans of the Iraqi war who served in Iraq for at least three months.

Discuss the match between you as a researcher and the research topic. Qualitative researchers should be transparent about their bias or preconceptions of a topic and a population. For example, if you are an African American who will be studying other African Americans, discuss how you may be blind to certain aspects of culture since you take them for granted, and what you might do to uncover those areas of knowledge. If you are a non-African American who will be studying African Americans, state your background with this population and what makes you qualified to study them. (Those same questions hold true for any cultural similarities or dissimilarities between you and your population.) State your background with the health issue, either as a practicing nurse or as a “patient” who has experienced the same phenomena.

Write out an interview guide for your two interviews. You need to ask enough questions to keep a conversation going for at least 20 minutes. On the other hand, you do not want to interview for more than 40 minutes or you will have too much data to transcribe and analyze. Somewhere around 10 interview questions should be sufficient, but this is only a guideline.

**Approximate** length: 6 pages

**Your study design MUST be approved by the instructor before interviewing can begin.**

**Step 2: Interviewing and transcription. [SUBMIT in Blackboard as a Word doc on due date]**

Once your Study Design has been approved by the instructor, find two individuals that meet your population criteria and health issue who you can interview fairly easily. You can find them anywhere; at work, in your neighborhood, where you volunteer, at church, or anywhere else you can access them. As long as they are adults who can verbally consent to an interview, you can use them.

Conduct an interview with each person in a private place where you can audio-tape the interview, lasting from 20 to 40 minutes in length. If the person does not answer your questions very well, or gives short monosyllabic answers, you may need to end that interview, thank them for their time, and then find someone else to interview. The two interviews must yield useful data.

Within 24 hours of conducting each interview, transcribe it while it is still fresh in your mind. If you are wealthy, you can pay someone else to do the transcription, but I recommend you have the experience of transcription at least once. Then you will know what it is like when you hire others in the future. The transcription must yield a Word document of the interview.

If you are doing an ethnography or critical ethnography, you should also observe patient care, or your participants in action wherever that is, for at least an hour. This can be done in one sitting of an hour or at two different times (30 minutes each time). You must manually write up your notes during the observation and then type up your notes as a Word document.

**Approximate** length: Totally variable depending on length of interviews

**Step 3: Analysis. [SUBMIT in Blackboard, as a complete document, Steps 1, 3 & 4 on the due date]**

Analyze your two interviews (and observations if you did them). Write out descriptions of initial codes or themes in the data. Cut and paste quotations from the data that support the findings (themes).

Write at least one methodological memo AND one analytical memo while you are analyzing data. You are welcome to write more than one of each, but one is the minimum. For example, a methodological memo might include how you would change the questions on the interview guide or how you would choose participants differently next time. An analytical memo should reflect some aspect of the data itself, such as how what you see in the data reflects what you have seen in practice, or what might be done to intervene with these clients in the future, or what other themes should be explored in addition to what you see. Both memos must be logically linked to what you are seeing in the data, not extra ideas you came up with on your own.

**Step 4: Self Reflection. [SUBMIT in Blackboard, as a complete document, Steps 1, 3 & 4 on the due date]**

Describe your thoughts of your experience doing this project. What did you do well and what could be improved? How did you feel during this project? What did you learn about yourself by doing this project? Be as honest as possible. Your comments will be kept confidential (instructor only).

**Grading Criteria for the project (Steps 1-4)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Content** | **Possible points** | **Your points** |
| Step 1:  Study Design | Population of interest & health issue  Research question & significance  Method  Sample  Researcher match  Interview guide | 15 |  |
| Step 2: Interviews | Two interviews  Audio taped & transcribed | 10 |  |
| Step 3:  Analysis | Descriptions of codes or themes with quotations from the data.  Two memos | 10 |  |
| Step 4: Reflection | Thoughts & emotions,  What you learned | 5 |  |
| Writing style; APA format | Title page, double spaced, citations, reference list;  Strong writing style, clear & concise. | 10 |  |
| TOTAL |  | 50 |  |

Your grade / 50 = final grade for project

## General Guidelines for ALL Papers

These guidelines have been developed to help students with the mechanics of writing a paper. The 6th Edition APA Manual (2010) is to be used in conjunction with the guidelines to demonstrate referencing style, levels of headings, and proper ways of including direct quotations in the paper. The APA Manual also gives additional information about grammar and punctuation, use of numbers and abbreviations, and development of tables or figures, which should be helpful in developing the paper.

1. Each paper is to have a formal title page.
2. OMIT a running header, abstract and table of contents.
3. Pagination: Page numbering starts with the title page. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are to be used.
4. Margins: Margins are to be at least 1 inch and no more than 1.25 inches on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.
5. Type size and font: Type should be 12 characters per inch. The font should be clean and easy to read (e.g. Arial or Times New Roman). Print should be of letter quality.
6. Spacing: Double spacing is to be used for the body of the paper. Single spacing may be used within references (with double spacing between references), and long quotations. Long quotations may also be indented five spaces. DO NOT leave any blank lines between paragraphs or sections.
7. Headings within the paper are essential. First develop an outline of your paper and count the number of levels you plan to incorporate. Grading Criteria Sheets are helpful in determining appropriate headings for specific assignments. See the APA Manual for further guidance.
8. Quotations: In general, avoid the use of direct quotes. Re-state the point in your own words and include the appropriate citation. For ways to properly cite quotations of greater than 40 words see the APA Manual.
9. Reference list: See the APA Manual. The reference list includes only the references cited within the text of the paper.

**Note: Be sure the paper you submit is complete, since that is the paper that will be graded.**

**Class Schedule**

Class objectives for each day will be brought to class or posted in Blackboard.

| **Class Day** | **Topic** | **Assignments** |
| --- | --- | --- |
| January 21 | Introduction to Course  Introduction of students and faculty  Review syllabus  Qualitative Research introduction | Munhall; Ch. 1 |
| January 28 | Philosophical Foundations of Qualitative Research  Purpose statements and research questions | Munhall; Ch. 2, 3, & 4 |
| February 4 | Data collection methods  Develop interview guide  Evaluation of qualitative research; Rigor | Broom (2005).  Curtis & Redmond (2007).  Manderson, Bennett & Andajani-Sutjahjo (2006).  Savage (2000).  Munhall; Ch. 22  Guba & Lincoln (2005), pp. 205-209. |
| February 11 | Grounded TheoryMethod | Munhall; Ch. 8 & 9 |
| February 18 | Southern Nurses Research Conference  (**No Class**) |  |
| February 25  CONTENT ONLINE | **Student Seminar:** Ethnography | Munhall; Ch. 10 & 11 |
| March 4 | **Student Seminar:** Phenomenology | Munhall; Ch. 5, 6, & 7  **Study Design Due**  **(in Bb)** |
| March 11  CONTENT ONLINE | **Student Seminar:** Case Study | Munhall; Ch. 12 & 13 |
| March 18 | NO CLASS: SPRING BREAK |  |
| March 25 | **Student Seminar:** Narrative Inquiry | Munhall; Ch. 16 & 17  **Method Paper Due**  **(in Bb)** |
| April 1  CONTENT  ONLINE | Field notes and memos  Ethical considerations with qualitative studies  and vulnerable populations  Strengths and weaknesses of qualitative approaches | Munhall; Ch. 20 & 21 |
| April 8 | Data analysis & interpretation  Systems for data management: software | **Interview Transcripts Due (in Bb, by midnight)** |
| April 15 | Analysis of student interview data |  |
| April 22 | Analysis of student interview data |  |
| April 29 | Analysis of student interview data |  |
| May 6  CONTENT ONLINE | Meta-synthesis of qualitative research  Funding & dissemination of findings | Readings: TBA  **Data Collection and Analysis Project (uploaded in Bb, by midnight)** |