**THE UNIVERSITY OF TEXAS**

**AT ARLINGTON**

**COLLEGE OF NURSING**

**NURS 6305-001**

**Qualitative Research**

**SYLLABUS**

**Spring 2015**

The University of Texas at Arlington

College of Nursing & Health Innovation

**PhD Program in Nursing**

**NURS 6305-001: Qualitative Research (3-0)**

**Classroom: PKH 205**

**Fridays, 9 to 11:50 a.m.**

|  |  |
| --- | --- |
| **INSTRUCTOR:** | Donelle M. Barnes PhD, RN, CNEOffice 521– Pickard HallOffice Hours: Fridays 12 to 2 p.m. or by appointmentOffice Phone: 817-272-0108Office Fax: 817-272-2950Campus Mailbox: 19407Email: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.
 |

**SPECIFIC COURSE REQUIREMENTS:**

1. **Class participation**: Includes leading at least one seminar and discussing assigned readings weekly. 1% per week X 13 weeks (13%) and seminar leader once (7%) = 20% total.

2. **Paper on a qualitative method** = 30%.

3. **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.

**Exceptions:** 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 or coming to class, please contact the instructor with the circumstances BEFORE the due date/class time. New due dates may be arranged.

**TEACHING/LEARNING STRATEGIES**: Mini-lectures, guided discussions/seminars, online discussions, proposal writing with feedback, interviewing, and group data analysis.

**FINAL COURSE GRADE CALCULATION**:

A = 92.0 ‑ 100

B = 83.0 – 91.99

C = 74.0 – 82.99

D = 65.0 – 73.99

**UNIVERSITY, COLLEGE OF NUSING AND COURSE POLICIES:**

**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 4, 2015**

**Last Date to Drop/Withdraw: April 3, 2015**

**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 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 ETHICAL CONDUCT**: The University of Texas at Arlington College 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).

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. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Suspected violations of academic dishonesty standards will be referred to the Office of Student Conduct. Discipline may include suspension or expulsion from the University.

**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.**

**COMPUTER CULTURE:** The University of Texas at Arlington has adopted MavMail as its 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 a MavMail account and information about activating and using it is available at [www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php)

Students are responsible for checking their email regularly.

Students are responsible for having a functioning computer and reliable internet access. Be sure you have fast connection speed. We highly recommend a cable line or broadband connection to the web. Dial-up connections are usually too slow, and wireless connections can drop you in the middle of an assignment. Be sure you know how to **upload** documents, **open** documents in Word, **open** power point presentations, and other files. If you have difficulty with your computer, it is the student’s responsibility to problem-solve that issue. If you have problems with logging into Blackboard or access to the UTA Library, you may phone or email the Help Desk in the UTA Library at 817-272-2208, or you can email them at helpdesk@uta.edu

**Student Feedback Survey:** At the end of the semester, students will be asked to complete an online Student Feedback Survey about the course and how it was taught. Instructions on how to access the system will be sent directly to you through MavMail approximately 10 days before the end of the semester. UT Arlington’s efforts to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the program is voluntary.

**Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to the UTA College of Nursing Scholarship Fund would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which are located at the three corners of this triangular building (Pickard Hall). When exiting the building during an emergency, you should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Library contacts:** For nursing students, the designated librarian is **Peace Williamson.**

E-mail: peace@uta.edu

Research Information on Nursing: <http://www.uta.edu/library/research/rt-nursing.html>

Library Home Page                          <http://www.uta.edu/library>

Subject Guides                                 <http://libguides.uta.edu>

Subject Librarians                            <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List                                    <http://www-test.uta.edu/library/databases/index.php>

Course Reserves                              <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog                                <http://discover.uta.edu/>

E-Journals                                         <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials                               <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus    <http://libguides.uta.edu/offcampus>

Ask a Librarian                                 <http://ask.uta.edu>

**College of Nursing Doctor of Philosophy in Nursing Program:**

**Dr. Jennifer Gray,** Associate Dean, College of Nursing

**Vivian Lail-Davis**, Administrative Assistant, Room 512

Phone: (817) 272-1038; Fax: (817) 272-2950; Email: vivian@uta.edu

Inclement Weather (UTA Closing) Inquiries: 866-258-4913

Fax Number UTA College of Nursing: (817) 272-5006

UTA Police (Emergency Only): (817) 272-3003

University of Texas Home Page: [http://www.uta.edu](http://www.uta.edu/)

Graduate Catalog & Faculty: <http://www.uta.edu/gradcatalog/nursing>

PhD in Nursing Program: <http://www.uta.edu/nursing/PhD/program.php>

Forms: <http://www.uta.edu/nursing/PhD/forms/>

**ASSIGNMENT DESCRIPTIONS:**

**STUDENT SEMINARS:**

Either individually or in pairs, students will be assigned the leadership for the content on one 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. Presentation content; maximum 30 minutes (required); E.x.: 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 (30-minute lecture/presentation) 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 (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.

**QUALITATIVE METHOD PAPER:**

Choose one qualitative method from those covered in the course textbook. Write 10 to 15 pages (excluding title page and references), double-spaced, about that method, as though you were writing the method section of a research proposal.

1. 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, including the weaknesses in that study.

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 | 10 |  |
| Data collection and analysis | 20 |  |
| Example of recent study or studies using that method | 20 |  |
| Strengths and weaknesses of this method | 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 population of interest and a phenomenon of concern 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. 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 on the significance of the issue.

 Write a research question or purpose statement for your study that can be answered with a qualitative method for that population and phenomenon. 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.”

 Briefly describe a theoretical model that supports your research question and is appropriate for your population and phenomenon of concern.

 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 or accomplish the purpose of the study. Describe how data will be collected (interviews) and how data is analyzed according to the literature on this method.

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 30 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. Place your interview guide in an appendix. Remember that appendices are placed after the reference list in a proposal or paper.

**Approximate** length: 8 to 10 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 document by midnight on due date]**

 Once your Study Design has been approved by the instructor, find two individuals that meet your population criteria and phenomenon 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 30 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.

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

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

 Analyze your two interviews. Write out descriptions of initial codes or themes in the data. Cut and paste quotations from the data that support the findings (themes). You should include one to two direct quotes per theme or code.

 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 analysis, 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. Place the memos in Appendix B (remember that your Interview Guide is Appendix A).

 Finish this section with a Discussion that summarizes what you learned from the data. It can describe how the findings are similar and/or dissimilar to other published studies, or what you found that was surprising or new on this topic. This can be brief, such as one to two paragraphs.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Content** | **Possible points** | **Your points** |
| Step 1: Study Design | Population of interest & health issueResearch question & significanceTheory frameworkMethodSampleResearcher matchInterview guide (Appendix A) | 20 |  |
| Step 2: Interviews | Two interviewsAudio taped & transcribed per instructed format | 10 |  |
| Step 3: Analysis | Descriptions of codes or themes with quotations from the data.Discussion of FindingsTwo memos (Appendix B) | 10 |  |
| 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 must have a **title page** including a descriptive title of the paper (12 words maximum), student name, student credentials, course name, instructor’s name, and date.
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 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. Words 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). All Track Changes or editorial notes must be removed from the document.
6. **Spacing**: Double spacing is used for the paper. Single spacing may be used in long quotations, 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 or idea 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.
10. **Appendices** are placed after the reference list.

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

**Weekly Schedule**

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

| **Class Day** | **Topic** | **Assignments** |
| --- | --- | --- |
| January 23**MEET** | Introduction to CourseIntroduction of students and facultyReview syllabusQualitative research introduction | Munhall; Ch. 1 |
| January 30**MEET** | Philosophical Foundations of Qualitative ResearchPurpose statements and research questions | Munhall; Ch. 2, 3, & 4 |
| February 6**MEET** | Data collection methodsField notesDevelop interview guide | Broom (2005).Curtis & Redmond (2007).Manderson, Bennett & Andajani-Sutjahjo (2006).Savage (2000).Guba & Lincoln (2005), pp. 205-209 [Provided by instructor] |
| February 13**ONLINE** | **Student Seminar:** Grounded TheoryMethod  | Munhall; Ch. 8 & 9 |
| February 20**ONLINE** | **Student Seminar:** Ethnography | Munhall; Ch. 10 & 11 |
| February 27**NO CLASS** | Southern Nurses’ Research Society Annual Meeting |  |
| March 6**ONLINE** | **Student Seminar:** Phenomenology | Munhall; Ch. 5, 6, & 7**Study Design Due****(in Bb by Midnight)** |
| March 13**NO CLASS** | SPRING BREAK |  |
| March 20**MEET** | **Student Seminar:** Case StudyEthical considerations with qualitative studiesand vulnerable populations | Munhall; Ch. 12 & 13 |
| March 27**MEET** | **Student Seminar:** Narrative InquiryStrengths and weaknesses of qualitative approaches (review) | Munhall; Ch. 16 & 17**Method Paper Due****(in Bb by midnight)** |
| April 3**ONLINE** | Evaluation of qualitative research; RigorEthics in qualitative researchData analysis & interpretation; Memos | Munhall; Ch. 20, 21, 22**Interview Transcripts Due (in Bb by midnight)** |
| April 10**MEET** | Analysis of student interview data | **Read and code interview transcripts** |
| April 17**MEET** | Analysis of student interview data | **Read and code interview transcripts** |
| April 24**MEET** | Analysis of student interview data | **Read and code interview transcripts** |
| May 1**ONLINE** | Systems for data management: software vs. WordMeta-synthesis of qualitative research | Readings: TBA |
| May 8**ONLINE** | Funding & dissemination of findings  | Readings: TBA**Data Collection and Analysis Project (uploaded in Bb by midnight)** |