University of Nevada, Las Vegas

School of Nursing

Course title	Qualitative Research Methods in Nursing
Course number	NURS 781
Prerequisites	Enrollment in the doctoral program
Credits	3
Course access	https://webcampus.unlv.edu/

Course Description

This course examines qualitative approaches used in nursing research.

Learning Objectives

PhD Program Objectives	NURS 781 Course Objectives	Assessment (Performance Indicator)
Conduct original research that generates new knowledge.	1. Compare and contrast the fundamental philosophy and assumptions of the various qualitative approaches to research in nursing.	≥83% Reflection Dialogue Module 3, 4, 5
Conduct original research that generates new knowledge.	2. Utilize methods of qualitative analysis in interpreting qualitative data.	≥ 83% Research Question Paper ≥ 83% Reflection Dialogue Module 3, 4, 5 ≥ 83% Quiz Module 1 ≥ 83% Research Proposal
Conduct original research that generates new knowledge.	3. Evaluate strengths and weaknesses of various methods of qualitative research.	≥ 83% Reflection Dialogue Module 3, 4, 5 ≥ 83% Research Proposal
Conduct original research that generates new knowledge.	4. Describe strategies for ensuring scientific credibility (rigor, trustworthiness) when analyzing qualitative data.	≥ 83% Reflection Question Paper

		$\geq$ 83% Reflection Dialogue Module 3, 4, 5 $\geq$ 83% Research Proposal
Conduct original research that generates new knowledge.	5. Identify common pitfalls in qualitative data analysis.	$\geq$ 83% Reflection Dialogue Module 3, 4, 5

Required Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Crotty.M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London: Sage Publications

Streubert, H., & Carpenter, D. (2011). *Qualitative research in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Glesne, C. (2011). *Becoming qualitative researchers* (4th ed.). Boston: Pearson: Education Inc. (5th ed?)

Richards, L. (2009). *Handling qualitative data* (2nd ed.). London: Sage Publications. (3rd ed?)

TBD – Additional journal articles

Online Learning

In order to stay engaged, receive course updates, and generally get the most out of the course, you are encouraged to login multiple times each week.

Communication

- For e-mails sent to me Monday through Friday (during normal business hours), I will respond within 24 hours. For e-mails sent to me on weekends and holidays, expect a response within 48 hours. You should anticipate at least 72 hours before written assignments are graded and returned to you.
- The internal email is disabled in this course. Please use your UNLV rebel mail account when emailing me.
- I am available for telephone conferences or on-campus meetings. Please e-mail me through the course if you would like to meet.

Technology and Student Support

- If you encounter difficulty with accessing portions of the course or have any technology issues, contact the IT help desk at 702-895-0777 or ithelp@unlv.edu. The help desk is staffed daily, 7 am to 11 pm. The help desk website is: https://oit.unlv.edu/help/it-help-desk
- In order to avoid formatting problems, please type your documents in Microsoft Word and then copy and paste (or attach) on the Discussion Board under the appropriate topic. This will also help you avoid losing your work should the Internet or WebCampus go down.

Time Zone Variance

- Deadlines for all course assignments is listed in Pacific Time (PT).

Evaluation Methods

This courses uses quizzes and written assignments to evaluate your learning. All written assignments must be submitted in APA format. All assignments must be submitted no later than 11:55 pm Pacific Standard Time. If the assignment is submitted after the due date/time, it will not be scored and a "0" will be given for the assignment.

Activity	Time Limit and/or Due Date	Percentage of Grade
(Week 1) Module 1 Quiz	20 questions (1 hour) / No due date	10%
(Throughout) Discussion Board participation	2 points per each Discussion Board activity (5 discussions)	10%
(Weeks 2-5) Research Question Paper	Sunday February 10, 2019	16%
(Weeks 6-7) Module 3 Module Reflection Dialogue	Wednesday February 27, 2019	8%
(Weeks 8-9) Module 4 Module Reflection Dialogue	Wednesday March 13, 2019	8%
(Weeks 10-11) Module 5 Module Reflection Dialogue	Monday April 1, 2019	8%
(Weeks 12-15) Qualitative Research Proposal	Monday April 22, 2019	40%

Week(s)	Content	Reading	Assignment
Week 1	Module 1 Introduction to Qualitative Research (Phenomenology, Grounded Theory, Ethnography, Critical Social Theory, (Theory of Cultural Action, Feminist Research)	Crotty.M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London: Sage Publications - Chapter 1 Introduction: The Research Process - Chapter 2 Positivism: The March of Science - Chapter 3: Constructionism: The Making of Meaning Streubert, H., & Carpenter, D. (2011). *Qualitative research in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins. - Chapter 1 Philosophy and Theory: Foundations of Qualitative Research (pp. 1-15) - Chapter 2 The Conduct of Qualitative Research: Common Essential Elements (pp. 18-31) Glesne, C. (2011). *Becoming qualitative researchers* (4th ed.). Boston: Pearson: Education Inc. - Chapter 1 Meeting Qualitative Inquiry (pp. 1-25) Video: *Where Good Ideas Come From* (Liquid Networks). Steven Johnson	≥83% on Quiz (10%)
Weeks 2-5	Module 2 Methods, Data, Rigor and Ethics	Streubert, H., & Carpenter, D. (2011). *Qualitative research in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins. - Chapter 3 Designing Data Generation and Management Strategies (pp. 33-52) - Chapter 4 Ethical Considerations in Qualitative Research (pp. 56-69) - Chapter 15 Triangulations as a Qualitative Research Strategy (pp. 349-359) Glesne, C. (2011). *Becoming qualitative researchers (*4th ed.). Boston: Pearson: Education Inc. - Chapter 4 Making Words Fly: Developing Understanding through Interviewing (pp. 101-137) - Chapter 5 Personal Dimensions: Field Relations and Reflexivity (pp. 139-161) - Chapter 6 But Is It Ethical? (pp. 162-182) - Chapter 7 Finding Your Story: Data Analysis (pp. 184-217) Richards, L. (2009). *Handling qualitative data* (2nd ed.). London: Sage Publications. - Chapter 2 Making Qualitative Data (pp. 34-53)	≥ 83% on Research Question Paper (16%)

		• Chapter 7 What Are You Aiming For? (pp. 133-153) *TBD – See additional articles listed in course	
Weeks 6-7	Module3 Phenomenology	Crotty.M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London: Sage Publications • Chapter 4 Interpretivism: For and Against Culture • Chapter 5 Interpretivism: The Way of Hermeneutics Streubert, H., & Carpenter, D. (2011). *Qualitative research in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins. • Chapter 5 Phenomenology as Method (pp. 72-96) • Chapter 6 Phenomenology in Practice, Education, and Administration (pp. 97-110) Doumit, M., Huijer, H., Kelly, J., Saghir, N. & Nassar, N. (2010). Coping with breast cancer: A Phenomenological Study. *Cancer Nursing, 33*(2), 33-39. (In Streubert page 110-122) *TBD – See additional articles listed in course	≥83% Reflection Dialogue (8%).
Weeks 8-9	Module 4 Grounded Theory	Streubert, H., & Carpenter, D. (2011). *Qualitative research in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins. • Chapter 7 Grounded Theory as Method (pp. 123-141) • Chapter 8 Grounded Theory in Practice, Education, and Administration (pp. 140-153 Bach, V., Ploeg, J. & Black, M. (2009). Nursing roles in end-of-life decision making in critical care settings. *Journal of Nursing Research 31*(4), 496-512. (In Streubert page 154-166) Lots of Articles on Grounded theory at this site. http://groundedtheoryreview.com *TBD – See additional articles listed in course	≥83% Reflection Dialogue (8%)
Weeks 10-11	Module 5 Ethnography	Crotty.M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London: Sage Publications • Chapter 7 Critical Inquiry: Contemporary Critics and Contemporary Critique • Chapter 8 Feminism: Revisioning the Man-made World	≥83% Reflection Dialogue (8%)

		Streubert, H., & Carpenter, D. (2011). *Qualitative research in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins. • Chapter 9 Ethnography as Method (pp. 167-199) • Chapter 10 Ethnography in Practice, Education, and Administration (pp. 200-210) Chuang, Y. & Abbey, J. (2009). The culture of a Taiwanese nursing home. *Journal of Clinical Nursing,* 18*,* 1640-1648. (In Streubert page 211-224) *TBD – See additional articles listed in course	
Weeks 12-15	Qualitative Research Proposal	Resources Streubert, H., & Carpenter, D. (2011). Qualitative research in nursing (5th ed.). Philadelphia: Lippincott Williams & Wilkins. • Chapter 16 Writing a Research Proposal (pp. 361-419) • Chapter 17 A Practical Guide for Sharing Qualitative Research Results (pp. 436-450) Richards, L. (2009). *Handling qualitative data* (2nd ed.). London: Sage Publications. • Chapter 1 Setting up your Project (pp. 11-31) Glesne, C. (2011). *Becoming qualitative researchers* (4th ed.). Boston: Pearson: Education Inc. • Chapter 2 Prestudy Tasks: Doing What is Good for You (pp. 27-61) Crotty.M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London: Sage Publications • Chapter 9 Post-modernism: Crisis of Confidence or Moment of Truth • Chapter 10 Conclusion	$\geq$ 83% Qualitative Research Proposal (40%)

Grading Scale

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

A	93-100	B-	80-82	D+	68-69
A-	90-92	C+	78-79	D	63-67
B+	88-89	C	75-77	D-	60-62
B	83-87	C-	70-74	F	Below 59

Incomplete Grades

An incomplete grade can be granted when a student has satisfactorily completed at least three-fourths of the semester but for reason(s) beyond the student's control, and acceptable to instructor, cannot complete the last part of the course and the instructor believes that the student can finish the course without repeating it. A student who receives an "I" is responsible for making up whatever work was lacking at the end of the semester. The incomplete must be made up according to a written time schedule determined by the instructor in consultation with the student. If course requirements are not completed within the time indicated, a grade of "F" will be recorded and GPA will be recomputed accordingly. Students who are making up an incomplete do not reregister for the course, but make individual arrangements with instructor who assigned the **"I".**

Course Calendar/Topic Outline

UNLV Academic Policies

All School of Nursing and University academic standards apply. These are described in both the School of Nursing Student Handbook and the University Student Handbook.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community: we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resources Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy. Which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond he student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website: http://guides.libary.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all course work for the course.

The policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competition. Academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the

Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Teaching Evaluations

In order to evaluate the effectiveness of teaching at UNLV, course evaluations are required to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. The minimum standards for administering these evaluations (Anonymity, Objectivity and Post-Evaluation Procedures) are outlined in the document "Minimum Standards for Teaching Evaluation by Students." This document has been approved unanimously by the Academic Council of Deans and the Executive Vice President and Provost as reflecting the minimum standards that apply to all departments/schools/units when administering student evaluations of teaching. To review the policy, please see "Evaluations by Students - Minimum Standards for" in the alphabetical listing at: http://provost.unlv.edu/policies.html#list_e.