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

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

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 11, 2018	16%
(Weeks 6-7) Module 3 Module Reflection Dialogue	Wednesday February 28, 2018	8%
(Weeks 8-9) Module 4 Module Reflection Dialogue	Wednesday March 14, 2018	8%
(Weeks 10-11) Module 5 Module Reflection Dialogue	Monday April 2, 2018	8%
(Weeks 12-15) Qualitative Research Proposal	Friday April 20, 2018	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

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)	≥83% on Quiz (10%)

		• 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	
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.	$\geq$ 83% on Research Question Paper (16%)

		• Chapter 2 Making Qualitative Data (pp. 34-53) • 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	≥83% Reflection Dialogue (8%)

		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	
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 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	>83% Reflection Dialogue (8%)
Weeks 12-15	Qualitative Research Proposal	Resources Streubert, H., & Carpenter, D. (2011). Qualitative research in nursing (5th ed.). Philadelphia: Lippincott Williams & Wilkins.	≥ 83% Qualitative Research Proposal (40%)

| | | 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 | |

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; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html .

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 information can be found at: http://www.unlv.edu/provost/copyright .

Disability Resource Center (DRC) - The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/ , 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

Religious Holidays Policy - Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades - The grade of I - Incomplete - can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources - Students may consult with a librarian on research needs. For this class, the subject librarian is Xan Goodman https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

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, visit http://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 the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center - One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail - By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

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.