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OCT 24 2014

OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 9/16/2014

Current Prefix and Number: NUR - Nursing , NUR 791 QUALITATIVE METHODS IN NURSING RESEARCH

Other Course:

Proposed Prefix and Number: NUR 791

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: NURSING

b. Department/Division: Nursing

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jenna Hatcher

Email: jhscot2@uky.edu

Phone: 257-5263

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: QUALITATIVE METHODS IN NURSING RESEARCH

Proposed Title: QUALITATIVE METHODS IN NURSING RESEARCH

c. Current Transcript Title: QUALITATIVE METHODS IN NURSING RESEARCH

Proposed Transcript Title: QUALITATIVE METHODS IN NURSING RESEARCH

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

OTHER: online, asynchronus

OTHEREXPLAIN: Content will be shared via online discussion, presentation, wiki, etc

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

Proposed to be repeatable for additional credit?   No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: The focus of this course is exploration of qualitative approaches to developing clinical nursing research. The relationship of data production and analysis strategies to underlying assumptions, theories, and research goals are considered. Applications of qualitative methods to research questions relevant to nursing science are explored.

Proposed Course Description for Bulletin: The focus of this course is exploration of qualitative approaches to developing clinical nursing research. The relationship of data production and analysis strategies to underlying assumptions, theories, and research goals are considered. Applications of qualitative methods to research questions relevant to nursing science are explored.

2j. Current Prerequisites, if any: Prereq: NUR 790 or consent of instructor.

Proposed Prerequisites, if any: Prereq: NUR 790 or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus?   No

Proposed to be taught off campus?   No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Dr. Jenna Hatcher

Instructor Email: jhscot2@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Students and faculty will participate in blackboard discussions and interactive learning learning experiences. Faculty has virtual office hours available. Syllabus conforms to Senate Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Textbooks, course goals, and assessments of students are identical to the experience in a traditional course. Students have an opportunity to interact with fellow students online, and presentations are the same as they would be in a traditional course.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Students are required to login to blackboard for all course materials. Cheating and plagiarism policies are stated on the syllabus, and all policies are provided to students in the CON graduate student handbook, as well as on the UK website. the student rights and responsibilities handbook, and the Health Sciences Student Professional Behavior Code

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)?   NA

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Students taking this course via DL have access to the same services as students in a traditional classroom setting. They are given access to library services, Academic Technology Group (UKIT), and all course materials on blackboard. In addition, faculty are available via phone, email, or in person for consultation about the course. Students are also given contact information for UK online support BB Wiki pages, and the UKAT Service desk 218help@uky.edu or 859.218.4357

6.How do course requirements ensure that students make appropriate use of learning resources? Course requirements require students to use blackboard for electronic discussions as well as for course documents, and for submission of assignments.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students are given a UK User ID and email address which is also used as their login for blackboard. This is the only resource they are required to use. If students need to use university computer facilities, this login will work as well. All students have access to the Nursing building on class days, as the building is not locked.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The syllabus lists contact information for the Help Desk phone line, Help Desk email and UKIT website. Student has multiple options for assistance.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. NA

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jenna Hatcher

SIGNATURE|KACOLL1|Kathleen A Collins|NUR 791 CHANGE College Review|20140916

SIGNATURE|ZNNIKO0|Roshan N Nikou|NUR 791 CHANGE Graduate Council Review|20141024

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	3709	NUR 791 Distance Learning Syllabus Spring 2015 (2)

First 1 Last

Select saved project to retrieve...   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	NUR – Nursing NUR 791 QUALITATIVE METHODS IN NURSING RESEARCH	Proposed Prefix & Number: (example: PHY 401G) ☑ Check if **same as current**	NUR 791
*	What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, except the same "hundred series" ☐ Minor - editorial change in course title or description which does r in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change content or emphasis, or which is made necessary by the elimination alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above		

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

1.	General Information		
a.	Submitted by the College of: NURSING		Submission Date: 9/16/2014
b.	Department/Division:	Nursing	
c.*	Is there a change in "ownership" of the course? ○ Yes ◉ No If YES, what college/department will offer the course instead? Select...		
e.*	* Contact Person Name: Jenna Hatcher Email: jhscot2@uky.edu Phone: 257-5263 * Responsible Faculty ID (if different from Contact) Email: Phone:		
f.*	Requested Effective Date:	☐ Semester Following Approval	OR Specific Term: ² Spring 2015
2.	Designation and Description of Proposed Course.		
a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ◉ Please Add ○ Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha changes do not affect DL delivery.		
b.	Full Title:	QUALITATIVE METHODS IN NURSING RESEARCH	Proposed Title: * QUALITATIVE METHODS IN RESEARCH
c.	Current Transcript Title (if full title is more than 40 characters):		QUALITATIVE METHODS IN NURSING RESEARCH
c.	Proposed Transcript Title (if full title is more than 40 characters):		

		QUALITATIVE METHODS IN NURSING RESEARCH

d.	Current Cross-listing:	☑ N/A	OR	Currently[1] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[1] Cross-listing (Prefix & Number):				
	Proposed – REMOVE [2,4] Cross-listing (Prefix & Number):				

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.

Current:	Lecture 3	Laboratory[5]	Recitation	Discussion	Indep. S
	Clinical	Colloquium	Practicum	Research	Residenc
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture	Laboratory[5]	Recitation	Discussion	Indep. S
	Clinical	Colloquium	Practicum	Research	Residenc
	Seminar	Studio	Other online, asynchronus	Please explain: Content will be	

f.	Current Grading System:	Graduate School Grade Scale	
	Proposed Grading System:*	○ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ◉ Graduate School Grade Scale	

g.	Current number of credit hours:	3	Proposed number of credit hours: *	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes
*	Proposed to be repeatable for additional credit?	○ Yes
	If YES:	Maximum number of credit hours:	
	If YES:	Will this course allow multiple registrations during the same semester?	○ Yes

i. Current Course Description for Bulletin:

The focus of this course is exploration of qualitative approaches to developing clinical nursing research. The relationship of data production and analysis strategies to underlying assumptions, theories, and research goals are considered. Applications of qualitative methods to research questions relevant to nursing science are explored.

* Proposed Course Description for Bulletin:

The focus of this course is exploration of qualitative approaches to developing clinical nursing research. The relationship of data production and analysis strategies to underlying assumptions, theories, and research goals are considered. Applications of qualitative methods to research questions relevant to nursing science are explored.

j. Current Prerequisites, if any:

Prereq: NUR 790 or consent of instructor.

* Proposed Prerequisites, if any:

Prereq: NUR 790 or consent of instructor.

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience

| | | ○ Service Learning |
| | | ○ Both |

Proposed Supplementary Teaching Component:	○ Community-Based Experience
	○ Service Learning
	○ Both
	○ No Change

3.	Currently, is this course taught off campus?	○ Yes
*	*Proposed to be taught off campus?*	○ Yes
	If YES, enter the off campus address:	

| 4.* | Are significant changes in content/student learning outcomes of the course being proposed? | ○ Yes |
| | If YES, explain and offer brief rationale: | |

5.	Course Relationship to Program(s).
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes
	If YES, identify the depts. and/or pgms:	

| b.* | Will modifying this course result in a new requirement^Z for ANY program? | ○ Yes |
| | If YES^Z, list the program(s) here: | |

| 6. | Information to be Placed on Syllabus. |
| a. | ☐ Check box if changed to 400G or 500. | If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiatio.* undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; an- establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*) |

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved fc **fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent exper utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

| Course Number and Prefix: | NUR 791 | Date: | 8/19/2014 |
| Instructor Name: | Dr. Jenna Hatcher | Instructor Email: | jhscot2@uky.edu |

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?

   Students and faculty will participate in blackboard discussions and interactive learning learning experiences. Faculty has virtual office hours available. Syllabus conforms to Senate Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goa of student learning outcomes, etc.

Textbooks, course goals, and assessments of students are identical to the experience in a traditional course. Students have an opportunity to interact with fellow students online, and presentations are the

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad policy; etc.

Students are required to login to blackboard for all course materials. Cheating and plagiarism policies are stated on the syllabus, and all policies are provided to students in the CON graduate student handbook, as well as

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a as defined above?

No.

Which percentage, and which program(s)?

NA

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deliv months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

Students taking this course via DL have access to the same services as students in a traditional classroom setting. They are given access to library services, Academic Technology Group (UKIT), and all course materials on

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Course requirements require students to use blackboard for electronic discussions as well as for course documents, and for submission of assignments.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students are given a UK User ID and email address which is also used as their login for blackboard. This is the on resource they are required to use. If students need to use university computer facilities, this login will work as

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

The syllabus lists contact information for the Help Desk phone line, Help Desk email and UKIT website. Student has multiple options for assistance.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
○ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said te

NA

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommoda details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Jenna Hatcher

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

NUR 791 – QUALITATIVE METHODS IN NURSING RESEARCH

Spring 2015 Syllabus

JENNIFER HATCHER RN, MPH, PHD
EMAIL: JHSCOT2@UKY.EDU
PHONE: 859 257-5263
OFFICE: 561 COLLEGE OF NURSING

NUR 791: Qualitative Research Methods

CREDIT HOURS: 3 credit hours

PLACEMENT: spring term

FORMAT: Online: Asynchronous

OFFICE HOURS: *Office hours by appointment*

Preferred method of Communication: UK email address; Instructor response goal within 48 hours of original email

COURSE DESCRIPTION:

The focus of this course is exploration of qualitative approaches to developing clinical nursing research. The relationship of data production and analysis strategies to underlying assumptions, theories, and research goals are considered. Applications of qualitative methods to research questions relevant to nursing science are explored. Prereq: NUR 790 or consent of instructor

COURSE OBJECTIVES:

To provide opportunity for students to:

- Review relevant literature on the goals, assumptions, methods, processes, and outcomes of research based on inquiry of human behaviors in natural settings.

- Evaluate the relationship of underlying assumptions and basic paradigms to the methods used for naturalistic inquiry.

- Apply the principles and practice of naturalistic inquiry to a limited and circumscribed research question on human adaptations in a specified setting.

- Evaluate the potential usefulness of naturalistic inquiry for knowledge generation in nursing science.

LEARNING METHODS:

- Field work

- Written assignments

- Online discussion and student presentations

- Small group activities on line via blackboard, wiki

- Power point presentation

- Required reading/writings

- Media/Student presentation via Video

- Self- directed learning

CLASS MEETING TIMES:

This course will use an on line learning format. The course will be taught via a web-enhanced format and alternative and experiential learning assignments. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

UNIVERSITY POLICY ON PLAGIARISM AND CHEATING:

PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for those academic offenses is final grade E in the course. The University regulations pertaining to this matter can be found at http://www.uky.edu/StudentAffairs/Code/ Of particular relevance is Part II, SELECTED RULES OF THE UNIVERSITY SENATE GOVERNING ACADEMIC RELATIONSHIPS, Section 6.3 that can be found at http://www.uky.edu/StudentAffairs/ Code/part2.html

These rules in particular say: PLAGIARISM: All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in anyway borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

CHEATING is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Teacher/Course Evaluations

"The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are expected to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. To receive announcements about the evaluations, students must activate and use their UK email addresses. ***Forwarding UK email to an alternate address is not a viable option.***"

Distance Learning

Computer requirements: The University of Kentucky recommendations for computers for all students may be found at: http://www.uky.edu/ukit/hardwareguide

This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable of DSL connection) and an internet browser preferably Mozilla FireFox(others may or may not work correctly with Blackboard); (2) an active University of Kentucky e-mail account that is not forwarded to another email address, and (3) Microsoft Office 2007, which is available free to all university students from

http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1

Contact the University of Kentucky Instructional Technology Customer Service Center (257-1300) for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit http://www.uky.edu/Libraries/hub. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

If you have problems with Blackboard (Bb): Following are the resources available to help you if you are having problems or technical challenges/conflicts when using Bb. If the problems you are having affects completion or submission of an assignment, please email the instructor explaining the problem and the steps you are taking/have taken to correct the problem.

Phone Support for Students and Faculty: (859) 218-4357

Support from UKIT

UKIT's Academic Technology Group (ATG) offers online tutorials and face-to-face training, as well as technicians who specialize in troubleshooting issues that arise for students.

- UKIT technicians can be reached by calling 859-218-HELP (4357), where the Customer Service Center can troubleshoot many issues immediately. Complicated issues will be escalated to the Blackboard technicians in ATG.

- Web: http://www.uky.edu/UKIT/

- If you need one-on-one assistance, ATG can meet with you to discuss your needs and walk you through the steps. Call 257-8195 to request one-on-one time with one of our staff or student Blackboard team.

Find more information, including links to online tutorials and training requests, at **http://go.uky.edu/25**. Our staff looks forward to helping you with your needs.

Distance Learning Information

Information on Distance Learning Library Services

o Web: http://libraries.uky.edu/DLLS

o Carla Cantagallo, DL Librarian

o Phone: 859 257-0500, ext. 2171

o Email: carla@.uky.edu

Web Address for Distance Learning Programs: http://www.uky.edu/DistanceLearning

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Required Texts:

Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd Ed.)*. Thousand Oaks, CA: Sage.

Streubert, H.J., & Carpenter, D.R. (2011). *Qualitative research in nursing: Advancing the humanistic imperative.* 5th Edition. Philadelphia: Lippincott, Williams, & Wilkins.

Patton, M.Q. (2002). *Qualitative research and evaluation methods.* 3rd Edition. Thousand Oaks, CA: Sage.

Recommended texts:

Miles, M.B, & Huberman, A.M. (1994) *Qualitative data analysis: an expanded sourcebook* 2nd edition. Thousand Oaks, CA: Sage.

GRADING SCALE

A = 90-100

B = 80-89

C = 70-79

E = below 70

EVALUATION AND ACTIVITIES:

This course is designed to allow students to develop independent thoughts in a collaborative, stimulating environment. The goal of the course is to draw on the strengths and insights of each member of the class. In order to accomplish this goal all participants must be responsible and contribute thoughtfully. In order for students to meet these challenges, this class requires the following activities, which are weighted as follows:

- **ONLINE PARTICIPATION (15%)**

Participation requires that you have an active online presence, have read the assigned readings, and are ready and willing to make substantive intellectual contribution to a discussion regarding the topical area. Each week there will be a discussion forum to which you must make substantive contributions. These will be guided by questions posted within the forum by the instructor. There is an evaluation rubric attached used to aid in the grading of all online discussions.

- **RESEARCH EXPERIENCE**

The learning of any mode of inquiry can best be done through practice. The class assignments and the project are designed to immerse you in the process of naturalistic inquiry and include making field observations, selecting and interviewing informants, keeping field notes and other data records, analyzing the data, and interpreting their meanings. Select a phenomenon or concept of interest to you. Identify a researchable question, and determine where data will be collected. Obtain approval of instructor for data collection site. **Data collected for your final project are for COURSE USE ONLY. These data may not be presented or published in any form, including the dissertation without prior IRB approval.** Presentation or publication requires IRB approval. If you wish to use your data for publication or publication please contact the instructor to discuss additional time for completion. Applying the concepts discussed in class, begin data collection in the laboratory time. Some online discussion time will be devoted to discussion of issues and problems you are experiencing. Coding of data and creation of the final paper are out-of-class, individual activities.

- **JOURNAL (10%)**

In order for you to gain a better feel for actual naturalistic inquiry tools you will keep a journal reflecting on how naturalistic inquiry could fit with your topic of interest and/or any new insights you gleaned from the class or your experiences each week that applies to your topic. This journal may be kept using any online format of your choosing. This means you may use Twitter, Facebook, a blog, etc. Be creative and engaging. Your classmates and the instructor will follow this blog. Please create a way for us to respond or comment.

- **CLASS ASSIGNMENTS (25%)**

The class assignments are a series of short assignments that together form the basis for the paper that you will submit. There are based on a qualitative pilot project that you will conduct as a part of this course. Please submit all class assignments via email by midnight on the day they are due.

Assignment 1: Background/introduction

Write a two-page overview of a study you would like to conduct. Do not concern yourself with the particular qualitative methodology unless you have one already selected. In your summary, include the problem or issue you plan to study, the major research question you plan to ask, the study objectives, the data you wish to collect and analyze, the significance of the study, and your relationship to the topic and participants being studied. **Due January 28 (5%)**

Assignment 2: Research Approach

Revise the overview and add this section, turning in the entire piece. Describe the approach you will use to meet your objectives or answer your research question. Explain the basis for your plan, and specific strategies you will employ. Consider the following: For phenomenology, what is the phenomenon of interest and do you have access to people who have experienced it? For grounded theory, what social science concept, action or process do you plan to explore? For ethnography, what cultural group or people do you plan to study? For a case study, what is the case you plan to examine? For qualitative description, do you have access to individuals who have experienced the phenomenon, process, illness, etc. you are interested in studying? Be specific regarding the strategy you will employ. For example if you are going to do interviews include an interview guide that includes sample questions (this should be included as an appendix). This section should include the appropriate review of the literature. **Due February 18 (10%)**

Assignment 3: Data collection and ethical considerations

You may revise the paper as you move through the sections. At this point you might consider revising the central question to be sure it reflects your tradition of inquiry. Add the following: Describe the research procedure for the study including recruitment of sample, sample size, and continued refinement of data collection. Discuss ethical issues you may encounter in this project and how you will deal with those. Include revised interview guide. **Due March 25 (5%)**

Assignment 4: Data analysis

Outline your initial plans for analysis of the project data, including how you will ensure authenticity and trustworthiness. **Due April 15 (5%)**

- **FINAL PAPER (40%)**

The final paper will report on all aspects of your completed project. Use several of the published papers we have reviewed in class as a guide. **Due April 29.** This final paper <u>must</u> include:

    a.   Purpose of study.

    b.   Justification of approach selected and significance of the problem.

    c.   Your data collection procedure.

    d.   Description of your coding process including trustworthiness, credibility, transferability. Include examples of first level coding and how you moved to a more abstract level.

    e.   Report your findings. Address reliability and validity.

    f.   Conclusions of study.

    g.   Critique study limitations.

    h.   References

Unless otherwise approved a minimum of three interviews should be included in your analysis.

<p align="center">Evaluation criteria for final paper</p>

a.   Clarity of definitions, conceptualizations, and knowledge identified.

b.   Appropriate use of qualitative approach taken and identification of limitations.

c.   Logical presentation; relationship of ideas (organization of paper).

d.   Insightfulness, reasoning, and analysis/interpretation of data.

- **FINAL PRESENTATION: (10%)**

This portion of your grade will be based on presentation of your final paper for class. This will be a virtual presentation. You create a virtual presentation by creating a self-running slide show that includes a voice narration. Most people find PowerPoint to be a convenient software tool they can use to create this presentation but you are welcome to use other tools as long as they are accessible to all students and the instructor. Your total presentation time should be about 10-12 minutes. Questions and comments will be posted afterward by your peers to whom you should respond as with other discussion forums. This will be the final discussion forum of the semester. **Due April 29th**

Additional Reading List

**THE FOLLOWING ARTICLES MAY BE ACCESSED FROM THE LIBRARY OR ONLINE.

ARTICLES

Phoenix, C. Smith, B. & Sparkes, A.C. (2010). Narrative analysis in aging studies: A typology for consideration, Journal of Aging Studies, 24, 1-11.

Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing and Health, 23,* 334-340.

Simpson, A., & Barker, P. (2007). The persistence of memory: Using narrative picturing to co-operatively explore life stories in qualitative inquiry. *Nursing Inquiry, 14 (1),* 35-41.

Chan, E.A., Jones, A., & Wong, K. (2013) The relationship between communication, care and time are intertwined: a narrative inquiry exploring the impact of time on registered nurses' work. *Journal of Advanced Nursing 69 (9),* 2020-2029.

McCormack, C. (2004). Storying stories: a narrative approach to in-depth interview conversations. International Journal of Social Research Methodology. 7:3, 219 – 236

Allmark, P., Boote, J., Chambers, E., Clarke, A., McDonnell, A., Thompson, A. & Tod, A.M. (2009). Ethical issues in the use of in-depth interviews: Literature review and discussion. Research Ethics Review, 5:2, 48-54.

Williams, E.N. & Morrow, S.L. (2009). Achieving trustworthiness in qualitative research: A pan-paradigmatic perspective. Psychotherapy Research, 19:4-5, 576-582.

Sandelowski, M. (1996). One is the liveliest number: The case orientation of qualitative reserach. *Research in Nursing and Health, 19,* 525-529.

Baumbusch, J. (2011). Conducting critical ethnography in long-term residential care: experiences of a novice researcher in the field. *Journal Of Advanced Nursing, 67*(1), 184-192. doi:10.1111/j.1365-2648.2010.05413.x

Venzon Cruz, ,., & Higginbottom, G. (2013). The use of focused ethnography in nursing research.*Nurse Researcher, 20*(4), 36-43.

Boblin SL, Ireland S, Kirkpatrick H, Robertson K. Using Stake's Qualitative Case Study Approach to Explore Implementation of Evidence-Based Practice. *Qualitative Health Research*. September 1, 2013 2013; 23(9):1267-1275

Cutcliffe, J. (2005). Adapt or adopt: developing and transgressing the methodological boundaries of grounded theory. *Journal Of Advanced Nursing, 51*(4), 421-428. doi:10.1111/j.1365-2648.2005.03514.x

Hofman, N.G. (2004). Toward cultural research ethics: Transforming ethical conduct in qualitative health care research. *Health Care Women International, 25,* 647-662.

Damianakis T, Woodford MR. Qualitative Research With Small Connected Communities: Generating New Knowledge While Upholding Research Ethics. *Qualitative Health Research*. May 1, 2012 2012;22(5):708-718.

Houghton C, Casey D, Shaw D, Murphy K (2013) Rigour in qualitative case-study research. *Nurse Researcher. 20,* 4, 12-17.

Donnelly F, & Wiechula R (2013) An example of qualitative comparative analysis in nursing research. *Nurse Researcher. 20,* 6, 6-11.

Sandelowski, M. (2001). Real qualitative researchers do not count: The use of numbers in qualitative research. *Research in Nursing and Health, 24,* 230-240.

Vaismoradi, M., Turunen, H., & Bondas, T. (2013) Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences, 15,* 398-405.

Vivar, C. (2007). Getting started with qualitative research: developing a research proposal. *Nurse Researcher, 14*(3), 60-73.

Doody O, & Noonan M (2013) Preparing and conducting interviews to collect data. *Nurse Researcher. 20,* 5, 28-32.

Dallas, C.M., Norr, K., Dancy, B., Kavanaugh, K., & Cassata, L. (2005) An example of a successful research proposal: part I. *Western Journal of Nursing Research.* 27, 50-72

Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. *Research in Nursing and Health, 21,* 374-382.

Sandelowski, M. (1994). The use of quotes in qualitative research. *Research in Nursing and Health, 17,* 479-482.

Sandelowski, M. (2006). Divide and conquer: Avoiding duplication in reporting of qualitative research. *Research in Nursing and Health, 29,* 371-373.

** Additional readings may be required by the instructor as the course develops**

NUR 791: Qualitative Research Methods

DATE	TOPIC	READINGS AND ASSIGNMENTS
1/14/15	Why qualitative methods?	Discussion of Assignment 1/Introductions Look for articles for literature review of topical area
1/21/15	Philosophical and theoretical foundations	Streubert & Carpenter 1 & 2; Creswell 1 & 2. Post a link to at least one representative qualitative article from your topical area
1/28/15	Designing a qualitative study and writing the proposal; Dr. Forren (guest presentation)	Assignment 1 due. Streubert & Carpenter 16; Creswell 3 & 5; Vivar, C. (2007); Dallas et al. (2005)
2/4/15	Methods: Phenomenology, Narrative	Streubert & Carpenter 5 & 6, Creswell pgs 69-82; Phoenix, Smith & Sparkes (2010); Sandelowski (2000); Simpson & Barker (2007); Chan, Jones, & Wong (2013)
2/11/15	Methods: Ethnography, Case study, Grounded theory	Streubert & Carpenter 7-10; Sandelowski (1996); Baumbusch, J. (2011); Venzon Cruz & Higginbottom, G. (2013); Boblin et al. (2013); Cutcliffe, J. (2005).
2/18/15	Qualitative software and data management	Assignment 2 due; http://www.uk.sagepub.com/richards/qualitative.htm
2/25/15	Research Plan: sampling, data sources, data collection	Creswell 7; Higginbottom (2004); Sandelowski (1995); Morse (1995); Ahern (1999); Easton et al. (2000)
3/4/15	Ethics in qualitative research Dr. D. Reed (grounded theory example)	Hofman, N.G. (2004); Damianakis T &Woodford MR (2012) Post interview questions for critique
3/11/15*	Qualitative Inquiry/Interviewing	Patton 6 & 7; McCormack, C. (2004); Allmark et al. (2009); Doody o, & Noonan M (2013); Critique of interview questions posted by peers
3/18/15	Spring break	pilot interview guide/arrange interview times for participants for at least three interviews
3/25/15	Reliability and validity /data management	Assignment 3 due/ Creswell 10; Patton 9; Williams & Morrow(2009); Houghton et al (2013)
4/1/15	Nancy Schoenberg (data analysis and write up of analysis)	Readings to be assigned
4/8/15	Data Analysis: Methods, levels, interpretation, and triangulation	Donnelly F, & Wiechula R (2013); Sandelowski, M. (2001); Vaismoradi, M., Turunen, H., & Bondas, T. (2013);

Patton 8

4/15/15	*Organization and presentation of findings and evaluation*	<u>*Assignment 4 due;*</u> *Streubert & Carpenter 17, Creswell 9; Sandelowski (2006); Sandelowski (1998); Sandelowski (1994)*
4/22/15	*Preparation for virtual presentations*	NO ASSIGNED READINGS OR CLASS ASSIGNMENTS
4/29/15	*Virtual presentations*	*Final paper due/online discussion of presentations*