

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7815	CURRENT COURSE TITLE: QUALITATIVE RESEARCH METHODS 1
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING, 2015	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: OLD: ADMISSION TO DOCTORAL PROGRAM NEW: ADMISSION TO PH.D. PROGRAM CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number: Joy Longo, jlongo5@fau.edu , 561-297-2457

<p>Approved by:</p> <p>Department Chair: <u>Christine Williams</u></p> <p>College Curriculum Chair: <u>[Signature]</u></p> <p>College Dean: <u>Karethy Edwards</u></p> <p>UGPC Chair: <u>[Signature]</u></p> <p>Graduate College Dean: <u>[Signature]</u></p> <p>UFS President: <u>[Signature]</u></p> <p>Provost: _____</p>	<p>Date:</p> <p><u>8-19-2014</u></p> <p><u>8/19/14</u></p> <p><u>8/19/14</u></p> <p><u>9/5/14</u></p> <p><u>9/4/14</u></p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY CHRISTINE
E. LYNN COLLEGE OF NURSING COURSE
SYLLABUS
Spring 2015**

<u>COURSE NUMBER:</u>	NGR7815
<u>COURSE TITLE:</u>	Qualitative Research Methods 1
<u>COURSE FORMAT:</u>	Hybrid
<u>CREDIT HOURS:</u>	3
<u>COURSE SCHEDULE:</u>	Web-Assisted. Class meets on Saturday: Jan 11, Feb 8, Mar 15, Apr 12 8:00AM - 1PM, Boca campus, Room 205, CRN 12534
<u>PLACEMENT IN CURRICULUM:</u>	Spring Semester, Year 1
<u>PREREQUISITES:</u>	Admission to PhD program or permission of department
<u>COREQUISITES:</u>	None
<u>FACULTY:</u>	Lenny Chiang-Hanisko PhD, RN Associate Professor Office: NU 323 Boca campus (561) 297-2937 lchiangh@fau.edu
<u>OFFICE HOURS:</u>	Monday 12:00 -2:00PM or by appointment. Office hours can be arranged for your convenience.
<u>COURSE DESCRIPTION:</u>	Overview of qualitative research methods used in the development of nursing knowledge. Research design, sampling, data collection, data analysis, criteria for rigor, and ethical issues are explored. The philosophical, epistemological, ethical, and aesthetic foundations of qualitative research methods are examined.
<u>COURSE OBJECTIVES:</u>	The course subjectives based on Roach's work ¹ serve as themes to organize the course objectives.

¹ Roach, M.S. (2002). Caring, The human mode of being: A blueprint for the health professions (2nd .ed). Ottawa, ON: CHA Press.

Upon completion of the course the student will demonstrate evidence of:

Becoming Competent

1. Distinguish the characteristics of scholarly qualitative research
2. Demonstrate ability to create an original qualitative research proposal using IRB format

Becoming Compassionate

3. Analyze relationships between one's world view and qualitative strategies for addressing phenomena of concern to nursing

Becoming Confident

4. Compare and contrast various qualitative research approaches for the development of caring based nursing knowledge
5. Understand the importance of IRB process and proposal components

Demonstrating Compartment

6. Examine various techniques used for the generation of qualitative data
7. Explore the role of human science as praxis in contemporary nursing research

Attending to Conscience

8. Identify criteria for rigor and maintaining ethical standards
9. Examine the relevance of qualitative research results in nursing practice and policy
10. Review ethical considerations (Institutional Review Board requirements, participant protection, rigor and ethical procedures of data generation and analysis, confidentiality) of conduct in qualitative research

Affirming Commitment

11. Cultivate a sense of value for human science methods in developing nursing research

TEACHING LEARNING STRATEGIES:

Lecture, dialogue, experiential activities and nursing situations are the core of the learning strategies. The activities and assignments are intended to promote group participation, peer review, and encourage the development of skills for conducting qualitative research at a doctoral level.

The classroom (live /virtual) experience is designed to create a stimulating yet challenging learning environment to encourage scholarly dialogue to satisfy the course objectives.

Respectful engagement in learning activities is necessary.

GRADING AND EVALUATION METHODS:

I. Virtual Fieldwork	20%
II. Method Snapshots	20%
III. Class Participation	20%
IV. Proposal	40%

100%

GRADING SCALE: Grade below C is not passing in the Graduate Program.

- 93 - 100 = A
- 90 - 92 = A-
- 87 - 89 = B+
- 83 - 86 = B
- 80 - 82 = B-
- 77 - 79 = C+
- 73 - 76 = C

70 - 72 = C-
67 - 69 = D+
63 - 66 = D
60 - 62 = D-
0 - 59 = F

REQUIRED TEXTS:

Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five traditions*. (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN 978-1-4129-9530-6

Tappen, R.M. (2011). *Advanced nursing research. From theory to practice*. Sudbury, MA. : Jones & Bartlett Learning. ISBN 978-0-7637-6568-2

Current edition of the APA Manual

RECOMMENDED TEXTS:

Agar, M.H. (1986). *Speaking of ethnography*. Qualitative Research Methods Series, #2. SAGE Publications.

Denzin, N. & Lincoln, Y. (2000). *Handbook of qualitative research* (2nd ed.) Thousand Oaks, CA: Sage Publications.

Gadamer, H-G. (1994). *Truth and method* (2nd ed.). (J. Weinshimer & D. Marshall, trans.). New York: Continuum.

Giorgi, A. (1985). *Phenomenology and psychological research*. Pittsburgh, PA: Duquesne University Press. Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Hawthorne, New York: Aldine DeGruyther.

Habermas, J. (1981). *The theory of communicative action: Reason and the rationalization of society*, Vol 1 (T. McCarthy, trans.). Boston: Beacon Press.

Leininger, M., & McFarland, M. R. (2002). *Transcultural nursing: concepts, theories, and research*, 3rd ed. Columbus, OH: McGraw Hill.

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park: Sage Publications.

Maxwell, J.A. (1996). *Qualitative research design: An interactive approach*. Applied Social Research Methods Series, Vol. 41. Thousand Oaks, CA: Sage Publications.

Merleau-Ponty, (1962). *Phenomenology of perception* (Colin Smith, trans.). London: Routledge & Kegan Paul. Morse, J.M. (Ed.). (1994). *Critical issues in qualitative research methods*. Thousand Oaks, CA: Sage Publications.

Munhall, P. (2011). *Nursing research: A qualitative approach* (5th ed.). Boston: Jones and Bartlett, Publishers. ISBN 978- 0- 7637- 8515- 4

Ricoeur, P. (1981). *Hermeneutics and the human sciences*. New York: Cambridge University Press. Riessman, C.K. (1993). *Narrative analysis. Qualitative Research Methods Series, #30*. SAGE Publications. Spradley, J. (1979). *The ethnographic interview*. New York, Holt: Rinehart & Winston.

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

TOPICAL OUTLINE:

Introduction to qualitative inquiry

Philosophical underpinnings and foundations of qualitative inquiry

Qualitative inquiry and Caring theory

Research questions and qualitative research data source

Ethical concerns

Issues of rigor

Issues of bias

Methods

Ethnography

Phenomenology

Grounded Theory

Historical

Narrative

Action/Community

Critical Theory

Feminist Case Study

Virtual/Internet/Telecommunications

Appreciative Inquiry

Triangulation

Techniques

Observation

Participation

Reflection

Interview/Transcription

Coding/Analysis

Development

Research Question

Method Selection

IRB Protocols

COURSE ASSIGNMENTS:

I. Virtual Fieldwork (2 Activities): 20 %

Students are required to view two (2) selected video/film segments to simulate the field experience as a qualitative researcher. The expectation is then to explore the literature on field notes, approaches of observation, interview techniques, etc. to broaden one's knowledge. Submission of a detailed field note of the student's video/film experience is expected. A search of literature (across disciplines) is required in order to develop a bibliography (minimum of 5 references) specific to field work and qualitative research.

II. Method Snapshot: 20%

Students will be assigned to read specific chapters of one published nursing dissertation. Students will then submit a critical snapshot to describe how the content of the chapters support the 'fit' of the method and research question. This work will be posted on Blackboard for peer review.

III. Class Participation: 20%

Attendance at every class is expected. Active participation in all class discussions/activities (live and online) and evidence of having reviewed the readings assigned are expected. Students who encounter an unexpected emergency that affects their attendance and participation need to contact the faculty as soon as possible and preferably before the class begins.

IV. Proposal: 40%

The purpose of this assignment is to advance the students scholarly and creative knowledge and understanding of qualitative research methods and to develop an innovative approach to qualitative inquiry for nursing practice. Students will develop appropriate research questions and select an appropriate method on a topic that is of interest to them.

Students will develop an IRB application approximately 7 or less typed pages, single spaced (excluding attached appendices) located at <http://www.fau.edu/research/researchint/irbnet.php>. Students are required to have CITI certification http://www.fau.edu/research/researchint/citi_training.php that should be completed no later than January 11, 2014. To develop the IRB application students will need to consider the following:

1. Formulate a qualitative research question about your topic of interest and select an appropriate method for investigation.
2. The process of the question development should demonstrate an epistemological and personal reflexivity.
3. The method choice should have a logical approach to the philosophical 'fit' and be substantiated by primary and secondary resources.

Carefully consider the following questions:

- How could the investigation of the topic advance concepts of caring?
- What is the significance of the question to nursing?
- What potential literature sources (other disciplines) should be explored to broaden/narrow the scope of the question?
- What are the collection/generation processes and procedures related to the method?
- What are the ethical concerns or bias issues related to the question or method?

- What is the feasibility of conducting a pilot study?

BIBLIOGRAPHY

COURSE LITERATURE

UNIT 1

Koch, T. & Harrington, A. (1998). Reconceptualizing rigour: the case for reflexivity. *Journal of Advanced Nursing*, 28(4), 882-890.

Morse, J. (2010) How different is qualitative health research from qualitative research? Do we have a sub discipline? *Qualitative Health Research*, 20 (11), 1459-1468.

Morse, J. (2007). Ethics in action: Principles for doing qualitative research. *Qualitative Health Research, 17*(8), 1003-1005.

Polkinghorne, D.E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology, 52*(2), 137-145.

Porter, S., O'Halloran, P. & Morrow, E. (2011). Bringing values back into evidence-based nursing. The role of patients in resisting empiricism. *Advances in Nursing Science, 34*(2), 106-118,

UNIT 2

Day, E. (2002). Me, myself and I: Personal and professional re-constructions in ethnographic research. *FORUM: Qualitative Social Research, 3*(3) Art.11.

Mulhall, A . (2003). In the field: notes on observation in qualitative research. *Journal of Advanced Nursing, 41*(3),306-313.

UNIT 3

Giorgi, A. (2005). The phenomenological movement an research in the human sciences. *Nursing Science Quarterly, 18*(1), 75-82.

Hsieh, H. & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15* (9), 1277-1288. doi:10.1177/1049732305276687

McConnell-Henry, T. Chapman, T. & Francis, K. (2009). Husserl and Heidegger: Exploring the disparity. *International Journal of Nursing Practice, 13*, 7-15.

Norlyk, A. & Harder, I. (2010). What makes a phenomenological study phenomenological?: An analysis of peer-reviewed empirical nursing studies. *Qualitative Health Research 20*(3), 420-431.

Wojnar, D.M. & Swanson, K.M. (2007). Phenomenology: An exploration. *Journal of Holistic Nursing, 25*(3), 172-180.

UNIT 4

Reed, P.G. & Runquist, J. J. (2007). Reformation of a methodological concept of grounded theory. *Nursing Science Quarterly, 20*(2). 118-122.

Starks, H. & Trinidad, S.B. (2007) Choose your method: A comparison of phenomenology, discourse analysis and grounded theory. *Qualitative Health Research 17*(10), 1372-1380.

Walker, D. & Myrick, F. (2006). Grounded theory: An exploration of process and procedure. *Qualitative Health Research, 16*(4), 547-559.

UNIT 5

Carter, S.M. & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, Methodologies, and methods in qualitative research. *Qualitative Health Research, 17*(10), 1316-1328.

UNIT 7

Tracy, S.J.(2010). Qualitative quality: Eight "Big Tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851.

Qualitative Methods

- Beck, C. T. (2003). Initiation into qualitative data analysis. *Journal of Nursing Education, 42*(5), 231-234.
- Morse, J.M. (1994). Designing funded qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.) *Handbook of qualitative research* (pp. 220-235). Thousand Oaks: Sage Publications.
- Price, B. (2002). Laddered questions and qualitative data research interviews. *Journal of Advanced Nursing, 37* (3), 273-281.
- Sandelowski, M. (1995). Qualitative analysis: What it is and how to begin. *Research in Nursing and Health, 18*, 371-375.
- Sandelowski, M. & Barroso, J. (2003). Writing the proposal for a qualitative research methodology project. *Qualitative Health Research, 13*(6), 781-820.
- Sandelowski, M., & Leeman, J. (2012). Practice-based evidence and qualitative inquiry. *Journal of Nursing Scholarship, 44*(2), 171-179. doi. 10.1111/j1547-5069.2012.01449.x

Phenomenology

- Whittemore, R., & Chase, S.K. (2002). Lifestyle change in Type 2 diabetes: a process model. *Nursing Research, 51*, 18-25.
- Binding, L.L. & Tapp, D.M.(2008). Human understanding in dialogue: Gadamer's recovery of the genuine. *Nursing Philosophy, 9*(2), 121-13.
- Drew, N. (2001). Meaningfulness as an epistemologic concept for explicating the researcher's constitutive part in phenomenologic research. *Advances in Nursing Science, 23*(4), 16-31.

Ethnography

- Deitrick, L., Bokovoy, J., Stern, G. & Panik, A. (2006). Dance of the call bells: using ethnography to evaluate patient satisfaction with quality of care. *Journal of Nursing Care Quality, 21*(4), 316-324.
- McAllister, C.L. Wilson, P.C., Green, B.L. & Baldwin, J.L. (2005). "Come and take a walk": Listening to early Head Start parents on school-readiness as a matter of child, family, and community health. *American Journal of Public Health, 95*(4), 617-625.
- Seymour, J.E. & Ingleton, C. (2005). Ethical issues I qualitative research at the end of life. *International Journal of Palliative Nursing, 11*(3), 138-146.
- Bonner, A. & Tolhurst, G. (2002). Insider-outsider perspectives of participant observation. *Nurse Researcher, 9*(4), 7-19.
- Leininger, M.M. (1985), Ethnography and ethnonursing: models and modes of qualitative data analysis. In M.M. Leininger (Ed.) *Qualitative research methods in nursing* (pp. 33-71), Orlando: Grune & Stratton.
- Leininger, M. & McFarland, M. R. (2002). *Transcultural nursing: concepts, theories, and research*, 3rd ed. Columbus, OH: McGraw Hill. Chapter on ethnonursing research method.

Grounded Theory

- Fowler, B.A. (2006). Claiming health: Mammography screening decision making of African American women. *Oncology Nursing Forum, 33*(5), 969-975.
- Kalisch, B.J. (2006). Missed nursing care: A qualitative study. *Journal of Nursing Care Quality, 21*(4), 306-313.
- Kennedy, E.P. & MacPhee, C. (2006). Access to confidential sexual health services. *Canadian Nurse, 102* (7), 29-31.

Chiovitti, R.F. & Piran, N. (2003). Rigour and grounded theory research. *Journal of Advanced Nursing*, 44(4), 427-435.

Innovative Perspectives

Dzurec, L.C. (2003). Poststructuralist musings on the mind/body question in health care. *Advances in Nursing Science*, 26(1), 63-76.

Falk-Rafael, A. (2005). Advancing nursing theory through theory-guided practice: The emergence of a critical caring perspective. *Advances in Nursing Science*, 28(1), 38-49.

Fontana, J.S. (2004). A methodology for critical science in nursing. *Advances in Nursing Science*, 27(2), 93-101.

Georges, J.M. (2005). Linking nursing theory and practice: a critical-feminist approach. *Advances in Nursing Science*, 28(1), 50-57.

Glass, N. & Davis, K. (2004). Reconceptualizing vulnerability: deconstruction and reconstruction as a postmodern feminist analytical research method. *Advances in Nursing Science*, 27(2), 82-92.

Hardin, P.K. (2003). Constructing experience in individual interview, autobiographies, and on-line accounts: A poststructuralist approach. *Journal of Advanced Nursing*, 41(6), 536-544.

Henderson, D.J. (1995). Consciousness raising in participatory research: Method and methodology for emancipatory nursing research. *Advances in Nursing Science*, 17(3), 58-69.

Kirkham, S.R. & Anderson, J.M. (2002). Postcolonial nursing scholarship: From epistemology to method. *Advances in Nursing Science*, 25(1), 1-17.

White, R. (2004). Discourse analysis and social constructionism. *Nurse Researcher*, 12(2), 7-16

COURSE POLICIES & GUIDELINES

***All course requirements and objectives must be met in order to obtain a passing grade.

1. Attendance is required. If a student encounters an emergency situation that prevents them from attending class, it is the student's responsibility to notify faculty via email of the absence prior to the class. Please be respectful of the starting time for live classes.
2. If you are asked to *power down* all communication devices, please do so on the first request.
3. All written assignments are to be submitted via Blackboard.
4. Late assignments will not be accepted.
5. Faculty may change or alter the course content as the class progresses based upon students' performance.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Graduate Handbook located at: <http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>
- c). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students’ course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE

Week	Date	Topic Outline	Assignments /Readings
1	1/6 -1/12 Live Class 1/11	UNIT 1: Introduction to Qualitative Inquiry	The following should be completed by 1/11 11:59 pm.
2	1/13 – 1/19	<p>Overview of semester activities and expectations.</p> <p>Philosophical underpinnings and foundations of qualitative inquiry</p> <p>Qualitative inquiry and Caring theory</p> <p>Developing questions</p>	<p>1. Submit the CITI certificate copy 2. Submit the brief bio assignment 3. Participate in the Discussion Board 4. Complete all assigned readings</p> <p>Creswell, J.W. (2013): CH 1, 2, 3 Tappen, R.M. (2011): CH 4</p> <p>Articles: Morse, J. (2010) How different is qualitative health research from qualitative research? Do we have a sub discipline? <i>Qualitative Health Research</i>, 20 (11), 1459-1468.</p> <p>Morse, J. (2007). Ethics in action: Principles for doing qualitative research. <i>Qualitative Health Research</i>. 17(8), 1003-1005.</p> <p>Polkinghorne, D.E. (2005). Language and meaning: Data collection in qualitative research. <i>Journal of Counseling Psychology</i>, 52(2), 137-145.</p> <p>Milton, C.L. (2013). The ethics of research. <i>NursingScience Quarterly</i> 26 (20), 20-23.DOI: 10.1177/0894318412466740</p> <p>CITI certificate due by 1/11 11:59pm</p>
3	1/20 – 1/26	UNIT 2: Ethnography and Narrative	Creswell, J.W. (2013): CH 4, 5
4	1/27 – 2/2	<p>Ethnography Anthropological view Ethnonursing method Virtual Autoethnography</p> <p>Narrative Biographical Autobiographical Life history Oral history Story</p>	<p>See Analytic Table for Ethnography and Narrative. Appendix E, Appendix B</p> <p>Articles:</p> <p>Ethnography</p> <p>Day, E. (2002). Me, myself and I: Personal and professional re- constructions in ethnographic research. FORUM: <i>Qualitative Social Research</i>, 3(3) Art.11.</p> <p>Mulhall, A. (2003). In the field: notes on observation in qualitative research. <i>Journal of Advanced Nursing</i>, 41 (3), 306-313.</p> <p>Narrative Liehr, P, Nushimara, C., Wands, L. M., Takabashu, R. (2011). A lifelong journey of moving beyond war tie trauma for survivors from Hiroshima and Pearl Harbor. <i>Advances in Nursing Science</i>, 34(3), 215-228.</p> <p>Sandelowski, M. (1991).Telling stories: Narrative approaches in qualitative research. <i>IMAGE, Journal of</i></p>

			<p><i>Nursing Scholarship</i>, 23(3), 61-66.</p> <p>Field Notes#1 Due by 2/2 11:59pm</p>
5	2/3 – 2/9 Live Class 2/8	UNIT 3: Phenomenology as Philosophy and Method	Creswell: CH 4, 5, 7 See Analytic Table for phenomenology Appendix C
6	2/10 – 2/16	<p>Researching meaning, perception and experience</p> <p>Descriptive</p> <p>Interpretative</p> <p>Data collection, Sampling</p> <p>Data analysis: Colazzi, Van Kaam, Giorgi, van Manen</p>	<p>Tappen: CH 15</p> <p>Articles: Giorgi, A. (2005). The phenomenological movement an research in the human sciences. <i>Nursing Science Quarterly</i>, 18 (1),75-82.</p> <p>McConnell-Henry, T. Chapman, T. & Francis, K. (2009). Husserl and Heidegger: Exploring the disparity. <i>International Journal of Nursing Practice</i>, 13, 7-15.</p> <p>Norlyk, A. & Harder, I. (2010).What makes a phenomenological study phenomenological?: An analysis of peer-reviewed empirical nursing studies. <i>Qualitative Health Research</i> 20(3), 420-431.</p> <p>Wojnar, D.M. & Swanson, K.M. (2007). K.M. (2007). Phenomenology: An exploration. <i>Journal of Holistic Nursing</i>, 25(3), 172-180.</p> <p>Hseih, H. & Shannon, S.E. (2005).Three approaches to qualitative content analysis. <i>Qualitative Health Research</i>, 15 (9), 1277-1288. doi: 10.1177/1049732305276687</p> <p>Field Notes#2 Due by 2/16 11:59pm</p>
7	2/17 – 2/23	UNIT 4: Grounded Theory	Creswell: CH 4, 5, 8 See Analytic Table for Grounded Theory; Appendix D
8	2/24 – 3/2	<p>Historical approaches to grounded theory</p> <p>Data collection</p> <p>Data analysis—constant comparative analysis</p> <p>Categorical development The basic social process The emergence of theory</p>	<p>Articles: Dissertation TBA</p> <p>You will be referred to a dissertation in Pro Quest for review of the question fit and method.</p> <p>Reed, P.G. & Runquist, J. J. (2007). Reformation of a methodological concept of grounded theory. <i>Nursing Science Quarterly</i>, 20(2). 118-122.</p> <p>Starks, H. & Trinidad, S.B. (2007) Choose your method: A comparison of phenomenology, discourse analysis and grounded theory. <i>Qualitative Health Research</i> 17(10), 1372-1380.</p> <p>Walker, D. & Myrick, F. (2006). Grounded theory: An exploration of process and procedure. <i>Qualitative Health Research</i>, 16(4), 547-559.</p> <p>Snapshot due by 3/2 11:59pm</p>
9	3/3-3/9	Spring Break	NO CLASSES

10	3/10 – 3/16 <u>Live Class 3/15</u>	UNIT 5: Triangulation and Immersion Experiences	Creswell: CH 6 Tappen: CH 6, 16, 24
11	3/17 – 3/23	Small work groups: Research question development, method choice and immersion experiences	Articles: Carter, S.M. & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, Methodologies, and methods in qualitative research. <i>Qualitative Health Research</i> , 17(10), 1316-1328.
12	3/24 – 3/30	UNIT 6: Proposal Development and Innovative Perspectives	Creswell: CH 9 Tappen: 22, 23, 24
13	3/31 – 4/6	Writing qualitative research proposal	Proposal due by 4/6 11:59pm
14	4/7 – 4/13 <u>Live Class 4/12</u>	UNIT 7 Trustworthiness of Qualitative Research	Creswell: CH 10 Tappen: 11, 12
15	4/14 – 4/20	Identifying data sources ethical concerns Issues of rigor Recognizing bias	Articles: Koch, T. & Harrington, A. (1998). Reconceptualizing rigour: the case for reflexivity. <i>Journal of Advanced Nursing</i> , 28(4), 882-890. Tracy, S. J. (2010). Qualitative quality: Eight “Big Tent” criteria for excellent qualitative research. <i>Qualitative Inquiry</i> (16), 837-851.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'