

**THE UNIVERSITY OF TEXAS AT TYLER**  
**COLLEGE OF NURSING & HEALTH SCIENCES**

**NURS 6333: Qualitative Research Designs and Methods**  
**Syllabus – Summer 2020**

*I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.*  
*(The UT Tyler Honor Code)*

Welcome!

We are so excited that you will be exploring the wonders of qualitative research with us this semester! This course has been designed to provide you as a Ph.D. nursing candidate with the information and skills that are most often required for understanding and subsequently engaging in qualitative research. We have some exciting learning activities for you and hope that you enjoy this course!

This is a very interactive course with multiple, varied types of activities to facilitate learning within a supportive and engaging environment. Our intent is for you to learn and have as much fun as possible!

As you will see, the course is organized into modules that comprise a small number of weeks. Following Preparation Week, the **first 4 modules/weeks** provide an overview and cover foundational philosophies of qualitative research. We also review some broad concepts of sampling, ethics, data collection, and data analysis. The **next 3 modules/weeks** get into the “meat” of the matter, as we focus on specific qualitative designs. Six major designs will be explored this semester: phenomenology, ethnography, participatory action research, case study, grounded theory and metasynthesis. The **last 3 weeks** “wrap up” the course with your mini-proposal that you will work on throughout the semester, and The Great Debate!

Recorded Zoom sessions will also be used to discuss relevant content, e.g., course orientation, data analysis, etc. Again, because this is an asynchronous course, you are not required to participate, **but you are required to view the recordings and be responsible for content discussed.**

Group/team work will comprise a small part of this course, and in recognizing the challenges this type of work sometimes creates, we have some strategies that may help. We’ll discuss these in the introductory Zoom sessions at the beginning of the semester.

We know how busy all of you are and recognize how difficult it can be to balance this course with an already busy home and work life. Though a lot of time is required in this course, we hope you will find it fun and interesting! Because there is so much involved in this course, please never hesitate to contact us for any questions!

## **COURSE FACULTY**



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## **COURSE TITLE    NURS 6333: Qualitative Research Designs and Methods**

Advanced qualitative research that integrates classical and developing philosophical traditions, methodology, design, analysis, and interpretation is studied.

## COURSE PREREQUISITES      NURS 6310 Philosophy of Science

### STUDENT LEARNING OUTCOMES

- Distinguish the central philosophical and methodological tenets of qualitative research.
- Compare and contrast common methods of qualitative research and related key issues.
- Critically analyze qualitative research.
- Develop a qualitative proposal to study a substantive transcultural health problem.

### COURSE OUTLINE

#### Overview and Philosophical Issues of Qualitative Research

1. Overview, philosophical and historical issues of qualitative research
2. Proposal development; sampling, ethics
3. Data collection
4. Data analysis

#### Qualitative Designs

5. Ethnography; participatory action research
6. Phenomenology and qualitative research rigor
7. Case studies, grounded theory and metasynthesis

#### Wrap-Up: The Mini-Proposal and The Great Debate

### Course Calendar/Schedule

The course calendar and schedule may be viewed by accessing the documents located in the Getting Started module.

**You most likely know by now that the key to successful completion of this online course, or any online course, is organization and time management.**

**Before you do anything, review carefully the Course Calendar, and then mark due dates for everything, and then mark out planning times in your calendar to work on those assignments and projects.**

**This is not a self-paced course.** If you anticipate having difficulty submitting an assignment on time, contact your faculty member **before** the assignment or discussion is due. Late assignments will lose 5% of the grade for each day unless prior arrangements have been made with faculty **before** the assignment is due.

## Textbook Information, Other Readings and Materials

### Required:

1. Patton, M.Q. (2015). *Qualitative research & evaluation methods* (4<sup>th</sup> ed.). Los Angeles: Sage.

**NOTE:** This book is also available as an e-book to rent through Coursesmart.com

2. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author. ISBN: 1-4338-0561-8.

## Grading Information

### Reading Assignments

- You will find that modules have reading assignments that are required and some are recommended. It's important to focus on the required readings. The recommended ones are only there as an additional reference if needed, or for your own specific interest.
- Each participant is responsible for completing the reading assignments in a timely manner.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to live Zoom sessions and/or completing discussion and written assignments on Canvas.

### Written Assignments

- Written assignments are expected to be written at the level of a scholarly doctoral student. If you know you have difficulty with writing professional papers that reflect logical flow, correct spelling, grammar and punctuation, and appropriate APA 6<sup>th</sup> Ed. formatting, you may want to solicit extra assistance prior to submission.
- All written assignments and projects are to be completed in Microsoft Word and submitted on time. Deadlines are listed in the Course Calendar.
- All assignments must be submitted by 11:59pm Central Standard Time on the due date.
- All written assignments are to be submitted through the appropriate assignment links provided in Canvas. If your internet connection is down for some reason, contact your faculty by phone to make alternate arrangements. Please note that if your assignment is not submitted through Canvas, turnaround time for grading may be slightly longer.

**Plagiarism** is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. We will cover this content in the Orientation Zoom session at some point the first two weeks.

Late assignments will receive 5% grade deduction for each day that the assignment is late. **If unavoidable situations occur, e.g., work or family emergencies or illness that prevents timely submission of assignments, be sure to contact faculty before the assignment is due. It is an expectation that these types of occurrences will be very rare.**

### **Completion Time/Expectations**

You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend about 8-10 hours per week on this course. The actual amount of time will vary from individual to individual. Some students have had more experience with qualitative research than others. This estimate includes the time you spend in reading, discussions, and assignments.

### **Grades and Grading**

You will have access to all course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course.

Due dates are as of 11:59 Central Standard Time on that date. Extensions to assignment deadlines can be negotiated with your faculty member but need to be negotiated in advance; retrospective extensions will not be awarded.

**There is a five percent deduction in your grade for each day of late submission.**

The work you will perform for this course is weighted as follows:

<b>Assignment</b>	<b>Percentage</b>
Discussion Board Postings/ Responses	25%
Mini-Proposal Research Question	5%
Data Analysis	20%
Phenomenology: The Great Debate	20%
Mini-Proposal	30%
	100%

## **1. Discussion board postings and/or Zoom live conferencing**

These postings help to enrich your understanding of the topic being discussed, and also help you as peers to obtain opinions and perspectives from each other. Refer to each specific *Discussion Board Rubric* to achieve thorough understanding of how to successfully complete these assignments.

We will also hold occasional live Zoom sessions over the summer that will help you better understand course content and offer opportunities for faculty-student and student-student interactions. These sessions are not required to attend but recordings are required to be viewed.

## **2. Mini-Proposal Research Question & Design**

This will be submitted by the 2<sup>nd</sup> week of class and involves you selecting a topic of great importance to you and developing a research question and selecting a proposed qualitative research design to use for answering that question. These will be approved by faculty as a basis for your mini-proposal.

## **3. Data Collection and Analysis**

This activity introduces you to how important observation is and how important it is to truly “listen” in different ways during an interview while keeping your feelings and emotions in check. This activity will contribute to two different grades:

- a. Discussion Board wherein you will review your peer’s Field Notes
- b. Uploading a Coded interview transcript to an Assignment link

The data analysis activity introduces you to coding and analysis of textual and field notes data. This project demonstrates the extensive time and complexities involved with qualitative data analysis.

## **4. Qualitative Mini-Proposal**

Your research question and qualitative design will be approved during the early weeks of the course. Throughout the remainder of the semester you will develop a mini-proposal for a qualitative study designed to explore your research question. Synthesis of course material and independent readings will facilitate accomplishment of this assignment. This project may even get you started on your dissertation proposal.

## **5. Phenomenology: The Great Debate**

This will be the only required live Zoom project this semester and involves teams into which you can self-select to debate another team regarding descriptive vs interpretive phenomenology. Teams will establish their own mutually agreed upon date and time in consultation with faculty from a range of possible dates toward the end of the semester.

Specific guidelines and grading criteria/rubrics for learning activities are located within the modules or at the bottom of the assignment upload page. Discussion Board (DB) rubrics can be accessed via the three dots at the upper right corner of the DBs. Links to upload assignments to the Grade Center are located within the appropriate modules. Final grades for the course will be determined based upon the following point assignments. No rounding of grades will be done. An end of the semester final grade must be 80% or above to pass the course.

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

### ***Reading Assignments***

- Assigned readings in doctoral education are the beginning, not the endpoint. These readings will point you in the direction of continued reading and pondering of your scholarly thoughts. Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

### ***Written Assignments***

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Calendar.
- All assignments should be submitted through the assignment links. If your internet connection is down for some reason, please contact your faculty member by phone to make arrangements to get the assignment submitted within the posted time constraints
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by properly citing all sources that you use in your work.

### ***TurnItIn***

TurnItIn is a feature provided by Canvas that is designed to detect plagiarism or non-original student work. Your instructor may set up this feature so that when you submit papers, they are automatically sent through TurnItIn. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using TurnItIn in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.

### ***Assignment Turn-In Process***

All assignments and projects will be submitted through the assignments link of Canvas. Use the following process to prepare and submit assignments:

- prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name first initial, assignment title (ex. DukeG Data Collection)
- follow link to the Grade Center found on the weekly assignment page the week the assignment is due
- within the Grade Center, click on "View/Complete Assignment" in the assignments overview area or project area
- Upload your assignment; there is a free text box if you need to share comments with your faculty.

Faculty will return your assignment through the Student Grade Center area. To see comments about your assignment, click on your grade. If you use an alternative to written assignments, the work will be viewed and graded using the Criteria sheet which will be returned through the Student Grade Center area of Canvas.

If you need more instructions on how to submit files through the assignment link, please read the Canvas Student Manual located in the Tools area.

### **Email**

To communicate by email within the course with other participants or all participants, click the Tools link on the left side of the Canvas frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Canvas please read the student manual located in the Resources area of the course.

The course email for Dr. Gloria Duke is [gduke@uttyler.edu](mailto:gduke@uttyler.edu)

The course email for Dr. Barbara McAlister is [bmcalister@uttyler.edu](mailto:bmcalister@uttyler.edu)

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email address above.

We will make every effort to respond quickly to your emails. Generally speaking, we check email twice a day during the workweek. Do not expect responses on the weekend. Occasionally, we will be traveling, and it might take up to 48 hours to respond. If our schedule makes us unavailable to answer emails for an extended period, we will post an announcement so that you can plan accordingly. One caveat: technical problems in email



systems may slow down responses! We are committed to communicate with you in a timely manner, so if there are any problems, we will work to solve them.

**It is essential that you check your Canvas emails and announcements daily. Having notifications turned on when you receive Canvas communications of any kind is very helpful.**

### Digital Library Resources

Students enrolled in this course have online access to the UT Tyler [Robert R. Muntz Library](#). Follow this link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available.

### Course Evaluation

UT Tyler may ask you to complete a voluntary evaluation to help make improvements and adjustments in their overall online learning forums. The university evaluation will include questions specific for this course and will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to my commitment to improve continually the quality and relevance of this course.

### Roles and Responsibilities

Students will read assigned materials, engage in online dialogue, and ponder the implications of the choices made by researchers as studies are designed. Products of this course will be evidence of proficiency demonstrations (critiques, assignments, poster, presentation) and documentation of dialogue.

### Navigation

In order to effectively participate in online learning, it is imperative that you understand how your course is arranged and how to access and contribute information. If you have a question regarding the navigation within this course, please refer to the Canvas user manual available under the Tools area.

## College of Nursing & Health Sciences Withdrawal Policy

Given the rapid growth of our Graduate Nursing program in recent years, we have reviewed our official withdrawal policy in relation to course offerings and seat availability. To better assist in student advising, predict class enrollment numbers, and ensure that each of you graduate within program year requirements, the long-standing policy related to course withdrawals will be enforced. The policy states that “two or more semesters of at least one withdrawal per semester will result in the student being required to submit a Petition for Progression within 10 business days after the official drop date”.

Please note that this policy only applies to official withdrawals that are reflected on your transcript. Any drops made prior to the census date will not be taken into account and any withdrawals prior to spring 2016 will not be taken into account. This policy is separate from our 2-C policy, which states that students are allowed one failing grade; a second failing grade will result in program dismissal.

If you have any questions, please contact the Graduate Nursing Advisor at [nursing-graduate@uttyler.edu](mailto:nursing-graduate@uttyler.edu)

## University Policies:

### Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Campus Carry:** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**UT Tyler is a Tobacco-Free University:** All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census

Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous

educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services

### **Student Standards of Academic Conduct:**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

### **"Cheating" includes, but is not limited to:**

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

**“Plagiarism” includes, but is not limited to:** the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

**“Collusion” includes but is not limited to:** the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

### **Other Student Resources**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- UT Tyler Counseling Center (903.566.7254)

## Getting Started

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. Please begin this course by clicking on the Modules button in the left-hand navigation bar, and then choose Module 1.