



The University of Southern Queensland

## Course specification

<b>Description: Qualitative Research Methods</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	8040	50017	1, 2006	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOSCI
<b>Academic org:</b>	FOS004
<b>Student contribution band:</b>	National Priority Nursing
<b>ASCED code:</b>	060399

### STAFFING

Examiner: Cath Rogers-Clark

Moderator: Lorna Robertson

### REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: GCNP or MANP or MHEA or MMHN or MMID or MMPO or MNIC or MNUR or MNRS or MNRH or PCNP or PDEV or SING or CRPG

### RATIONALE

Inquiry into intra-personal and inter-personal human experience requires sensitive, qualitative methods and any attempts to change human action is best based upon these understandings. This is in contrast to many aspects of the physical and biological world which can be well explained by quantitative methods and can be changed by techno-rational means. These same methods, however, do not help us to understand many important aspects of the social world and the emotional/spiritual world of individuals. This course introduces postgraduate students developing research skills to the specific practices of qualitative methods of data collection, management, analysis and interpretation.

### SYNOPSIS

The course is concerned with the skills of the qualitative researcher including the researcher as instrument, participant observation, individual interviewing, focus-group interviews, grounded theorising text-based research, praxis and action research. The course provides an overview of qualitative data analysis including thematic analysis, grounded theorising, critical incident analysis, theory-based analysis and the use of computers in qualitative data analysis.

### OBJECTIVES

On successful completion of this course students will be able to:

1. critically examine their own values, biases and beliefs and show how these are either bracketed or related to their research process and findings;

2. demonstrate integrity, sensitivity, openness, honesty and non-judgmental acceptance as a qualitative researcher in an interview situation;
3. demonstrate beginning skills in participant observation and individual interviewing; and
4. critically examine and select an appropriate method to analyse qualitative data including: thematic analysis, grounded theorising, critical incident analysis, theory-based analysis and the use of computers in qualitative data analysis.

## TOPICS

Description	Weighting (%)
1. Module 1 Qualitative Research Methodology - introduction to: the philosophical foundations for qualitative research; the broad area of qualitative research design; the qualitative research process; and research ethics.	20.00
2. Module 2 The Skills of the Qualitative Researcher - critically examining and managing personal values 'biases', researcher honesty, sensitivity and non-judgmental acceptance, recording qualitative data, developing qualitative research skills, participant observation, individual interviewing, focus-group interviews, praxis and action research, phenomenological research, grounded theory research.	50.00
3. Module 3 Analysing Qualitative Data - critically examining and selecting an appropriate method to analyse data, analysing text-based research data, the use of computers in qualitative analysis, writing a qualitative research report.	30.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Grbich, C 1999, *Qualitative Research in Health: An Introduction*, Allen & Unwin, Sydney.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Beach, D 1996, *The Responsible Conduct of Research*, VCH, New York.

Benner, P (ed) 1994, *Interpretive Phenomenology: Embodiment, Caring and Ethics in Health and Illness*, Sage Publications, Thousand Oaks.

Crotty, M 1996, *Phenomenology and Nursing Research*, Churchill Livingstone, Melbourne.

Darlington, Y & Scott, D 2002, *Qualitative Research in Practice: Stories from the Field*, Allen & Unwin, Crows Nest.

- Denzin, NK & Lincoln, YS 2000, *The Handbook of Qualitative Research*, 2nd edn, Sage Publications, Thousand Oaks.
- Emden, C 1998, , *Theoretical Perspectives on Narrative Inquiry*, Collegian, Vol 5, no.2, pp30-35.
- Emden, C 1998, , *Conducting a Narrative Analysis*, Collegian, Vol 5, no.3, pp34-39.
- Fonow, M & Cook, J (eds) 1991, *Beyond Methodology: Feminist Scholarship as Lived Research*, Indiana University Press, Bloomington.
- Glaser, BG & Strauss, AL 1967, *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Aldine Publishing, Chicago.
- Glesne, C & Peshkin, A 1992, *The personal dimension: Rapport and Subjectivity Becoming Qualitative Researchers: An Introduction*, 2nd edn, Longman, New York.
- Greenwood, J 1994, Action research and action researchers: Some introductory considerations, *Contemporary Nurse*, Vol 3, no.2, pp84-92.  
(June)
- Harding, S 1987, Introduction: Is there a feminist model, *Feminism and Methodology: Social Science Issues*, Indiana University Press, Bloomington, Indiana.
- Janesick, VJ 2003, *Stretching Exercises for Qualitative Researchers*, 2nd edn, Sage Publications, Thousand Oaks.
- Keats, DM 1993, *Techniques of Interviewing: Skilled Interviewing*, 2nd edn, ACER, Hawthorne.
- Kuhn, TS 1996, *The Structure of Scientific Revolutions*, 3rd edn, University of Chicago Press, Chicago.
- Lather, P 1991, *Getting Smart: Feminist Research and Pedagogy within the Postmodern*, Routledge, New York.
- Lather, P 1986, , *Research as Praxis*, Harvard Educational Review, Vol 36, no.3, pp257-277.
- Marshall, C & Rossman, G 1999, *Designing Qualitative Research*, 3rd edn, Sage, Thousand Oaks, California.
- Martin-McDonald, K 1999, Once upon a time..Narratives & Research, *Contemporary Nurse*, Vol 8, no.1, pp221-226.
- Strauss, A & Corbin, J 1990, *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, Sage, Newbury Park.

## **STUDENT WORKLOAD REQUIREMENTS**

ACTIVITY	HOURS
Directed Study	60.00
Private Study	100.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PARTICIPANT OBSERVATION	100.00	30.00	24 Mar 2006
INDEPTH INTERVIEWING EXERCISE	100.00	30.00	08 May 2006
QUALITATIVE RESEARCH ANALYS	100.00	40.00	05 Jun 2006

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete an assessment item satisfactorily, students must obtain at least 50% of the marks available for that assessment item.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items and must have submitted each of the assessment items.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## ASSESSMENT NOTES

- 9 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 10 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day.

Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.