

Faculty of Nursing, Prince of Songkla University
Course Syllabus

Section 1: General Description

1. Code and Course Title: 641-815 Advanced Qualitative Research in Nursing
2. Credit: 2(1-2-3) Discussion/Presentation 15 hours; Practice 30 hours
3. Program: Doctor of Philosophy Program in Nursing Science (International Program)
4. Course Coordinator: Assoc. Professor Dr. Urai Hatthakit
Coordinator Assistant: Assoc. Professor Dr. Waraporn Kongsuwan
5. Semester/ Year/ Academic Year: 1/1/2018
6. Classroom: Room 3203, 3rd Building

Section 2: Course Objectives

1. Course Objectives

After completing this course, students will be able to:

- 1.1 Demonstrate in-depth understanding of the theoretical orientations that underlie qualitative methods in nursing
- 1.2 Formulate ways to compare and contrast different approaches to human inquiry: critical, feminist, postmodern and others
- 1.3 Analyze and critique qualitative research papers
- 1.4 Develop a qualitative research proposal that addresses research question formulation, site and informant selection, methodology, data collection, analysis and interpretation, interview questions, and issues of rigor
- 1.5 Discuss utilization of qualitative research studies

2. Objectives of a Course Revision

Students will demonstrate ability in using and interpreting advanced qualitative analysis methodology in conducting nursing research, evaluating a selected nursing research study comprehensively and developing a replication of the study in nursing research, and ethics in nursing research.

Section 3: Course Description and Design

1. Course Description

Development of nursing knowledge using advanced qualitative approach; compare and contrast philosophical backgrounds, purposes, and methods among various qualitative approaches; techniques of data collection and analysis; criteria for judging merit of a qualitative study; application of each different qualitative method in nursing research, dissemination and utilization of nursing research; analysis of issues in qualitative nursing research and critique of qualitative nursing research in the area of interest

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2. Number of Hours per Semester

Lecture /Discussion	Lab	Self-Study	Field Practice	Tutorial
15	30	45	-	-

3. Number of Hours per Week for Consultation

3.1 Hours assigned for individual consultation

	Week	date	Hour
Assoc. Prof. Dr. Urai	3-9	Monday	3.00 – 4.00 p.m.
Assoc. Prof. Dr. Waraporn	10-16	Monday	3.00 – 4.00 p.m.

3.2 Students are able to make an appointment 1 week in advance by email.

Section 4: Learning Outcomes

1. Morality and Ethics

1.3 Possess ethical behaviors in developing a research proposal, critiquing research article and doing academic works

2. Knowledge

2.3 Demonstrate intensive knowledge on researching and building knowledge related to nursing discipline, policy, health system and eastern wisdom

2.4 Apply knowledge and technique in research to develop a research proposal for further study

3. Cognitive Skills

3.3 Write a research proposal to develop knowledge in advancing health, health system and nursing professional

4. Interpersonal Skills and Responsibility

4.1 Demonstrate ability to express academic and professional ideas in creative way

5. Numerical Analysis, Communication and Information Technology Skills

5.2 Be able to communicate effectively and appropriately with groups of people such as scholar group, professional group and community

5.4 Demonstrate ability to use information technologies in presenting a report effectively.

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Section 5: Course Plan and Evaluation

1. Course Plan (Schedule)

Week/Date/ Time	Topics	Time (Duration)	T/L	Lecturer
Wk. 2 23 Aug, 18	Course orientation	.50		Assoc. Prof Dr. Urai Hatthakit
1.00-4.30 p.m.	1. Philosophical dimensions of qualitative research - Historical evolution of qualitative research - An overview of paradigms in qualitative research - Transformation of qualitative research - Philosophic foundation for qualitative research - Comparison of qualitative research and quantitative research	1	Discussion/ Practice 2 hours	Assoc. Prof Dr. Urai
Wk. 3 27 Aug, 18 1.00-4.00 p.m.	2. Principle of qualitative research - Formulating a research problem and purpose - Feasibility of a study : Researcher expertise : Availability of subjects : Ethical consideration	1	Discussion/ Practice 2 hours	Assoc. Prof Dr. Urai
Wk. 4 3 Sept, 18 1.00-4.00 p.m.	Data collection methods - Interview - Observation - Focus group - Field note taking	1	Discussion/ Practice/ Debate 2 hours	Assoc. Prof. Dr. Kittikorn Nilmanat
Wk. 5 10 Sept, 18 1.00-4.00 p.m.	Displaying data and analysis - Data organization - Data analysis Content analysis Thematic analysis	1	Discussion/ Practice/ Role play 2 hours	Prof. Dr. Locsin & Assoc. Prof Dr. Urai

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Week/Date/ Time	Topics	Time (Duration)	T/L	Lecturer
Wk. 6 17 Sept, 18 1.00-4.00 p.m.	Trustworthiness	1	Discussion/ Practice 2 hours	Assoc. Prof Dr. Urai
Wk. 7 24 Sept, 18 1.00-4.00 p.m.	Proposal Development	-	Practice/ Reflection on ethical issues in qualitative research 3 hours	Prof. Dr. Locsin & Assoc. Prof Dr. Urai
Wk. 7 27 Sept, 18 1.00-4.00 p.m.	3. Research methodology of specific qualitative approaches - Phenomenology	1	Discussion/ Practice 2 hours	Prof. Dr. Locsin & Assoc. Prof. Dr. Waraporn
Wk. 8 1 Oct, 18 1.00-4.00 p.m.	- Grounded Theory	1	Discussion/ Practice 2 hours	Asst. Prof. Dr. Wantanee Wiroonpanich
Wk. 9 8 Oct, 18 1.00-4.00 p.m.	- Action Research	1	Discussion/ Practice 2 hours	Assoc. Dr. Praneed Songwathana
Wk. 10 15 Oct, 18	Substitution for His Majesty the Late King Bhumibol Adulyadej			
Wk. 11-12 22, 29 Oct, 18	Self-study			
Wk. 13 5 Nov, 18 1.00-4.00 p.m.	- Ethnography	1	Discussion/ Practice 2 hours	Prof. Dr. Eleanor & Assoc. Prof. Dr. Urai
Wk. 13 8 Nov, 18 1.00-4.00 p.m.	4. Critique for qualitative studies - Critique process of qualitative studies	1	Discussion/ Practice 2 hours	Prof. Dr. Eleanor & Assoc. Prof. Dr. Urai
Wk. 14 12 Nov, 18 1.00-4.00 p.m.	- Critique for qualitative studies (Cont.)	-	Practice/ Reflection 3 hours	Prof. Dr. Eleanor, Assoc. Prof. Dr. Urai & Asst. Prof. Dr. Wantanee
Wk. 15 19 Nov, 18 1.00-3.30 p.m.	5. Utilization of qualitative studies	0.5	Discussion/ Practice 2 hours	Assoc. Prof. Dr. Praneed

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Week/Date/ Time	Topics	Time (Duration)	T/L	Lecturer
Wk. 16 26 Nov, 18 1.00-3.30 p.m.	6. Writing qualitative research	0.5	Discussion/ Practice Reflection: Ethical issues in writing qualitative research 2 hours	Assoc. Prof. Dr. Waraporn
Wk. 16 26 Nov, 18	Proposal submission to course coordinator and course coordinator assistant			
Wk. 17 3 Dec, 18 1.00-4.00 p.m.	7. Presentation of research proposal	3	Presentation/ Discussion	Assoc. Prof. Dr. Urai & Assoc. Prof. Dr. Waraporn
3 Dec, 18 4.00-4.30 p.m.	Course evaluation	.50	Discussion	Assoc. Prof. Dr. Urai

2. Evaluation Plan of the Learning Outcomes

Learning Outcomes	Methods of Evaluation	Week	Weight
4.1	- Class participation/ discussion	2-17	20%
1.3; 2.3; 2.4	- Writing a critique of research article	13	20%
1.3; 2.3; 2.4; 3.3, 4.1	- Writing a research proposal - Using informatics technology in searching for information	16	40%
5.2; 5.4	- Critiquing research article to the class	14	5%
	- Presentation of a research proposal	17	15%

Note: Any incoming doubts or queries about the course evaluation and grading, please contact the course coordinator within this semester or not later than the following semester.

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Section 6: Learning Resources

6.1 Required Textbooks/Books

- Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles in practice* (2nd ed.). London: Routledge.
- Leininger, M.M. (2001). Ethnonursing: A research method with enablers to study the theory of culture care. In M.M. Leininger (Ed.). *Culture care diversity and universality: a theory of nursing* (pp.73-117). Boston: Jones and Bartlett.
- Lincoln, Y. S., & Guba, G. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.
- McTaggart, R. (1997). Guiding principles for participatory action research. In R. McTaggart (Ed.), *Participatory action research: Interventional contexts and consequence*. New York: State University of New York.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Newbury Park, CA: Sage Publications.
- Van Manen, M. (1990). *Researching lived experience human science for an action sensitive pedagogy*. New York: State University New York Press.

6.2 Suggest Books and Other Resources

6.2.1 Books

- Bourgeault, I., Dingwall, R. and De Vries, R. (2010). *The SAGE handbook of qualitative methods in health research*. Thousand Oaks, CA: Sage Publication.
- Denzin, N.K, & Lincoln, Y. S. (Eds.). (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage Publication.
- Glaser, B. G. (1992). *Basics of grounded theory analysis: Emergence VS Forcing*. Newbury Park, CA: Sociology Press.
- Gomm, R., Hammersley, M., & Foster, P. (2000). *Case study method*. London: Sage Publication.
- Gray, J.R., Susan, K., Sutherland, S. (2017). *Burns and grove's the practice of nursing research: appraisal, synthesis, and generation of evidence* (8th ed.). St. Louis, MO: Elsevier.
- Holloway, I., Galvin, K. (2017). *Qualitative research in nursing and healthcare* (4th ed.). Ames, IA: John Wiley & Sons.
- McIntyre, A. (2008). *Participatory action research*. Los Angeles: Sage Publication.
- Munhall, P.L. (2007). *Nursing research: A qualitative perspective* (4th ed). Massachusetts: Jone and Bartlett.
- Phillips, N. & Hardy, C. (2002). *Discourse analysis: investigating processes of social construction*. Thousand Oaks, CA: Sage Publication.

6.2.2 Journal

6.2.3 Electronic databases or websites

<http://qrj.sagepub.com/>

<http://www.qualitativeveresearch.uga.edu/QualPage/>

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Special Note:

1. Research Proposal

1.1 Each student will be assigned to work with an appointed supervisor. Students are required to meet and present their progress report to their supervisor at least 4 times by self-appointment. Documentation of the meeting with supervisor is completed and submitted together with the report of research proposal at the date identified on the schedule.

1.2 The report consists of:

- Research title
- Background and rationale
- Objectives
- Research methodology and underpinning theory/ concept and discuss how it is appropriate to your study
- Participants recruitment
- Data collections/ analysis
- Ethical considerations, trustworthiness, and references
- Originality report

1.3 Proposal report submission and presentation on the dates identified in the course schedule

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Consequences of Academic Misconduct (Plagiarism)

The report paper will be checked the similarities of contents using Turnitin program. Course coordinators have a practice guideline for the students' academic misconduct (plagiarism) or unethical academic working according to the consensus of the graduate committees, Faculty of Nursing at the meeting 10/2012 on October 11, 2012 as in the following:

1. Be warned for misconducting in the first time

When the reader reviews a student's submitted paper draft and sees plagiarism, the student will be warned.

2. Reduce score 20% for misconducting in the second time and receive grade "B"

When the reader reviews the submitted final paper and sees plagiarism, score of the paper will be reduced 20%. Furthermore, the student must revise the paper. If the reader does not see plagiarism of the first revised paper, then the student will receive grade B.

3. Reduce score 40% for misconducting in the third time and receive grade "C"

If the reader sees plagiarism of the first revised paper, score of this paper will be reduced 40%. In addition, the student must revise the paper again and if the reader does not see plagiarism of the second revised paper, then the student will receive grade C.

4. Receive "F" (Fail) for misconducting in the fourth time

If the reader sees plagiarism of the second revised paper, the student will receive "F" for the course.

Feedback

According to the consensus of the graduate committee in the meeting 2/2017 on February 6, 2017, Faculty of Nursing, the regulations of giving graduate students feedback about their assignments/paper are as follows;

1. The lecturers must give feedback within 1-2 weeks after students have submitted their assignments/paper.

2. The students must submit the last assignments/paper before due date, so that they can be read and reviewed before giving feedback. The students will get feedback after their presentation of the final assignments/paper in class.

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