Unit Outline
NURS5035 Qualitative Methods in Health Research
Semester 2, 2016

Unit study package code: NURS5035
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
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Consultation times: Please e-mail for an appointment

Teaching Staff:

Administrative contact:
Name: School Student Support Office
Phone: +61 8 9266 2053
Email: Hlth-NursingStudentSuport@curtin.edu.au
Location: Building: 405 - Room: Level 3

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
Qualitative approaches in health research. Qualitative methodologies, data collection strategies. Influence of postmodernism on qualitative research, action research, anthropology, critical theory, ethnography, feminist research, grounded theory, historical research, phenomenology and post structuralism.
Introduction

Welcome to 'Qualitative Methods in Health Research'. Qualitative research is aimed at uncovering the emic or 'insider’s perspective' from within the social situations they occupy and its prominence in health research continues to grow. The primary aim of this unit is to provide you with the opportunity to become skillful in the use of qualitative approaches in health research and to this end you will be introduced to a wide range of qualitative methodologies and their associated methods and data collection strategies.

The unit will demonstrate how relevant qualitative research can be to nursing, midwifery and allied health professionals. As such, you will develop skills in critical appraisal of published qualitative research reports. This will enhance your experience as a consumer of qualitative research by helping you to make a determination about the quality of evidence and its usefulness in your clinical practice. We hope that by the end of the semester, you will have the necessary skills and enthusiasm to undertake qualitative research and commence your journey as a producer of qualitative evidence.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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</thead>
<tbody>
<tr>
<td>1 Compare and contrast qualitative and quantitative research paradigms to determine suitability to the research problem</td>
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<tr>
<td>2 Analyse the use of a variety of qualitative methods in health research</td>
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</tr>
<tr>
<td>3 Utilise relevant skills to undertake qualitative research</td>
<td>☑ ☑</td>
</tr>
<tr>
<td>4 Critically appraise qualitative research reports</td>
<td>☑</td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Learning how to learn (apply principles learnt to new situations)
- Professional Skills (work independently and as a team)
- International perspective (value the perspectives of others)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

Self-directed study

Teaching and learning will take place via self-directed study on a weekly basis throughout the semester. Each week you will do the following:
View the relevant iLecture
Read the relevant literature associated with the week’s content
Attempt the activities that are provided (where relevant)
Attempt the quiz provided on Bb to test your understanding of the content for that week

It is important to work consistently through the semester to prevent yourself from falling behind. The progression through the syllabus is designed to assist you with completion of the unit assessments. Please contact the unit coordinator if you are experiencing difficulty with aspects of the unit content.

Activities and iLectures
In addition to the self-directed study, you will also be provided with activities that you need to complete and submit for tutor feedback. Your program calendar at the end of your unit outline provides you with information around when these are due. Exemplars have also been provided on Bb to assist you with the completion of Assessment 1 and 3. Some iLectures have been designed to give you practice with critical appraisal to assist you with Assessment 2.

Learning Resources
Library Reserve
There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:
http://link.library.curtin.edu.au/primo/course?NURS5035

Essential texts
The required textbook(s) for this unit are:

- **NB: There are two essentials texts in this unit. You do not have to purchase both. Try to obtain one of them.**

  (ISBN/ISSN: 978-0-7817-9600-2)


  (ISBN/ISSN: 978-1-4051-6122-0)

Other resources
You do not have to purchase the following textbooks but you may like to refer to them. They are available in the Curtin Library.


**Online Resources**

**Critical Appraisal – Available through ScienceDirect Database**


**Assessment**

**Assessment schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1    | 30 percent | Week: 4  
Day: Friday, 26 August 2016  
Time: By 16:00 hours | 3 |
| 2    | 30 percent | Week: Week 10  
Day: Friday, 7 October 2016  
Time: By 16:00 hours | 1,2,3 |
| 3    | 40 percent | Week: 14  
Day: Friday, 4 November 2016  
Time: By 16:00 hours | 4 |

**Detailed information on assessment tasks**

1. **Literature review & problem development (Individual assessment)**

The purpose of this assessment is to help you develop skills in reviewing literature and using it to develop a background to your qualitative research problem. This literature review is meant to frame your qualitative research problem and convince a reader of the need to conduct your study.

The literature that you review should be current and credible (quality). Compile a literature review, introducing your research problem, for submission detailing the following:

- What is already known about the area of study or problem?
- What is the current gap in knowledge?
- What is the problem to be researched?
- How will the proposed study address the problem?
- What is the significance of the proposed study?

Your literature review should be no longer than 1500 words (± 10%), not including title page and references. In preparation for this assignment you need to think of a research area or problem that you would like to investigate and review literature related to this. Once you have reviewed what is known in this area, decide on a research problem that you would like to study. The problem or area should be suited to using a qualitative
methodology for investigation. For help with what constitutes a qualitative question review the iLecture – “Introduction to Qualitative Research”.

To assist you with refining your research problem you will need to complete Activity 1. Unit teachers will then provide you with feedback to assist you to clarify the qualitative question/problem that you want to pursue and ensure that it suits qualitative inquiry. Once you have completed the activity in Module 1 please e-mail your research idea to your tutor as a WORD document, by Friday, 5 August 2016.

2. Critique of a qualitative research report (group assessment)

The second assessment in this unit is a critical appraisal of a qualitative research report. The purpose of this assignment is to develop skills in critical appraisal so that you can evaluate qualitative research reports to determine the quality of the evidence they provide and their applicability to the clinical setting. In addition, this assessment will help you develop research report writing skills as it demonstrates what comprises a good qualitative research report.

You will be critiquing the following research report:


The assignment will be written in an essay format (introduction, body & conclusion) and should include a critique of the following:

- Title & abstract
- Literature review
- Research problem
- Research design
- Sampling and recruitment
- Data collection
- Data analysis
- Trustworthiness
- Findings
- Discussion
- Limitations
- Application to clinical practice & recommendations

Your critical appraisal essay should be no longer than 2500 words (± 10%), not including title page and references.

3. Research methodology proposal (Individual assessment)

This assessment builds on the work that you did in assessment 1 and focuses on developing a proposal for the research methodology that you would use to answer the problem statement that you highlighted in assessment 1. The assignment should be written in an essay format using the following headings:

- Aims / objectives of the study
- Research design
- Population, sampling and recruitment
- Data collection
- Data analysis
- Ethical considerations
- Trustworthiness

You will need to complete Activity 2 to assist with the development of your proposal. This needs to be submitted to your tutor by Friday, 14 October 2016. Your tutor will then provide you with feedback and guidance. Your research methodology proposal should be no longer than 2500 words (± 10%), not including title page and references.
Pass requirements
To successfully complete this unit, students must attempt all pieces of assessment and achieve an overall pass mark of 50%.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 16/12/2016 and 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative
exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.
Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.
Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.
From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm
Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.
You may also require a computer or mobile device for preparing and submitting your work.
For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm
For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity
There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes
Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
1. Blackboard Collaborate sessions have been replaced with opportunities for individual feedback on research problems and the design of the methodology proposal.
2. Further opportunities to practise critical appraisal of published qualitative research reports have been provided to assist students with preparation of Assessment 2.
3. Assessment 2 has been changed to a group assessment to help decrease student workload and strengthen peer engagement and learning.
## Program calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Modules (self-directed)</th>
<th>Pre-readings</th>
<th>Activities or iLectures</th>
<th>Assessment Due</th>
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<tbody>
<tr>
<td>Start-up</td>
<td>25 July</td>
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| 1. | 1 Aug | Module 1  
Qualitative research vs. Quantitative research; Mixed methods |  
**Streubert & Carpenter, 2011:**  
Chapter 1 - Philosophy and theory: foundations of qualitative research  
Chapter 2 – The conduct of qualitative research: common essential elements  
**Holloway & Wheeler, 2010:**  
Chapter 1 – The nature and utility of Qualitative Research  
Chapter 2 – The paradigm debate: the place of qualitative research | Complete Activity 1 and e-mail to tutor by 16:00, Friday, 5th August 2016 |  |
| 2. | 8 Aug | Module 2  
Research process; Proposal Development; Literature review |  
**Streubert & Carpenter, 2011:**  
Chapter 16 - Writing a qualitative research proposal  
Chapter 17 – A practical guide for sharing qualitative research results  
**Holloway & Wheeler, 2010:**  
Chapter 3 – Initial steps in the research process | Review exemplar provided on Bb of literature review |  |
| 3. | 15 Aug | Module 3  
Qualitative sampling and data collection |  
**Holloway & Wheeler, 2010:**  
Chapter 6 – Interviewing  
Chapter 7 – Participant observation and documents as sources of data  
Chapter 8 – focus groups as qualitative research  
Chapter 9 – Sampling and site selection  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5.</td>
<td>29 Aug</td>
<td>Tuition Free</td>
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<td>9.</td>
<td>26 Sept</td>
<td>Tuition Free</td>
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<td></td>
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<td>Assessment 1 – Literature review (individual assessment) Friday, 26th August 2016 By 16:00 hours</td>
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<td>Assessment 2 – Critical appraisal of a qualitative research report (group assessment)</td>
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<td>Date</td>
<td>Module</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>7 Nov</td>
<td>Study Week</td>
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<tr>
<td>14 Nov</td>
<td>Exams Week 1</td>
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<td>21 Nov</td>
<td>Exams Week 2</td>
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