

NGR 6XXX: **Qualitative Research Methods**

Semester Year

Delivery Method: Synchronous On-Line

Faculty Contact Information: (Do not include in the file syllabus)

Credit Hours and Prerequisites

Credit Hours: 3

Prerequisites: N/A

Co-Requisite: N/A

Meeting Time: (Do not include in the file syllabus)

Meeting Location: (Do not include in the file syllabus)

Course Description

This course focuses on qualitative research methods in nursing and in the allied health professions. This course provides a thorough introduction to qualitative research methods in nursing, including research design, data collection methods (observation, in-depth interviews, and focus group discussions), ethics, data preparation, and preliminary analysis.

Course Objectives

Upon completion of the course, the student will be able to:

1. Synthesize course content to develop a qualitative research project to respond to specific public health problems/questions.
2. Design strategies and instruments for qualitative data collection that are linked to study objectives and appropriate for the population of interest.
3. Conduct effective qualitative interviews and focus group discussions.
4. Construct fieldnotes that accurately represent field observations.
5. Analyze qualitative transcripts that adequately represent verbal expression.
6. Assess the quality of qualitative data.
7. Evaluate qualitative research designs and instruments for qualitative data collection.
8. Conduct thematic analysis.

Course Materials

Required Textbook:

- Guest, Greg, Emily E. Namey and Marilyn Mitchell. 2013. *Collecting Qualitative Data: A Field Manual for Applied Research*. Thousand Oaks, CA: Sage Publications. (Amazon \$30, Kindle \$17)
- Bazeley, P. (2020). *Qualitative data analysis: Practical strategies*. *Qualitative Data Analysis*, 1-584.
- Olson, Karin. 2011. *Essentials of Qualitative Interviewing*. San Francisco: Left Coast Press. (<https://www.lcoastpress.com/book.php?id=362>)
- Carey, Mary Ann and Jo-Ellen Asbury. *Focus Group Research*. San Francisco: Left Coast Press and focus groups (<https://www.lcoastpress.com/book.php?id=394>).

Recommended Texts:

Other Required Reading:

TBD and updated regularly. Will include articles for weekly topics and article critiques.

Websites:

- **MAXQDA Software:** <https://www.maxqda.com/homepage-1> (Free during course)
- **MAXQDA Software Tutorials:** <https://www.youtube.com/c/MAXQDA-Tutorials>
- **Other resources will be posted on the course website.**

Student Responsibilities

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
- Assignments, quizzes, and exams are expected to be products of individual students per the FSU Academic Honor Policy Links to an external site. Students should not discuss any of the questions with each other before or during the actual assignments, activities, quizzes, or exams without instructor approval.
- To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments and tests.

Course Content:

Instructional strategies may include reading guides, lecture/discussion, group work, audiovisuals, interactive case studies, quizzes, and critical reasoning exercises.

Course Calendar

Week	Date	Topic/Content	Required Textbook Readings	Assignment Due
Week 1		Introduction and Overview to course		
		What is qualitative? Teaching philosophy for course and expectations Overview of course	Guest 1-2 Syllabus	
Week 2		Qualitative Evidence and Research Design		
		<i>Introduce Research Question & Design Assignment</i>	Guest 4-5	
Week 3		Qualitative Research Designs		
Week 4		Designing Interviews		
		<i>Introduce Interview Guide Assignment</i>	Olson 1-3	Research Question & Design
Week 5		Conducting Interviews		
		Conducting in-depth interviews and taking field notes	Olson 4-5	
Week 6		Designing Focus Groups		
		Designing focus group guides	Carey 1-3	
Week 7		Conducting Focus Groups		
		Facilitation of focus group discussions and taking	Carey 4-5	Interview

		field notes		Guide
Week 8		Data Analysis: Tools and Processes		
		Introduction to MAXQDA and components of qualitative data analysis, and file organization Reading: Qualitative Interviews (provided) <i>Introduce Coding Assignment</i>	Bazeley 3	
Week 9		Data Analysis: Memos and Coding		
		Opening up and indexing data <i>Revisit Coding Assignment</i>	Bazeley 4	Interview
Week 10		Data Analysis: Coding and Refinement		
		Teamwork, reconciliation, and reliability. <i>Introduce Analysis Presentation Assignment and final write-up Assignments</i>	Bazeley 5-6	
Week 11		Data Analysis: Thematic Analysis		
		Descriptive analyses, exploring and testing relationships in data <i>Introduce Analysis Plan Assignment</i>	Bazeley 8, 10	Coding and Reflection
Week 12		Data Analysis: Synthesis and Frameworks		
		Working with theory and visual frameworks	Bazeley 11-12	
Week 13		Data Analysis: Types of Analysis		
		Case-based, comparative, grounded theory, narrative analysis, etc. <i>Introduce Article Critique Assignment</i>	Bazeley 9	Analysis Plan
Week 14		Rigor in Qualitative Methods and Presenting Findings		
		Introduction to consolidated criteria for reporting qualitative research (COREQ) and 4 criteria for rigor in qualitative research Peer Review Process	Bazeley 13	
Week 15		Ethics in Qualitative Research		
		Unique ethical considerations of qualitative data and case examples of emergent ethical dilemmas	Guest 8 Olson 7	Article Critique
Week 16		Analysis Presentations		
		Students present their draft final analysis and provide peer feedback		Analysis Presentations
FINAL				Analysis Write up

Calendar Subject to Change

Grading Policy

Course Grades are determined by:

Assignment:	Percentage/points of grade
Attendance at Zoom Based Asynchronous Sessions (Individual)	20%
Research Question and Design (Team Assignment)	5%
Interview Guide and Field Note Worksheet (Team Assignment)	10%
Conduct & Transcribe Interview (Individual Assignment)	10%
Coding and Reflection (Individual Assignment)	5%
Analysis Plan (Individual Assignment)	10%
Article Critique (Individual Assignment)	5%
Analysis Presentations (Team Assignment)	15%
Analysis Write-up (Team Assignment)	20%

*All assignments will be submitted through the plagiarism portal on the Canvas page for the course to ensure academic rigor and honesty.

Attendance: Students will be required to attend 4 synchronous sessions across the term.

Research Question and Design: This is a team assignment and will require consensus for formulation of the research question. This assignment will be processed through Turnitin to ensure the originality of the work.

Interview Guide and Field Note Worksheet: This is a team assignment. This assignment will be processed through Turnitin to ensure the originality of the work.

Conduct & Transcribe Interview: This is an individual assignment. The deliverable is the full transcript of the interview. This assignment will be processed through Turnitin to ensure the originality of the work.

Coding and Reflection: This is an individual assignment. This assignment will be processed through Turnitin to ensure the originality of the work.

Analysis Plan: This is an individual assignment. This assignment will be processed through Turnitin to ensure the originality of the work.

Article Critique: This is an individual assignment. This assignment will be processed through Turnitin to ensure the originality of the work.

Analysis Presentation: This is a team assignment. This requires the development of a graphic display, and the team will present cooperatively.

Analysis Write Up: This is a team assignment. The analysis will be graded according to the rubric. This assignment will be processed through Turnitin to ensure the originality of the work.

Grading Scheme

Grade	Range
A	90 -100%
B	80-89.9%
C	70-79.9%
D	60-69.9
F	<60

Technology Requirements

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

Students will also need to access MAXQDA qualitative analysis software through a free temporary educational license during the course of the semester.

Canvas Support

Need help with Canvas? Contact FSU Canvas Support:

Email: canvas@fsu.edu

Phone: (850) 644-8004

Website: support.canvas.fsu.edu

Hours: 8am to 5pm, Monday – Friday

Course Policies:

COMMUNICATIONS/NETIQUETTE

*****Most information related to this course will be communicated via Canvas announcements. Please check course site routinely.*****

For Zoom Lectures/Meetings:

- Make sure that your camera is turned on and that your face is in full view of the camera for the majority of class (unless you've already discussed a reason for needing to be off camera with the instructor).
- Do not lay in or sit on your bed. Please sit at a table, desk, or another casual, non-distracting setting.
- No driving, running, or multitasking during class.
- Do not sit in full view of bathroom/mirrors.
- Remind roommates and family camera is on.
- Shirt and pants are NOT optional. Dress like you are having a face to face class.
- Turn off the TV/music if in the same room.
- Have treats/snacks for dogs/children
- Log in 1-5 min early if possible, to avoid technical difficulties.

- Have charger in same room during class time to avoid technical difficulties.
- Mute yourself if you are not talking
- If using headphones, make sure they work prior to the call
- Eating during class is ok but expect to be on camera and participating. Please avoid messy or noisy foods when unmuted.

For Discussions:

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
- Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members' ideas through careful explanation of why.
- When replying, give a short description in the subject line of what and who you are replying to, and use correct punctuation and spelling throughout your post.

For Email Communication:

- The official method of communication for this course is our FSU e-mail accounts.
- To stay informed and aware, students are required to set up and maintain the account and check it *AT LEAST* three times per week.
- If you choose to have your official FSU account forwarded to another e-mail account, you are still held responsible for all information distributed by the University to your FSU account.
- For email, please respond to your instructor's and peers' messages within a 24-48 hours.
- Use a brief description in the subject line that outlines the topic of discussion.
- Use your instructor's correct title he or she prefers for communication.
- Maintain a professional demeanor.
- Sign your email messages using your full name.
- AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
- Refrain from expressing a strongly held opinion without tact or regard for others.
- Don't assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it's in print (electronic or not).
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.

Class Participation, Lateness, and Absence Policy:

- Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. If you have a planned absence, it's always best to talk to the instructor ahead of time. If you have an unexpected absence, it's best to talk to the instructor as soon as feasible. We can't accommodate you without communication.

- These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.
- Consideration will also be given to students whose dependent children experience serious illness.
- Attendance in lecture and class activities is a significant part of your grade.

Policy for Missed Homework/Quizzes:

- Due dates are clearly posted for all assignments and quizzes.
- Students who miss the due date for a graded assignment/quiz and do not have an approved university attendance absence will receive a reduced grade. Without an excused absence or pre-arranged extension, the highest-grade possible drops by a full letter grade for each 24 hour period after the assignment was due (e.g., a 'B' is the highest possible in the first 24 hours, 'C' in the second 24 hours, etc.)
- If you think you need an extension its best to ask before the deadline, ideally a minimum of 24 hours before the deadline. We make sure to discuss assignments well in advance of the deadline. Extension requests at the time of the deadline are unlikely to be granted under most circumstances.
- Students with incomplete assignments at the end of the course will be given the earned final grade. It is the student's responsibility to complete the work within parameters set by their approved university excuse.

Policy on Responding to Students:

- Email responses typically within 24 to 48 hours.
- Graded assignments typically returned within 2 weeks after due date.

College of Nursing Policies

Professional Critical Behavior Policy:

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated and as delineated in the FSU General Bulletin. In addition, the following apply in the College of Nursing: The CON Academic Honesty Policy (S-10), the Substance Abuse Policy (S-5) and the Mandatory Clinical Behaviors Policy (U-15). Each policy can be found on the Canvas site for the College of Nursing's Undergraduate Program under Student Policies and within the 2016-2017 Undergraduate Student Handbook.

Academic Penalties:

In the FSU College of Nursing, students violating the Academic Honor Policy in any assignment, test, etc. will receive a minimum penalty of a grade of zero (0) for the assignment in question. The violation will be reported to the Dean and the University Judicial Officer, and the student may receive an "F" for the course at the option of the instructor.

All College of Nursing Student Policies:

<https://nursing.fsu.edu/programs/student-policies>

University Policies

University Attendance Policy:

Excused absences include documented illness, deaths in the family, and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Academic Success:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Americans With Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodation for all persons with disabilities in a manner that is consistent with the academic standards of the course while empowering the student to meet the integral requirements of the course. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in an alternative format upon request. For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)

(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
 2. Group therapy
 3. Crisis Intervention
 4. Psychoeducational and outreach programming
 5. After hours crisis-hotline
 6. Access to community providers for specialized treatment
- Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services
250 Askew Student Life Center
942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours:
M-F 8 am – 4 pm
<https://counseling.fsu.edu/>

Services at UHS are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306

Hours: M-F, 8 am – 4 pm

(850) 644-6230

<https://uhs.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options –see <https://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Statement on Public Health Protocols

Classes are expected to continue to meet in person this semester. If necessary, however, we will shift to remote instruction. There are currently no mask mandates in place at FSU, but it is likely that not everyone in the class will feel the same way about public health protocols. Some members of our community remain more at risk than others. We encourage everyone to be patient with one another while we navigate these ongoing challenges.

While the Covid and M-pox pandemics are receding, in order to continue meeting in person, we must all work together as a community to protect one another and to promote our shared health and safety in indoor spaces. FSU will continue to monitor all public health issues. Whatever happens, we are committed to helping you learn the material thoroughly and stay on schedule with your degree program. You can find up-to-date guidance at: <https://stayhealthy.fsu.edu>.

Statement for Classes Subject to HB233 Recording

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state laws. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you to refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recordings so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Statement for Courses Not Subject to HB233 Recording

In this class, consistent with state law and university policy, you may not make recordings of classroom activities without the permission of the instructor. This policy applies to both audio and video recordings.

Assignment Rubrics

Research Question and Design (Team Assignment): 5% of final grade

This assignment is meant to provide an opportunity to write a research question that is appropriate to qualitative methods and to develop an appropriate design to address this research question. It is meant to mimic roughly what would be expected in a proposal for grant funding or for a secondary analysis concept sheet. See Canvas for more details and examples.

Components:

- Brief literature review
- Qualitative research question
- Sampling strategy
- Data source and procedures

Criteria	Description	Points (out of 100)
Brief Literature Review	Review includes at minimum 5 references. Brief review sets up research gap addressed by research question. Review synthesizes literature in an integrated paragraph rather than summarizing each article individually.	15
Research Question	Research question is: 1) appropriate for a qualitative project, 2) clearly stated, 3) addressable through qualitative research, 4) relevant to theory.	25
Sampling strategy	Sampling strategy is: 1) appropriate to the research question (i.e., would generate the appropriate data to answer question, 2) adequately justified, 3) clearly stated, 4) appropriately scaled.	25
Data source and procedures	Selection of type of data source (e.g. interviews, chart reviews, observation, focus groups) is: 1) appropriate to research question, 2) would generate data that can answer the research question, 3) justified, 4) includes format.	25
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and careful review are addressed.	10

Interview Guide, SOP, and Field Note Worksheet (Team Assignment)
10% of final grade

This assignment is meant to give you an opportunity to develop the necessary documents for qualitative data collection. This assignment mimics what you would do to prepare to conduct interviews for a thesis, dissertation, in a graduate research assistantship, or another research project. In pairs or teams you'll be asked to develop an interview guide, a standard operation procedure (SOP) document, and a field note worksheet to address a hypothetical qualitative project. See Canvas for more detail and examples.

Components:

- Standard Operating Procedure (SOP) (~1 page)
 - Step by step guide on preparing for, conducting, cataloging, and annotating interviews
- Interview Guide Instrument (No more than 4 pages when significant spacing is provided)
 - Introductory Text
 - Warm-up
 - Questions
 - Cool-down
 - Close-out Text
- Field Note Worksheet (~1 page)
 - Instructions
 - Domains in a matrix
 - Follow-up questions

Criteria	Description	Points (out of 100)
Standard Operating Procedures (20)		
Clarity of process	The interview process from steps prior to conducting an interview to steps following the interview are described clearly so that anyone with a background in research could follow and reproduce the steps.	10
Comprehensiveness	The SOP includes steps prior, during, and after the interview including considerations for note review, audio recording, field note taking, and data storage.	10
Instrument (75)		
Introductory language	The instrument includes introductory text to be read aloud to a participant that describes the purpose and conduct of the interview.	5
Warm-up and cool-down, flow	The instrument includes warm-up and cool-down questions or activities at the beginning and end of the interview. The flow of the interview is logical such that if participants were led through the interview in sequence that the conversation would flow naturally from subject to subject. Transitional language is provided where necessary to transition between subjects that do not naturally flow into each other.	10
Domains	The domains that are selected for the	15

	interview are well selected based on the research question and justified by nursing, social, or behavioral theory.	
Questions	Questions are generally open ended, single-barreled, and either balanced (such that positive questions are balanced by negative questions), or neutral (such that the question does not have a valance).	20
Probes	Appropriate probes are provided under questions.	10
Alignment	Questions align with domains such that all domains are addressed and the research question such that all relate.	15
Field Notes Worksheet (20)		
Alignment	The field note document aligns with the domains of the instrument.	5
Comprehensiveness	The field note document covers all domains covered in the interview.	5
Reflexivity and process orientation	Field note document includes appropriate questions that encourage reflexivity and reflection on the interview guide as well as the interview process. The field note guide also encourages interviewers to reflect on trends in data and new emergent themes.	5
Clarity	Field note worksheet is clear such that the questions could be answered by any interviewer and the domains are evident in combination with the interview instrument.	5
Overall		
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and careful review are addressed.	10

Conduct & Transcribe Interview (Individual Assignment)
10% of final grade

For this assignment you will practice the basic steps of data collection for qualitative projects. This assignment is meant to mimic the process you will go through as a qualitative interview in future research projects including interview planning, field note writing and reflexivity. This includes conducting an interview with participant, transcribing an interview, and writing field notes for an interview. See Canvas for more details and examples.

Components

- **Interview (Recording) (e.g. MP3 file)**
- **Transcription (No page length should match interview)**
- **Field Notes & Reflection (~2 pages)**

Component	Description	Points (out of 100)
Interview (25)		
Facilitation	Introductory text and questions are presented in a neutral tone, accurately, and clearly. Interviewer reframes questions as necessary, follow-up on important topics, and keep the conversation flowing. The interviewer is able to redirect off-topic participants or elucidate more detail from a quiet participant.	10
Comprehensiveness	The interviewer covers all key domains and questions and may skip questions if they get answered preemptively earlier in the conversation.	10
Probing	Interviewer uses silence, follow-ups, and other forms of probes to elicit detailed and thorough responses.	5
Transcription (20)		
Format	Transcript is consistently formatted and readable. Includes indications of “interviewer” and “respondent.” May also include timestamps throughout. Inaudible text should also be indicated.	10
Completeness	The full interview is transcribed.	10
Field Notes + Reflection (45)		
Completeness	Sufficient detail is provided per domain. If a domain was not addressed in the interview (e.g., due to time running out), then this is indicated. Notes are written such that a collaborator can understand (not necessarily complete sentences, but should be clear).	10
Reflexivity	Includes reflection on interviewer’s role in the interview quality, what was challenging, what was good, what could improve? Addresses how certain identities, experiences or assumptions impact your	10

	interactions and interpretation.	
Process-orientation	Includes reflection on the interview structure and content. Highlights problematic questions or interview components that could be adjusted.	10
Comprehensive	The reflection and notes address the full range of topics (content domains, self-reflection, interview process, etc.)	15
Overall		
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and careful review are addressed.	10

Coding and Reflection (Individual Assignment)
5% of final grade

In this assignment you will be supplied with two transcripts to code. This assignment is meant to mimic the process of coding, codebook refinement, and reconciliation of coding that is necessary for future qualitative research projects. You will apply codes, compare your coding to someone else's application of the same codes, and reflect on the coding and reconciliation process. See Canvas for more details and examples.

Components

- Coded document(s) (MaxQDA) (no page length)
- Reflection (Word) (maximum 2 pages)

Component	Description	Points (out of 100)
Coding		
Completeness	Thematic codes are consistently applied throughout transcript(s). All codes that are relevant to text are applied correctly with appropriate, placement and length.	26
Generation of kappa score	Kappa score is generated correctly and provided. You will not be graded on whether your score is > .85, but rather on your ability to generate and interpret the score.	10
Reflection		
Description of consensus process	A thorough reflection on the consensus process that includes self-reflection on approaches to consensus building and areas for improvement.	18
Codebook reflection	A reflection on the codebook. Discusses aspects of the codebook that are unclear in this first round of coding and what may improve. Specific examples of improvements are provided. Any apparent coding discrepancies that are due to the codebook draft are addressed.	18
Coder reflection	A self-reflection on coding process. Discusses any aspects of personal coding approach that have led to discrepancies including personal mistakes, personal habits, personal misinterpretations, etc. Specific examples of improvements are provided. Any apparent coding discrepancies that are due to personal coding process are addressed.	18
Overall		
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and	10

	careful review are addressed.	
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Analysis Plan (Individual)
10% of Final Grade

This assignment is meant to mimic the content developed to describe analysis in a grant proposal or a secondary data analysis concept proposal. Students will write a brief (up to a page single spaced) description of an analytical plan. See Canvas for more details and examples.

Components:

- **Approach**
- **Theoretical framing**
- **Approach to reliability**
- **Standards for reporting**

Component	Description	Points (out of 100)
Selection of approach	The selection of approach is described and the approach itself is described accurately.	15
Theoretical framing	The analysis has a proposed theoretical framework from nursing, social, or behavioral sciences that will guide the analysis and key constructs addressed.	12.5
Alignment with research question	Approach aligns with the research question such that the approach will result in answering the desired question.	12.5
Coding	The coding process is described in such detail that it could be replicated by a reader.	15
Reliability	Approach to addressing reliability in coding is addressed, is clear, and accurate.	10
Comprehensive	Aligns with COREQ standards and addresses the criteria for rigor in qualitative methods.	15
Organized	The analysis plan presents the analysis in a logical format (e.g., sequentially, and/or general to specific).	10
Overall		
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and careful review are addressed.	10

Article Review (Individual)
5% of total grade

This assignment is meant to mimic the peer review process including professional standards of communication as well as an understanding of basic standards for qualitative research. Students will select a published qualitative article from Canvas or from their own search of the literature to critique. See Canvas for more details and examples.

Components:

- **Introduction (brief paragraph)**
- **Critiques by section (Abstract, Background/Introduction, Method, Results, Discussion/Conclusion, Overall) (maximum 3 pages)**

Component	Description	Points (out of 100)
Introduction	Reflects back the overview of the article. Thanks editors and authors for the opportunity to review. Provides an overview statement of the general assessment and broader areas of strength and areas for improvement.	5
Respectful	Does not make assumptions about the nativity of the authors. Presents recommendations as suggestions rather than demands. Frames critiques constructively.	10
Grounded in Standards	Justified based on COREQ standards, not based in personal preference	25
Comprehensive	Addresses all major domains of COREQ and all major sections of the manuscript.	25
Organized	Distinct thoughts are numbered, critiques or comments are organized under the sections that they address (introduction, methods, results, discussion, or overall)	25
Justified Rating	The overall decision/rating of the manuscript is justified by the critiques and comments.	
Overall		
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and careful review are addressed.	10

Analysis Presentations (Team Assignment)
15% of final grade

This assignment is meant to mimic the process of preparing an oral presentation at a research conference. Participants will prepare a brief side deck and present based on their preliminary analysis of the data provided in class. Peers and instructors will provide feedback that will be addressed in the analysis write-up. See Canvas for more details and examples.

Components:

- **Literature review (1 slide)**
- **Method (2-3 slides)**
- **Framework (1 slide)**
- **Findings (3-4 slides)**
- **Discussion (1 slide)**
- **References**

Component	Description	Points (out of 100)
Literature Review	A brief bullet-point literature review is provided. It is relevant to the topic, has a logical flow, and addresses all the key constructs addressed in the analysis. Literature review should include 5-10 relevant peer-reviewed articles. Should meet minimum COREQ standards.	5
Methods	Methods are described in bulleted and/or visual form meeting all of the COREQ requirements at minimum.	15
Findings	Findings are well organized, described clearly, and include exemplary quotations from the analysis. Exemplary quotations are balanced by narrative from the author including synthesis of the concepts. Data is not presented as individual instances or individual participants, but rather as a synthesis of themes. Should meet minimum COREQ standards.	15
Discussion	Discussion addresses findings but does not merely restate findings. Discussion addressed the themes described and how they relate to existing literature (such as the articles cited in the literature review). Presented as bullet points or visually.	15
Alignment	Each section aligns with the next with a logical flow. Literature Review, Methods, and Findings should all address the same constructs. Discussion should reflect on these constructs but may extrapolate or mention future directions that are beyond the scope of the analysis. Analysis and conceptual framework align or “speak to each other.”	10

Presentation Quality	Slides are readable, well-organized, visually appealing. Text is reduced to essential components (e.g., not necessarily full sentences). Presentation is finished within time limit.	15
Conceptual Framework	Conceptual framework follows basic conventions of framework mapping and logic. Framework addresses the key theme(s) analyzed and is justified by theory. In the absence of a relevant theory the framework is justified by literature and the absence of such relevant theory is described. The figure can stand alone and be comprehended such that it includes a descriptive title, clear labels, defines any abbreviations and has a key when necessary.	15
Overall		
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and careful review are addressed.	10

Analysis Write-up, R&R (Team)
20% of total Grade

This analysis write-up builds off the analysis and presentation previously completed. This assignment is meant to mimic the collaborative team science that goes into manuscript preparation in nursing science. It also mimics aspects of the revise and resubmit process typical of most journal submissions. Aspects of the draft are emphasized for evaluation (Findings, Discussion, and Conceptual Framework); however, it should be comprehensive despite having a limited reference list and limited sample size. Most components will build off previous assignments, thus the aim is to apply lessons learned, demonstrate a familiarity with the full breadth of content learned over the semester, and to refine presentation. See Canvas for more details and examples.

Components:

- **Cover letter (1 page)**
- **Response to Reviewers (2 pages)**

Paper: (Journal page limit)

- **Literature Review**
- **Method**
- **Conceptual Framework**
- **Findings**
- **Discussion/conclusion**

Component	Description	Points (out of 100)
Cover Letter	A formatted cover letter is provided and addresses the editor, provides contact author information, briefly addresses significance of the analysis, states any conflicts of interest, and indicates that the material is not under review elsewhere.	5
Draft Manuscript		
Literature Review	A brief literature review is provided. It is relevant to the topic, has a logical flow, and addresses all the key constructs addressed in the analysis. Literature review should included 10-20 relevant peer-reviewed articles. The literature review does not go on tangents or cover themes that are outside the scope of the analysis presented in Findings. Should meet minimum COREQ standards.	5
Methods	Methods are described thoroughly meeting all of the COREQ requirements at minimum.	5
Findings	Findings are well organized, described clearly, and include exemplary quotations from the analysis. Exemplary quotations are balanced by narrative from the author including synthesis of the concepts. Data is not presented as individual instances or individual participants, but rather as a	20

	synthesis of themes. Should meet minimum COREQ standards.	
Discussion	Discussion addresses findings but does not merely restate findings. Discussion addressed the themes described and how they relate to existing literature (such as the articles cited in the literature review.	20
Alignment	Each section aligns with the next with a logical flow. Literature Review, Methods, and Findings should all address the same constructs. Discussion should reflect on these constructs but may extrapolate or mention future directions that are beyond the scope of the analysis. Analysis and conceptual framework align or “speak to each other.”	5
Comprehensive	The analysis should comprehensively examine the theme(s) analyzed, meaning multiple dimensions or patterns within a theme should be explored and missing dimensions or relevant absent patterns may also be commented on. Analysis should not be unidimensional. Should meet minimum COREQ standards.	5
Table 1	A table of demographic characteristics is provided. It includes percentages and frequencies. The table can stand alone and be comprehended such that it includes a descriptive title, clear labels, defines any abbreviations and has a key when necessary.	5
Conceptual Framework	Conceptual framework follows basic conventions of framework mapping and logic. Framework addresses the key theme(s) analyzed and is justified by theory. In the absence of a relevant theory the framework is justified by literature and the absence of such relevant theory is described. The figure can stand alone and be comprehended such that it includes a descriptive title, clear labels, defines any abbreviations and has a key when necessary.	10
Response to Reviewers/integration of feedback	The author responds to key comments and suggestions provided during the presentation. The author describes how the comments or suggestions were addressed with specific examples. In the case that a suggestion is not addressable, or the author disagrees the lack of action is sufficiently justified in text.	5

Formatting	Formatting is at minimum consistent. It aligns with “journal standards” provided for formatting including title page, affiliations, key words, reference list, margins, line numbers, etc.	5
Overall		
Clarity and Style	Overall assignment is clearly written and written in an academic tone. Formatting is consistent. Grammar errors and typos that are addressable through spell check and careful review are addressed.	10