Nova Southeastern University
College of Arts, Humanities, and Social Sciences (CAHSS)
Graduate Certificate in Qualitative Research
Course Descriptions and Student Learning Outcomes
2015-2016

REQUIRED COURSES

QRGP 6300 Foundations Qualitative Research: This course introduces students to the epistemological, theoretical, methodological, and procedural foundations of qualitative research. Students will learn common factors qualitative approaches to inquiry share as well as learning the specifics of the major qualitative research methodologies such as generic qualitative description, grounded theory, phenomenology, ethnography, narrative analysis, and discourse analysis. Students will also be introduced to the variety of professional settings in which qualitative research is utilized including academia, business and organizations, international development, and private consultation.

Students completing the course will be able to

• Articulate a qualitative research approach towards inquiry;
• Explain the major historical, epistemological and theoretical orientations for conducting qualitative research;
• Identify ethical challenges and solutions for ensuring the protection of research participants;
• Compare and contrast defining attributes of selected qualitative research methodologies;
• Describe methodology-specific techniques for sampling; data generation, collection, and preparation; data analysis; and interpretation and representation;
• Describe orientations to and techniques for managing quality control in qualitative research;
• Assess the quality of qualitative research proposals and articles; and
• Compare and contrast qualitative research practice as it is utilized in a variety of professional settings

QRGP 6301 Qualitative Data Collection: This course provides students an opportunity to learn the basics of qualitative research design with a focus on qualitative data generation, collection, and preparation. Students will learn how to select appropriate research sites, gain access to data sources, design and manage sampling strategies, conduct individual and group interviews, carry out field observations, collect documents, transcribe, and compose fieldnotes. Students will also learn quality control measures such as maintaining research journals and diaries.

Students completing the course will be able to

• Articulate the basic orientation and components of naturalistic, discovery-oriented, open-ended qualitative research designs;
• Select and gain access to appropriate sites for qualitative data collection;
• Design, implement, and manage sampling strategies;
• Create a variety of qualitative interview questions; conduct face-to-face, telephone and Internet-based individual and group interviews; and transcribe interviews;
• Select appropriate technology to record and process interviews;
• Conduct participating-observer and observing-participant fieldwork by creating a research focus, taking fieldnotes, and completing fieldnotes;
• Identify, prepare, collect, and organize documents;
• Protect participant privacy and confidentiality;
• Anticipate, identify, and manage ethical and safety issues in the field; and
• Manage quality control throughout the data collection process.

**QRGP 6302 Qualitative Data Analysis I:** This course covers best practices in generic qualitative, ethnographic, and grounded theory analysis. Students will learn how to conduct within-case and across case analysis, coding and conceptualization, transforming data, and report writing. Students will also learn quality control measures such as constant comparison, member checking, peer debriefing, and conducting audit trails.

Students completing the course will be able to

• Articulate the outcomes of qualitative analysis;
• Distinguish between data generation, data collection, data management, data analysis, and interpretation concepts and practices;
• Define and apply generic and specialized procedural approaches to data coding and analysis;
• Distinguish the defining characteristics of the generic qualitative, ethnographic, and grounded theory analysis approaches to qualitative research;
• Differentiate and apply the unique procedural approaches of generic qualitative, ethnographic, and grounded theory analysis to data coding and analysis;
• Utilize a variety of strategies and approaches for re-presenting the results of qualitative data analysis; and
• Manage and articulate quality control measures and outcomes in the data analysis process.

**QRGP 6303 Qualitative Data Analysis II:** This course covers best practices in phenomenology, narrative inquiry, and discursive analysis. Students will learn how to conduct thematic analyses, phenomenological reduction, creative synthesis, microanalysis, and report writing. Students will also learn quality control measures such as bracketing, epoché, and verisimilitude.

Students completing the course will be able to

• Distinguish the defining characteristics of the phenomenology, narrative inquiry, and discursive analysis approaches to qualitative research;
• Differentiate and apply the unique procedural approaches of phenomenology, narrative inquiry, and discursive analysis to data coding and analysis;
• Utilize a variety of strategies and approaches for re-presenting the results of qualitative data analysis; and
• Manage and articulate quality control measures and outcomes in the data analysis process.
QRGP 6305 Qualitative Research Design: This course covers knowledge and skills needed to design a qualitative research study and compose a qualitative research proposal. Students will learn how to construct and justify a qualitative research study, synthesize the relevant research literature, generate discovery-oriented research questions, select sites and samples, create a manageable method including a quality control system, address ethical issues, and discuss potential implications and limitations. Students will compose their own qualitative research proposals and Institutional Review Board for the Protection of Human Subjects (IRB) protocols and consent forms.

Students completing the course will be able to

- Develop a research focus by reflecting on personal experience, reviewing relevant literature, addressing personal challenges, and leveraging an opportunity;
- Establish research project goals;
- Develop qualitative research questions;
- Select an appropriate qualitative research methodology;
- Select fitting qualitative research methods for establishing a research site and sample access plan; creating a management plan for data generation, collection, preparation, and analysis; and creating a quality control plan for managing ethical and safety concerns and self-of-the-researcher;
- Prepare and submit an Institutional Review Board for the Protection of Human Subjects Research (IRB) Proposal including submission form, research protocol, and consent form; and
- Compose a qualitative research proposal.

ELECTIVES

QRGP 6304 Appraising Qualitative Research: This course covers the appraisal and review of products emanating from qualitative research including papers, articles, posters, grant proposals, books, book prospectus, dissertations, theses, and systematic reviews. Students will learn how to assess the quality of qualitative research products, construct and use criterion-based rubrics, and compose reviews. Students will also serve as ad hoc reviewers for *The Qualitative Report* (TQR).

Students completing the course will be able to

- Appraise the quality of a variety of qualitative research products utilizing criterion-based rubrics and assessment tools;
- Understand and follow a scholarly qualitative journal’s mission, policies and procedures;
- Analyze contemporary literature about good reviewing practices and the role of reviews in making editorial decisions;
- Draw distinctions about types of reviews such as peer review, blind review, gate-keeping, mentoring;
- Evaluate reviews of qualitative research products for application of best practices for composing reviews;
• Evaluate scholarly manuscripts and reviews critically by applying the scholarly journal editorial policies and procedures and APA manual guidelines in evaluating manuscripts and reviewing reviews;
• Compose quality reviews of journal manuscripts;
• Synthesize materials from initial submission reviews and authors’ resubmissions to compose reviews of revised manuscripts;
• Create learning resources for authors and reviewers; and
• Distinguish and apply ethical standards for reviewing and managing editorial processes.

**QRGP 6306 Conducting Qualitative Research I:** This course covers the activities involved in the initiation of a qualitative research study. Students will start the study they proposed in QRGP 6305 Qualitative Research Design.

Students completing the course will be able to conduct a qualitative research study by

• Securing access to a site and participants;
• Preparing themselves to research by practicing required skills; reflecting on self-participation in the study; and learning required technologies;
• Generating, collecting, processing, and analyzing data;
• Conducting quality control measures; and
• Composing a qualitative research paper by
  o Succinctly titling and summarizing a research paper in an abstract;
  o Describing the focus of a research study;
  o Justifying why the study merited exploration over time in a sustained and systematic manner;
  o Articulating research goals;
  o Synthesizing relevant literature to provide a meaningful context for a research study and to build a convincing argument for its conduct (e.g., define gap in the research literature);
  o Presenting research questions;
  o Constructing arguments for the exploration of the research questions;
  o Clearly justifying and describing the methodology;
  o Describing the methodological choices in the areas of sampling, data generation, data collection, data preparation, data analysis, and quality control;
  o Identifying ethical issues and strategies used to address these concerns;
  o Reflecting on the self-of-the-researcher in the context of a research study;
  o Presenting findings;
  o Discussing contributions of a research study;
  o Identifying limitations of the research study;
  o Suggesting implications of a research study; and
  o Composing all elements of a research paper in compliance with the *Publication Manual of the American Psychological Association* (APA, 2010).

**QRGP 6307 Conducting Qualitative Research II:** This course covers the activities involved in the culmination of a qualitative research study. Students will complete the study they proposed in
QRGP 6305 Qualitative Research Design and started in QRGP 6306 Conducting Qualitative Research I.

Students completing the course will be able to conduct a qualitative research study by

- Securing access to a site and participants;
- Preparing themselves to research by practicing required skills; reflecting on self-participation in the study; and learning required technologies;
- Generating, collecting, processing, and analyzing data;
- Conducting quality control measures; and
- Composing a qualitative research paper by
  - Succinctly titling and summarizing a research paper in an abstract;
  - Describing the focus of a research study;
  - Justifying why the study merited exploration over time in a sustained and systematic manner;
  - Articulating research goals;
  - Synthesizing relevant literature to provide a meaningful context for a research study and to build a convincing argument for its conduct (e.g., define gap in the research literature);
  - Presenting research questions;
  - Constructing arguments for the exploration of the research questions;
  - Clearly justifying and describing the methodology;
  - Describing the methodological choices in the areas of sampling, data generation, data collection, data preparation, data analysis, and quality control;
  - Identifying ethical issues and strategies used to address these concerns;
  - Reflecting on the self-of-the-researcher in the context of a research study;
  - Presenting findings;
  - Discussing contributions of a research study;
  - Identifying limitations of the research study;
  - Suggesting implications of a research study; and
  - Composing all elements of a research paper in compliance with the Publication Manual of the American Psychological Association (APA, 2010).

QRGP 6308 Writing Qualitative Research: Students will learn how to write up their qualitative research inquiries from the earliest steps of their studies through the manuscript submission process using writing and representational styles consistent with their research design and purpose. To this end, students will produce their own original qualitative research papers that incorporate the basic elements of qualitative research reports and best practices for communicating their methodological choices and research findings in transparent and coherent prose. Students will also learn how to evaluate the quality of their compositions and revise their drafts via the use of rubrics and manuscript checklists.

Students completing the course will be able to

- Identify the major elements of a qualitative research report
- Apply best practices for communicating qualitative research methodologies and results
• Compose a qualitative research paper
• Select a writing style and authorial voice consistent with their research design and purpose
• Revise their qualitative research papers based upon editorial feedback
• Evaluate their compositions via the use of rubrics and manuscript checklists
• Compose all elements of their qualitative research paper in compliance with the *Publication Manual of the American Psychological Association* (APA, 2010)

**QRGP 6309 Arts-Based Qualitative Research:** This course presents various ways in which to incorporate arts-based strategies into qualitative research design. Students will use collage and poetry in order to generate additional data, address researcher bias, deepen qualitative analysis, and enhance the presentation of research findings. In addition, students will select from among other arts-based techniques to design and conduct a pilot arts-based qualitative study. Throughout the course, ethical issues related to arts-based qualitative research will be considered and discussed.

Students completing the course will be able to

• Students will describe a variety of applications of arts-based techniques within qualitative inquiry.
• Students will demonstrate the ability to use collage as a tool to enhance research reflexivity and data collection.
• Students will construct poetry as a method of quality control and a tool to support the presentation of research findings.
• Students will design and conduct a pilot study using arts-based techniques.
• Students will explain unique ethical considerations associated with incorporating arts-based techniques within research.

**QRGP 6310 Autoethnography:** This course introduces students to the historical, epistemological, theoretical, methodological, and procedural foundations of autoethnography. Students will learn a variety of approaches to autoethnography including individual, collaborative, critical, interpretive, and transformational forms and will practice appraising the quality of different types of autoethnographic reports. They will also learn how to conceive and conduct an autoethnography.

Students completing the course will be able to

• Identify autoethnographic historical, epistemological, and theoretical orientations;
• Identify autoethnographic designs and procedures;
• Appraise the quality of autoethnographies;
• Master basic autoethnographic data generation, collection, preparation, and analysis procedures;
• Develop a research focus, project goals, and research questions for an autoethnography;
• Select an appropriate autoethnographic methodology;
• Design a proposed autoethnography.