JSGS 851-001 – QUALITATIVE RESEARCH METHODS

**UNIVERSITY OF SASKATCHEWAN CAMPUS**

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<tr>
<th><strong>INSTRUCTOR:</strong></th>
<th>Dr. Margot Hurlbert</th>
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<tbody>
<tr>
<td><strong>PHONE:</strong></td>
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<td><a href="mailto:Margot.Hurlbert@uregina.ca">Margot.Hurlbert@uregina.ca</a></td>
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<tr>
<td><strong>OFFICE HOURS:</strong></td>
<td>By Appointment</td>
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<tr>
<td><strong>OFFICE LOCATION:</strong></td>
<td>2 Research Drive</td>
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<td><strong>TERM:</strong></td>
<td>June 2017</td>
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<td><strong>ROOM:</strong></td>
<td>210 – 2 Research Drive</td>
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<tr>
<td><strong>DATE AND TIME:</strong></td>
<td>May 23, 5:30 P.M. to 8:15 P.M., June 5 to 9, 9:00 A.M. to 12:00 P.M., June 23, 9:00-12:00 P.M.</td>
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**CALENDAR DESCRIPTION**

Provides students with the opportunity to learn and practice inquiry processes for conducting qualitative research. Students will examine the following topics: issues in qualitative data (ontology, epistemology, methodology and method), collection of qualitative data (e.g., interviewing, ethnography, focus groups, case studies), analysis of data, and combining qualitative and quantitative data.

**COURSE CONTENT AND APPROACH**

This course provides students with the ability to understand and evaluate policy information gathered through qualitative research methods and to use qualitative methods in policy analysis, program evaluation and other policy-related research. Students will be introduced to the epistemological bases of various qualitative methods, key concepts associated with qualitative inquiry, and the limitations and challenges associated with qualitative research methodologies. The course will examine how qualitative research contributes to policy design, implementation, and program evaluation.

**Draft to be confirmed on May 23th, 2017**
COURSE AND SEMINAR OUTLINE

PART ONE KEY CONCEPTS, FRAMEWORKS AND DEBATES

During the first week, the backgrounds and interests of students will be ascertained and adjustment to this schedule and readings will be made, accordingly. There is no single textbook for this course.

Module 1 -- Introduction to Course and Ways of Knowing – May 23, 2017

Module 2 -- The Qualitative Paradigm: Assumptions & Prominent Approaches (Mixed Methods) – June 5
PART 2 APPROACHES TO QUALITATIVE POLICY RESEARCH

Module 3 – Narrative Research


Module 4 – Case Study Research


Module 5 – Grounded Theory Research


Module 6 – Phenomenology Research


Module 7 – Ethnography Research


Module 8 – Discourse Analysis & Action Research


Module 9 -- Indigenous Research Methodologies

PART 3 APPROACHES TO DATA COLLECTION AND ANALYSIS

Module 10-- Focus Groups, Interviewing, & Participant Observation
SUPPLEMENTARY READINGS

Introductory Texts to Qualitative Research


Journals Related to Qualitative Research

- International Journal of Qualitative Methods
- Qualitative Health Research
- The Qualitative Report
- Qualitative Inquiry
- International Journal of Qualitative Studies in Education
- Action Research

NOTE: The course community e-site will be mediated through Dropbox, to which each enrolled student will be invited. Assignment details, rubrics, course notes and archives will be exchanged through this Dropbox facility. Students are encouraged to add appropriate materials to the folders. Exercise care to either duplicate/copy or “save as” to your desktop when taking a file from Dropbox folders, to avoid inadvertent removal of material from Dropbox folder.
EVALUATION

Assignment expectations, assessment rubrics and specific details will be provided orally and in written form during the first week of course. Each assignment requires a written self-assessment and an overall self-assessment by student of their work (against School rubric) is due on or before (December 15th, 2015).

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<th>ASSIGNMENTS</th>
<th>WEIGHT</th>
<th>DESCRIPTION</th>
<th>DUE DATE</th>
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| Three Essays                 | 30 points | Up to 1500 words x 3 | 1st May 29  
2nd June 5  
3rd June 9 |
| Proposal Argument            | 10 points | Up to 1500 words | June 10       |
| Research Proposal & Presentation | 40 points | Up to 7500 words & 5 minutes | June 23, 2017 |
| Methods Handout & Presentation | 20 points | Up to 2 pages & 10 minutes | Variable     |

See generic Graduate Studies and Research site for grading rubric will be used by instructor and students to consider the evidence of student learning and achievement in this course.

More specifically, the following is the JSGS Grading rubric used for all of our courses.
Grade Descriptors

Adapted November 2010

85+ excellent
A superior performance with consistent strong evidence of:
- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good
An excellent performance with strong evidence of:
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good
A good performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory
A generally satisfactory and intellectually adequate performance with evidence of:
- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.
LATE ASSIGNMENTS

Late penalties will be in operation for all assignments except for documented medical reasons. There are no exceptions.

Penalties:

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<tr>
<th>Duration</th>
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<tr>
<td>1 day</td>
<td>5 per cent</td>
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<tr>
<td>2---4 days</td>
<td>15 per cent</td>
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<tr>
<td>5---7 days</td>
<td>25 per cent</td>
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Assignments are not accepted after 7 days except for documented medical reasons.

STUDENTS WITH SPECIAL NEEDS

U of R: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at 585---4631.

U of S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to come and discuss accommodations with the instructor, and to contact Disability Services for Students (DSS) at 966---7273.

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out in the University of Regina’s Graduate Calendar is vital to your success in graduate school (available at http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor and to discuss your questions.

U of S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (as attached; and available at http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

In short—hand: Please only submit work that is solely your own work. It is assumed that any ideas not attributed to another author are your own original ideas, and that you have cited all ideas from other authors using correct citation conventions. Please be sure to indicate with quotation marks or indentation, and correct citation conventions, all direct quotations from other authors. Thank you.
MPA COMPETENCIES (For those enrolled in MPA program)

JSGS 851 tends to attract students from across the University of Saskatchewan (and some University of Regina students). For those students who are MPA students (in the competency-based Masters of Public Administration course) this course will contribute to your ePortfolio. As you will be aware, the JSGS has developed a set of six competencies all graduates will be able to demonstrate in their JSGS 884 portfolio. This course provides some latitude in assignment and topical choices, so each student will find different ways to develop evidence for their ePortfolios, as derived through this course of study. While the course contributes in a general way to all of the competencies, specific readings, assignments and activities will help you both specifically acquire and demonstrate the following 14 competencies:

Competency Area 2: Communication and Social Skills

**Competencies:**
- Work comfortably in multi-disciplinary groups, both large and small.
- Ability to communicate in a diverse organizational context and with citizens and stakeholders.
- Speak and write in a clear, logical, and grammatical manner in formal and informal situations, including cogent business presentations and use of social media.
- Networking and negotiation skills

Competency Area 3: Systems Thinking and Creative Analysis

**Competencies:**
- Apply statistical principles and methods in analyzing organizational issues and interpreting the results.
- Apply economic principles and methods in analyzing organizational, regulatory and incentive issues and interpreting the results.
- Develop and demonstrate the capacity for critical thinking and the ability to employ a systematic, analytical approach to decision making.

Competency Area 4: Public Policy and Community Engagement

**Competencies:**
- Identify and assess the impact of government policy and regulatory requirements on communities and stakeholders.
- Demonstrate understanding of the basic concepts of good public management (stakeholder engagement, transparency, accountability and responsibility) as they affect decision-making and policy and program implementation.

Competency Area 5: Continuous Evaluation and Improvement

- Apply key concepts and principles of change management in modifying policies, practices, and programs in public organizations.
Create and apply basic approaches for monitoring the performance of public policy organizations and programs (e.g., setting standards and targets, benchmarking, balanced scorecards).

Demonstrate commitment to objective self-assessment and on-going development that will lead to career-long personal and professional growth.

**Competency Area 6: Policy Knowledge**

- Apply policy analysis theory and methods
- Identify the evidence required, the methods for gathering and assessing the evidence, and the challenges and best practices in interpreting and presenting evidence.