

TEACHING EXPERIENCES

Yes: My “most taught” course was the first course in Qualitative Methods, first taught in 1983 as N560 at the University of Alberta. There it was taught in various formats—full semester, as a compressed course in the summer, and even as the curricular foundations for the early Thinking Qualitatively series. It even became the foundation of my basic texts in the 1990s. With my anxiety of teaching my very first course, I did not realize how lucky I was that most of the faculty signed up for the course—it subsequently gave me a pool of co-investigators for my projects (and theirs).



Circa 1983, University of Alberta, Faculty of Nursing.

Teaching Experiences

Other courses kept appearing on my list of classes, such as “mixed methods”, and “concepts and nursing theory”. Teaching mixed methods helped clarify my thinking for the texts and articles on mixed methods. For nursing concepts and theories, it provided me the opportunity to respond to challenges and to disseminate. Conversely, research provided me examples to illustrate the teaching, and provided stories showing the relevance of methodological diversity when addressing research problems, and importantly the relevance of theory to methods—thus cementing the relationship between theory, research, & methods. There is always a tight relationship between teaching methods and theory and research—and clinical practice. Methodologists **MUST** also be researchers; researchers **MUST** also be teachers; just as theoreticians must also be clinicians and appreciate methods, as well as the strengths and limitations of research.

How else would one ever identify a problem to study; know the possible ways to address that problem; appreciate its clinical relevance and its linkages to other programs of research?

Nevertheless, my best teaching experiences were at the IIQM lunch breaks, where conversation was always very lively, filled with laughter and very good questions. So, let’s add fun to the list in the previous paragraph. I tell students that

research is like solving a puzzle. It grabs you and does not leave you alone; then gives insight when you least expect it.

TEACHING: Courses Taught

Formal courses were taught most semesters:

The University of Utah

Critical appraisal and synthesis of the literature, N7401-001. 2016
Analyzing and conceptualizing the theoretical basis of nursing, N7010. 2014-2020
Domains of nursing knowledge, N7010: 2009; 2010; 2012
Mixed methods design, Principles and procedures. N7440, 2012, 2014, 2015
Grounded theory, N7890, 2013
Qualitative Data Analysis. 2008
Principles of Qualitative Inquiry, N7001, N7004. 1983-199. 2008, 2010

University of Alberta

Nursing Research, N301. 2005
Inside analysis, IND 560b. 2005, 2006
Principles of qualitative methods, Spring 2000, 2001, 2002, 2003, 2004, Winter 2005
Postdoctoral seminar, EQUIPP program, Jan-December 2004; 2005
Mixed method design, 2004, 2005
Topics in Qualitative Research, N660. 1998, 1999

Other:

Grounded Theory (Nurs 594), University of Miami, 1992; Penn State, 1993
Qualitative Methods for Nursing Research University of Miami, (N697) 1989, 1992
Pace University, 1996-1997; The Pennsylvania State University (N 5970 (Fall 1992-96).

Less formal teaching was in the form of workshops: 1-2 days or one week. These were less structured than courses, as there were not usually assignments, examinations, or grades. And students were in these workshops, not because they “had to be”, but because usually they were seeking specialized information for their own research. Lists of these workshops in the complete CV. “Hands on” teaching was in the context of research: student served as research assistants (RAs) in my projects, and I supervised their theses and dissertations. The last type of teaching is in the transmission of ideas and concepts during a presentation. I can still remember such flashes of insight (and admiration) I gleaned from keynote addresses I was privileged to hear several decades ago.
