



**Chaminade**  
**University**  
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP-7043-01-7

**Course Title:** Qualitative Inquiry

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Fall 2020

**Course Credits:** 03

**Class Meeting Days:** Tuesdays

**Class Meeting Hours:** 1:00 – 4:00pm

**Class Location:** Behavioral Sciences 101

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**Office Hours:** Mondays 2:00pm–4:00pm, Wednesdays 1:30pm–2:30pm, 4:00pm–5:30pm, Fridays 1:30pm–5:30pm, or by appointment

### **Teaching Assistants for both sections of PP-7043**

**Teaching Assistant Name:** Kea Brown

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### **University Course Catalog Description and Overview**

This course explores qualitative research methodologies to answer clinical questions both in research and in practice. Students develop critical thinking skills to evaluate and review published qualitative research, and gain knowledge and skills in the design of rigorous and systematic qualitative approaches relevant to clinical work and understudied populations.

### **Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing

assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.

2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

### **Course Learning Outcomes**

1. Students will demonstrate their understanding of the similarities and differences between the quantitative and qualitative research paradigms, and some of the commonly used approaches to qualitative study in psychology (e.g., the case study approach, phenomenological approach, grounded theory method, ethnography, critical ethnography, narrative/oral history/lifestory method, and action research). Students also will demonstrate an understanding of the assumptions of a naturalistic approach to inquiry. (*Competency 6*) [Classes 1-2]
2. Students will demonstrate the ability to apply their knowledge of the standards of rigor for qualitative studies by completing a critique of a qualitative study. (*Competency 6*) [Classes 6-7]
3. Students will demonstrate an ability to apply their learning to practice by designing and implementing a methodological pilot study that tests a proposed field research design for a potential project they might carry out in the future. (*Competencies 2 and 3; Marianist principle and Native Hawaiian value: Educate for adaptation and change*) [Classes 8-14]
4. Students will demonstrate their understanding of the unique ethical principles relevant to field work. They will generate consent forms for their methodological pilot study, and maintain field and methodological consultation notes regarding successes and challenges encountered in the field. (*Competency 1*) [Classes 8-14]
5. Help prepare students for the Clinical Research Project. [Classes 1-14]

### **Required Learning Materials**

#### ***Required Texts***

Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications, Inc.

Rossman, G. B., & Rallis, S. F. (2017). *An introduction to qualitative research* (4<sup>th</sup> ed.). SAGE Publications, Inc.

### **Required Articles**

- Brinkmann, S. (2015). Perils and potentials in qualitative psychology. *Integrative Psychological and Behavioral Sciences, 49*, 162-173. doi: 10.1007/s12124-014-9293-z
- Dickson, G. (2000). Aboriginal grandmothers' experience with health promotion and participatory action research. *Qualitative Health Research, 10*(2), 188–213. doi: 10.1177/104973200129118363
- Galbusera, L., Fellin, L., & Fuchs, T. (2019). Toward the recovery of a sense of self: An interpretative phenomenological analysis of patients' experience of body-oriented psychotherapy for schizophrenia. *Psychotherapy Research, 29*(2), 234–250. <https://doi.org/10.1080/10503307.2017.1321805>
- Giorgi, A. P., & Giorgi, B. M. (2003). The descriptive phenomenological psychological method. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design*. doi:10.1037/10595-013
- Hamdan, A. K. (2009). Narrative inquiry as a decolonizing methodology. *Interactions: UCLA Journal of Education and Information Studies, 5*(2), 1–20.
- Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. *Journal of Counseling Psychology, 52*(2), 146-155. doi: 10.1037/0022-0167.52.2.146
- Kautz, S. V. (2017). Adolescent adaptation to parental incarceration. *Child and Adolescent Social Work Journal, 34*, 557–572. doi: 10.1007/s10560-017-0493-5
- Lagasse, T. (1997, May). Dinner at the St. Francis Inn. *The Sun*, Issue 257.
- Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology, 4*(1), 2–22. <http://dx.doi.org/10.1037/1700000082>
- McCarthy, S., & LaChenaye, J. (2017). Adopting an ethic of empathy: Introducing counseling best practices as qualitative best practices. *Journal of Ethnographic & Qualitative Research, 11*, 188–198.
- Miller, R. M., Chan, C. D., & Farmer, L. B. (2018). Interpretive phenomenological analysis: A contemporary qualitative approach. *Counselor Education & Supervision, 57*, 240–254. doi: 10.1002/ceas.12114
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology, 52*(2), 250–260. doi: 10.1037/0022-0167.52.2.250
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health, 42*(5), 533–544. doi: 10.1007/s10488-013-0528-y
- Sarna-Wojcicki, D., Perret, M., Eitzel, M. V., & Fortmann, L. (2017). Where are the missing coauthors? Authorship practices in participatory research. *Rural Sociology, 82*(4), 713–746. doi: 10.1111/ruso.12156
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*, 63–75.
- Schneider, B., Scissons, H., Arney, L., Benson, G., Derry, J., Lucas, K., Misurelli, M., Nickerson, D., & Sunderland, M. (2004). Communication between people with schizophrenia and their medical professionals: A participatory action research project. *Qualitative Health Research, 14*(4), 562-577. doi:10.1177/1049732303262423
- Thompson, A. R., & Russo, K. (2012). Ethical dilemmas for clinical psychologists in conducting qualitative research. *Qualitative Research in Psychology, 9*, 32-46.
- Wertz, F. J. (2011). The qualitative revolution and psychology: Science, politics, and ethics. *The Humanistic Psychologist, 39*, 77–104. doi: 10.1080/08873267.2011.564531
- Zhao, P. (2014). Understanding intersubjectivity through Confucius' Notions of ren, shu, junzi. *China Media Research, 10*(4), 20–28.

### **Course Requirements**

- 1. Attendance and Participation (TOTAL POSSIBLE POINTS for Attendance and Participation: 45pts; worth 5% of grade):** Regular attendance and active participation in class discussions and exercises are essential and required. Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Three points will be awarded per instructional class if the

preceding is fulfilled, and points will be deducted accordingly. A point deduction will be assessed for tardiness (10 or more minutes late). Please note that points will be deducted for late submissions of assignments: 25% will be deducted for submissions one day late; 50% for submissions 2 days late; and submissions more than 2 days will not be accepted.

Students will participate in class discussions and small group peer consultations (e.g., debriefings/peer examinations) on a regular basis. This process will facilitate review and application of the material being studied, and facilitate retention. However, the major focus of these debriefings/peer examinations and review sessions will be to help students understand the importance of methodological rigor and systematic application of covenantal ethics with participants and peers.

Qualitative method requires those of us who are extensively trained in the positivist tradition to make a paradigm shift. It is important to remember that knowledge of qualitative method may actually enhance rigor in quantitative method and knowledge of quantitative method may enhance qualitative rigor. Each paradigm has different assumptions, epistemologies, and uses that inform the other. Since the approach can be very challenging, please be assured that questions are welcome and that there are no “dumb questions.” Often what perplexes one person may be perplexing others. So, please feel free to ask questions in class—either during the large group portion of the class or the research team debriefings. I will circulate around the class at these times to help groups answer emerging questions. I also encourage you to stop by my office during my drop-in office hours, call or e-mail me to schedule individual times to meet and discuss methodological questions further. Please feel free to e-mail me regularly with questions, too. The TAs also will be a great resource to you.

**Absences.** If, due to illness or an emergency, you are unable to attend class, please consult with the instructor directly as soon as possible to review materials missed or to answer any questions you might have regarding the material covered or exercises missed. Please contact the instructor and submit any assignments due on the day of absence within a week of the absence unless otherwise arranged with the instructor.

No more than two excused absences are permitted by the university. More than two unexcused absences will require additional work and may result in loss of credit for the course. If a student is absent for two classes in a row, they may be dropped from the course. To be counted as an excused absence, the student is required to make direct contact with the professor regarding the nature of the absence and may be required to provide documentation. Unexcused absences are not included in the minimum of two excused absences permitted by the program.

Please inform the instructor ahead of time if you are going to be late or absent for a class. If you miss a class, please consult with the instructor to review material missed and to discuss a contract to make up the missed work.

**Non-academic Competence Policy.** The Hawai'i School of Professional Psychology subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of the Hawai'i School of Professional Psychology at Chaminade University of Honolulu have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner.

Because of this commitment, the Hawai'i School of Professional Psychology strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at: <http://www.cctcpsychology.org/resources/>

2. **Quizzes (TOTAL POSSIBLE POINTS for Quizzes: 20pts; worth 5% of grade):** To support student learning the course material in another way, short pop quizzes will be administered periodically. The quizzes would include multiple choice and short answer items that highlight important concepts being covered in the class. They also will review important content that may appear on the comprehensive examination.
3. **Evaluation of Research Literature Exercise (TOTAL POSSIBLE POINTS for Evaluation of Research Literature Exercise: 45pts; worth 25% of grade):** There will be ongoing class discussions and written assignments that focus on learning to assess the trustworthiness—validity (credibility and confirmability), reliability (transferability/analytical generalizability and dependability/comparability), and utility of qualitative studies. Students will utilize their growing understanding of methods of verification and utility to evaluate qualitative studies. These activities are intended to support students in becoming more informed consumers of the qualitative literature.
4. **Methodological Pilot Project.** In qualitative research, pilot studies are conducted primarily to locate phenomena in the field and to field test proposed methodological approaches before embarking on a larger study. Qualitative pilot studies are not published or presented at conferences because they are not theoretically saturated and do not have sufficient immersion to know whether they contain culturally rehearsed responses to outsiders. They may contain spurious data that has not yet been reflexively challenged in the field through multiple data collections.

Students will generate a prospectus for a study they might conduct in the future. The body of the prospectus should not exceed 35 pages. A prospectus will not meet the requirements of a Clinical Research Project (CRP) proposal on our campus, but could serve as a brief theoretical and methodological overview for a proposal one wishes to develop into a project in the future. This project is intended to help students learn about the structure and skill bases necessary to conduct inductive, interpretive inquiries. Students will discover that the skills developed in this class will be useful not only in conducting research, but in clinical practice too.

- a. **Prospectus (TOTAL POSSIBLE POINTS for Prospectus: 100pts; worth 30% of grade):** For the qualitative research prospectus (abbreviated proposal) generated in the class, students will use the standard qualitative protocol used for qualitative clinical research projects at HSPP. The prospectus includes: a chapter that presents a conceptualization of the proposed study (Chapter I), a chapter that provides an overview of the proposed field methodology (Chapter II), and references.

The prospectus for the methodological pilot will be generated independently. Students may brainstorm together and discuss the structure and ethical issues germane to their projects, but should script their write-ups independently. This provides me with a means of assessing where you may need further assistance and support, and allows you to use your prospectus in the future to develop a fully articulated proposal and project that can be credited to you rather than ghost written by peers which would constitute plagiarism.

Students are encouraged to begin their projects in a timely manner. Weekly goals are listed at the end of this syllabus. Students are also encouraged to consult with the instructor and teaching assistant regularly if they have any questions or would like additional feedback along the way. Learning qualitative methodology is most effective when there is active, ongoing dialogue about the meaning of the process and its multiple layers.

**Grading Criteria for Chapters I and II of Prospectus:** Each section of the prospectus should include the following: (1) a brief description of what that section examines (1 pt.), (2) the rationale for its inclusion in a qualitative proposal (1 pt.), and (3) how this component will be operationalized in your study (1 pt.). Thus, in the opening section of the proposal, Situating the Study, the student would indicate what it means to situate a study, why this is considered an important process in qualitative research, and what in the student's personal experiences has made this an important study to do.

- **Sections of Chapter I (21 pts):** Situating the Study, an abbreviated Review of Literature, Statement of the Problem, Purpose of the Study, Research Questions, Grand Tour Questions, and Significance of the Study.
  - **Sections of Chapter II (71pts):** The Uses of Qualitative Inquiries, Specific Methodology, Role of the Researcher (Intersubjectivity, Participant-observation), Ethical Responsibilities of the Researcher, Purposive Sampling, Field Methodology (Pre-entry: Gatekeepers, Review of Biases; Entry—Informed Consent, Immersion; and Constant Comparative Analysis), Methods of Verification (Validity, Reliability, and Utility), and Limitations of the Study's Design.
  - **References (3pts):** The references should include primary and secondary source readings that help establish the rationale for conducting the study.
  - **APA Formatting (5pts):** Students' work will be evaluated for compliance with the *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition) formatting.
- b. **Consent Forms (TOTAL POSSIBLE POINTS for Consent Forms: 6pts; worth 5% of grade):** Based on templates provided by the instructor, students will be given templates for (1) gatekeeper forms, (2) an initial informed consent, (3) a final consent and release of information form, (4) transcriptionist agreement form, (5) peer debriefer/peer examiner/auditor agreement form, and (6) scripts for audio recording. They will adapt these to their studies. These drafts must be approved by the instructor before students are cleared to proceed with their interviews.

- c. **Methodological Peer Consultation (TOTAL POSSIBLE POINTS for Methodological Peer Consultation: 10pts; 5% of grade):** Although each student will generate a project prospectus and implement elements of the design as part of a methodological pilot study to field test the proposed design, each student will join a methodological consultation team of one to two other students in the class. Students in these support groups will serve as peer debriefers and peer examiners for each other. This research support system will serve as a means of helping students deepen their understanding of methodological structure, process, rigor, and ethics. Many qualitative research skills are non-transferable; they cannot be learned simply by reading a book or receiving didactic instruction. They must be experientially learned through immersion in the field and ongoing consultation with fellow researchers or mentoring by methodological consultants. By serving as peer debriefers and peer examiners for each other, and through ongoing consultation with the instructor and teaching assistants for the class, students will have an opportunity to gain increasing skill in how to shape the qualitative approach to better capture different phenomena.

In their roles as peer debriefers and peer examiners, students will provide reflexive support for one another. They will document their meetings with members of their peer consultation groups that include: (1) identification of issues discussed, (2) potential strategies discussed, and (3) areas of uncertainty.

- d. **Field Methods Journal (TOTAL POSSIBLE POINTS for Field Methods Journal: 55pts; worth 25% of grade):** Qualitative inquiry requires ongoing and timely documentation of field observations and methods, to capture the evolving nature of the research process. Qualitative inquiries are exploratory. They use small n-sizes to begin exploring overlooked aspects of a phenomenon in order to build or refine theory. Though the emergent themes in these studies may be transferable to similar phenomena in other settings or identify areas for further study, theories generated from the findings of these studies often require replication of these themes using comparable methodology. It is, therefore, important to keep detailed field notes throughout the study's process. Attempting to construct the journal entries retrospectively will result in a detectable lack of descriptive detail and immediacy in the journal entries, and limited breadth and depth of their analyses.

For the methodological pilot, students will keep a field journal to document their field learning process. A field journal is not a diary. It is a strategy regularly used by qualitative researchers to enhance their reflexive and methodological rigor. Qualitative researchers keep extensive field and methodological notes to document the qualitative process from the initial formulation of research questions through the aftermath of a study.

Students will examine and document what they are learning in the field on an ongoing basis by regularly journaling. Some examples include the following: How do decisions made by a researcher in the field impact his/her study? What might have been overlooked because of a researcher's own filters/biases? What are the researcher's insights with respect to his/her own biases (e.g., what is she or he now clearer about with respect to theoretical, methodological, and personal biases)? What is the researcher's action plan to challenge these biases?



**Field journal contents.** Each item is worth 3 pts each except for #9 which includes 2 pts each for coding by document and running code, #10 which is 6 pts, #11 that is worth 5 pts, and #15 where each item is worth 1 pt. The field methods journal for this class must include the following:

- \_\_\_ 1. Research ideas/statements (3pts)
- \_\_\_ 2. Generating and debiasing research questions (3pts)
- \_\_\_ 3. Brainstorming and debiasing grand tour/focused conversation questions (3pts)
- \_\_\_ 4. Descriptive field notes (e.g., field observations, descriptions of settings as relevant, observations of self and other during semi-structured interviews, etc.) (3pts)
- \_\_\_ 5. Interview transcripts (3pts)
- \_\_\_ 6. Methodological documentation (notes regarding what actually happened in the field; methodological discoveries, insights, and challenges, and how they were addressed) (3pts)
- \_\_\_ 7. Brainstorming of methodological interventions designed to enhance rigor—how would you modify or refine your approach to the study now that you have run a preliminary test of your proposed methodology (3pts)
- \_\_\_ 8. Generation of new questions for follow-up interviews/conversations—what would you ask if you had a second interview? (3pts)
- \_\_\_ 9. Macroanalysis—coding by document (2pts) and running codes (2pts)
- \_\_\_ 10. Microanalyses (e.g., phenomenological reduction, imaginative variation, and synthesis) (6pts)
- \_\_\_ 11. Drafts of narrative; provisional emergent findings (5pts)
- \_\_\_ 12. Debriefing notes (e.g., what was discussed, feedback received, brainstormed ideas, action plan, areas of uncertainty) (3pts)
- \_\_\_ 13. Peer examination notes (e.g., what was discussed, feedback received, brainstormed ideas, action plan, areas of uncertainty) (3pts)
- \_\_\_ 14. Member check notes (3pts)
- \_\_\_ 15. Final debriefing of field experiences. A summary of a researcher’s field methods journal is included in qualitative monographs, often under the heading of “emergent method” or “field method”. At the end of the term, students will add a brief summary of their field learning in a written summary that includes the following:
  - a) the fit of the approach for you as a researcher (e.g., what was more or less difficult for you to do?) (1pt);
  - b) ethical dilemmas encountered in the field and how they were resolved (e.g., countertransference, role management issues, etc.) (1pt);
  - c) skills you think you developed or have begun to develop through this experience (e.g., reflexive, debiasing, interview, inductive or pattern recognition skills; attunement to process and change over time; participant-observation skills; etc.) (1pt);
  - d) some of the surprises in the study; what did you discover about the phenomenon that you did not expect to find? (1pt)
  - e) a couple of areas of psychology that you did not think would be related to your study before entering the field, and now have discovered might be relevant to your study or might be informed by your study (1pt);
  - f) how you attempted to balance objectivity and subjectivity (1pt); and
  - g) how this method and its requisite skills (some people include a requisite temperament or personal style) may be incorporated into your clinical practice (1pt)

**Please keep up with your journal entries.** This will minimize reconstruction bias. What will emerge from ongoing field journaling that will not emerge from retrospective notes (written the night before they are due) is process—a sense of how meaning, access to knowledge, and personal filters of participants change over time and impact the study. Reconstruction bias can be a major threat to methodological rigor. Field method journals document how the researcher’s personal insights evolve over time and interweave with the participant’s emerging story. Retrospective write-ups

typically document only what the researcher will own. Documentation and study of this aspect of the process allows researchers an opportunity to assess the loading or influence of the participant-observer on the rigor of the study.

Since students will not be conducting a study to the point of theoretical saturation, when thematic findings begin to become redundant, the results will be considered provisional even though a preliminary member check with the participant will be conducted. As such, these emergent products of the study should not be presented at a conference or any other public presentation.

**Grading:**

**Grading Requirements**

<b>Project/Assignment</b>	<b>% of Grade</b>
Attendance and participation in class discussions	5
Quizzes	5
Evaluation of literature assignment	25
<b>Methodological pilot project</b>	
Consent protocols (lay summary/initial consent, final consent and release of information, transcriptionist agreement form, debriefer/peer examiner/auditor agreement form, scripts for audio recording)	5
Peer consultations	5
Prospectus	30
Field journal	25
TOTAL:	100

**Grading Scale**

Grade point equivalents (or grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)      A- = 3.67 (90-92)  
 B+ = 3.33 (88-89)      B = 3.00 (83-87)      B- = 2.67 (80-82)  
 C = 2.00 (70-79); Failed - No credit given      F = 0.00 ( $\geq$  69); Failed - No credit given

**Grades of "Incomplete"**

An Incomplete Grade will be given to a student who is experiencing hardship. Please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/> for the established criteria for assessing hardship. Students are responsible for discussing their need for an incomplete grade and submitting the necessary paperwork in a timely fashion.

**Course Policies**

**Late Work Policy:** Students are strongly encouraged to submit their assignments to the instructor on time. Please do not assume that you will receive an automatic grade period. All prospectus drafts are due at the beginning of class on the day that they are due. Please note that points will be deducted for late work: 25% will be deducted for late submissions. Submissions that are more than a week late will receive feedback but no points.

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online,

in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

**Disability Access:** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

**Title IX Compliance:** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

**Academic Conduct Policy:** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

**Writing Policy:** Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Fall 2020 PP-7043 Qualitative Inquiry

Week	Date	Class Agenda	Readings	Due Next Class
1	08/25	<p>Class introductions</p> <ul style="list-style-type: none"> <li>• Group exercise: Making the Strange Familiar and the Familiar Strange</li> </ul> <p>Introduction to qualitative inquiry</p> <ul style="list-style-type: none"> <li>• Crisis of authority in science</li> <li>• Uses of qualitative methodology</li> <li>• Quantitative vs. qualitative research                             <ul style="list-style-type: none"> <li>○ Breakout room discussions: How are the structure of Dickson's (2000) and Kautz' (2017) qualitative studies similar to that of quantitative studies you have read? How are they different?</li> </ul> </li> <li>• Review of syllabus</li> </ul>	<p>Wertz (2011)</p> <p>Rossmann &amp; Rallis: Ch. 1 Syllabus</p> <p>Dickson (2000)</p> <p>Kautz (2017)</p>	<p><b>REVIEW COURSE SYLLABUS</b></p> <p>Please contact the instructor regarding questions you may have regarding the syllabus.</p> <p><b>PROSPECTUS: Rationale for Use of Qualitative Methodology</b></p> <p>Homework 1. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is a qualitative inquiry?</li> <li>• How does it differ from a quantitative inquiry?</li> <li>• What are its four main uses?</li> </ul> <p>Submit a write-up for Homework 1 to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>
2	09/01	<p><b>Homework 1a due</b></p> <p>The structure of a qualitative proposal/prospectus</p> <ul style="list-style-type: none"> <li>• Qualitative prospectus format (handout)</li> </ul> <p>Qualitative research questions</p> <ul style="list-style-type: none"> <li>• Potential significance</li> <li>• Moral praxis</li> <li>• Debiasing research questions</li> <li>• Bounding and delimiting the study</li> </ul> <p>Qualitative research genres</p>	<p>Rossmann &amp; Rallis: Chs. 4, 5 (pp. 100-113, 115-118 )</p> <p>Giorgi &amp; Giorgi (2003) Qualitative Prospectus Format</p>	<p><b>FIELD JOURNAL ENTRY 1: Research ideas/statements</b></p> <p>Use your journal as a thinking space. Brainstorm multiple research ideas and statements.</p> <p><b>PROSPECTUS: Research Questions</b></p> <p>Homework 2a. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is a research question?</li> <li>• Why do we generate research questions?</li> <li>• What are the four general categories of questions necessary in conducting a phenomenological inquiry?</li> </ul>

		Review of literature		<ul style="list-style-type: none"> <li>• Generate qualitative research questions related to a phenomenon of your choice that do not involve minors or other vulnerable populations (e.g., a descriptive, experiential, process, and meaning question).</li> </ul> <p><b>PROSPECTUS: Specific Methodology</b> Homework 2b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is phenomenological research? What is transcendental phenomenological research?</li> <li>• When is this approach used?</li> <li>• How is this approach relevant to my study?</li> </ul> <p><b>PROSPECTUS: Review of Literature</b> Homework 2c. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is a review of literature?</li> <li>• Why are reviews of literature conducted as part of a qualitative inquiry?</li> <li>• Begin a brief review of the literature relevant to your research interest. <b>(This brief review of literature is due Sept. 22, 2020)</b></li> </ul> <p>Submit the write-ups for Homework 2a-c to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>
3	09/08	<p><b>Homework 2a-c due</b> Research questions</p> <ul style="list-style-type: none"> <li>• Group exercise: Meet with your peer consultation group and discuss your research questions. Clarify your descriptive, experiential, process, and meaning questions. Brainstorm debiasing the questions.</li> </ul>	<p>Rossmann &amp; Rallis: Ch. 5 (pp. 118, 120-123) Palinkas et al. (2015)</p>	<p><b>REMINDER—Homework 2a (continued): Due Sept. 22, 2020.</b> Conduct a brief review of literature that provides a conceptual framework for your methodological pilot study and the rationale for conducting your pilot study.</p> <p><b>FIELD JOURNAL ENTRY 2: Generating and debiasing research questions</b> Using your field journal as a thinking space, generate more research questions and practice debiasing them.</p>

		<p>Purposive sampling: Going deep or broad</p> <p>Overview of different case selection (sampling) methods</p> <ul style="list-style-type: none"> <li>• <i>Almost Myself: Reflections on Mending &amp; Transcending Gender</i> (film, 2005)</li> <li>• Group exercise: Brainstorm multiple ways you might purposively sample the experiences of these women? What impact would these different case selection strategies have with respect to outcome?</li> </ul>		<p><b>PROSPECTUS: Research Questions</b> Homework 2b (continued)</p> <ul style="list-style-type: none"> <li>• Revise and debias your research questions</li> </ul> <p><b>PROSPECTUS: Purposive Sampling</b> Homework 3. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is purposive sampling? How is that different than the sampling strategy used in quantitative inquiries?</li> <li>• Why is purposive sampling used in qualitative inquiry?</li> <li>• Identify and define the specific case selection method that would best fit your emerging research questions. Explain why it would best fit your study?</li> <li>• Apply the case selection method to your study. Be sure to bound and delimit your purposive sample. Specify your inclusion and exclusion criteria for participants based on their differences in experience and perspectives rather than demographics.</li> </ul> <p>Submit the write-ups for Homework 2b and 3 to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>
4	09/15	<p><b>Homework 2b and 3 due</b></p> <p>Situating the study: The conceptual framework of the study</p> <p>Role of the researcher</p> <ul style="list-style-type: none"> <li>• Group exercise: Examine how Kamerling attempts to capture the phenomenological experiences of this small rural school and its surrounding community</li> <li>• <i>Heart of the Country</i> (film, 1997)</li> </ul>	<p>Rossmann &amp; Rallis: Chs. 2, 5 (pp. 102, 105-112)</p> <p>Zhao (2014)</p>	<p><b>REMINDER—Ongoing homework (continued): Due Sept. 22, 2020.</b></p> <ul style="list-style-type: none"> <li>• Homework 2a. Finalize your research questions.</li> <li>• Homework 2c. Complete your brief review of literature providing a conceptual framework for your methodological pilot study and the rationale for conducting your pilot study.</li> </ul> <p><b>PROSPECTUS: Brief introduction</b> Homework 4a. Based on your mini-literature review:</p> <ul style="list-style-type: none"> <li>• Generate a brief introduction to your prospectus.</li> </ul>

				<p><b>PROSPECTUS: Situating the Study</b> Homework 4b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What does it mean to situate a study? Why do qualitative researcher situate a study?</li> <li>• Discuss what in your life experience has made your methodological pilot an important study to do.</li> </ul> <p><b>PROSPECTUS: Role of the Researcher</b> Homework 4c. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is intersubjectivity?</li> <li>• What is a participant-observer?</li> <li>• Why is this role utilized by qualitative researchers? What are the advantages and disadvantages of the participant role? What are the advantages and disadvantages of the observer role?</li> </ul> <p>Submit the write-ups for Homework 2a and 4a-c to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>
5	09/22	<p><b>Homework 2a, 2c, 4a-c due</b> Statement of the problem Purpose of the study Significance of the study</p> <ul style="list-style-type: none"> <li>• Group exercise: Discuss the Schneider et al. (2004) article. What was its rationale (statement of the problem), purpose, and significance?</li> </ul> <p>Grand Tour Questions</p> <ul style="list-style-type: none"> <li>• Begin brainstorming grand tour questions that operationalize each of your research questions</li> </ul>	<p>Rossmann &amp; Rallis: Ch. 5 (pp. 112-115) Schneider et al. (2004)</p>	<p><b>PROSPECTUS: Statement of the Problem</b> Homework 5a. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is meant by the Statement of the Problem in a qualitative inquiry?</li> <li>• Why is it important to generate this statement?</li> <li>• Identify such a statement for your methodological pilot.</li> </ul> <p><b>PROSPECTUS: Statement of Purpose</b> Homework 5b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What is meant by the Purpose of the Study? (What is included in a purpose statement?)</li> <li>• Why is it helpful to generate a statement of purpose?</li> </ul>



				<ul style="list-style-type: none"> <li>Using Creswell’s template, generate and then refine a purpose statement for your methodological pilot.</li> </ul> <p><b>PROSPECTUS: Significance of the Study</b> Homework 5c. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>What is meant by the Significance of the Study?</li> <li>Why is it important to generate this statement?</li> <li>How are Significance of the Study statements in a qualitative inquiry different from those in a quantitative inquiry?</li> <li>Generate a significance statement for your methodological pilot.</li> </ul> <p><b>FIELD JOURNAL ENTRY 3: Brainstorm and debias grand tour questions</b> Using your field journal as a thinking space, brainstorm grand tour questions you can use to investigate your research questions in focused conversations with participants. Debias the questions.</p> <p><b>PROSPECTUS: Grand Tour Questions</b> Homework 5d. Generate a brief discussion of the following:</p> <ul style="list-style-type: none"> <li>What is a grand tour question?</li> <li>What is the rationale for generating these questions in a qualitative inquiry?</li> <li>Generate 5-7 opening grand tour questions that correspond with your research questions.</li> </ul> <p>Submit the write-ups for Homework 5a-d to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week’s class.</p>
6	09/29	<b>Homework 5a-d due</b> Review structure of Ch. 1 of methodological pilot prospectus	Rossmann & Rallis: Ch. 3 (pp. 48-58) Shenton (2004) Morrow (2005) Levitt et al. (2017)	<p><b>PROSPECTUS: Rationale for Use of Qualitative Methodology (continued)</b> Homework 6a. Generate a brief addition to Homework 1:</p> <ul style="list-style-type: none"> <li>Now that you have a clearer understanding of what you would like to study, which uses of qualitative methodology apply to</li> </ul>

		<p>Introduction to methodological rigor in qualitative research: trustworthiness and transferability</p> <ul style="list-style-type: none"> <li>• Validity</li> <li>• Methods of verification</li> <li>• Review of qualitative literature</li> </ul>	<p>Dickson (2000)</p>	<p>your study (e.g., instrumental, enlightenment, symbolic, and/or transformative/emancipatory)?</p> <p><b>PROSPECTUS: Methods of Verification--Validity</b> Homework 6b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What constitutes validity (trustworthiness) in qualitative research?</li> <li>• How is it assessed?</li> <li>• How would you enhance validity of your methodological pilot? Please be specific about how the methods you plan to use will enhance emic accuracy.</li> </ul> <p>Submit the write-ups for Homework 6a-b to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p> <p><b>In preparation for next week's group exercise on validity:</b> Using #1 and #2 of the Evaluation of Qualitative Literature Template, examine the methods of verification that were used in the Dickson (2000) study.</p> <ul style="list-style-type: none"> <li>• What methods of verification were used to enhance the study's emic accuracy?</li> <li>• Consider the rigor of their use.</li> <li>• What were the study's limitations with respect to validity?</li> </ul>
7	10/06	<p><b>Homework 6 due</b> Validity (continued)</p> <ul style="list-style-type: none"> <li>• Group exercise: Discuss the rigor of the Dickson (2000) study's validity</li> </ul> <p>Introduction to methodological rigor in qualitative research: trustworthiness and transferability (continued)</p>	<p>Rossmann &amp; Rallis: Ch. 3 (pp. 48-58) Shenton (2004) Dickson (2000)</p>	<p><b>PROSPECTUS: Methods of Verification--Reliability</b> Homework 7a. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What constitutes reliability (transferability) in qualitative research?</li> <li>• How is it assessed?</li> <li>• How would you enhance reliability in your methodological pilot? Please be specific about how the methods you plan to use will enhance theoretical saturation.</li> </ul>

		<ul style="list-style-type: none"> <li>• Reliability</li> <li>• Methods of verification</li> <li>• Review of qualitative literature</li> </ul> <p>A third criteria for assessing qualitative studies: Utility</p>		<p><b>PROSPECTUS: Methods of Verification--Utility</b>  Homework 7b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What constitutes utility in qualitative research?</li> <li>• How is it assessed?</li> <li>• What are the utility criteria you are striving to enhance by conducting your study?</li> </ul> <p>Submit the write-ups for Homework 7a-b to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p> <p><b>In preparation for next week's group exercise on reliability and utility:</b>  Using #1 and #2 of the Evaluation of Qualitative Literature Template, reexamine the methods of verification that were used in the Dickson (2000) study.</p> <ul style="list-style-type: none"> <li>• What methods of verification were used to enhance the study's theoretical saturation?</li> <li>• Consider the rigor of their use. Which methods contributed to the study's reliability?</li> <li>• What were the study's limitations with respect to reliability?</li> </ul> <p>Examine the utility of the Dickson (2000) study.</p> <ul style="list-style-type: none"> <li>• Which types of utility does the Dickson (2000) study support?</li> </ul>
8	10/13	<p><b>Homework 7a-b due</b>  Reliability (continued)</p> <ul style="list-style-type: none"> <li>• Group exercise: Discuss the rigor of the Dickson (2000) study's reliability and utility</li> </ul> <p>Ethical Theories</p>	<p>Rossman &amp; Rallis: Ch. 3 (pp. 59-71)  Havercamp (2005)  Thompson &amp; Russo (2012)  McCarthy &amp; LaChenaye (2017)  Hill et al. (2005)</p>	<p><b>PROSPECTUS: Ethical Responsibilities</b>  Homework 8. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> <li>• What are the four general categories of ethical theory that inform qualitative inquiries?</li> <li>• What are the ethical responsibilities of a qualitative researcher?</li> </ul>

		<p>Ethical responsibilities of the researcher</p> <p>Review of Methodological Pilot Prospectus Structure: Chapter I</p>		<p>Submit a write-up for Homework 8 to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p> <p><b>EVALUATION OF QUALITATIVE LITERATURE EXERCISE: Using Sarah Vernon Kautz' (2017) study, <i>Adolescent Adaptation to Parental Incarceration</i>, first viewed in week 1, please complete the following:</b></p> <p>Use the Evaluation of Literature template to evaluate the methodological rigor of the study. Complete sections #1-4 as a group, then complete #5 individually. Submit one copy of #1-4 to the instructor and email your write-up for #5 as a Word document to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p> <p><b>DRAFT OF CHAPTER I: DUE October 20, 2020</b> Please prepare your Chapter I draft for submission.</p>
9	10/20	<p><b>DRAFT OF CHAPTER I DUE Homework 8 due</b></p> <p>Review of Methodological Pilot structure: Chapter II</p> <p>Pre-Entry</p> <ul style="list-style-type: none"> <li>• Gatekeepers and informants</li> <li>• Review of biases</li> </ul> <p>Entry</p> <ul style="list-style-type: none"> <li>• Informed consent</li> <li>• Immersion</li> </ul>	Rossmann & Rallis: Ch. 6	<p><b>PROSPECTUS: Specific Methodology (continued)</b></p> <p>Homework 9a: Specific Methodology</p> <ul style="list-style-type: none"> <li>• How would a phenomenological approach be relevant to your research interest?</li> </ul> <p>Submit the write-ups of Homework 9a-b to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p> <p><b>PROSPECTUS: Pre-Entry</b></p> <p>Homework 9b. Generate a brief discussion that includes the following:</p> <p>What is pre-entry in a qualitative inquiry?</p> <ul style="list-style-type: none"> <li>• What are gatekeepers? Informants? What is their role in a qualitative study?</li> <li>• What are cultural considerations in a qualitative study?</li> </ul>

				<ul style="list-style-type: none"> <li>• What is a review of biases? The rationale for conducting a review of bias before entering the field?</li> <li>• What are theoretical/professional biases? Identify two theoretical biases you have that may negatively impact your study. Discuss how they might specifically impact your study? Discuss two action plans: one you will use to manage each bias during an interview, and another that you might use to manage the bias between interviews.</li> <li>• What are methodological biases? Identify two methodological biases you have that may negatively impact your study. Discuss how they might specifically impact your study? Discuss two action plans: one you will use to manage each bias during an interview, and another that you might use to manage the bias between interviews.</li> <li>• What are personal biases? Identify two personal biases you have that may negatively impact your study. Discuss how they might specifically impact your study? Discuss two action plans: one you will use to manage each bias during an interview, and another that you might use to manage the bias between interviews.</li> </ul> <p><b>PROSPECTUS: Entry</b> Homework 9c. Generate a brief discussion of the following: What is Entry in a qualitative inquiry?</p> <ul style="list-style-type: none"> <li>• What is meant by fully informed consent?</li> <li>• Discuss the use of a two-part informed consent</li> <li>• What is meant by immersion?</li> </ul> <p><b>CONSENT PROTOCOLS:</b> Homework 9d. Using the templates provided, generate the following: Gatekeeper Form Initial Informed Consent Final Informed Consent and Release of Information Transcriptionist Agreement Form Debrief/Peer Examiner/Auditor Agreement Form Scripts for Audio Recording</p>
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				Submit the write-ups for Homework 9a-e to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.
10	10/27	<p><b>Homework 9a-e due</b> Clearance for Interviewing requires submission of the following:</p> <ul style="list-style-type: none"> <li>• Chapter I</li> <li>• Chapter II (Rationale for Use of Qualitative Methodology through Entry)</li> <li>• Consent forms</li> </ul> <p>Constant Comparative Method</p> <ul style="list-style-type: none"> <li>• Data Security</li> <li>• Semi-structured Interviewing</li> <li>• Data management: macroanalysis</li> <li>• Transcription and auditing</li> <li>• Peer debriefing</li> </ul>	Rossman & Rallis: Chs. 7, 8	<p><b>PROSPECTUS: Constant Comparative Method</b> Homework 10. Generate a brief discussion of the following:</p> <ul style="list-style-type: none"> <li>• What is constant comparative analysis?</li> <li>• Why is it used in qualitative inquiries?</li> <li>• Identify and briefly define or describe the steps you would follow in a constant comparative analysis process: <ul style="list-style-type: none"> <li>• Security of data</li> <li>• Semi-structured interview</li> <li>• Data management: macroanalysis</li> <li>• Transcription and auditing</li> <li>• Peer debriefing</li> </ul> </li> </ul> <p>Submit the write-up for Homework 10 to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>
11	11/03	<p><b>Homework 10 due</b> Constant Comparative Method (continued)</p> <ul style="list-style-type: none"> <li>• Coding</li> <li>• Peer Examination</li> <li>• Generating the Narrative</li> <li>• Member Checking</li> </ul> <p><b>FIELD WORK BEGINS:</b> <i>Documentation will now shift to the field journal</i></p> <ul style="list-style-type: none"> <li>• Field notes/observations</li> <li>• Methodological documentation</li> </ul>	Rossman & Rallis: Chs. 10, 12	<p><b>PROSPECTUS: Constant Comparative Method (continued)</b> Homework 11a. Generate a brief discussion of the following:</p> <ul style="list-style-type: none"> <li>• Coding (microanalysis)</li> <li>• Peer examination</li> <li>• Generating the narrative</li> <li>• Member checking</li> </ul> <p>Submit this write-up to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>

		<ul style="list-style-type: none"> <li>• Data management: macroanalysis</li> </ul>		<p><b>FIELD JOURNAL ENTRIES 4, 6, and 9: Descriptive Field Notes and Macroanalysis</b></p> <p>Homework 11b. If cleared by the instructor, conduct your interview and document the following:</p> <ul style="list-style-type: none"> <li>• Informal coding by document</li> <li>• Brief field observations</li> <li>• Methodological notes (e.g., what happened in the field, methodological discoveries, insights, challenges and how they were addressed, etc.)</li> <li>• Running code for 5 minutes of your taped interview</li> </ul> <p>Submit the write-ups of Homework 11a-b to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>
12	11/10	<p><b>Homework 10b due</b></p> <p>Fieldwork (continued):</p> <ul style="list-style-type: none"> <li>• Transcription and auditing</li> <li>• Methodological notes</li> <li>• Peer debriefing</li> <li>• Microanalysis (coding)</li> </ul>	<p>Lagasse (1997)</p> <p>Miller et al. (2018)</p> <p>Galbusera et al. (2019)</p>	<p><b>FIELD JOURNAL ENTRY 5: Transcription</b></p> <p>Homework 12: In your field journal, please complete the following:</p> <ul style="list-style-type: none"> <li>• Audit the transcripts of your four stories</li> <li>• Methodological notes (e.g., strategies and/or refinements in approach to data collection or analysis you have discovered, or methodological challenges encountered in the field)</li> </ul> <p><b>FIELD JOURNAL ENTRIES 7, 8, and 12: Debriefing Notes</b></p> <ul style="list-style-type: none"> <li>• Document the feedback you received during your peer debriefing (e.g., brainstorming of emergent themes, identification of emergent biases that may be impacting the study, etc.)</li> <li>• Document brainstorming about possible refinements to field methodology</li> <li>• Generation of new questions (if you had a second round)</li> </ul> <p><b>FIELD JOURNAL ENTRY 10: Microanalysis</b></p> <ul style="list-style-type: none"> <li>• Complete Level I and Level II codes for each story</li> </ul>

				<p>Submit the write-up for Homework 12 to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p> <p><b>DRAFT OF CHAPTER II: DUE November 17, 2020</b></p>
13	11/17	<p><b>DRAFT OF CHAPTER II DUE</b> Field work (continued):</p> <ul style="list-style-type: none"> <li>• Peer examination</li> <li>• Generating a narrative: Telling the tale</li> <li>• <i>Life Stories: Aging and the Human Spirit</i> (2011)</li> </ul>		<p><b>FIELD JOURNAL ENTRY 10 and 13: Microanalysis and Peer Examination</b> Homework 13a: In your field journal, please document the following:</p> <ul style="list-style-type: none"> <li>• Provisional coding list based on the four stories gathered (phenomenological reduction and imaginative variation)</li> <li>• Feedback you received during your peer examination (e.g., fit of codes with text data, clustering of codes, identification of emergent biases that may be inducing analysis, brainstorming possible refinements to field methodology, etc.)</li> </ul> <p><b>FIELD JOURNAL ENTRY 11: Generating the Narrative</b> Homework 13b: In your field journal, please document the following:</p> <ul style="list-style-type: none"> <li>• Draft a narrative based on your microanalysis that includes exemplar quotes to illustrate the emergent themes</li> </ul> <p>Submit this write-up to the instructor as a Word document attached to an email. Send your submission to <a href="mailto:joy.tanji@chaminade.edu">joy.tanji@chaminade.edu</a> before the beginning of next week's class.</p>
14	11/24	<p>Fieldwork (continued):</p> <ul style="list-style-type: none"> <li>• Member checking with participants</li> </ul>		<p><b>FIELD JOURNAL ENTRY 14: Member Checking</b> Homework 14a: Please document the following:</p> <ul style="list-style-type: none"> <li>• Feedback from the participant regarding your narrative draft as well as their experience of the methodological pilot</li> </ul> <p><b>FIELD JOURNAL ENTRY 15: Final Debriefing of Field Experiences</b></p>



				<p>Homework 14b: Please complete your reflections on the field process</p> <ul style="list-style-type: none"> <li>• Complete #15 of the Field Journal</li> </ul> <p><b>FIELD JOURNAL DUE 12/01/20</b></p>
15	12/01	<p><b>SUBMISSION OF FIELD JOURNAL</b>  Future directions in qualitative inquiry</p> <ul style="list-style-type: none"> <li>• Post-positivism and McDonaldization of qualitative research</li> <li>• Narrative as a decolonizing methodology</li> <li>• Authorship and ownership</li> </ul> <p>Final class review and debriefing</p>	<p>Brinkmann (2015)  Hamdan (2009)  Sarna-Wojcicki et al. (2017)</p>	
16	12/08	Final class consultations		