



Chaminade
University
OF HONOLULU

HAWAII SCHOOL of
PROFESSIONAL PSYCHOLOGY

Course Syllabus

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

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

www.chaminade.edu

Course Number: PP7043-01-7

Course Title: Qualitative Inquiry

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2019

Course Credits: 3.0

Class Meeting Days: Tuesdays

Class Meeting Hours: 1:00pm - 4:00pm

Class Location: Henry Hall 124

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Office Hours: Monday 2:00 – 4:30 pm, Wednesdays 1:00 – 4:30 pm; see door for updates

University Course Catalog Description

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.

Course Overview

Diversity Component

Qualitative inquiry involves a process of challenging ourselves to “make the familiar strange” and “the strange familiar.” It is a systematic and rigorous approach used to generate complex conceptualizations about intersubjective phenomena. The many dimensions of human experience that contribute to social “diversity” (including but not limited to our socialization around ethnicity and race, gender and sexuality, socioeconomic status, age, spirituality, ability, and geographical location) involve complex systems of emotion, language, and meaning that are subtly and overtly embedded in our framing of and interactions with the world around us. When we try to understand the world around us, our own meaning systems act as filters that condition what we are able to see, hear, and experience in the phenomenological field. Thus, in qualitative inquiry, we repeatedly examine the impact of these filters and strive to understand the storied lives of others with greater fidelity and accuracy.

In this class, we will examine how to seek a more *emic* (insider's) rather than *etic* (outsider's) view of social phenomena, through in-class, skill-development exercises on ethics (e.g., fidelity to participants, interpretive authority, voice, ownership, brokering of other people's stories), review of biases (e.g., personal, methodological, and theoretical), interviewing, debriefing, coding, peer examination, member checking, and telling our tales of the field.

Critical Thinking Component

Qualitative method depends heavily on the researcher's ability to use herself or himself as the principle instrument of inquiry. The researcher must deeply consider how all research emerges from and is filtered through her or his own subjective filters about the nature of reality (*ontology*), what she or he believes is important or even possible to study (*epistemology*), and his or her own values (*axiology*). Implicit in the process of all inquiries is the limitation posed by the researcher. Even if the researcher designs an "objective measure," which is administered as systematically as possible, inherent in that design will be the ontological, epistemological, and axiological assumptions of the researcher. Thus, researchers must learn to reflexively challenge their assumptions about human experience in the pursuit of capturing its thickness and richness with fidelity.

What qualitative inquiry will teach us as clinicians and researchers, is how to identify the range of possibilities in any context; to embrace the diversity between and within groups that our theories must ultimately capture in order to prevent the marginalization of the many souls who place their trust in our hands. Even when our provisional models work "well enough," it is our ethical responsibility to continue striving to deepen our understanding and refine these working models. To do so effectively, we must challenge ourselves to continue honing our critical thinking skills, to always wonder: "What is it that I have yet to understand?"

Ethics and Professional Behavior Component

The ethical considerations and professional behavior integral to the application of qualitative method are respectful and attuned to other perspectives and ways of interacting with the world. The qualitative paradigm recognizes the power differential between the researcher and his/her participants and the value of learning about other people's experiences from their perspectives. Moreover, the quality of what is shared by participants depends on the rapport and continued fidelity shown by the field researcher. For researchers working in teams, this is especially important. If unchecked, dynamics in the team can easily transfer to the team's relationships with participants. Thus, students will learn to utilize peer debriefers and peer examiners to help manage emerging ethical issues and to track their interpersonal dynamics with peers and participants. Given the emotional intensity of ongoing requirements for reflexivity, the course will also consider the value of self-care, monitoring one's ability to be fully present, and seeking long-term training and supervision.

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.

Course Learning Outcomes

1. Students will explore the value of a plural paradigm approach to research. The course will provide them with an understanding of the similarities and differences between the quantitative and qualitative research paradigms, and an overview of 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 will explore the assumptions and epistemology of a naturalistic approach to inquiry. (*Competency 6*) [Classes 1-2]
2. Students will explore the relevance of the qualitative approach in enhancing the efficacy of clinical practice in responding to individual and cultural differences. (*Competency 4; Marianist principle and Native Hawaiian value: Educate for service, justice and peace*) [Classes 1-14]
3. Students will become critical consumers of the qualitative research literature relevant to clinical psychology. Students will become knowledgeable about the structure used in qualitative studies to ensure methodological rigor (e.g., entry, immersion, purposive sampling, review of biases, triangulation, constant comparative method, methodological transparency, peer debriefing, peer examination, and member checking). The course will familiarize students with the criteria used in evaluating the methodological rigor and utility of qualitative studies, and facilitate students in learning to use these criteria to critique, draw conclusions from, and apply clinically the existing and evolving body of qualitative research knowledge and methods in the practice and science of psychology. (*Competency 6*) [Classes 6-7]
4. Students will understand the ethical principles that are designed to ensure the protection of participants in human research. The course will familiarize students with the standards of ethical rigor in qualitative research, including an awareness of critical and covenantal ethics, and to become familiar with the criteria used by most Institutional Review Boards when reviewing and assessing studies for their ethical rigor in terms of protecting the safety, wellbeing, and rights of human subjects. (*Competency 1*) [Classes 8-11]
5. Students will gain skills critical to conducting rigorous and systematic inductive/interpretivistic research and transferable to clinical practice, including participant-observation, entry (rapport building), phenomenological immersion (differentiating one's own story from the story of the other), reflexivity/critical thinking (involving epoché or the careful identification and management of biases), intersubjective data collection and inductive analysis using constant comparative analysis (generating low inference, thematic, open, axial, and process coding); peer consultation—debriefing, peer examination; and member checking). (*Competencies 2 and 3; Marianist principle and Native Hawaiian value: Educate for adaptation and change*) [Classes 2-14]
6. Help prepare students for the Clinical Research Project. [Classes 1-14]

Required Learning Materials

Text:

- Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative research: Reading, analysis, and interpretation*. Thousand Oaks, CA: SAGE Publications Inc. ISBN 0-7619-1043-3
- Rossman, G. B., & Rallis, S. F. (2017). *An introduction to qualitative research* (4th ed.). Thousand Oaks, CA: SAGE Publications Inc. ISBN 978-1-5063-0793-0

Articles:

- Barnert, E. S., Perry, R., Azzi, V. F., Shetgiri, R., Ryan, G., Dudovitz, R.,...Chung, P. J. (2015). Incarcerated youths' perspectives on protective factors and risk factors for juvenile offending: A qualitative analysis. *American Journal of Public Health, 105*(7), 1365-1371.
- Brinkmann, S. (2015). Perils and potentials in qualitative psychology. *Integrative Psychological and Behavioral Sciences, 49*, 162-173. doi: 10.1007/s12124-014-9293-z
- Burles, M. C. (2017). Negotiating post-research encounters: Reflections on learning of participant deaths following a qualitative study. *Mortality, 22*(2), 170-180. doi: 10.1080/13576275.2017.1291605
- Dickson, G. (2000). Aboriginal grandmothers' experience with health promotion and participatory action research. *Qualitative Health Research, 10*(2), 188-213.
- 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
- Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. *Journal of Counseling Psychology, 52*(2), 146-155.
- Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of Counseling Psychology, 52*(2), 196-205.
- Hoshmand, L. T. (2005). Narratology, cultural psychology, and counseling research. *Journal of Counseling Psychology, 52*(2), 178-186.
- 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.
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology, 52*(2), 250-260.
- Pescud, M., Teal, R., Shilton, T., Slevin, T., Ledger, M., Waterworth, P., & Rosenberg, M. (2015). Employers' views on the promotion of workplace health and wellbeing: A qualitative study. *BMC Public Health, 15*: 642. doi:10.1186/s12889-015-2029-2
- Sailor, J. L. (2013). A phenomenological study of falling out of romantic love. *The Qualitative Report, 18*, 1-22. Retrieved from <http://www.nova.edu/ssss/QR/QR18/sailor37.pdf>
- 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.,...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
- Willott, S., & Larkin, M. (2012). Introduction the special issue on qualitative research and clinical psychology. *Qualitative Research in Psychology, 9*, 1-4.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Grading

Course Requirements/Methods of Evaluation:

- 1. Attendance and participation (10%):** 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. Five points will be awarded per instructional class if the preceding is fulfilled, and points will be deducted accordingly. A half-grade point deduction will be assessed for tardiness (10 or more minutes late on 5 or more occasions) or late submissions of work.

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 with 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/>

Guidelines for students' sharing of affective experiences and reactions to didactic and clinical materials. It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. HSPP policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

2. **Quizzes (5%):** 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 exercises (25%):** 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 prospectus (25%):** 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 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.

For the qualitative research prospectus generated in the class, students will use the standard qualitative protocol that includes a chapter that presents a conceptualization of the proposed study and a chapter that provides an overview of the proposed field methodology.

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 (the rationale for situating a study), and what in the student's personal experiences has made this an important study to do.

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 to assess 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.

Since students will not be conducting a study to the point of theoretical saturation, 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.

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.

Peer consultation (peer debriefing/peer examination) groups. Although each student will generate his or her own project prospectus and implement elements of a methodological pilot study based on this prospectus, each student will join a research team of two to three other students in the class, and serve as a peer debriefer and peer examiner for at least one other student during this process. This research support system will serve as a means of helping students deepen their understanding of methodological structure, 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 to each other, and through ongoing consultation with the instructor for the class, students will have an opportunity to gain increasing skill in how to shape the qualitative approach to better capture different phenomena.

5. **Consent forms (10% CR/NC):** 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, and (5) peer debriefer/peer examiner/auditor agreement form which they will adapt to their study. These drafts must be approved by the instructor before students are cleared to proceed with their interviews.
6. **Field methods journal (25%):** Qualitative inquiry requires ongoing and timely documentation of field observations and methods, to capture the evolving nature of the research process. It is, therefore, important to keep a field journal and to keep that journal up to date. 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.

Students will keep a field journal to document their learning process. A field journal is not a diary. It is a strategy regularly used by qualitative researchers to enhance their reflexivity 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, therefore, be required to make field journal entries throughout the term.***

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. The field methods journal for this class must include the following:

- ___ 1. Research ideas/statements
- ___ 2. Generating and debiasing research questions
- ___ 3. Brainstorming and debiasing grand tour/focused conversation questions
- ___ 4. Descriptive field notes (e.g., field observations, descriptions of settings as relevant, observations during semi-structured interviews, etc.)
- ___ 5. Interview transcripts
- ___ 6. Methodological documentation (notes regarding what actually happened in the field; methodological discoveries, insights, and challenges, and how they were addressed)
- ___ 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
- ___ 8. Generation of new questions for follow-up interviews/conversations—what would you ask if you had a second interview?
- ___ 9. Macroanalyses (e.g., coding by document and running codes)
- ___ 10. Microanalyses (e.g., open, axial, and process coding)
- ___ 11. Drafts of narrative; provisional findings
- ___ 12. Debriefing notes
- ___ 13. Peer examination notes
- ___ 14. Member check notes
- ___ 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?);
 - b) ethical dilemmas encountered in the field and how they were resolved (e.g., countertransference, role management issues, etc.);
 - 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.);
 - d) some of the surprises in the study; what did you discover about the phenomenon that you did not expect to find?
 - 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;
 - f) how you attempted to balance objectivity and subjectivity; 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

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.

Grading:

Method	% of Grade
Attendance and Participation	10
Quizzes	5
Consent protocols (lay summary, final consent and release of information, transcriptionist agreement form, debriefer/peer examiner/auditor agreement form); CR/NC	10
Individual methodological pilot project prospectus	25
Field Journal	25
Evaluation of literature assignments	25
Total:	100

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

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 submissions one day late; 50% for submissions two days late; and submissions more that 2 days 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. The instructor will respond in up to 2 working 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 he/she meets the criteria for accommodations, the student should contact the Counseling Center at (808) 735-4845 (counselingcenter@chaminade.edu) for further information.

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, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter 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 make arrangements to 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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 the 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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/>

Writing Policy

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 7th Edition* (2019) format. Please refer to Paper Elements and Format section of the *Publication Manual of the American Psychological Association, 7th Edition* for thesis and paper formats.

Academic Dishonesty and Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, the Hawai'i School of Professional Psychology at Chaminade University of Honolulu requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using American Psychological Association formatting. Students are encouraged to purchase the *Publication Manual of the American Psychological Association (7th ed.)* and become familiar with its contents.

You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

PP7043 Qualitative Inquiry Course Schedule

Class #	Date	Class Agenda	Readings (To be discussed on the week listed. Please skim these readings prior to coming to class and be prepared to discuss them.)	Due Next Class
1	08/27/19	Class introductions Introduction to qualitative inquiry <ul style="list-style-type: none"> • Crisis of authority in science • <i>Monkey Dance</i> (film, 2004) • Uses of qualitative methodology • Quantitative vs. qualitative research Review of syllabus	Rossman & Rallis: Ch. 1 Wertz (2011) Hoshmand (2005) Barnert et al. (2015) Pescud et al. (2015)	Review the syllabus Rationale for Use of Qualitative Methodology Homework 1a. Generate a brief discussion that includes the following: <ul style="list-style-type: none"> • What is a qualitative inquiry? • How does it differ from a quantitative inquiry? • What are its four main uses? Review the Barnert et al. (2015) and Pescud et al. (2015) articles. Focus on their structure. How are they similar to quantitative articles you have read? How are they different?
2	09/03/19	Homework 1a due The structure of qualitative inquiries <ul style="list-style-type: none"> • Qualitative prospectus format (handout) Qualitative research genres Qualitative research questions <ul style="list-style-type: none"> • Potential significance • Moral praxis • Debiasing research questions • Bounding and delimiting the study Review of literature	Rossman & Rallis: Chs. 4, 5 (pp. 101-113, 116-121, 149) Lieblich, Tuval-Mashiach, & Zilber: Ch. 1	Review of Literature Homework 2a. Generate a brief discussion that includes the following: <ul style="list-style-type: none"> • What is a review of literature? • Why are reviews of literature conducted as part of a qualitative inquiry? • Begin a brief review of the literature relevant to your research interest. (DUE Sept. 24, 2019) Research Questions Homework 2b. Generate a brief discussion that includes the following:

				<ul style="list-style-type: none"> • What is a research question? • Why do we generate research questions? • What are the four general categories of questions necessary in conducting a phenomenological inquiry? • Generate four qualitative research questions related to a phenomenon of your choice that does not involve minors or other vulnerable populations (e.g., a descriptive, experiential, process, and meaning question). <p>Specific Methodology Homework 2c. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What is narrative research? • When is this approach used?
3	09/10/19	<p>Homework 2a-c due Purposive sampling: Going deep or broad Overview of different case selection (sampling) methods <i>Almost Myself: Reflections on Mending & Transcending Gender</i> (film, 2005)</p>	Rossmann & Rallis: Ch. 5 (pp. 118-119, 121-123)	<p>REMINDER—Homework 2a (continued): Due Sept. 24, 2019. Conduct a brief review of literature that provides a conceptual framework for your methodological pilot study and a rationale for conducting your pilot study.</p> <p>Research Questions Homework 2b (continued)</p> <ul style="list-style-type: none"> • Debias your research questions <p>Purposive Sampling and Bounding the Study Homework 3a. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What is purposive sampling? How is that different than the sampling strategy used in quantitative inquiries?

				<ul style="list-style-type: none"> • Why is purposive sampling used in qualitative inquiry? • Identify and define the specific case selection method that would best fit your emerging research questions. Explain why it would best fit your study?
4	09/17/19	<p>Homework 3a due</p> <p>Situating the Study</p> <ul style="list-style-type: none"> • Sailor (2013) <p>Role of the researcher</p> <ul style="list-style-type: none"> • <i>Heart of the Country</i> (film, 1997) • Burles (2017) <p>Finalize methodological pilot research questions</p>	<p>Rossman & Rallis: Chs. 2, 5 (pp. 102-111)</p> <p>Sailor (2013)</p> <p>Burles (2017)</p>	<p>REMINDER—Homework 2a (continued): Due Sept. 24, 2019.</p> <ul style="list-style-type: none"> • Conduct a brief review of literature that provides a conceptual framework for your methodological pilot study and a rationale for conducting your pilot study. • Generate a brief introduction to your prospectus. <p>Situating the Study</p> <p>Homework 4a. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What does it mean to situate a study? Why do qualitative researcher situate a study? • Discuss what in your life experience has made your methodological pilot an important study to do. <p>Role of the Researcher</p> <p>Homework 4b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What is intersubjectivity? • What is a participant-observer? • 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?

5	09/24/19	<p>Homework 2a, 4a-b due Statement of the Problem Purpose of the Study Significance of the Study</p> <p><i>Can: Mental Illness and Recovery in the Asian-American Community</i> (film, 2012)</p>	<p>Rossman & Rallis: Ch. 5 (pp. 112-116)</p>	<p>Statement of the Problem Homework 5a. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What is meant by the Statement of the Problem in a qualitative inquiry? • Why is it important to generate this statement? • Identify such a statement for your methodological pilot. <p>Statement of Purpose Homework 5b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What is meant by the Purpose of the Study? • Why is it helpful to generate a statement of purpose? • Using Creswell’s template, generate and then refine a purpose statement for your methodological pilot. <p>Significance of the Study Homework 5c. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What is meant by the Significance of the Study? • Why is it important to generate this statement? • How are Significance of the Study statements in a qualitative inquiry different from those in a quantitative inquiry? • Generate a significance statement for your methodological pilot.
6	10/01/19	<p>Homework 5a-c due Review structure of Ch. 1 of methodological pilot prospectus Introduction to methodological rigor in qualitative research:</p>	<p>Rossman & Rallis: Ch. 3 (pp. 48-59) Morrow (2005) Shenton (2004) Dickson (2000) Schneider et al. (2004)</p>	<p>Methods of Verification: Validity Homework 6. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What constitutes validity (trustworthiness) in qualitative research?

		<p>trustworthiness and transferability</p> <ul style="list-style-type: none"> • Validity • Methods of verification • Review of qualitative literature 		<ul style="list-style-type: none"> • How is it assessed? • How would you enhance validity of your methodological pilot? Please be specific about how the methods you plan to use will enhance emic accuracy. <p>For discussion next week: Examine the validity (emic accuracy) of the Dickson (2000) study.</p> <ul style="list-style-type: none"> • What methods of verification were used to enhance the study's emic accuracy? • Consider the rigor of their use. Which methods contributed to the study's validity? • What were the study's limitations with respect to validity?
7	10/08/19	<p>Homework 6 due</p> <p>Introduction to methodological rigor in qualitative research: trustworthiness and transferability</p> <ul style="list-style-type: none"> • Reliability • Methods of verification • Review of qualitative literature <p>A third criteria for assessing qualitative studies: Utility</p>	<p>Rossman & Rallis: Ch. 3 (pp. 48-59)</p> <p>Morrow (2005)</p> <p>Shenton (2004)</p> <p>Dickson (2000)</p> <p>Schneider (2004)</p>	<p>Methods of Verification: Reliability</p> <p>Homework 7a. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What constitutes reliability (transferability) in qualitative research? • How is it assessed? • How would you enhance reliability in your methodological pilot? Please be specific about how the methods you plan to use will enhance theoretical saturation. <p>Homework 7b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What constitutes utility in qualitative research? • How is it assessed? • What are the utility criteria you are striving to enhance by conducting your study?

				<p>For discussion next week:</p> <ul style="list-style-type: none"> • Examine the reliability (theoretical saturation/ analytical generalizability) of the Dickson (2000) study. • What methods of verification were used to enhance the study's theoretical saturation? • Consider the rigor of their use. Which methods contributed to the study's reliability? • What were the study's limitations with respect to reliability? • Examine the utility of the Dickson (2000) study. • Which types of utility does the Dickson (2000) study support?
8	10/15/19	<p>Homework 7a-b due</p> <p>In-depth Interviewing</p> <ul style="list-style-type: none"> • Focused conversation • Grand Tour Questions <p>Ethical theories</p> <p>Ethical responsibilities of the researcher</p> <p>Informed Consent protocols</p> <p>Review of Methodological Pilot Prospectus Structure: Chapter I</p>	<p>Rossman & Rallis: Ch. 3 (pp. 59-71)</p> <p>Willott & Larkin (2012)</p> <p>Haverkamp (2005)</p> <p>Thompson & Russo (2012)</p> <p>Hill, Knox, Thompson, Williams, Hess, & Ladany (2005)</p>	<p>Grand Tour Questions</p> <p>Homework 8a. Generate a brief discussion of the following:</p> <ul style="list-style-type: none"> • What is a grand tour question? • What is the rationale for generating these questions in a qualitative inquiry? • Generate 5-7 opening grand tour questions that correspond with your research questions. <p>Ethical Considerations</p> <p>Homework 8b. Generate a brief discussion that includes the following:</p> <ul style="list-style-type: none"> • What are the four general categories of ethical theory that inform qualitative inquiries? • What are the ethical responsibilities of a qualitative researcher? <p>DRAFT OF CHAPTER I: DUE October 22, 2019</p>

9	10/22/19	<p>DRAFT OF CHAPTER I DUE Homework 8a-b due Review of Methodological Pilot structure: Chapter II Pre-Entry Entry</p>	Rossman & Rallis: Ch. 6	<p>Use of Qualitative Approaches (continued) Homework 1b. Complete the following:</p> <ul style="list-style-type: none"> • How is your proposed methodological pilot study a good fit with qualitative methodology? <p>Specific Methodology (continued) Homework 2d: Specific Methodology</p> <ul style="list-style-type: none"> • How would a narrative approach be relevant to your research interest? <p>Pre-Entry Homework 9a. Generate a brief discussion that includes the following: What is pre-entry in a qualitative inquiry?</p> <ul style="list-style-type: none"> • What are gatekeepers? Informants? What is their role in a qualitative study? • What are cultural considerations in a qualitative study? • What is a review of biases? <ul style="list-style-type: none"> • 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. • What are methodological biases? Identify two methodological biases you have that may negatively impact your study. Discuss how they might specifically impact
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				<p>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.</p> <ul style="list-style-type: none"> • 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. <p>Entry Homework 9b. Generate a brief discussion of the following: What is Entry in a qualitative inquiry?</p> <ul style="list-style-type: none"> • What is meant by fully informed consent? • What is meant by immersion? <p>Consent Protocols Homework 9c. Generate the following: Gatekeeper Forms Initial informed consent Final informed consent form and release of information Transcriptionist agreement form Debrief/peer examiner/auditor agreement form</p>
10	10/29/19	<p>Homework 1b, 2d, 9a-c due Clearance for Interviewing requires the following:</p> <ul style="list-style-type: none"> • Submission and review of Chapter I 	<p>Rossman & Rallis: Chs. 7, 8 Lieblich, Tuval-Mashiach, & Zilber: Chs. 4, 5, 6</p>	<p>Constant Comparative Method Homework 10a. Generate a brief discussion of the following:</p>

		<ul style="list-style-type: none"> • Review of Biases from Chapter II • Consent forms <p>Constant Comparative Method</p> <ul style="list-style-type: none"> • Data Security • Semi-structured Interviewing • Macroanalysis: Running Codes • Transcription and Auditing • Peer Debriefing 		<ul style="list-style-type: none"> • What is constant comparative analysis? • Why is it used in qualitative inquiries? • Identify and briefly define or describe the steps you would follow in a constant comparative analysis process: <ul style="list-style-type: none"> • Security of data • Semi-structured interview • Data management (macroanalysis) • Transcription and auditing • Peer debriefing
11	11/05/19	<p>Homework 10a due</p> <p>Constant Comparative Method (continued) Coding Peer Examination Generating the Narrative Member Checking</p> <p>Fieldwork: <i>Documentation will now shift to the field journal</i> Data collection Data management (macroanalysis)</p>	Rossman & Rallis: Chs. 10, 12	<p>Constant Comparative Method (continued) Homework 10b. Generate a brief discussion of the following:</p> <ul style="list-style-type: none"> • Coding (microanalysis) • Peer examination • Generating the narrative • Member checking <p>Homework 11a. If cleared by the instructor: Conduct interview In field journal:</p> <ul style="list-style-type: none"> • Generate informal coding by document • Generate brief field observations • Generate running code for 5 minutes of your taped interview
12	11/12/19	<p>Homework 10b due</p> <p>Fieldwork (continued): Transcription and auditing Peer debriefing Analyzing and interpreting data Coding (microanalysis)</p>	Giorgi & Giorgi (2003) Lagasse (1997)	<p>In your field journal include brief notes on the following:</p> <ul style="list-style-type: none"> • Audited transcripts of your four stories • Notes regarding the process of transcription and auditing • Feedback you received during your peer debriefing (e.g., brainstorming of emergent themes,

				<p>identification of emergent biases that may be impacting the study, brainstorming possible refinements to field methodology, etc.)</p> <ul style="list-style-type: none"> • Level I and Level II codes for each story. <p>DRAFT OF CHAPTER II: DUE November 19, 2019</p>
13	11/19/19	<p>DRAFT OF CHAPTER II DUE</p> <p>Field work (continued): Peer examination Generating a narrative Member check</p> <p>Telling the tale</p> <ul style="list-style-type: none"> • <i>Life Stories: Aging and the Human Spirit</i> (2011) 		<p>In your field journal include brief notes on the following:</p> <ul style="list-style-type: none"> • Provisional coding list based on the four stories gathered • 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 inducting analysis, brainstorming possible refinements to field methodology, etc.) • Draft of your narrative with exemplar quotes
14	11/26/19	<p>Conduct member checks with participants</p>		<p>In your field journal, include brief notes on the following:</p> <ul style="list-style-type: none"> • Feedback from the participant • Complete final debriefing for class listed in the syllabus
15	12/03/19	<p>SUBMISSION OF FIELD JOURNALS</p> <p>Future directions in qualitative inquiry</p> <ul style="list-style-type: none"> • Participant Action Research: <i>Mad Hot Ballroom</i> (2005) <p>Final class debriefing</p>	Brinkmann (2015)	
16	12/10/19	<p>Final class consultations</p>		

