



Chaminade
University
OF HONOLULU

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

Course Syllabus

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

3140 Wai'alaie Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7043-02-7

Course Title: Qualitative Inquiry

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2022

Course Credits: 03

Class Meeting Days: Thursdays

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

Class Location: Behavioral Sciences 101 (Thursdays)

Instructor Name: Joy Tanji, PhD

Email: joy.tanji@chaminade.edu

Phone: 808.739.7428

Office Location: Behavioral Sciences 110

Office Hours: Mondays 1:00pm-3:00pm; Wednesdays 1:00pm-2:00pm, 3:00pm-4:30pm; Thursdays 11:00am-12:00pm (in office or over Zoom; appointment recommended). Other days/times may be available upon request (please contact me by email for availability and to schedule an appointment).

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'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 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'eau 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'eau 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'eau ('Ōlelo No'eau 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'eau 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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will differentiate between the assumptions, structure, and process involved in quantitative and qualitative research paradigms, as measured in the field journal portion of the methodological pilot study. (Competency 6)
2. Students will apply their knowledge of the standards of rigor for qualitative studies by critiquing qualitative studies from peer reviewed journals. (Competency 6)
3. Students will 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 6)
4. Students will critically evaluate their application of field methodology for compliance with ethical principles relevant to field work, through the generation of consent forms for their methodological pilot study. (Competency 1)
5. Students will deepen their understanding of qualitative method by critiquing the application of qualitative field method by their peers and documenting these peer consultations in their field methods journals. (Competencies 6 and 10)

Required Learning Materials

Required Textbooks

- Braun, V., & Clark, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications, Inc.
- Marshall, C., Rossman, G. B., & Blanco, G. L. (2022). *Designing qualitative research* (7th ed.). SAGE Publications, Inc.

Required Readings

- 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
- Himelhoch, S., & Njie-Carr, V. (2016). "God loves me no matter how I am": A phenomenological analysis of the religious and spiritual experiences of HIV-infected African American women with depression. *Mental Health, Religion & Culture*, 19(2), 178–191.
<http://dx.doi.org/10.1080/13674676.2016.1138934>

- 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>
- Marsh, T. N., Cote-Meek, S., Toulouse, P., Najavits, L. M., & Young, N. L. (2015). The application of two-eyed seeing decolonizing methodology in qualitative and quantitative research for the treatment of intergenerational trauma and substance use disorders. *International Journal of Qualitative Methods*, 1–13. doi: 10.1177/1609406915618046
- 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
- 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. doi: 10.3233/EFI-2004-22201
- Thompson, A. R., & Russo, K. (2012). Ethical dilemmas for clinical psychologists in conducting qualitative research. *Qualitative Research in Psychology*, 9, 32–46. doi: 10.1080/14780887.2012.630636s
- Vaccarino-Ruiz, S. S., Gordon, D. L., & Langhout, R. D. (2022). Toward the democratization of knowledge: Using photovoice, social biography, and the “five ways” in YPAR with children. *Cultural Diversity and Ethnic Minority Psychology*, 28(3), 440–448. <https://doi.org/10.1037/cdp0000457>
- Van Vliet, K. J., Murdoch, K. C., & Budzan, B. N. (2018). Young men’s experiences of receiving compassion from others: A narrative exploration. *Canadian Journal of Counselling and Psychotherapy*, 52(4), 299–318.

Required Videos

- Ankele, J., & Macksoud, A. (Directors). (2002). *Life stories: Aging and the human spirit*. National Film Network.
- Demaiziere, T., & Teurlai, A. (Directors). (2020). *Moves: Jon Boogz and Lil Buck*. Falabracks and Gaumont.
- Elkins, S. (Director). (2013). *A Tribute to filmmaker Leonard Kamerling*. UAFairbanks.
- Kamerling, L. (Director). (1997). *Heart of the country*. Icarus Films.
- Murray, T. (Director). (2007). *Almost myself: Reflections on mending & transcending gender*. T. Joe Murray Videos.

Course

- 1. Attendance and Participation (TOTAL POSSIBLE POINTS for Attendance and Participation: 45 pts; worth 5% of grade):** Regular attendance and active participation in class discussions and exercises are essential and required. Therefore, 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.

Three points will be awarded per instructional class if the student actively engages in the learning process. 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 that 2 days late will be reviewed and receive feedback but will not receive points.

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 or e-mail me to schedule a time to meet and discuss methodological questions further. Please feel free to e-mail me regularly with questions, too. The TAs also will be an additional resource.

2. **Quizzes (TOTAL POSSIBLE POINTS for Quizzes: 25pts; worth 5% of grade):** To support student learning, short 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 methodological rigor to evaluate qualitative studies. These activities are intended to support students in becoming more informed consumers of the qualitative literature. A worksheet for the Evaluation of Research Literature Exercise can be found in the Evaluation of Research Literature folder for this class on the share drive.
4. **Methodological Pilot Project Prospectus (TOTAL POSSIBLE POINTS for Prospectus: 115pts; worth 30% of grade):** In qualitative research, methodological 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. A prospectus is a formal but abbreviated proposal, often generated with the intent of convincing a research committee or funding agency that a project can be carried out and provide meaningful findings. The prospectus includes three components: (1) an Introduction chapter that presents a conceptualization of the proposed study, (2) an Approach chapter that provides an overview of the proposed field methodology, and (3) references. A detailed list of the contents of the prospectus can be found in the Prospectus folder for this class on the share drive.

Students are encouraged to begin their project proposals in a timely manner. Students are also encouraged to consult with the instructor and teaching assistant(s) regularly if they have any questions

or would like additional feedback along the way. Since each qualitative study involves figuring out how to shape the process in a way that optimally captures the phenomenology of its participant(s). Thus, learning qualitative methodology is most effective when there is active, ongoing dialogue about the process of designing and implementing a qualitative inquiry and its nuances.

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.

- 5. Consent Forms (TOTAL POSSIBLE POINTS for Consent Forms: 7pts; worth 5% of grade):** Students will be given templates for the following: (1) gatekeeper agreement form, (2) an initial informed consent form, (3) a final consent and release of information form, (4) transcriptionist agreement form, (5) peer debriefer agreement form, (6) peer examiner agreement form, and (7) scripts for audio recording. They will adapt these to their methodological pilot studies. These drafts must be approved by the instructor before students are cleared to proceed with their interviews.
- 6. Methodological Peer Consultation (TOTAL POSSIBLE POINTS for Methodological Peer Consultation: 20pts; 10% of grade):** Each student will join a methodological consultation team of three to four 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 assistant(s) for the class, students will have an opportunity to gain increasing skill in how to shape the qualitative approach to better capture a particular phenomenon. Further details can be found in the Methodological Peer Consultation folder for this class in the share drive.
- 7. Field Methods Journal (TOTAL POSSIBLE POINTS for Field Methods Journal: 52pts; worth 20% 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. The field journal is also a thinking space for the researcher. The 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 their study? What might have been overlooked because of a researcher's own filters/biases? What are the researcher's insights with respect to their own biases (e.g., are they now clearer about

with respect to theoretical, methodological, and personal biases)? What is the researcher's action plan to challenge these biases? For a complete list of the Field Methods Journal assignments, please see the Field Methods Journal folder for this class on the share drive.

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. 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. Retrospective write-ups typically document only what the researcher will own and confirmatory biases.

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

Project/Assignment	Point Value
Attendance and participation in class discussions	5
Quizzes	5
Evaluation of literature assignment*	25
Methodological pilot project:	
Prospectus*	30
Consent protocols	5
Peer consultations*	10
Field journal*	20
Total	100

***Students MUST receive a minimum competency passing grade of 80% on these course requirements in order to pass the course.**

Grading Scale

Grade point equivalents (and 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 (\leq 69); Failed - No credit given

Grades of "Incomplete"

An Incomplete Grade will be given to a student who is experiencing hardship. It is recommended that students discuss their need for an incomplete grade and submitting the necessary paperwork two weeks ahead of the last day of class.

Course Policies

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).

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.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th 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. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (with the exception of Week 1, to be completed before attending class)	Assignments Due*
1	8/25	<p>Class introductions</p> <ul style="list-style-type: none"> • Group exercise: Making the Strange Familiar and the Familiar Strange <p>Introduction to qualitative inquiry</p> <ul style="list-style-type: none"> • Crisis of authority in science • Uses of qualitative methodology • Quantitative vs. qualitative research <ul style="list-style-type: none"> ○ Group discussions: Structure of Kautz' (2017) study <p>Review of syllabus</p> <p>Listening for narratives and recognizing themes</p> <ul style="list-style-type: none"> ○ Group Exercise: <i>Moves: Jon Boogz and Lil Buck</i> (Demaiziere & Teurlai, 2020) 	<p>MRB: Ch. 1, Ch. 5 (pp. 141–149)</p> <p>Kautz (2017)</p>	
2	9/1	<p>HSPD Dissertation Process</p> <p>Qualitative Prospectus Format</p> <p>Introduction chapter: Conceptualizing the study</p> <ul style="list-style-type: none"> • Conceptual Framework <ul style="list-style-type: none"> ○ Research Questions • Review of Literature • Research Problem <ul style="list-style-type: none"> ○ Statement of the Problem ○ Significance of the Study ○ Statement of Purpose <p>Overview of different genres of qualitative method</p>	<p>MRB: Chs. 2, 4, 5 (pp. 115–123), 9 (pp 257–274)</p>	Prospectus 1
3	9/8	<p>Quiz 1</p> <p>Purposive Sampling: Going deep or broad</p> <p>An overview of different case selection (sampling) methods</p> <ul style="list-style-type: none"> • <i>Almost Myself: Reflections on Mending & Transcending Gender</i> (Murray, 2005) <ul style="list-style-type: none"> ○ Group exercise: Brainstorm multiple ways you might purposively sample the experiences of these women? What impact 	<p>Ch. 5 (pp. 123–131)</p>	Prospectus 2 Field Journal 1

		<p>would these different case selection strategies have with respect to outcome?</p> <p>Refining Research Questions Group exercise: Clarifying research statements and debiasing qualitative research questions</p>		
4	9/15	<p>Linking the Conceptual Framework, Literature Review, and Rationale for the study</p> <ul style="list-style-type: none"> • Significance of the Study <p>Study Objectives</p> <ul style="list-style-type: none"> • Statement of Purpose <p>Grand Tour Questions</p> <ul style="list-style-type: none"> ○ Group Exercise: Begin brainstorming grand tour questions that operationalize each of your research questions 		Prospectus 3 Field Journal 2
5	9/22	<p>Quiz 2</p> <p>Review structure of Introduction chapter of the methodological pilot prospectus</p> <p>Role of the Researcher</p> <ul style="list-style-type: none"> • <i>A Tribute to Filmmaker Leonard Kamerling</i> (Elkin's, 2013) • <i>Heart of the Country</i> (Kamerling, 1997) ○ Group exercise: Examine how Kamerling attempts to capture the phenomenological experiences of this small rural school and its surrounding community <p>Managed Subjectivity</p> <ul style="list-style-type: none"> • Situating the study • Review of biases • Cultural considerations 	MRB: Chs. 5 (pp. 131–141), 6 (pp. 153–160) BC: Ch. 1	Prospectus 4 Field Journals 3, 4
6	9/29	<p>Methodological Integrity: An Introduction to Methodological Rigor in Qualitative Research</p> <ul style="list-style-type: none"> • Validity • Reliability ○ Group exercise: Examining the rigor of Dickson's (2000) PAR study on Aboriginal grandmothers 	MRB: Ch. 3 (pp. 47–55) Dixon (2000) Shenton (2004) Morrow (2005)	Prospectus 5 Introduction chapter draft

7	10/6	<p>Quiz 3 Methodological Integrity</p> <ul style="list-style-type: none"> • Strategies for enhancing validity and reliability • Assessing the rigor of a study <ul style="list-style-type: none"> ○ Group exercise: In groups of 3-4, evaluate one of the qualitative articles provided by the instructor 	<p>Himelhoch & Njie-Carr (2016) Vaccarino-Ruiz et al. (2022) Van Vliet et al. (2018)</p>	Prospectus 6
8	10/13	<p>A third criteria for assessing the integrity of a qualitative studies:</p> <ul style="list-style-type: none"> • Utility • Assessing the rigor of a study (continued) <ul style="list-style-type: none"> ○ Group exercise: In groups of 3-4, evaluate one of the qualitative articles provided by the instructor <p>Researcher-participant relationship</p> <ul style="list-style-type: none"> • Ethical theories • Ethical responsibilities of the researcher • Two-part informed consent • Other agreement forms • Scripts for recording 	<p>MRB: Ch. 3 (pp. 54–76) Thompson & Russo (2012)</p>	Prospectus 7
9	10/20	<p>Quiz 3 Entering the Field Data Collection and Analysis</p> <ul style="list-style-type: none"> • Semi-structured Interviewing • Data management: Macroanalysis • Transcription and Auditing • Methodological Consultation • Microanalysis • Construction of the Narrative • Member Checking 	MRB: Ch. 5	Prospectus 8 Consent form drafts
10	10/27	Group Evaluation of Literature Presentations		Prospectus 9 Group Evaluation of Literature Write-ups
11	11/3	<p>Review of Structure for Approach chapter Clearance to begin interviewing will require the following:</p> <ul style="list-style-type: none"> • Completion of homework through the 11th week • Approval of consent and 	MRB: Chs. 6 (pp. 160–187), 7	Prospectus 10 Field Journals 5, 6

		<p>agreement drafts</p> <p>FIELD WORK BEGINS</p> <p>Data Management: Macroanalysis</p> <ul style="list-style-type: none"> • Field Notes/Observations • Methodological documentation 		
12	11/10	<p>Peer Debriefing</p> <ul style="list-style-type: none"> ○ Group exercise: Peer debriefing <p>Transcription and Auditing</p> <p>Microanalysis: Theming the Data</p> <ul style="list-style-type: none"> ○ Group exercise: Dinner at the St. Francis Inn <p>Microanalysis</p> <ul style="list-style-type: none"> • Generate Level I and II codes for one of the stories from your interview 	<p>MRB: Ch. 8</p> <p>BC: Chs. 2, 3, 4</p> <p>Lagasse (1997)</p>	<p>Field Journals 8, 9, 10</p>
13	11/17	<p>Quiz 4</p> <p>Peer Examination</p> <ul style="list-style-type: none"> ○ Group activity: Peer examination <p>Generating Narratives</p> <ul style="list-style-type: none"> • <i>Life Stories: Aging and the Human Spirit</i> (Ankele & Macksoud, 2011) 	<p>BC: Ch. 9</p>	<p>Field Journals 11, 12</p> <p>Approach chapter draft</p>
14	11/24 Campus Holiday	<p>Students working independently to:</p> <ul style="list-style-type: none"> • Refine coding list • Generate narratives • Prepare for member checks 	<p>MRB: Ch. 9 (pp. 274—288)</p> <p>BC: Ch. 5</p>	
15	12/1	<p>Quiz 5</p> <p>Complete Member Checks with Participants</p> <p>Evaluating One's Methodological Pilot Study</p> <p>Future Directions in Qualitative Inquiry</p> <ul style="list-style-type: none"> • Post-positivism and McDonaldization of qualitative research • Narrative as a decolonizing methodology • Authorship and ownership 	<p>Levitt et al. (2017)</p> <p>Brinkmann (2015)</p> <p>Marsh et al. (2015)</p> <p>Sarna-Wojcicki et al. (2017)</p>	<p>Field Journal 13</p>
16	12/8	<p>Final class review and debriefing</p> <p>Final class consultations</p>		<p>Field Journals 14, 15</p>

MRB = Marshall, C., Rossman, G. B., & Blanco, G. L. (2022). *Designing qualitative research* (7th ed.). SAGE Publications, Inc.

BC = Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications, Inc.

*Under the Assignments Due column:
Prospectus = Assignments related to the Proposal