



**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'ālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](https://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 2024

**Course Credits:** 03

**Class Meeting Days:** Thursdays

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

**Class Location:** Kieffer 6

**Instructor Name:** Joy Tanji, PhD

**Email:** [joy.tanji@chaminade.edu](mailto:joy.tanji@chaminade.edu)

**Phone:** 808.739.7248

**Office Location:** Behavioral Sciences 110

**Office Hours:** Mondays 2:00 pm – 3:00 pm; Thursdays 9:00 am – 12:00 pm, and by appointment

**Drop-in Study Groups:** Wednesdays 12:00 pm – 1:00 pm, Thursdays 12:00 pm – 1:00 pm

**Teaching Assistant:** Alyssa An

**Email:** [alyssa.an@student.chaminade.edu](mailto:alyssa.an@student.chaminade.edu)

**Teaching Assistant:** Nicole Burgess

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

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

### **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

- Bloomberg, L. D. (2023). *Competing your qualitative dissertation: A road map from beginning to end*. SAGE Publications.
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications

#### Required Readings

- Braun, V., & Clarke, V. (2023). Thematic analysis. In H. Cooper, M. N. Coutanche, L. M. McMullen, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology: Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 65–81). <https://doi.org/10.1037/0000319-004>
- 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
- 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* (pp. 243–273). American Psychological Association. <http://dx.doi.org/10.1037/10595-013>
- Holliman, A. J., & Jones, T. (2018). Identifying a topic for psychology dissertation: A process map for students. *Psychology Teaching Review, 24*(1), 82–90. <https://doi.org/10.53841/bpsptr.2018.24.1.82>
- Hawai'i School of Professional Psychology (2023). *Dissertation manual*.
- 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
- Kranke, D., Weiss, E. L., Heslin, K. C., & Dobalian, A. (2017). "We are disaster response experts": A qualitative study on the mental health impact of volunteering in disaster settings among combat veterans. *Social Work in Public Health, 32*(8), 500–509. <https://doi.org/10.1080/193719182017.1365033>

- 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
- Meyer, M., Wiggins, E., & Elliott, G. M. (2023). Adult adoptees' adoption-related experiences of counseling, loss, and grief: A transcendental phenomenological study. *The Professional Counselor*, 13(2), 129–144. doi: 10.15241/mm.13.2.129
- 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
- Sim, J., Saunders, B., Waterfield, J., & Kingstone, T. (2018). Can sample size in qualitative research be determined a priori? *International Journal of Social Research Methodology*, 21(5), 619–634.
- Smyth, K., Salloum, A., & Herring, J. (2021). Interpersonal functioning, support, and change in early-onset bipolar disorder: A transcendental phenomenological study of emerging adults. *Journal of Mental Health*, 30(1), 121–128. <https://doi.org/10.1080/09638237.2020.1713997>
- Thomas, V. (2023). Solitude skills and the private self. *Qualitative Psychology*, 10(1), 121–139. <https://doi.org/10.1037/qap0000218>
- 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
- Wertz, F. J. (2023). Phenomenological methodology, methods, and procedures for research in psychology. In H. Cooper, M. N. Coutanche, L. M. McMullen, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology: Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 83–105). American Psychological Association.
- 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

## Course Requirements

**Course Requirements in Relation to Credit Hours.** This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90 hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

- 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.

A point deduction will be assessed per week for tardiness (10 or more minutes late) or leaving early (15 or more minutes early). A half-grade deduction (e.g., from an A- to a B+) will be deducted at the end of the term for an accumulation of five or more late submissions.

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, but 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 office hours and the drop-in study group hours, 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 will be an additional resource.

2. **Pop Quizzes (TOTAL POSSIBLE POINTS for Quizzes: 25pts; worth 5% of grade):** To support student learning, short pop quizzes will be administered periodically. The quizzes would include multiple choice and short answer items that highlight important concepts being covered in the class. They also will review important content that may appear on the comprehensive examination.
3. **Evaluation of Research Literature Exercise (TOTAL POSSIBLE POINTS for Evaluation of Research Literature Exercise: 45pts; worth 25% of grade):** There will be ongoing class discussions and written assignments that focus on learning to assess the trustworthiness—validity (credibility and confirmability), reliability (transferability/analytical generalizability and dependability/comparability), and utility of qualitative studies. Students will utilize their growing understanding of 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 will be posted in the Evaluation of Research Literature folder for this class on the HSPP shared drive.
4. **Methodological Pilot Project Prospectus (TOTAL POSSIBLE POINTS for Prospectus: 150pts; 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 the researcher does not have sufficient immersion to know whether the preliminary findings 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 will be posted in the Prospectus folder for this class on the HSPP shared drive and distributed in class.

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 approach 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 templates 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: 10pts; 5% of grade):** Each student will join a methodological consultation teams of three 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. Each student will provide feedback to their peer debriefers and peer examiners. Further details will be posted in the Methodological Peer Consultation folder for this class in the share drive.
7. **Field Methods Journal (TOTAL POSSIBLE POINTS for Field Methods Journal: 73pts; worth 25% of grade):** Qualitative inquiry requires ongoing and timely documentation of field observations and methods, to capture the evolving nature of the research process. Qualitative inquiries are exploratory. They use small n-sizes to begin exploring overlooked aspects of a phenomenon in order to build or refine theory. Though the emergent themes in these studies may be transferable to similar phenomena in other settings or identify areas for further study, theories generated from the findings of these studies often require replication of these themes using comparable methodology. It is, therefore, important to keep detailed field notes throughout the study's process. Attempting to construct the journal entries retrospectively will result in a detectable lack of descriptive detail and immediacy in the journal entries, and limited breadth and depth of their analyses.

For the methodological pilot, students will keep a field journal to document their field learning process. 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
Pop quizzes	5
Group evaluation of literature assignment*	25
Methodological pilot project:	
Prospectus*	30
Consent protocols	5
Peer consultations	5
Field journal*	25
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 (87-89)	B = 3.00 (83-86)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 ( $\leq$ 69); Failed - No credit given

### Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and

verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **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.

### ***Student with Disabilities Statement:***

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### ***Kōkua 'Ike: Tutoring & Learning Services***

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### ***Title IX and Nondiscrimination Statement:***

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.



***Nondiscrimination Policy & Notice of Nondiscrimination:***

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES. The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

***CUH Alert Emergency Notification:***

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

***Assessment for Student Work:***

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

***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 prevent them from attending class, and they should arrange 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 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 an 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 Honesty:**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog 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 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered 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	8/22	<p>Class introductions</p> <ul style="list-style-type: none"> <li>Group exercise: Making the Strange Familiar and the Familiar Strange</li> </ul> <p>Introduction to qualitative inquiry</p> <ul style="list-style-type: none"> <li>Crisis of authority in science</li> <li>Uses of qualitative methodology</li> <li>Quantitative vs. qualitative research                             <ul style="list-style-type: none"> <li>Group discussions: Structure of Kautz' (2017) study</li> </ul> </li> </ul> <p>Review of syllabus</p>	<p>Kautz (2017)</p> <p>Holliman &amp; Jones (2018)</p>	
2	8/29	<p>HSPP Dissertation Process</p> <p>Qualitative Prospectus Format</p> <p>INTRODUCTION</p> <p>Description of Research Problem</p> <ul style="list-style-type: none"> <li>Conceptual Framework</li> <li>Review of Literature</li> <li>Statement of the Problem</li> <li>Research Questions</li> </ul> <p>Study Objectives</p> <ul style="list-style-type: none"> <li>Statement of Purpose</li> <li>Significance of the Study</li> </ul> <p>Overview of different genres of qualitative method</p>	<p>HSPP Dissertation Manual</p> <p>Bloomberg: Chs 2, 6</p> <p>Wertz (2011)</p> <p>Giorgi &amp; Giorgi (2003)</p> <p>Wertz (2023)</p>	Prospectus 1
3	9/5	<p>Quiz 1</p> <p>Group exercise: Clarifying research statements</p> <ul style="list-style-type: none"> <li>Debiasing and refining qualitative research questions</li> </ul> <p>Purposive sampling: Going deep or broad</p> <p>An overview of different case selection (sampling) methods</p> <ul style="list-style-type: none"> <li><i>Almost Myself: Reflections on Mending &amp; Transcending Gender</i> (Murray, 2005)</li> <li>Group exercise</li> </ul>	<p>Bloomberg: Ch 8 (pp. 261–272, 311–314)</p> <p>Braun &amp; Clarke: pp. 26–28</p> <p>Sim et al. (2018)</p>	Prospectus 2 Field Journal 1
4	9/12	<p>Linking the Conceptual Framework, Literature Review, Statement of the Problem (rationale for the study), and Significance of the Study</p>	<p>Bloomberg: Ch 7, 8 (pp. 280–288)</p>	Prospectus 3 Field Journal 2

		Refining the Statement of Purpose Grand Tour Questions <ul style="list-style-type: none"> <li>• Group exercise</li> </ul>		
5	9/19	Quiz 2 RESEARCHER DESCRIPTION Role of the Researcher <ul style="list-style-type: none"> <li>• <i>A Tribute to Filmmaker Leonard Kamerling</i> (Elkin's, 2013)</li> <li>• <i>Heart of the Country</i> (Kamerling, 1997) <ul style="list-style-type: none"> <li>○ Group exercise</li> </ul> </li> </ul> Situating the Self Review of Biases Gatekeepers and Informants Cultural Consultants	Bloomberg: Ch 4 (pp. 137–143)	Prospectus 4 Field Journals 3, 4
6	9/26	Methodological Integrity: An Introduction to Methodological Rigor in Qualitative Research <ul style="list-style-type: none"> <li>• Validity</li> <li>• Reliability <ul style="list-style-type: none"> <li>○ Group exercise: Examining the rigor of Dickson's (2000) PAR study on Aboriginal grandmothers</li> </ul> </li> </ul>	Bloomberg: Ch 4 (pp. 115–124), 8 (pp. 300–305) Levitt et al. (2017) Dixon (2000) Shenton (2004) Morrow (2005)	Prospectus 5 Introduction chapter draft
7	10/3	Quiz 3 Methodological Integrity (continued) <ul style="list-style-type: none"> <li>• Strategies for enhancing validity and reliability</li> <li>• Assessing the rigor of a study <ul style="list-style-type: none"> <li>○ Group exercise</li> </ul> </li> </ul>	Kranke et al. (2017) Meyer et al. (2023) Smyth et al. (2021) Thomas (2021)	Prospectus 6
8	10/10	A third criteria for assessing the integrity of a qualitative studies: <ul style="list-style-type: none"> <li>• Utility <ul style="list-style-type: none"> <li>○ Assessing the rigor of a study (continued)</li> <li>○ Group exercise</li> </ul> </li> </ul> Consent and Ethics <ul style="list-style-type: none"> <li>• Ethical theories</li> <li>• Ethical responsibilities of the researcher</li> <li>• Consent and confidentiality agreement forms</li> <li>• Scripts for recording</li> </ul>	Bloomberg: Chs 4 (pp. 124–137), 8 (pp. 305–311) Thompson & Russo (2012)	Prospectus 7
9	10/17	Quiz 4 Entering the Field Data Collection and Analysis	Bloomberg: Ch 9 Braun & Clarke: Chs 1, 2, 3	Prospectus 8 Consent form drafts

		<ul style="list-style-type: none"> <li>• Semi-structured interviewing</li> <li>• Data management: Macroanalysis</li> <li>• Transcription and auditing</li> <li>• Methodological consultation</li> <li>• Microanalysis</li> <li>• Construction of the narrative</li> <li>• Member checking</li> </ul>		
10	10/24	<p>Group Evaluation of Literature Presentations</p> <p>Clearance to begin interviewing begins. Requires the following:</p> <ul style="list-style-type: none"> <li>• Completion of INTRODUCTION chapter draft</li> <li>• Approval of consent and conagreement drafts</li> </ul> <p><b>FIELD WORK BEGINS ONCE YOU ARE CLEARED</b></p>		Group Evaluation of Literature Write-up
11	10/31	<p>Data Management: Macroanalysis</p> <ul style="list-style-type: none"> <li>• Field Notes/Observations</li> <li>• Methodological documentation</li> </ul> <p>APPROACH</p> <p>Research Design Overview</p> <p>Researcher Description</p> <ul style="list-style-type: none"> <li>• Situating the Self</li> <li>• Review of Biases</li> <li>• Gatekeepers and Informants</li> <li>• Cultural consultants (as needed)</li> </ul>	Bloomberg: pp. 288–290 Hoover et al. (2018)	Prospectus 9 Field Journals 5, 6
12	11/7	<p>Listening for narratives and recognizing themes</p> <ul style="list-style-type: none"> <li>• Group exercise: <i>Moves: Jon Boogz and Lil Buck</i> (Demaiziere &amp; Teurlai, 2020)</li> <li>• Peer Debriefing <ul style="list-style-type: none"> <li>○ Group exercise: Peer debriefing</li> </ul> </li> </ul> <p>Transcription and Auditing</p> <p>Microanalysis: Theming the Data</p> <ul style="list-style-type: none"> <li>○ Group exercise: Dinner at the St. Francis Inn</li> </ul>	Braun & Clarke (2023) Lagasse (1997)	Field Journals 7, 8, 9, 10
13	11/14	<p>Quiz 5</p> <p>Peer Examination</p> <ul style="list-style-type: none"> <li>• Group exercise: Peer examination</li> </ul> <p>Generating Narratives</p> <ul style="list-style-type: none"> <li>• <i>Life Stories: Aging and the</i></li> </ul>	Braun & Clarke: Chs 7, 9	Field Journals 11, 12 Approach chapter draft

		<i>Human Spirit</i> (Ankele & Macksoud, 2011)		
14	11/21	<ul style="list-style-type: none"> <li>• Refine coding list</li> <li>• Generate narrative draft</li> <li>• Prepare for member checks</li> </ul>	Braun & Clarke: Ch 5	Field Journal 13
15	11/28	<p>THANKSGIVING WEEK: Students working independently</p> <p>Complete member checks with participants</p> <p>Evaluating one's methodological pilot study</p>		
16	12/5	<p>Future directions in qualitative inquiry</p> <ul style="list-style-type: none"> <li>• Post-positivism and McDonaldization of qualitative research</li> <li>• Narrative as a decolonizing methodology</li> <li>• Authorship and ownership</li> </ul> <p>Final class review and debriefing</p> <p>Final class consultations</p>	<p>Brinkmann (2015)</p> <p>Marsh et al. (2015)</p> <p>Sarna-Wojcicki et al. (2017)</p>	Field Journals 14, 15