



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-7043-01-7 Qualitative. Inquiry

Eiben 202, T 1:00–4:00pm | Credits: 3 | Section: 01 | Term: Fall 2026

Instructor Information

Instructor	Joy Tanji, PhD
Email	joy.tanji@chaminade.edu
Phone	(808) 739-7428
Office Location	BEHS 110
Office Hours	W 12:00pm–1:00pm, F 2:00–4:30pm, or by appointment

Teaching Assistants

TA	Taylor-Ann Takatani
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TA	Rebekah Hubacek
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Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

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 Snapshot

Modality	Face-to-Face
Meeting Location	Eiben 202
Meeting Days/Times	T 1:00–4:00pm
Time Commitment	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).
Required Textbooks	Bloomberg, L. D. (2023). <i>Completing your qualitative dissertation: A road map from beginning to end</i> (5 th ed.). SAGE Publications. Braun, V., & Clarke, V. (2022). <i>Thematic analysis: A practical guide</i> . 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.), <i>APA handbook of research methods in psychology: Research designs: Quantitative, qualitative, neuropsychological, and biological</i> (pp. 65–81). https://doi.org/10.1037/0000319-004 Brinkmann, S. (2015). Perils and potentials in qualitative psychology. <i>Integrative Psychological and Behavioral Sciences</i> , 49, 162-173. doi: 10.1007/s12124-014-9293-z Dickson, G. (2000). Aboriginal grandmothers' experience with health promotion and participatory action research. <i>Qualitative Health Research</i> , 10(2), 188–213. doi: 10.1177/104973200129118363 Essakow, K. L., & Miller, M. M. (2013). Piecing together the shattered heirloom: Parents' experiences of relationship resilience after the violent death of a child. <i>The American Journal of Family Therapy</i> , 41, 299–310. doi: 10.1080/01926187.2012.701590 Hawai'i School of Professional Psychology (2026). <i>Dissertation manual</i> . Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. <i>Social Sciences & Medicine</i> , 292, 1–10 . https://doi.org/10.1016/j.socscimed.2021.114523 Kautz, S. V. (2017). Adolescent adaptation to parental incarceration. <i>Child and Adolescent Social Work Journal</i> , 34, 557–572. doi: 10.1007/s10560-017-0493-5 Lagasse, T. (1997, May). Dinner at the St. Francis Inn. <i>The Sun</i> , 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. <i>Qualitative Psychology</i> , 4(1), 2–22. http://dx.doi.org/10.1037/17000000082 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. <i>International Journal of Qualitative Methods</i> , 1–13. doi: 10.1177/1609406915618046 Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. <i>Perspectives on Medical Education</i> , 8, 90–97.

	Prasath, P. R., Romero, D. E., Interiano-Shiverdecker, C. G., Harrichand, J. J. S., & Mendoza, L. C. G. (2026). Post-trauma growth experiences among sex trafficking survivors in the United States: A transcendental phenomenological exploration. <i>The Professional Counselor</i>, 16(1), 14–31. doi: 10.15241/prp.16.1.14 Sarna-Wojcicki, D., Perret, M., Eitzel, M. V., & Fortmann, L. (2017). Where are the missing coauthors? Authorship practices in participatory research. <i>Rural Sociology</i>, 82(4), 713–746. doi: 10.1111/ruso.12156 Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. <i>Education for Information</i>, 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? <i>International Journal of Social Research Methodology</i>, 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. <i>Journal of Mental Health</i>, 30(1), 121–128. https://doi.org/10.1080/09638237.2020.1713997 Thomas, V. (2023). Solitude skills and the private self. <i>Qualitative Psychology</i>, 10(1), 121–139. https://doi.org/10.1037/qup0000218 Thompson, A. R., & Russo, K. (2012). Ethical dilemmas for clinical psychologists in conducting qualitative research. <i>Qualitative Research in Psychology</i>, 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.), <i>APA handbook of research methods in psychology: Research designs: Quantitative, qualitative, neuropsychological, and biological</i> (pp. 83–105). American Psychological Association. Wertz, F. J. (2011). The qualitative revolution and psychology: Science, politics, and ethics. <i>The Humanistic Psychologist</i>, 39, 77–104. doi: 10.1080/08873267.2011.564531
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have 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.
Canvas	The syllabus will be posted on both Canvas (chaminade.instructure.com) and in the class folder on the shared drive. Announcements will be made in class and documented in class Powerpoints. Grades will be available through written feedback sent to students by the instructor.

Learning Outcomes

Program Learning Outcomes (PLOs)

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 (CLOs)

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. (PLO Competency 6)
2. Students will apply their knowledge of the standards of rigor for qualitative studies by critiquing qualitative studies from peer reviewed journals. (PLO 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. (PLO 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. (PLO 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. (PLO Competencies 6 and 10)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.

3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

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 (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend 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 make arrangements to obtain missed information and complete missed assignments. 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. 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.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Attendance and Participation (5%)

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. If absent, no points will be awarded. More than two unexcused absences may require additional work and may result in being dropped from the course.

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 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.
Quizzes (5%)	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. Quizzes will be administered at the beginning of class and graded and discussed during the same class period.
Evaluation of Research Literature Exercise (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 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 these exercises will be posted in the Evaluation of Research Literature folder for this class on the HSPP shared drive. In groups of 3-4, students will then evaluate a qualitative study for methodological rigor and present it to the class during week seven. Information regarding the submission requirements for this project and the rubric for this assignment will be posted in the Evaluation of Research Literature folder for this class on the HSPP shared drive.
Methodological Pilot Project Prospectus (30%)	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 <u>not</u> 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 <u>not</u> 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 <u>not</u> be presented at a conference or any other public forum. Late Submissions. Students are encouraged to keep up with assignments since each assignment builds on previous assignments. While late submissions will be accepted up to 48 hrs after deadlines, late submissions will receive feedback but no points.
Consent Forms and Confidentiality Agreements (5%)	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) community resource list, (5) participant information form, (6) emergency contact form, (7) debriefer agreement form, (8) peer examiner agreement form, and (9) scripts for audio recording. They will adapt these templates to their methodological pilot studies. <i>These drafts must be approved by the instructor before students are cleared to proceed with their interviews.</i>
Methodological Peer Consultation (5%)	Each student will form a methodological consultation team of two to three 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. Each student will provide feedback to their peer debriefers and peer examiners. Students will generate a summative note regarding (1) their experience serving in each role and (2) receiving feedback from debriefers and peer examiners on their teams, which will be included as part of their Field Journal. Further details will be posted in the Methodological Peer Consultation folder for this class in the share drive.
Field Methods Journals (25%)	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. Late Submissions. Students are encouraged to keep up with assignments since each assignment builds on previous assignments. While late submissions will be accepted up to 48 hrs after deadlines, late submissions will receive feedback but no points.
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Course Policies

Late Work	Late work is not accepted unless approved by the instructor. Contact your instructor regarding the impact of late submissions on your final grade.
Make-Up Work	There is no make-up work allowed for this course.
Extra Credit	There is no extra credit for this course.
Incomplete Grade	The issuance of an "I" is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and documented in weekly Powerpoints.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required 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.
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.
Use of course information, content, and materials	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).
APA writing style	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.
Use of AI in this course	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.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Attendance and Participation	5%
Quizzes	5%
Group Evaluation of Literature	25%
Methodological Pilot Project:	
Prospecti	30%
Consent Protocols and Confidentiality Agreements	5%
Peer Consultations	5%
Field Journals	25%
Total	100%

Final grades are submitted to Self-Service (selfservice.chaminade.edu).

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ 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); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection

software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options:

chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility

Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.
Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnet.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week#	Date	Topics	Readings Due	Assignments Due
1	8/25	Class introductions - Group exercise: Making the Strange Familiar and the Familiar Strange Review of syllabus Introduction to qualitative inquiry - Crisis of authority in science - Uses of qualitative methodology - Quantitative vs. qualitative research - Group discussions: Structure of Kautz' (2017) study	Kautz (2017) Holliman & Jones (2018) Wertz (2011)	
2	9/01	HSPP Dissertation Requirements Generating Research Statements - Generating potential research foci - Generating research questions Overview of different genres of qualitative method Qualitative Prospectus Format INTRODUCTION Description of Research Problem - Conceptual Framework - Review of Literature - Statement of the Problem - Research Questions Study Objectives - Statement of Purpose - Significance of the Study	HSPP Dissertation Manual (2026–2027) Bloomberg: Chs 2 (pp. 42–67), 3, 5, 6 Neubauer et al. (2019) Wertz (2023)	
3	9/08	Quiz 1 Group exercise: - Clarifying research statements - Generating research questions - Debiasing and refining qualitative research questions Purposive sampling: Going deep or broad - An overview of different case selection (sampling) methods - Group Exercise: <i>Almost Myself: Reflections on Mending & Transcending Gender</i> (Murray, 2005)	Bloomberg: Chs 5, 8 (pp. 261–279, 311–314) Hennink & Kaiser (2022) Sim et al. (2018)	Prospectus Entry 1 Field Journal 1
4	9/15	Linking the Conceptual Framework, Literature Review, and Statement of the Problem (rationale for the study) Significance of the Study Statement of Purpose RESEARCHER DESCRIPTION Role of the Researcher	Bloomberg: Chs 4 (pp. 137–143), 6 (pp. 190–200), 7	Prospectus Entry 2 Field Journal 2

Week#	Date	Topics	Readings Due	Assignments Due
		• <i>A Tribute to Filmmaker Leonard Kamerling</i> (Elkin's, 2013)		
5	9/22	Quiz 2 • Group Debriefing: Refining the Conceptualization of the Study RESEARCHER DESCRIPTION (continued) Situating the Self Review of Biases Gatekeepers and Informants Cultural Considerations	Bloomberg: Ch 8 (pp. 309–314)	Prospectus Entry 4
6	9/29	Methodological Integrity: Methodological Rigor in Qualitative Research • Validity • Reliability Group exercise: Examining the rigor of Dickson's (2000) PAR study on developing programs for Aboriginal grandmothers in Canada	Bloomberg: Ch 4 (pp. 115–124), 8 (pp. 300–305) Levitt et al. (2017) Shenton (2004) Dixon (2000)	Introduction chapter draft Prospectus Entry 5
7	10/6	Quiz 3 Methodological Integrity (continued) A third criteria for assessing the integrity of a qualitative studies: Utility • Group exercise: Assessing the rigor of a study	Essakow & Miller (2015) Smyth et al. (2021) Thomas (2023) Prasath et al. (2026)	Prospectus Entry 6
8	10/13	Begin working on Group Evaluation of Literature Projects: (1) annotated article, (2) evaluation template, (3) presentation slides Consent and Ethics • Ethical theories • Ethical responsibilities of the researcher • Consent and confidentiality agreement forms • Scripts for recording	Bloomberg: Chs 4 (pp. 115–137), 8 (pp. 305–309) Thompson & Russo (2012)	Prospectus Entry 7
9	10/20	Quiz 4 DATA COLLECTION AND ANALYSIS Pre-entry Entry Constant Comparative Approach • Semi-structured Interviewing • Grand Tour Questions • Data Management: Macroanalysis • Transcription and Auditing	Bloomberg: Chs 8 (pp. 279–283), 9	Prospectus Entry 8 Consent and Confidentiality Agreement drafts
10	10/27	Group Evaluation of Literature Presentations Clearance to begin interviewing begins. Requires the following: • Completion of INTRODUCTION chapter draft	Braun & Clarke: Chs 1, 2	Group Evaluation of Literature Write-up Field Journals 3, 4

Week#	Date	Topics	Readings Due	Assignments Due
		Approval of consent, confidentiality agreement drafts, and scripts for recording FIELD WORK BEGINS ONCE YOU ARE CLEARED BY THE INSTRUCTOR		
11	11/03	Documentation of Field Work - Data Management: Macroanalysis - Field Notes: Observations - Methodological documentation APPROACH Research Design Overview - Specific Genre Data Collection and Analysis (continued) Methodological Consultation - Debriefing - Group exercise: Debriefing of Peers	Braun & Clarke: Ch 3	Prospectus Entry 9 Field Journals 5, 6, 7
12	11/10	Data Collection and Analysis (continued) - Microanalysis: Going Beyond Topics, Listening for Themes - Group exercise: Dinner at the St. Francis Inn	Bloomberg: Ch 9 (pp. 333–353) Braun & Clarke: Ch. 4 Braun & Clarke (2023) Lagasse (1997)	Field Journals 8, 9
13	11/17	Quiz 5 Data Collection and Analysis (continued) - Peer Examination - Group exercise: Exploring the Rigor of Peers' Microanalyses Generating Narratives	Bloomberg: Ch 9 (pp. 360–374) Braun & Clarke: Chs 7, 9	Field Journals 10, 11 Approach chapter draft
14	11/24	Thanksgiving week		
15	12/01	Member Checks: Participant Verification Evaluate your field experience	Braun & Clarke: Ch 5	Field Journal 12
16	12/08	Future directions in qualitative inquiry - Post-positivism and McDonaldization of qualitative research - Narrative as a decolonizing methodology - Authorship and ownership Final class review and debriefing Final class consultations	Brinkmann (2015) Marsh et al. (2015) Sarna-Wojcicki et al. (2017)	Field Journals 13, 14