

Course Outline APSY 611

Course Title: Qualitative Research Methodologies

Instructor: Tom Strong, PhD, R. Psych.
Email: strongt@ucalgary.ca

Term: Spring 2009
Time: Tuesdays & Thursdays
Lecture 9:00 – 11:50
Lab 13:00 – 14:50

Phone: 220-7770
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Website <http://www.acs.ucalgary.ca/~strongt>
Place: Scurfield Hall SH 274

Office Hours: by appointment

Course Description:

This course will familiarize students with principal research methods used in qualitative research in psychology. From reviewing the most common stances on qualitative research, and knowledge claims made from qualitative research methods, students will engage in the following research activities: developing a research proposal, critically reading qualitative research, formulating data collection questions/protocols, collecting data through interview and observational means, analyzing data and formulating findings from it, and write up a qualitative study and its results in expected research prose.

Primary Textbooks:

Cresswell, J. (2006). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Silverman, D. (2006). *Interpreting qualitative data* (3rd ed.). Thousand Oaks, CA: Sage.

Secondary Textbooks:

Crotty, M. (1998). *The foundations of social research: meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Denzin, N., & Lincoln, Y. (Eds.). (2005). *The handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Kvale, S., & Brinkman, S. (2008). *InterViews: Learning the craft of qualitative research interviewing*. Thousand Oaks, CA: Sage.

McLeod, J. (2001). *Qualitative research in counselling and psychotherapy*. London: Sage.

Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research*. Thousand Oaks, CA: Sage.

Schwandt, T. (2001). *Dictionary of Qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage.

ten Have, P. (2004). *Qualitative research and ethnomethodology*. Thousand Oaks, CA: Sage.

Wooffitt, R. (2005). *Conversation analysis and discourse analysis*. Thousand Oaks, CA: Sage.

Readings and website details pertaining to particular lessons will be either provided or will be accessible through E-Journals at the University of Calgary library. An incredibly useful website on qualitative research methods is available at <http://www.nova.edu/ssss/QR/web.html> Another (from U of A) is available at: <http://www.uofaweb.ualberta.ca/iqgm/Links.cfm>

Sample journals worth consulting: *The Qualitative Report*, *Forum: Qualitative Social Research*, *Qualitative Inquiry*, *International Journal of Qualitative Methods*, *Qualitative Health Research*, *Qualitative Research in Psychology*, or check out this list: <http://www.slu.edu/organizations/grc/QRjournals.html>

Course Objectives: Qualitative Research Methodologies is a course designed to help students achieve the following learning objectives:

1. develop critical and practical understandings for evaluating and conducting research from five qualitative research traditions (narrative research, grounded theory, phenomenology, ethnography and case studies)
2. develop an ethically and procedurally sound qualitative research proposal
3. Collect and analyze qualitative interview and observational data
4. relate qualitative research approaches to their different epistemological and value-based stances
5. demonstrate understandings of interpretation, researcher/participant voice, normativity, reflexivity, and quality issues as features in qualitative research

Evaluation:

Course Activity	Weighting
1- 1 page qualitative research article précis	5%
2- interview/presentation of qualitative researcher	10%
3- 'during class' research (proposal/research you will do in class)	25%
4- individual/group peer review of manuscript	20%
5- Observational data collection protocol & results summary	5%
6- Interview data collection protocol & results summary	5%
7- qualitative research proposal & ethics application	30%
Total	/100%

See appended instructions and evaluative criteria for each course activity.

Grading

A	93% and above	B	78% - 82%
A-	88% - 92%	B-	73 - 77%
B+	83% - 87%	C+	below 72

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre, MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the Disability Resource Centre, and request academic accommodation, if required.

Class & Lab Schedule

Date	Activities	Readings/*Assignments
May 14	<p>Lecture: Qualitative research: comparing qualitative and quantitative research – a philosophy of science perspective/ stances and assumptions/ Developing research questions & research plans, critical reading of qualitative research</p> <p>Lab: Interviews: questions, data and honouring 'voices' – preparing for researching the researcher interviews</p>	<p>Introductory chapters in Cresswell & Silverman</p> <p>Find qualitative research article on your research and write a précis (see criteria below) for next class.</p>
May 19	<p>Lecture: Qualitative research: interpretivist and realist paradigms – the peer review process: what makes for good qualitative research? -</p> <p>Lab: discussion of qualitative research articles / beginning research proposal for in-class research</p>	<p>*Article précis</p> <p>Review website on Rigour in qualitative research: http://www.qualres.org/HomeEval-3664.html /Silverman – Chapter 8 Cresswell: Ethnography chapter</p>
May 21	<p>Lecture: Quality in qualitative research. Research questions and plans to answer them/ ethnography - literature reviews & research stances</p> <p>Lab: Presentation of researching researchers/ Observational study – developing protocol/field research/</p>	<p>*Interview presentations: researching researchers</p> <p>Next class: Cresswell: Phenomenology /Silverman – ethnography Content analysis – (read over) http://academic.csuohio.edu/kneuendorf/content/resources/flowc.htm http://www.public.iastate.edu/~carlos/papers/iesbs.pdf</p>
May 26	<p>Lecture: Lived experience & conundrums in researching it - Phenomenology/ in-class research/ thick & ethical descriptions/ reflexivity & 'bias'</p> <p>Lab: Reports on observational study/ content analysis</p>	<p>*Observational studies 'report'</p> <p>Next class: Cresswell: Grounded Theory /Silverman - Interviews</p>
May 28	<p>Lecture: Explaining a process: Grounded theory approaches/constant comparison/ codifying/ accounting for processes and cause/effect in qualitative research</p> <p>Lab: interview study–work using content analysis in groups: questions/interviews</p>	<p>Next class: Cresswell: Narrative analysis</p>
June 2	<p>Lecture: Storied experience/narrative remembering as performance / authoring&reauthoring</p> <p>Lab: group interview synthesis reporting on themes-class/comparing thematic to content analyses of</p>	<p>*Interview studies 'report'</p> <p>Next class: Silverman on Texts & research article on your method for in-class research project</p>

	textual data	
June 4	Lecture: Research panel: Action research, discursive research, institutional ethnography, hermeneutics. Discussing research articles on methods. Lab: Research: Empowerment research – questions and processes that change what is studied.	Next class: Cresswell – case studies
June 9	Lecture: Case study research – what can be learned from an n of 1? Mixed methods – rating scales and the stories one could tell from them. Lab: Peer review process – collaborative review in 3s.	*Individual peer review due Next class: Silverman ethics And Alcott's The problem of speaking for others: http://www.alcott.com/content/speaothers.html
June 11	Lecture: Ethics and social justice in qualitative research Lab: data analysis software / social construction of validity, data coding revisited	*Collaborative review due Next class: Silverman “writing up your report” / <i>American Psychologist</i> article “Reporting standards for research in psychology”
June 16	Lecture: making knowledge claims – writing up results/ final discussion of <i>Qualitative Report</i> review Lab: Qualitative data management software/social construction of validity/	Next class: Read (on qualitative data management software): http://onlineqda.hud.ac.uk/Intro_CAQDAS/What_the_sw_can_do.php Read Heath on qualitative research design http://www.nova.edu/ssss/QR/QR3-1/heath.html
June 18	Lecture: Revisiting Qualitative research designs; metasynthesis? / applying for research scholarships Lab: data analysis for in-class research projects	Next lab: come prepared to discuss research proposals
June 23	Lecture: ‘Presenting & Defending’ qualitative research’ /seeking funding for research proposals Lab: collaborative review of draft research proposals (in 3s) /Poster development for next class	*draft research proposals needed for working groups
June 25	Lecture: Qualitative Research Posters/ Q&A for in-class research Lab: Final research Proposals Presentation.	*Poster presentation of in-class research *Proposals to general class and discussion of proposal

Learning modalities: Class format will vary according to the topic or learning activity. Generally, the morning lectures will consist of presentations and discussions, and will often draw directly from the prescribed readings in ways you will be asked to contribute to. The afternoon labs are more hands-on, and will involve work in pairs or triads. The afternoon sessions will also involve times when you can conduct some of the evaluated activities, such as your in-class research, the observational and interview studies, and data-analysis groupwork. Much of the work you do for evaluation will be able to be completed during class-time, with the exception of prescribed reading and your final research proposal. This will be an intense class but a varied one in terms of your learning activities.

Assignment Details and Evaluation Criteria

1. Qualitative Research article précis? For this introductory assignment, you are asked to critically read a qualitative research article that pertains to a topic of clinical or research interest. You are asked to develop a one page précis of the article according to the following criteria

Specific criterion	Weighting
Title/authors/journal reference to APA standards	1
Identification of the research question & rationale for the research	1
Explication of research approach including data collection/analysis methods	2
Findings and critical comments on the knowledge claims made	1
Total	/5

2. Interview and presentation of Qualitative Researcher. You will be asked to interview a qualitative researcher about the research s/he does and report back to the class on the researcher you interviewed. Specific criteria for this assignment are:

Specific criterion	Weighting
Field notes in response to class-developed interview protocol	3
1 page summary of your interview – accompanied by e-mail indicating the researcher's agreement that you can use the 1 pager for class presentation.	4
Presentation and response to class questions	3
Total	/10

3. During class research project. In this research you will be asked to conduct a pilot study with your classmates, and with the help of publicly available or observable media to answer a qualitative research question of your own choosing (and approved by me, your instructor). The research is to occur in phases that correspond with the criteria below and will be presented in a poster presentation on the final day of class. The criteria and evaluative weighting for each criterion are as follows:

Specific criterion	Weighting
A research question and initial proposal (2-3 pages by	/5
Background literature review on question (3 pages incl. references by	/5
Data collection protocol, including questions to be asked of participants (by	/3
Analysis schematic with example of the process of moving from conversational or observational data to themes	/2
Identification of key findings or theme	/3
Poster and presentation capturing all of the above	/10
Total for in-class research project	/25

4. Individual/group/class peer review of manuscript. As a class you will contribute a peer review of a manuscript considered for publication with the journal, *The Qualitative Report*. This review will occur in three stages, graded according to these criteria:

Specific criterion	Weighting
Individual review of the manuscript in a 4-5 double-spaced page review using a combination of the Qualitative Report evaluation criteria and those of Malterud (see http://www.qualres.org/HomeGuid-3935.html)	/10
Participation in a group of 3-4 that yields a collaboratively authored 4-5 page double-spaced review according to same criteria.	/7
Contributions to small group and whole class review discussions	/3
Total	/20

5. Observational data collection protocol & results summary – In this in-class assignment you are asked to work with 2 others to develop a research question that can be answered with an approved observational data collection protocol. You will then, in class time collect the data, arrive at a way to codify your observations, and then report on your finding back to the class. Part of the assignment involves defending to your classmates your choice of protocol, methods of codifying your observations, and the findings you can attribute to your observations and codifications. The group criteria are below

Specific criterion	Weighting
A research question and protocol for collecting observational data	/1
Raw findings in response to observational protocol	/1
Codified data	/1
Warranted findings from codified data – presented/defended to class	/2
Total	/5

6. Interview data collection protocol & results summary – In this in-class assignment you are asked to work with two others to develop an interview protocol that you can use with 3 university staff members on some non-personal, and non-controversial feature of university life. You will be asked to develop a protocol of 5-7 interview questions (approved by me) and each of you will interview a different staff member from these 5-7 questions. You will then be asked to meet in your group of 3 and compare your interview notes, to arrive at common themes/findings to report to class. Criteria are:

Specific criterion	Weighting
A research question and protocol for collecting interview data	/1
Aggregate interview responses (interview notes)	/1
Thematized data	/1
Warranted findings from thematized data – presented/defended to class	/2
Total	/5

7. Qualitative research proposal & ethics application. In this assignment you will be asked to develop a research proposal using the 17 points identified in the *Vivar article on developing a qualitative research proposal. One of those points, on ethics, will be separately addressed through completion of the Conjoint Faculties Research Ethics Board application form, for your proposal, which is available from the Research/Ethics website for the University of Calgary. The total proposal, inclusive of title, page, references, and ethics application will be no more than 20 double-spaced pages, and for ease of completion you are asked to use Vivar's 17 points as topic headings to respond to in writing your proposal. You will, as the final activity in class, be asked to provide an overview of your proposal to the rest of the class. This assignment will be graded according to the following criteria:

Specific criterion - according to the quality shown in	Weighting
17 points of Vivar's proposal addressed (note sections on literature review and ethics application evaluated elsewhere - use Vivar's points as headings)	/15
Literature review supporting the need for your study	/5
Writing clarity and quality	/2
Fully and properly completed ethics application based on proposal	/4
Proper use of APA referencing and formatting	/2
Overview presentation of proposal and response to class questions	/2
Total	/30

*Vivar, C. G. (2007). Getting started with qualitative research: Developing a research proposal. *Nurse Researcher*, 14(3), 60-74.

Additional References & Resources

- Alcoff, L. (1992). The problem of speaking for others. *Cultural Critique* (Winter 1991-1992), available at: <http://www.alcoff.com/content/speaothers.html>
- American Psychological Association (2008). Reporting standards for research in psychology: Why do we need them? What might they be? *American Psychologist*, 63, 839-851.
- Gibbs, G.R., Lewins, A., & Silver, C. (2005). Online QDA: What software does and does not do. Available at: http://onlineqda.hud.ac.uk/Intro_CAQDAS/What_the_sw_can_do.php
- Heath, A. (1997). The proposal in qualitative research. *The Qualitative Report*, 3(1), available at: <http://www.nova.edu/ssss/QR/QR3-1/heath.html>
- Malterud, K. (2001). Qualitative Research: Standards, challenges and guidelines. *The Lancet*, 358, p. 485. available at <http://www.qualres.org/HomeGuid-3935.html>
- Neuendorf, K. A. (nd). The content analysis guidebook (see: A flowchart for the typical process of content analysis research). Website accessible at: <http://academic.csuohio.edu/kneuendorf/content/resources/flowc.htm>
- Robert Wood Johnson Foundation (nd). Qualitative Research Guidelines Project. Website accessible at: <http://www.qualres.org/HomeEval-3664.html>
- Roberts, C. W. (2001). Content Analysis. In N. J. Smelser & P. B. Baltes (Eds.). *International Encyclopedia of the Social & Behavioral Sciences* (pp. 2697-2702). Amsterdam et al.: Elsevier. Available online at: <http://www.public.iastate.edu/~carlos/papers/iesbs.pdf>
- Vivar, C. G. (2007). Getting started with qualitative research: Developing a research proposal. *Nurse Researcher*, 14(3), 60-74.

**Qualitative Research Methods
Student Information for Instructor**

Student Name _____

Contact info _____(e-mail)

1) What would you like Tom to be aware of when it comes to your learning style(s) and learning preferences? This extends to your private supervision meetings with him.

2) Please list your prior research (including research assistance) experiences:

3) What past training (classes/workshops/etc.) have you had in qualitative research?

4) What are your present intentions with respect to your thesis or dissertation research?

6) What do you most want to learn from this course?

Please e-mail me (strongt@ucalgary.ca) to help generate a class e-mail list for announcements.

**Please hand your completed answers back to Tom
(if you need to use the back of the page, please do)**