

Instructor/TA Info

Instructor Information

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TA Information


Name: Hannah Stokes
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Course Information

Description

An introduction to the underlying philosophies and methods of qualitative research.

Materials

Item	Price (new)	Price (used)
 <u>QUAL RESEARCH COUNSELLING & PSYCH 2E - Required</u> by MCLEOD, J	62.00	46.50

Participation Policy

Attendance and participation in class discussions is expected and will be considered when assigning grades.

Learning Outcomes

Advanced counseling skills

Learn advanced counseling skills for working with specific common client problems.

Professional development

Professional development in practicing as a psychologist.

Conceptualization skills

Enhance conceptualization skills.

Professional development

Professional development in practicing as a psychologist.

Professional development

Professional development in practicing as a psychologist.

Philosophy

1. Become familiar with the history and philosophical foundations of qualitative research in the social sciences

Methods

2. Become familiar with the various approaches to and methods of conducting qualitative research with a particular emphasis on interviewing approaches

#1

Students will learn and recognize the roots of contemporary theories, ideas, and practices in the thought of earlier figures and movements.

Research Questions

3. Identify and describe an appropriate qualitative approach to answer a research question

#2

Students will be able to recognize the influence of older ideas on the assumptions on which current ideas and understandings are based.

#3

Students will be able to apply critical thinking to contemporary models and ideas and understand them in terms of their important assumptions and implications.

#4

Students will be able to take a historical perspective on a topic of interest to them in their own professional work.

References for Readings

Qualitative Research Seminar
Reading List
CPSE 790R
Aaron P. Jackson

Carter, R. T. (Ed.). (2007). Qualitative issues and analyses in counseling psychology: Part III [Special Issue]. *The Counseling Psychologist*, 35(2).

Carter, R. T. (Ed.). (2007). Qualitative issues and analyses in counseling psychology: Part IV [Special Issue]. *The Counseling Psychologist*, 35(3).

Christians, C. G. (2005). Ethics and politics in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 139-164). Thousand Oaks, CA: Sage.

Gadamer, H. G. (2004). Elements of a theory of hermeneutic experience. In *Truth and method* (2nd ed., J. Weinscheimer & D. G. Marshall, Trans., pp. 268-382). London: Continuum. (Original work published 1960).

Haverkamp, B. E., Morrow, S. L., & Ponterotto, J. G. (Eds.). (2005). Knowledge in context: Qualitative methods in counseling psychology research [Special Issue]. *Journal of Counseling Psychology*, 52(2).

Hoyt, W. T., & Bhati, K. S. (2007). Principles and practices: An empirical examination of qualitative research in the *Journal of Counseling Psychology*. *Journal of Counseling Psychology*, 54(2), 201-210.

Kvale, S. (1996). *Interviews*. Thousand Oaks, CA: Sage.

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 191-215). Thousand Oaks, CA: Sage.

Slife, B. D., & Williams, R. N. (1995). Ways of knowing. In *What's behind the research* (pp. 65-93). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2005). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 1-28). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2000). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 1-28). Thousand Oaks, CA: Sage.

Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 189-213). Thousand Oaks, CA: Sage.

Smith, J. K., & Hodkinson, P. (2005). Relativism, criteria, and politics. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 915-932). Thousand Oaks, CA: Sage.

Fontana, A., & Frey, J. H. (2000). From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 645-672). Thousand Oaks, CA: Sage.

Assignments

Assignment Description

Reading Assignment 5/8/17- Due 5/7

May
07

Due: Sunday, May 07 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read (e.g. I read McLeod Ch. 1; Denzin & Lincoln 2000; Denzin & Lincoln 2005)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

JCPponterotto.pdf [Download \(plugin/Upload/fileDownload.php?fileId=53020974-3wFg-gaWz-h8pL-jM73c1f2a779&pubhash=F5m8lfE6dcRjM60siQGegEjw28NeeubHUDmLvCmYXVR4gQYkLNmqS84OtLvUwmjNmnl_Qxl6sag-EaKc2_tBAQ==\)](Download(plugin/Upload/fileDownload.php?fileId=53020974-3wFg-gaWz-h8pL-jM73c1f2a779&pubhash=F5m8lfE6dcRjM60siQGegEjw28NeeubHUDmLvCmYXVR4gQYkLNmqS84OtLvUwmjNmnl_Qxl6sag-EaKc2_tBAQ==))

Handbook2Schwandt.pdf [Download \(plugins/Upload/fileDownload.php?fileId=82279190-AUXg-3N61-F71J-pO7bae8a3127&pubhash=KxVxsBdLBjHqfi9ORfRzU84jYPNLmM_2ZjosNWrgmFv3mFo343sohkFzlohishMHKMTaU8YAGEZWhiA6JGGHUBQ==\)](#)

Handbook2IntroChapter2000.pdf [Download \(plugins/Upload/fileDownload.php?fileId=74f6b8ce-ki5a-nOoT-zVwa-UU7bd2b1f58d&pubhash=T015zZIGOQUVvufc-btIHDvnSvo-Lzj7GJaCuW91Zx1esmqKdxu_BaE0754uMpzYgJgX-Co328NO3td2htLgw==\)](#)

Reading Assignment 5/10/17- Due 5/9

May
09

Due: Tuesday, May 09 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read (e.g. I read McLeod Ch. 2; Ponterotto, 2005; Schwandt, 2000)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Reading Assignment 5/15/17- Due 5/14

May
14

Due: Sunday, May 14 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read (e.g. I read McLeod Ch. 3; Morrow, Creswell, et al. TCP 35(2)

TCPmorrow.pdf [Download \(plugins/Upload/fileDownload.php?fileId=8ed8ec6d-fwwi-TF00-iwqN-Ewd3e029f71c&pubhash=VGzXwem26CO6NttxC5nR7Cie6b60sT3Hg90t0nfSudGwyQ56GRxMEYEnWWHvTfMUBfu2QYojxeeBGnd6wyoEEw==\)](#)

TCPcreswell, et al..pdf [Download \(plugins/Upload/fileDownload.php?fileId=81fcfa20-maXj-u9Bu-wjr9-zOd3e7227f6d&pubhash=NFzn4nY4rQCaiGwPuNqelWLoeP-R5Us2h6QMxUGIA0Q5tkmG4gaq1SgvPV7skythhIbSChbkSWttDs26XII5w==\)](#)

2. what you thought was the most important idea in the reading (not the main point)
3. a question you had from the reading

Reading Assignment 5/17- Due 5/16

May
16

Due: Tuesday, May 16 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 4; Yeh & Inman--TCP 35(3)TCPyehandinman.pdf [Download \(plugins/Upload/fileDownload.php?fileId=823d078e-Aqwx-4k9F-n9Dc-3pb269b5dee7&pubhash=YpG8bWWLzDZIZxVZ-LjaOJ5_J0F82mnQgrXnAZWWQsrJnJGsCSjx3wUui53bNTor8bdpMaWBYsXxw5vkNEQLgA==\)](#)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Reading Assignment 5/22- Due 5/21

May
21

Due: Sunday, May 21 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read Guba & Lincoln 2005; Hoyt & Bati 2007 .

HoytandBhati2007 (1).pdf [Download \(plugins/Upload/fileDownload.php?fileId=1b4d627c-1hKS-mEAc-R965-dh421a6a212e&pubhash=aDuK8o0RbUmJBcoYq8M476_ZTbgtijnkPn6hV_nTiuckKJhrD6aPly9vJSZcL5Rn0lvQzU-Lhl6-2lqvfd14w==\)](#)

Guba & Lincoln Paradigmatic controversies, contradictions, and emerging confluences.pdf [Download](#)
(plugins/Upload/fileDownload.php?fileId=48ffb763-bYYL-cAqc-1OKM-
Ba8e10f3d69b&pubhash=b8EaRGzjYQgtGUcLm2i_ZRc0i9rjg4Pw4jblm5zB3UUeHejrbo3hv1-
PMLfbA0kqhKJ6oDbvKqChYffQ1QRUA==)

2. what you thought was the most important idea in the reading
3. a question you had from the reading

Reading Assignment 5/24- Due 5/23

May
23

Due: Tuesday, May 23 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 5
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Reading Assignment 5/31- Due 5/30

May
30

Due: Tuesday, May 30 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read Ponterotto & Greiger 2007 . TCPponterotto&grieger.pdf [Download](#)
(plugins/Upload/fileDownload.php?fileId=e4b378a4-o06f-HrKJ-TBOv-LX8ecc22394c&pubhash=2qeMMtmrxtb6-
HjAE4N2Dtv5GJZf9DOKZrd6c4jfQW0B6q_MdhtDMpcK1wPUpaRHJZWEORP1iB9xXWF78EqZGA==)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Reading Assignment 6/5- Due 6/4

Jun
04

Due: Sunday, Jun 04 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 6 & 7
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Reading Assignment 6/7- Due 6/6

Jun
06

Due: Tuesday, Jun 06 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 8 & 9
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Reading Assignment 6/12- Due 6/11

Jun
11

Due: Sunday, Jun 11 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 10 & 11 & 12
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Method Presentations

Jun
12

Due: Monday, Jun 12 at 11:59 pm

The presentation should include

- summary of the method including quotes from original sources and a bibliography of relevant readings
- an example of a study that uses the method effectively
- a critique of the method in the study, including an explication of its inherent philosophical assumptions
- a hypothetical method section that applies the method to a hypothetical research question

Tentative sign up sheet: SIGN_UP_SHEET.docx [Download \(plugins/Upload/fileDownload.php?fileId=ab4e7e74-w1Yh-mICq-aNGd-LD6d41773ad9&pubhash=bQ0K9UfF1kyOmrcILBf60hWmEn_gbusaEyH25le7fSa4z5sdLZFqJK1x2uBjvsbp9DF3ftIL9Ue7QAiPiVrhw==\)](#)

Method Section

Jun
12

Due: Monday, Jun 12 at 11:59 pm

Write a draft method section. The method described should be appropriate for the research question(s) in your study. Find a published study that uses a similar method and pattern your draft after the published study (without plagiarizing).

Reading Assignment 6/14- Due 6/13

Jun
13

Due: Tuesday, Jun 13 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 13 & 14 & 15
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Schedule

Date	Column 1	Column 2	column 3
Week 1			
W May 03 Wednesday	Never Cry Wolf Introduction	Get textbook and other assigned readings	
Su May 07 Sunday	Reading Assignment 5/8/17- Due 5/7		
Week 2			
M May 08 Monday	The discipline and practice of qualitative research	McLeod, Preface & Ch.1 Handbook2Schwandt.pdf Download Handbook2IntroChapter2000.pdf Download JCPponterotto.pdf Download	
T May 09 Tuesday	Reading Assignment 5/10/17- Due 5/9	McLeod Chapter 2 Handbook2IntroChapter2000.pdf Download Handbook2Schwandt.pdf Download JCPponterotto.pdf Download	

W May 10 Wednesday	Philosophical bases	McLeod, Ch. 2 Handbook2IntroChapter2000.pdf Download Handbook2Schwandt.pdf Download JCPponterotto.pdf Download	
Su May 14 Sunday	Reading Assignment 5/15/17- Due 5/14		
Week 3			
M May 15 Monday	Doing qualitative research	McLeod Ch. 3 TCPcreswell, et al..pdf Download TCPmorrow.pdf Download	
T May 16 Tuesday	Reading Assignment 5/17- Due 5/16		
W May 17 Wednesday	Paradigms of qualitative research Phenomenology	McLeod, Ch. 4 TCPyehandinman.pdf Download	Presentation on phenomenology
Su May 21 Sunday	Reading Assignment 5/22- Due 5/21		
Week 4			
M May 22 Monday	Qualitative controversies Hermeneutic Analysis	Guba & Lincoln Paradigmatic controversies, contradictions, and emerging confluences.pdf Download HoytandBhati2007 (1).pdf Download	
T May 23 Tuesday	Reading Assignment 5/24- Due 5/23		
W May 24 Wednesday	Ethnography	McLeod, Ch. 5	Presentation on ethnography
Week 5			
M May 29 Monday	Memorial Day		
T May 30 Tuesday	Reading Assignment 5/31- Due 5/30		

W May 31 Wednesday	Controversies and Challenges	TCPponterotto&grieger.pdf Download You DO NOT have to do a reading response/question for these, but please read them: familyfriendlycareers.PDF Download Navajo Brain Drain.pdf Download	
Su Jun 04 Sunday	Reading Assignment 6/5- Due 6/4		
Week 6			
M Jun 05 Monday	Grounded Theory	McLeod, Ch. 6 & 7	Presentation on grounded theory, IPA, CQR
T Jun 06 Tuesday	Reading Assignment 6/7- Due 6/6		
W Jun 07 Wednesday	Conversation, Discourse, Narrative	McLeod, Ch. 8 & 9	Presentation on discourse analysis, narrative analysis
Su Jun 11 Sunday	Reading Assignment 6/12- Due 6/11		
Week 7			
M Jun 12 Monday	Personal experience Methods Participatory/Action Research Case Studies	McLeod, Ch. 10, 11, & 12	Presentation on autoethnography, participatory action, case studies
T Jun 13 Tuesday	Reading Assignment 6/14- Due 6/13		
W Jun 14 Wednesday	Outcome research Validity, reporting, misc.	McLeod, Ch. 13, 14, & 15	
Week 8			
M Jun 19 Monday	Final Exam: 343 MCKB 1:00pm - 2:50pm		
T Jun 20 Tuesday	Spring Exam Preparation (06/20/2017 - 06/20/2017)		
W Jun 21 Wednesday	First Day of Spring Final Exams (06/21/2017 - 06/22/2017)		

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.