


Course Information

Description

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

Materials

Item	Price (new)	Price (used)
 <p data-bbox="360 531 948 594"><u>Qual Research Counselling & Psych 2E - Required</u> by Mcleod, J</p>	62.00	46.50

Participation Policy

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

Learning Outcomes

IPT653 Qualitative Inquiry Intro learning outcomes

Learn some basics about what qualitative inquiry is, how it applies to your other interests, and how to do it.

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.

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.

Instructor/TA Info

Instructor Information

Name: Aaron Jackson

Office Location: 340-J MCKB

Office Phone: 801-422-8031

Email: aaron_jackson@byu.edu

Assignments

Assignment Description

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

May
05

Due: Sunday, May 05 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

JCPonterotto.pdf [Download \(plugins/Upload/fileDownload.php?fileId=53020974-3wFg-gaWz-h8pL-jM73c1f2a779&pubhash=F5m8ffE6dcRjM60siQGegEjw28NeeubHUDmLvCmYXVR4gQYkLnmqs84OtlvUwmjNmnl_Qxl6sag-EaKc2_tBAQ==\)](#)

Handbook2Schwandt.pdf [Download \(plugins/Upload/fileDownload.php?fileId=82279190-AUXg-3N61-F7IJ-pO7bae8a3127&pubhash=KxVxsBdLBJHqfi9ORfRzU84jYPNLmM_2ZjosNWrGmFv3mFo343sohkFzlohisMHKMTaU8YAGEZWWhiA6JGGHUBQ=\)](#)

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

May
07

Due: Tuesday, 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. 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
12

Due: Sunday, May 12 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-jwqN-Ewd3e029f71c&](#)

[pubhash=VGzXwem26CO6NttxC5nR7Cie6b60sT3Hg90t0nfSudGwyQ56GRxMEYEnWWHvTfMUBfu2QYojxeeBGnd6wyoEEW](#)

TCPcreswell, et al..pdf [Download \(plugins/Upload/fileDownload.php?fileId=81fcfa20-maXj-u9Bu-wjr9-zOd3e7227f6d&pubhash=NFzn4nY4rQCaiGwPuNqeIWLoeP-](#)

[R5Us2h6QMxUGIA0Q5tkrnG4gaq1SgvPV7skythhIbSCHbkSWttDs26XI5w==\)](#)

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
14

Due: Tuesday, 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. 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
19

Due: Sunday, May 19 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&](#)

Guba & Lincoln Paradigmatic controversies, contradictions, and emerging confluences.pdf [Download](#)
(plugins/Upload/fileDownload.php?fileId=48ffb763-bYYL-cAqc-1OKM-Ba8e10f3d69b&
pubhash=b8EaRGzjYQgtGUcLm2i_ZRc0i9rjg4Pw4jblm5zB3UUeHejrbo3hv1-
PMLfbA0kqhKJ6oDbvKgChYffQ1QRUA==)

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
21

Due: Tuesday, 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 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
28

Due: Tuesday, May 28 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&greiger.pdf [Download](#)
(plugins/Upload/fileDownload.php?fileId=e4b378a4-o06f-HrKJ-TBOv-LX8ecc22394c&
pubhash=2qeMMtmrxtb6-
HjAE4N2Dt5GJZf9DOKZrd6c4jfQW0B6q_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
02

Due: Sunday, Jun 02 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
04

Due: Tuesday, 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. 8 & 9
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Jun
09

Due: Sunday, Jun 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. 10 & 11 & 12
2. what you thought was the most important idea in the reading
3. a question you had from the reading

Method Section

Jun
10

Due: Monday, Jun 10 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).

Method Presentations

Jun
10

Due: Monday, Jun 10 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 \(plugins/Upload/fileDownload.php?fileId=ab4e7e74-w1Yh-mICq-aNGd-LD6d41773ad9&pubhash=bQ0K9UffI1kyOmrcILBf60hWmEn_gbusaEyH25le7fSa4z5sdLZFqJK1x2uBjvsbp9DF3ftIL9Ue7QAiPiVrhw==\)](#)

Reading Assignment 6/14- Due 6/13

Jun
11

Due: Tuesday, 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. 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 01 Wednesday	Introduction	Get textbook and other assigned readings	
Su May 05 Sunday			

M May 06 Monday	The discipline and practice of qualitative research	McLeod, Preface & Ch.1 McLeod Chapter 1 & 2.pdf Download Handbook2Schwandt.pdf Download Handbook2IntroChapter2000.pdf Download JCPponterotto.pdf Download	
T May 07 Tuesday			
W May 08 Wednesday	Never Cry Wolf	McLeod Chapter 2 Handbook2IntroChapter2000.pdf Download Handbook2Schwandt.pdf Download JCPponterotto.pdf Download	
Su May 12 Sunday			
Week 3			
M May 13 Monday	Philosophical bases	McLeod, Ch. 2 Handbook2IntroChapter2000.pdf Download Handbook2Schwandt.pdf Download JCPponterotto.pdf Download	
T May 14 Tuesday			
W May 15 Wednesday	Doing qualitative research	McLeod Ch. 3 TCPcreswell, et al..pdf Download TCPmorrow.pdf Download	
Su May 19 Sunday			
Week 4			

M May 20 Monday	Qualitative controversies Hermeneutic Analysis	Guba & Lincoln Paradigmatic controversies, contradictions, and emerging confluences.pdf Download HoytandBhati2007 (1).pdf Download Paterson, M., & Higgs, J. (2005). Using Hermeneutics as a Qualitative Research Approach in Professional Practice. The Qualitative Report, 10(2), 339-357. Retrieved from nsuworks.nova.edu/tqr/vol10/iss2/9	
T May 21 Tuesday			
W May 22 Wednesday	Qualitative Research Methods and Ethics-- Frederick Wertz (Webinar)	https://register.gotowebinar.com/recording/recordingView?webinarKey=5709200229803335939&registrantEmail=aaron_jackson%40byu.edu	
Week 5			
M May 27 Monday	Memorial Day		
T May 28 Tuesday			
W May 29 Wednesday	Paradigms of qualitative research Phenomenology Ethnography	McLeod, Ch. 4 TCPyehandinman.pdf Download McLeod, Ch. 5	Presentation on ethnography Maddy, Jacob Presentation on IPA Jared
Su Jun 02 Sunday			
Week 6			
M Jun 03 Monday	Controversies and Challenges	TCPponterotto&grieger.pdf Download Levitt et al 2017.pdf Download You DO NOT have to do a reading response/question for these, but please read the method section in each of them: familyfriendlycareers.PDF Download	Presentation on narrative analysis Morgan, Dane Presentation on hermeneutic analysis Rachel C, Lisa, Lindsey

Week 7			
M Jun 10 Monday	Conversation, Discourse, Narrative	McLeod, Ch. 8 & 9	<p>Presentation on discourse analysis Chunyue, Megan</p> <p>Presentation on content analysis Doug, Sandy, Chad</p>
T Jun 11 Tuesday			
W Jun 12 Wednesday	<p>Personal experience Methods</p> <p>Participatory/Action Research</p> <p>Case Studies</p>	McLeod, Ch. 10, 11, & 12	<p>Presentation on Indigenous methods/critical race theory Elisse</p> <p>Presentation on participatory action research Alex, Rachel J</p>
Week 8			
M Jun 17 Monday	Outcome research Validity, reporting, misc.	McLeod, Ch. 13, 14, & 15	
T Jun 18 Tuesday	Spring Exam Preparation (06/18/2019 - 06/18/2019)		
W Jun 19 Wednesday	<p>First Day of Spring Final Exams (06/19/2019 - 06/20/2019)</p> <p>Final Exam 3-5pm</p>		

University Policies

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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

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.