UNIVERSITY OF CALGARY

_____

PSYCH 415	Qualitative Inquiry in Psychology	Winter 2020

Instructor:	Adam T. Murry, PhD	**Lecture Location:**	D2L
Phone:	403-220-6002	**Lecture Days/Time:**	T/R 12:30 - 1:45pm
Email:	Adam.murry@ucalgary.ca	**Lab Location:**	D2L
Office:	AD 131D	**Lab 1 Day/Time:**	W 15:00 - 16:50am
Office Hours:	R 15:00 - 14:00 or By apt.	**Lab 2 Day/Time:**	F 14:00 - 15:50am

Course Description and Goals

This course will provide an overview of qualitative research methods commonly used in psychology and provide students with an introduction to the process of conducting independent qualitative research. Readings will cover popular approaches to qualitative investigation, including grounded theory, Q methodology, narrative analysis, and ethnography, along with examples from the empirical literature. Students will gain firsthand knowledge of research ethics certification, conducting a literature review for the purposes of developing research questions, collecting and analyzing data, and delivering their results in written and presentation formats.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Table 1. Course learning outcomes, assessment methods, program learning objectives (PLO's), and levels of competency.

| Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Identify principal justifications, ethical considerations, validity standards, and key terms in qualitative research	Short essay quiz	1, 4, 5	C
Determine appropriate method given particular scenarios	Reflective papers	2, 4, 5, 6	C
Evaluate the quality of qualitative research using established criteria	Article critiques	2, 5, 6	C
Design a study using qualitative methods, including: the nature and size of the sample, the data collection method, the data analysis method, and techniques to ensure the quality of the study	Research paper	2, 4, 5, 7	A
Develop an interview guide, conduct and record semi-structured interviews, and transcribe interviews	Laboratory assignments	3, 7	C
Conduct a Thematic Analysis of interview data	Laboratory assignments	3, 7	A
Compose a research paper based on interview data	Research paper	2, 4, 5	A
Prepare and deliver an oral presentation based on the research paper	Research presentation	4, 5	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psychology 300 (Research Methods and Data Analysis in Psychology I), 301 (Research Methods and Data Analysis in Psychology II), and admission into the Psychology major or Honours program.

Required Text

Willig, C. & Stainton-Rogers, W. (2017). *The SAGE handbook of qualitative research in psychology* (2nd Edition). Thousand Oaks, CA: Sage Publications.
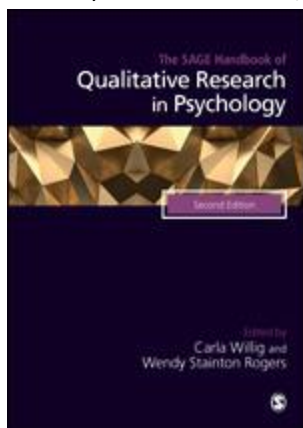
Text can be purchased through the university's bookstore or other venues. Electronic versions are acceptable if that is a platform that is desirable to you. Venues such, as google play, has discounted electronic copies available for purchase or rent and the university's library has electronic versions for checkout. The 1st edition is also acceptable if you have no options but it's not as good and some content for the course is missing.

Required articles

Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Juntunen, C.L., Barraclough, D.J., Broneck, C.L., Seibel, G.A., Winrow, S.A., & Morin, P.M. (2001). American Indian perspectives on the career journey. *Journal of Counseling Psychology, 48*(3), 274-285.

Morgan, D.L. (1993). Qualitative content analysis: A guide to paths not taken. *Qualitative Health Research, 3*(1), 112-121.

Smith, D.B., & Morrissette, P.J. (2001). The experiences of White male counsellors who work with First Nations clients. *Canadian Journal of Counselling, 35*(1), 74-88.

Struthers, R., & Hodge, F.S. (2004). Sacred tobacco use in Ojibwe communities. *Journal of Holistic Nursing, 22*(3), 209-225.

Assessment Methods

There are 400 total points possible for this course (including lab work). **You must pass both the in-class section and the lab component to pass the course.** Knowledge and skills will be assessed via quiz/exams, reading reflection papers, article critiques, ethics certification, and a research project, which will result in a finalized research paper and research presentation. The breakdown of the points per assignment, due dates, format and description of the expected product, and conditions are outlined below.

Course Assignments

Quizzes/Exams (in-course only): There one quiz in this course in week 2 (Jan 23rd). A quiz is used in these beginning weeks to compensate for late textbook arrivals and emphasize foundational concepts in qualitative research (e.g., philosophical underpinnings, distinctions from quantitative approaches, ethical issues, and the standard data collection methods). The quiz is focused on class and textbook content and is worth 10 points, which is 3% of the final grade. One page of hand written notes are okay during the exams, however, technological devices, such as IPads/cellphones, are not allowed. If you do not attend class the day of the quiz, you can only make it up if you have approved documentation of your extenuating circumstances.

Reading Reflections: Throughout the semester there will be 3 reading reflection assignments. Reflections will include 3 questions about the current and previous week's readings, of which students are expected to answer *1 question* of their choosing. First I will present a scenario followed by 3 semi-vague research questions. Second, you are to select a question, select method you think would work best to answer that research question, and justify your answer. Third, you are to explore how it work or what would need to be different if you had selected another method (this my mean revisions to the question or the scenario). Reading reflections are due on Fridays in weeks 4, 6, and 8 (i.e., Feb 7th, Feb 28th, and Mar 20th). Reflections should be no less than 400 words and no more than 600 words in length.

Reading reflections are worth 25 points each (or about 6% of the final grade each). Reading reflections are assigned to help direct readers' attention to important elements of methodological decision making, prepare students for in-class discussion, and help incentivize weekly readings. Although they are not worth a lot individually, don't slack off on them as collectively they comprise a significant part of your grade (19% of the final grade accumulatively). Reflections are to be submitted through D2L in Word documents by 11:59pm on their due date. Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Article evaluations: In the later weeks of the course, we will be discussing qualitative research in different disciplines in psychology. At the same time, we will evaluate qualitative research articles from three sub-disciplines (e.g., counselling psychology), which I will post to D2L or can be retrieved online from the library. **Article evaluations are due at 11:59pm** on Mar 26th, Apr 2th, & 9th and are to be turned in via D2L. Article evaluations are worth 15 points each (~4% of the total final grade; cumulatively 11%). Without approved documentation, late assignments will be taxed 10% of the total point value each day that it is late, including weekends.

Final Paper: At the end of the semester, you will turn in a final research paper based on a qualitative project that you will conduct throughout the semester as part of the lab's assignments. The paper should be about 10-12 pages; any paper going above 15 pages will be penalized (10%). A detailed description of the precise requirements is on D2L. It is worth 100 points (or 25% of your final grade). If,

for any reason, you will not be able to submit the paper on the due date, meet with me to discuss an *earlier* submission date. Submission will be through D2L **on April 14th**. Late submissions will not be accepted without approved documentation.

Lab assignments

Note: All lab assignments are due the week after they are assigned in hard copy at the beginning of lab. Wednesday's lab is referred to as Lab 1; Friday's lab is referred to as Lab 2.

Note 2: All lab assignments build on one another toward the final, so even if you do not submit an assignment (or submit it late), eventually you will have to do it to complete the final paper. Since you'll have to do them anyways, might as well make sure they are on time to avoid the late penalty.

Ethics certification: All researchers are expected to get certified in research ethics, whether for theses, dissertations, grant-funded, or independent research, and this class is no exception. Your first lab assignment will be complete an online tutorial that results in certification. The tutorial can be accessed at https://tcps2core.ca/login. The tutorial usually takes 3 hours, so while one of our lab slots will be dedicated to the tutorial it is expected that you will have to take time out of class to complete it. A copy or screen print of the certificate should be submitted via D2L on Jan 22nd (Lab 1) and Jan 24th (Lab 2). Certification is worth 15 points, or ~4% of the total final grade (~9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Research question: Throughout the course, your lab assignments will build toward a final paper. The first part of this process will be to come up with a specific research question(s) that meets conventional criteria (*research questions are **not** the same as hypotheses*!). We work on these together in the lab in week 2. An initial question or set of questions is due on D2L on Jan 29th (Lab 1) and Jan 31st (Lab 2). Points will be awarded based on how clearly your question and the phenomenon under investigation are stated, and how well you capture the distinction between a hypothesis and a research question. Your research question should be about something that you can gather a reasonable amount of information about from brief interviews (5-10 minutes) with 5 participants. *Note: If you propose a comparative study you will be required to add a minimum of 1 participant to your sample so that each group your comparing has equal representation (= more work)*. This assignment is worth 10 points (or 2.5% of the total final grade; 6% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Informed consent & interview guide: For the class project you will be collecting data through short interviews on a topic of your choice. For this you will need to create an informed consent page for your participants (template provided) and an interview guide or script that you will use during your interviews (**these are to include a revised draft of your research questions**). You're interview guide questions may or may not resemble your study's "research questions" depending on the nature of your study. We will discuss this more in lab and in class. Your informed consent page and initial interview guide will be due Feb 5th (Lab 1) and Feb 7th (Lab 2) through D2L. They are worth 15 points, or ~4% of your total final grade (9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Coding sheet: Before you start interviewing participants, it is likely that you will already have some expectations about what you're going to find (whether based on previous research, logic, or

personal experience). You will formalize these expectations by creating a coding sheet of pre-determined, aka. *a priori,* codes. Your coding sheet needs to include 1) a list of a priori codes, 2) definitions of each code, 3) and hypothetical examples of what would be included. Although your coding sheet will evolve, the initial draft of your coding sheet is due via D2L on Feb 12th (Lab 1) and Feb 14st (Lab 2). It is worth 10 points or 2.5% of your grade (6% of your lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Transcriptions of interviews: After you conduct (and record) your interviews, the next step is to transcribe them. Some lab time will be dedicated to transcribing but expect to dedicate time for transcription outside of class. A copy of your transcriptions is due via D2L on Feb 26th (Lab 1) and Feb 28th (Lab 2). It is worth 15 points, or ~4% of your total final grade (9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Draft method section: After you've completed your interviews, you will complete a draft of the Method section for your final paper. The Method section contains sub-sections to describe your sample, procedure, instrument (i.e., interview guide), and analysis (i.e., type and steps). Your methods draft is due Mar 4th (Lab 1) and Mar 6th (Lab 2). Submit it in D2L; it is worth 15 points (or ~4% of your total final grade; 6% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late.

Codes with examples: By Week 7 you should have most your coding done. A document that includes your 1) revised code sheet (**with quotes from your interviews that belong to each code**) and 2) a first draft visual map that links your codes to broader themes will be due on Mar 11th (Lab 1) and Mar 13th (Lab 2) via D2L; the code sheet with quotes from your transcribed textual data is worth 15 points or ~4% of your final total grade (9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Draft results section: The research question, interview guide, data collection, and analysis all lead up to what you find, i.e., your results. In this section you will 1) synthesize what you have derived from your analysis by listing the themes you found, 2) supporting it with quotations, and 2) amending your visual map (see assignment "Codes with Examples") to include relationships between themes (where applicable). Specifics for what to include are in the Research Paper Guide and will be discussed in lab. This preliminary results write-up is due via D2L on Mar 18th (Lab 1) and Mar 20th (Lab 2). It is worth 15 points, or ~4% of your final total grade. Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Peer authenticity check: An important part of qualitative data analysis is establishing the credibility of your coding process and its interpretation. The week after your draft results are due, pairs of students within a lab will be assigned. Your "Codes with examples" and your visual map are to be shared with fellow students through email. Your peers will evaluate whether your code and theme labels make sense, given the quotes included within a code. After you've received feedback from your peer reviewers, you will write up a 1-2 page document (form provided) where you 1) list the reviewers feedback, 2) write a few sentences about whether you agree or disagree with each reviewer comment, and 3) a few sentences on what changes you made to your coding in response to each comment. ALSO, information provided during this feedback process should be mentioned in the results sections of the presentation and final paper. Your authenticity check report will be due Mar 25th (Lab 1) and Mar 27th

(Lab 2). It is worth 10 points, or 2.5% of the final grade (6% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late., including weekends.

Presentation (in lab only)

The final products of the laboratory work include a research paper and a research presentation. The paper will be turned in through D2L as part of the lecture (see above). The research presentation will be delivered during the last three weeks of the semester via the discussion board on D2L. Due dates will be assigned to correspond with the in-person presentation schedule that we arranged before the COVID-19 pandemic (**March 25th, April 1st, and 8th for students in Lab 1** (Wednesday); **March 27th, April 3rd, and 10th for students in Lab 2** (Friday). The presentation needs to be created in powerpoint and include the standard sections of a research paper/presentation as outlined by the American Psychological Association (i.e., Intro, method section, results section, discussion section). *In addition to the normal slides, you must audio-record your spoken version of the presentation within powerpoint*. Points for content will be given if the correct information is present in **either** written or spoken form. The presentation needs to last between 10-12 minutes and is worth 50 points, or ~13% of the final grade (28% of your lab grade). Late submissions will have points deducted in the same fashion as regular assignments (10% each day it is late, including weekends).

Table 2. Breakdown of assignment weights (and points)

Assignment category	Percentage of total grade
In-class assignments	
Quizzes	2.5% (10 points)
Reading reflections	18.8% (75 points)
Article evaluations	11.3% (45 points)
Final paper	25% (100 points)
Lab assignments	
Ethics certification	3.8% (15 points)
Research questions	2.5% (10 points)
Interview guide & informed consent page	3.8% (15 points)
Coding sheet (a priori w/ examples)	2.5% (10 points)
Conduct interviews	
Transcribe interviews	3.8% (15 points)
Draft methods section	3.8% (15 points)
Codes w/ examples + visual map 1	3.8% (15 points)
Draft results section	3.8% (15 points)
Authenticity checks	2.5% (10 points)
Oral presentation	12.5% (50 points)
TOTAL	100% (400 points)

Tentative Lecture & Lab Schedules

Table 3. Tentative Classroom Schedule – Winter 2020

Day	Date	Term classroom schedule	Reading due	Due	Week
T	14-Jan	Class begins; Review Syllabus			
R	16-Jan	Ethics in qualitative research	Ch 15		1
T	21-Jan	Qualitative data collection methods	Creswell/Ch 21		
R	23-Jan	Interpretation & feminist psychology	Ch 16,17	Quiz (10 pts)	2
T	28-Jan	Grounded theory	Ch 14		
R	30-Jan	Descriptive phenomenological analysis	Ch 11		3
T	4-Feb	Interpretative phenomenological analysis	Ch 12		
R	6-Feb	Thematic analysis	Ch 2	Reflection 1 (Friday)	4
T	11-Feb	Conversation analysis	Ch 5		
R	13-Feb	Narrative inquiry	Ch 10		5
T	18-Feb	Mid-Term Break			
R	20-Feb	Mid-Term Break			
T	25-Feb	Foucaldian discourse analysis	Ch 7		
R	27-Feb	Action research	Ch 4	Reflection 2 (Friday)	6
T	3-Mar	Mixed methods	Ch 24		
R	5-Mar	Case studies	Baxter & Jack (2008)		7
T	10-Mar	Content analysis	Morgan (1993)		
R	12-Mar	Q-methodology	Ch 13		8
T	17-Mar	Community psychology	Ch 18		
R	19-Mar	Postcolonial psychology	Ch 19	Reflection 3 (Friday)	9
T	24-Mar	Health psychology	Ch 26		
R	26-Mar	**Article evaluation 1: Struthers & Hodge**		AE1	10
T	31-Mar	Clinical & counselling psychology	Ch 28, 29		
R	2-Apr	**Article evaluation 2: Smith & Morrissette**		AE2	11
T	7-Apr	Organizational psychology	Ch 30		
R	9-Apr	**Article evaluation 3: Juntunen et al**		AE3	12
T	14-Apr	Last class – **final paper due**			
W	15-Apr	End of classes			13
T	21-Apr				
R	23-Apr				
		Total lecture w/o lab		230 pts	58%
		TOTAL w/ lab		400 pts	100%

Table 4. Tentative Laboratory Schedule – Winter 2020

Day	Date	Term laboratory schedule	Assignment due by following week	Points

W	15-Jan	Laboratory expectations overview	Certificate	15
F	17-Jan			
W	22-Jan	Forming a research question	Initial RQ's	10
F	24-Jan			
W	29-Jan	Informed consent & interview guide	RQ's #2+Initial guide/informed consent	15
F	31-Jan			
W	5-Feb	Preparing *a priori* codes	Coding sheet	10
F	7-Feb			
W	12-Feb	Conduct interviews (no lab)	Transcriptions done	15
F	14-Feb			
W	19-Feb	Mid-term break		
F	21-Feb	Mid-term break		
W	26-Feb	Filling out the methods template	Draft methods section	15
F	28-Feb			
W	4-Mar	Analyzing the data	Codes w/ real examples + visual map 1	15
F	6-Mar			
W	11-Mar	Synthesizing the data	Initial write up - results	15
F	13-Mar			
W	18-Mar	Analyzing the data	Authenticity checks	10
F	20-Mar			
W	25-Mar	Oral presentations		50
F	27-Mar	Oral presentations		
W	1-Apr	Oral presentations		
F	3-Apr	Oral presentations		
W	8-Apr	Oral presentations		
F	10-Apr	Oral presentations		
W	15-Apr	Oral presentations (make up day)		
F	16-Apr	Semester end		
			Total points	170

Department of Psychology Criteria for Letter Grades
Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Seating During Exams
Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam
Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam https://www.ucalgary.ca/pubs/calendar/current/n-1.html. . Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the

Travel During Exams

Reappraisal of Graded Term Work http://www.ucalgary.ca/pubs/calendar/current/i-2.html

Reappraisal of Final Grade http://www.ucalgary.ca/pubs/calendar/current/i-3.html

Academic Accommodations

Academic Misconduct

Instructor Intellectual Property

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources
https://www.ucalgary.ca/registrar/registration/course-outlines

Acknowledgments and Respect for Diversity
Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Student Organizations
Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.
  Student Union VP Academic: Phone: 403-220-3911   suvpaca@ucalgary.ca
  Student Union Faculty Rep.:   arts1@su.ucalgary.ca

Important Dates
The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23, 2020.** Last day for registration/change of registration is **January 24, 2020**. The last day to withdraw from this course is **April 15, 2020**.