

Psychology 415	Qualitative Inquiry in Psychology		Winter 2019
Instructor:	H. Lorraine Radtke	Lecture Location:	SH 157
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Office Hours:	TR 2:30-3:30 pm or by appointment	Lab Instructor:	Eden-Raye Lukacik
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		Office:	Admin 135A
		Office Hours:	By appointment

Course Description

We will cover the theory and practice of qualitative approaches to psychology. A number of approaches will be used to illustrate basic principles but also to provide students with experience in conducting qualitative analysis. Students will develop skills related to conducting research interviews and analyzing verbal data. Lectures will focus on theory and analysis; labs will provide an opportunity to practice developing research questions and interview questions as well as conducting interviews and analysis of interview material. Due to the practical nature of the course, attending lectures and labs is extremely important. The practice, feedback, and discussion afforded by these two contexts are necessary for students to complete the course with the skills and knowledge needed to engage in future research.

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.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Understand and explain the theory underlying qualitative approaches to psychology	Short answer exams, research report	1, 2, 3, 4	A
Recognize when research questions are best addressed through qualitative inquiry and choose an appropriate qualitative approach for that question	Short answer exams, research report	1, 2, 3, 7	A
Develop basic skills for conducting qualitative research, including creating an interview guide, conducting semi-structured interviews, and transcribing audio-taped interviews	Lab assignments, research report	2, 3, 4, 6, 7	C
Work as a member of a research team to conduct a Thematic Analysis of interview data	Research report	2, 3, 7	C

Work as a member of a research team to develop and deliver a succinct research presentation	Group presentation of lab project	1, 2, 4, 5, 6, 7	A
Write a research report in APA format	Research report	1, 2, 3, 4, 5, 6, 7	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

Psyc 312 – Experimental Design and Quantitative Methods in Psychology

Required Text

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage. [Available in the University of Calgary Bookstore]

A set of readings will be available electronically through the University of Calgary library. The list of readings and dates when you need to read them will be available on the D2L site for this course.

I will post powerpoint slides and other course information on D2L.

Assessment Methods

Final course grades will be based on three course components with the following weighting:

- (1) Three tests (35%)
- (2) Lab assignments (30%)
- (3) Research team presentations of lab project (10%)
- (4) Research report of lab project (25%)
- (5) Participation bonus points (2%)

Students must achieve a passing grade on both the class and lab components to pass this course.

Tests (35%): The **three** tests will cover material presented in lectures and the assigned readings (i.e., textbook plus articles). They differ in weighting and somewhat in format.

(a) **Test 1** is worth **10%** of the final grade. It will be written in class on **Tuesday, February 5**. It will cover **Lectures 1 to 7**, including the **assigned articles** for those lectures and **Textbook chapters 1 to 4**. The format is short answer, which means a word to a few sentences to a paragraph. During this test, you will be **allowed only** the printed test and pen or pencil (erasers are also okay as is one clean sheet of paper to make rough notes for your answers). Ipods, ipads, computers, books and notes are not allowed during tests.

(b) **Test 2** is worth **15%** of the final grade. It will be written in two parts; the **take-home part** is worth **10%** of the final grade and the **in-class part** is worth **5%** of the final grade. On **Thursday, March 7**, you

will be provided with a citation to a research article and a number of questions related to the article. This will be posted in D2L. On **Tuesday, March 12**, you will submit your answers to the **take-home part** of Test 2 and write the **in-class part**. Late take-home tests will only be accepted if you have supporting documentation that covers your absence from March 7 to 12. Also, as this is a test, you are expected to complete it on your own, without consulting other students in the class. The **in-class part** of Test 2 will cover **Lectures 8 to 14**, including the **assigned articles** for those lectures and **Textbook chapters 5, 7, 8-11 (the parts that pertain to Thematic Analysis), and 12**. The format of the in-class part is short answer. During the in-class test, you will be **allowed only** the printed test and pen or pencil (erasers are also okay as is one clean sheet of paper to make rough notes for your answers). Ipods, ipads, computers, books and notes are not allowed during tests.

(c) **Test 3** is worth **10%** of the final grade. It will be written in class on **Thursday, April 4**. It will cover **Lectures 15 to 20**, including the **assigned articles** for those lectures and the portions of **Textbook chapters 8 to 11** that pertain to Interpretative Phenomenological Analysis, Grounded Theory Analysis, and Discourse Analysis. The format is short answer. During this test, you will be **allowed only** the printed test and pen or pencil (erasers are also okay as is one clean sheet of paper to make rough notes for your answers). Ipods, ipads, computers, books and notes are not allowed during tests.

Lab assignments (30%): The labs will involve working in teams to complete a research project. This includes hands-on opportunities to develop a research question, create an interview guide, conduct research interviews, transcribe audio-recorded interviews, and do a thematic analysis. Some assignments involve the evaluation of team work, and others involve an individual evaluation. Attendance in labs is very important due to the team work and the practical nature of the assignments that build on one another. Also, due to the team work, students must attend the lab in which they are registered. A separate lab schedule that includes details of the assignments is posted on D2L.

The graded lab assignments include:

(a) Developing a research question. Students will work in research teams of (minimum of 3 students; maximum at the TA's discretion) during **Lab 1 (Jan 21 and 25)**. All members of the research team will receive the same grade. Each team will post their research question in the appropriate Dropbox on D2L **at the end of the lab**. The research question will be evaluated in relation to its appropriateness for a qualitative research project employing thematic analysis (as outlined in the textbook and lecture). This assignment will contribute **5%** to the final grade.

(b) Developing a semi-structured interview guide. Students will work in their research teams during **Lab 2 (Jan 28 and Feb 1)**. All members of the research team will receive the same grade. Each team will post their interview guide in the appropriate Dropbox on D2L **at the end of the lab**. The guide will be evaluated in relation to the criteria for semi-structured interview guides outlined in the textbook and presented in lecture. This assignment will contribute **5%** to the final grade.

(c) A draft of the introduction and methods sections of the research report on the lab project. This is an individual assignment, although it will be based on literature searches and methodological decisions carried out by the research teams. The **maximum** length of the assignment is **5 pages**, not including the title page and reference list. It is due **Friday, March 1 before midnight** and will be submitted to the appropriate Dropbox in D2L. This assignment will contribute **5%** to the final grade.

(d) Participation points (**15%** of final grade) will be awarded for working with your research team to create an informed consent form in **Lab 3 (1% of final grade)**, practicing being the interviewer in a semi-structured interview in **Lab 3 or (Feb 4 or 8) or 4 (Feb 11 or 15)** and participating in the post-interview discussion (**1%** of final grade), serving as an interviewee during one practice interview in **Lab 3 or 4 (1%** of final grade), conducting one semi-structured interview for the lab project (**3%** of final grade), transcribing the interview (**3%** of final grade), and participating in the in-class analysis of the interview material during **Labs 7 (Mar 11 or 15), 8 (Mar 18 or 22), and 9 (Mar 25 or 29) (3%** of final grade), and your team members' evaluations of your contributions to the team (**3%** of final grade).

Each team will post their **informed consent forms** in the appropriate Dropbox on D2L **at the end of lab**.

The "real" interviews and transcriptions are to be completed by **March 8**. Each student will post their **transcribed interview** in the appropriate Dropbox on D2L and email it to the other research team members **before midnight on March 8**. It is mandatory for ethical reasons that all students bring the audio-recording to **Lab 7 (March 11 or 15)** for the TA to verify and delete.

For lab assignments that are to be posted on D2L **at the end of a lab**, there is no provision for late lab assignments. If you miss one of these labs and have supporting documentation, you will be excused from the lab and your final lab grade will be based on the completed lab assignments. For the **draft of the project introduction and methods sections and transcribed interviews**, late assignments will be accepted with a penalty of 10% per day, including weekends, unless of course there is documentation to support deferred term work.

NOTE: Students will not be allowed to interview a "real" research participant for the lab project unless they have served as the interviewer and interviewee in a practice interview.

Research team presentation of lab project (10%): Each research team will give a 15-minute presentation on their lab research project in class on **April 9 (Monday lab) or 11 (Tuesday lab)**. Additional time will be allowed for questions and discussion of each presentation. The format and content of this presentation will be discussed in **Lab 9 (March 25 or 29)**. Each team will email a copy of their power-point slides to the instructor by **4:30 pm on the day before the presentation (April 8 or 10)**. Students who are absent during their team's presentation will receive a grade of 0 unless they have supporting documentation. With appropriate documentation, they will be excused from the assignment and their final grade will be based on the completed assignments and tests.

Research report of lab project (25%): This is an individual assignment based on the research project completed in the lab. Students will write a research report using APA format. Details of the required content and format will be discussed in **Lab 3, Feb 4 or 8**. The report will be evaluated in relation to its content (including how well it uses research literature to establish a rationale for the study, explains the methodology, offers a rich and compelling analysis of the interview material, and explores the practical and theoretical implications of the analysis as well as the limitations of the study and recommendations for future research) and format (how well it follows guidelines for reporting qualitative research). It will be a maximum of 12 pages (not including appendices and references) and is to be submitted to the instructor by 4:30 pm **April 18** (papers may also be put in the box at the Psychology Department Main Office). Late papers will be accepted with a penalty of 10% per day, including weekends, unless of course there is documentation to support deferred term work. For this assignment, students must take extra care to avoid plagiarism as they will have worked with their research teams to analyse the interview material and develop a research presentation. While the work of the research team will provide the foundation for the research report, each student is expected to write their own report in their own words.

Bonus participation marks (2%): Students may earn up to 2% bonus marks toward their final grades by attending all of the research presentations on **April 9 and 11** and providing an assessment of them (their own excluded of course). Two assessments are worth 1%. To earn the full 2%, you must assess all of the research team presentations on both days.

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%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

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-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date	Readings
W Jan 2	Winter term begin.	
R Jan 10	Lecture 1: Intro to the course Some very important starting information	Textbook: Ch. 1
T Jan 15	Lecture 2: Some fundamentals of qualitative research	Textbook: Ch. 2 Oransky & Marecek (2009)
R Jan 17	Lecture 3: Planning and designing qualitative research – The research topic and research questions Some fundamentals of qualitative research cont. Last day to drop Winter Term half-courses.	Textbook: Ch. 2 and 3
F Jan 18	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
M Jan 21	Monday lab begins today	
T Jan 22	Lecture 4: Planning and designing qualitative research – Developing interview questions	Textbook: Ch. 3 Prior & Khadaroo (2015)
R Jan 24	Lecture 5: Planning and designing qualitative research – Sampling and recruitment, Ethics	Textbook: Ch. 3
F Jan 25	Friday lab begins today	

	Tuition Fee Deadline	
T Jan 29	Lecture 6: Data collection - interviews	Textbook: Ch. 4 Marin (2017)
R Jan 31	Lecture 7: Data collection - interviews	Textbook: Ch. 4
T Feb 5	Test 1	
R Feb 7	Lecture 8: Data collection – focus groups	Textbook: Ch. 5
T Feb 12	Lecture 9: Preparing audio data for analysis; Moving towards analysis – Thematic analysis	Textbook: Ch.7, 8
R Feb 14	Lecture 10: First analytic steps – Thematic analysis	Textbook: Ch. 9 Li & Braun (2017)
Feb 17-24	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Feb 18	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Feb 26	Lecture 11: Identifying patterns across data – Thematic analysis	Textbook: Ch. 10 Rance, Moller, & Clarke (2017)
R Feb 28	Lecture 12: Analysing and interpreting patterns across data – Thematic analysis	Textbook: Ch. 11
T Mar 5	Lecture 13: Quality criteria and techniques for qualitative research	Textbook: Ch. 12
R Mar 7	Lecture 14: Quality criteria and techniques for qualitative research Test 2 (Take-home part) posted on D2L	
T Mar 12	Test 2 (In-class part); Take-home part due	
R Mar 14	Lecture 15: Interpretative Phenomenological Analysis (1)	Textbook: Chs 8-11 Smith & Rhodes (2015)
T Mar 19	Lecture 16: Interpretative Phenomenological Analysis (1)	
R Mar 21	Lecture 17: Grounded Theory Analysis (2)	Textbook: Chs 8-11 Hense, McFerran, & McGorry (2014)
T Mar 26	Lecture 18: Grounded Theory Analysis (2)	
R Mar 28	Lecture 19: Discourse Analysis (1)	Textbook: Chs 8-11 Seymour-Smith & Wetherell (2006)

T Apr 2	Lecture 20: Discourse Analysis (2)	
R Apr 4	Test 3	
T Apr 9	Research presentations (Monday lab)	
R Apr 11	Research presentations (Friday lab)	
F Apr 12	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.	
Apr 15-27	Winter Term Final Examinations.	
Apr 19	Good Friday	
Apr 30	Winter Term Ends	

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

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

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

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

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 missed test/exam during exam make-up hours provided by the department** <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot

write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam

<https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

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.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

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

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca

(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.