



**PSY 305: Qualitative Research Methods for Psychology – Lecture/Lab
(Co-Constructed with Michaela Finley c/o '18)
Center for Psychology
Goucher College**

Instructor: Dr. Nyasha Grayman-Simpson Days: Mon. & Wed.
Associate Professor Time: 1:30 – 3:10

Contact: nyasha.grayman@goucher.edu Class Location: Van Meter 201
Julia Rogers, G17

Office Hours: Whenever my door is open. Best drop-in days and times are Mon., Wed., and Fri. (10:00 – 12:00). Of course, we can always schedule a formal appointment.

“Though the class required a lot of work, the changes I could see taking place in my workmanship as a student made the effort worth it.”

“I have learned to have an appreciation for quantitative data’s ability to provide general statements for large groups, but also qualitative data’s in-depth understanding of specific people. Though it was an anxiety provoking process, I feel that I have grown more as a researcher in this course than any other.”

- Former Qualitative Research Methods for Psychology Students

Course Description

Qualitative research is an umbrella term used to identify a particular kind of approach to knowledge generation and verification. Specifically, it is an approach that attempts to capture what is real and true by relying on the social-cognitive constructions of reality as they are created by individuals and groups within specified ecological contexts. Believing that what is real and true is always a matter of subjective interpretation, qualitative research holds that the researcher, through her/his own interpretive capacities and tendencies, is inextricably involved in co-constructions of what we come to know as real and true. In other words, the researcher is an instrument that influences the phenomenological process and outcome.

There are many forms of qualitative inquiry. Each method overlaps with the others in some way(s), and distinguishes itself in others. This course will offer you a foundation in phenomenological qualitative psychological research. It will take you through the process of designing an original qualitative psychological study step-by-step, and work with you to develop skills in the area of data collection using a variety of qualitative tools including naturalistic observation, unstructured, semi-structured, and structured interviews. Additionally, you will learn Interpretive Phenomenological Analysis (IPA) and

qualitative data management through the use of qualitative software (Dedoose). Understanding of ethical issues and the development of ethical practice will be emphasized throughout. Read this syllabus carefully, and buckle up for an intense intellectual ride.

Goucher College Center for Psychology Mission Statement and Program Learning Objectives

Psychology is a diverse and highly interdisciplinary field of study that involves the application of systematic methods of inquiry to the exploration of behavior, mental processes, and social relationships. The Center for Psychology has as its mission to educate students in the core knowledge and skills of the discipline of psychology, together with Goucher's unique perspective that reflects a history and tradition of respecting diverse viewpoints and methods and connections with other traditions and disciplines. This education contributes to the overall mission of the college as a liberal arts institution, "to prepare students within a broad and humane perspective for a life of inquiry, creativity, and critical and analytical thinking."

Across the varied perspectives represented in our program, we strive to create an open, supportive, challenging and vibrant learning culture. We value sharing our passion for the field of psychology through close and active mentoring inside and outside of the classroom. We encourage and model experiential learning in the form of community engagement, social justice, active involvement in research, collaborative construction of knowledge, and self-directed exploration. Students cultivate the skills, knowledge, and attitudes that will position them well to facilitate their own and others' holistic development and well-being.

The Center for Psychology has identified seven guiding principles for its undergraduate curriculum. Students who major in psychology will:

- 1) Demonstrate understanding and competence regarding the use of research methodology in psychology.**
- 2) Communicate effectively as it pertains to the study and practice of psychology.**
- 3) Engage the world outside the classroom to inform and apply one's knowledge of psychology.**
- 4) Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.**
- 5) Develop critical consciousness and an appreciation of a variety of ways of knowing.**
- 6) Recognize, understand, and respect the complexity of sociocultural and international diversity as played out in psychology and related fields.**

7) Develop an ethical framework with regard to the study and practice of psychology.

Current Course Learning Objectives:

- (1) Understand some of the important philosophical, historical, and political foundations of qualitative inquiry in psychology (Psychology Objective 5);
- (2) Experience the process of becoming an ethical qualitative psychological researcher, including developing greater tolerance for ambiguity (Psychology Objective 1, 5, and 7);
- (3) Develop skills in interview transcription for the purposes of qualitative analysis (Psychology Objective 1);
- (4) Develop skills in one form of inductive multilevel qualitative data analysis (Interpretative Phenomenological Analysis) (Psychology Objective 1);
- (5) Learn how to use Dedoose software to assist with qualitative data management and analysis (Psychology Objective 1);
- (6) Generate an APA style Results Write-Up and develop a complete APA style proposal for an original qualitative psychological study (Psychology Objective 1, 2, and 5)

Basic Student Conduct Requirements

Adherence to the [Academic Honor Code](#) – As a student at Goucher, you are required to adhere to the College Academic Honor Code. The Honor Code helps to maintain the academic and intellectual integrity of the institution, and ultimately, the value of a Goucher education. Read it carefully. As mandated, I will report all suspected violations of the Honor Code (intentional and unintentional) to the Academic Honor Board.

Non-engagement in Disruptive Classroom Behavior – Goucher is an institution of higher learning. Behavior that interferes with, disrupts, or obstructs the learning process will not be tolerated. Some of these behaviors include, “talking or otherwise making excessive noise or showing disrespect when a teacher or another student is speaking; repeatedly interrupting other students or the professor; refusing to interact with other members of the class when group work is required; coming to class under the influence of alcohol or illegal drugs.” Please read, “[Guidelines for Classroom Behavior and Procedures for Expulsion from Class](#)” for a complete description of this policy.

Required Materials

American Psychological Association. (2009). *Publication manual of the American*

Psychological Association, 6th Edition. Washington, DC: American Psychological Association.

Earbuds for Computer

Personal Journal

**Required Readings (Listed In Order To Be Read; Available on GoucherLearn)
(Course Objective 1)**

Schwartz, B. (2015). [What learning how to think really means](#). The Chronicle Review. Retrieved July 2015.

Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative Inquiry*, 1(3), 290 – 310.

Smith, J. A. (2004). Reflecting on the development of Interpretative Phenomenological Analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1(1), 39 – 54.

Smith, J. A., & Osborn, M. (2008). Interpretative Phenomenological Analysis. In J. Smith (Ed.), *Qualitative Psychology: A Practical Guide to Research Methods* (pp. 53-80). London: Sage.

Heine, S. F. (2004). I don't like ambiguity: An exploration of students' experiences during a qualitative methods course. *Alberta Journal of Educational Research*, 50(1), 22 – 38.

Morrow, S. L. (2007). Qualitative research in Counseling Psychology: Conceptual foundations. *The Counseling Psychologist*, 53(2), 209 – 235.

Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. *Journal of Counseling Psychology*, 52(2), 146 – 155.

Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, 38(3), 215 – 229.

Grayman, N. (2009). We who are dark...: The Black community according to Black adults in America: An exploratory content analysis. *The Journal of Black Psychology*, 35(4), 433 – 455.

Mattis, J. S. (2002). Religion and spirituality in the meaning-making and coping

- experiences of African American women: A qualitative analysis. *Psychology of Women Quarterly*, 26(4), 309 – 321.
- Zhang, Y., & Wildermuth, B. (2009). Unstructured interview. In B. Wildermuth (Ed.), *Applications of social research methods to questions in information and library science* (pp. 222 – 231). Westport, CT: Libraries Unlimited.
- de Anda, D. (2001). A qualitative evaluation of a mentor program for at-risk youth: The participants' perspective. *Child and Adolescent Social Work Journal*, 18(2), 97 – 117.
- Knight, M. T. D., Wykes, T., & Hayward, P. (2003). People don't understand: An investigation of stigma in schizophrenia using Interpretative Phenomenological Analysis (IPA). *Journal of Mental Health*, 12(3), 209 – 222.
- Whiting, L.S. (2008). Semi-structured interviews: Guidance for novice researchers. *Nursing Standard*, 22(23), 35 – 40.
- Grayman-Simpson, N, Mattis, J. S., & Tomi, N. (2016). African women's ways of coping with traumatic life events: A meta-ethnography. Forthcoming in E. Short & L. Wilton (Eds.), *Talking about structural inequalities in everyday life: New politics of race in groups, organizations, and social systems*. Charlotte, NC: Information Age Publishing.
- Payne, Y. A., & Hamdi, H. A. (2009). Street love: How street life oriented U.S. born African men frame giving back to one another and the local community. *Urban Review*, 41(1), 29 – 46.
- Suzuki, L. A., Ahluwalia, M. K., Kwong, A. A., & Mattis, J. (2007). The pond you fish in determines the fish you catch: Exploring strategies for qualitative data collection. *The Counseling Psychologist*, 35(2), 295 – 327.
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in Counseling Psychology. *Journal of Counseling Psychology*, 52(2), 250 – 260.
- Marshall, C., & Rossman, G.B. (2006). Planning time and resources in qualitative research. In *Designing qualitative research*. (pp. 177 – 197). Thousand Oaks, CA: Sage Publications.
- Ponterotto, J. G. (2007). Effectively communicating qualitative research. *The Counseling Psychologist*, 35(3), 404 – 430.

Course Requirements

Homework, Participation, Final Reflection – 10%
Human Subjects Training – 10%

Transcription Accuracy – 10%
Proper Application of Analytic Procedure – 10%
Quality of Journal Reflections – 10%
Results Section Write-Up – 20%
Proposal Components – 10%
Final Proposal – 20%

Attendance – Attendance is key to your success in the course. You are expected to attend all classes on time and to arrive prepared. **If you find yourself missing more than two classes (excused or unexcused), you need to seriously consider withdrawing from this course, as staying on pace with the class will likely prove too difficult.** Death in the family, participation in religious holidays, involvement in school-sponsored activities, and illnesses requiring medical attention are some examples of excused absences. Absence due to illness must be substantiated in writing by the treating professional in order to be considered excused. No exceptions. Unexcused absences will have a negative impact on your grade. **Work missed due to unexcused absences will not be accepted and will not receive any credit.**

Participation – Participation is necessary to gain the most from this class. You are expected to actively participate once here. Active participation includes: constructive engagement in class discussions and activities, completion of all outside class work as assigned, pursuit of academic support from the professor, Supplemental Instruction and/or Academic Center for Excellence as needed, taking responsibility and being self-accountable for your academic work, and engagement in mutually respectful relationships with the professor and peers.

In preparation for our one-on-one midterm and end-of-semester meetings, you will be asked to reflect upon your participation, evaluate it and justify your evaluation using a guideline provided by me. I, in turn will review your evaluations and justifications and either agree or disagree with your self-assessment based on my subjective perceptions of the quality of your participation. My disagreement with your self-evaluation may call for either a higher or lower rating of your participation. In instances of disagreement, I will provide you with a written counter-justification. **The participation self-evaluation form can be found at the end of the syllabus.**

Human Subjects Training (Course Objective 2) – When conducting research with human participants, it is important for you to be aware of potential ethical conflicts that can emerge, and, for you to learn current best practices for ethical research practice. Toward this aim, you will complete the [National Institute of Health's \(NIH\) Protection of Human Subjects online course](#) before the first day of class. This course will provide you with a certificate of completion and section scores. Please bring both with you on the first day of class. Training in Human Subjects is required on an annual basis. If you have completed the training within the past year, you may print and submit your official quiz scores.

Transcription Accuracy (Course Objective 3) – Using the online tool, O Transcribe, you will transcribe a total of six (6) responses to one interview prompt, ‘Describe God,’ and will be evaluated on your level of accuracy. Transcription accuracy is the foundation of trustworthy qualitative interview analysis; thus, it is important for you to develop a high level of proficiency in this domain. These interviews are from the movie, ‘One,’ a documentary that examines interpersonal relationships, spirituality, and the concept of human oneness from the perspective of some of the world’s most highly regarded spiritual leaders. As with all assignments in this class, your transcripts must be typed. In the page header, you should include (a) your name, (b) the date(s) of transcription, (c) project title, (d) date of interview, (e) the length of the full interview, and (f) length of time dedicated to transcribing. Late work will not be accepted and will not receive credit.

Your transcript should include time stamps that indicate where on the tape the data can be found, as well as the name of the person speaking. Please use the following format:

Example 1

Transcriber’s Name:

Date of Transcription:

Project Title:

Date of Interview:

Length of Full Interview:

Time Spent Transcribing:

Sadhguru Jaggi Vasudev

00:00 Interviewer: Um, could you tell us your name and a little bit about yourself?

00:03 Vasudev: Uh, I am Sadhguru Jaggi Vasudev. (laughing) What should I say about myself?

00:10 Interviewer: Tell us about your background –

00:11 Vasudev: (laughter)

00:12 Interviewer: What brought you here?

00:13 Vasudev: Huh?

00:14 Interviewer: What brought you here?

00:16 Vasudev: (clears throat) (pause) Uh, probably I very strange person to be on the spiritual scene because uh, I don’t come from the normal stables that spiritual people

come from. From scriptures, from scholarship. (pause) I'm spiritually absolutely uneducated. The only thing that I know is myself. From the very root of me, to the ultimate me, that's all I know. I don't know any scriptures. I have no scholarship (slight laughter). But, all I know is myself, and I see that's more than enough (slight laughter).

Example 2

Transcriber's Name:

Date of Transcription:

Project Title:

Date of Interview:

Length of Full Interview:

Time Spent Transcribing:

Brother Wayne Teasdale

00:00 Interviewer: Alright, could you a, tell us your name, and tell us a little about yourself, and your background

00:04 Bro. Teasdale: Uh, I'm Wayne Teasdale, and I am a Roman Catholic lay monk. Uh...meaning I don't - I'm not in a community. I'm a hermit. And, I was initiated in India as a Christian Sanyassa, which is the Indian notion of the monk, but as a Catholic...via, Bede Griffiths, who was an English Benedictine monk. (note: hard to understand this, but having some background knowledge of this religious tradition helped with transcription.)(note: had to look up word, "Sanyassa" and Bede Griffiths online to ensure correct transcription and proper spelling.)

Be sure to indicate meaningful audible communication in your transcript, such as laughter, long pauses, sighs, stuttering, voice cracking, etc. using the format given in the example above. In addition, it is your responsibility to conduct research, when necessary, in order to improve transcription accuracy, and to make a note of this. Proper nouns (e.g., The Pentagon) should be properly capitalized. Adherence to these types of details is important to qualitative research rigor and trustworthiness.

Proper Application of Analytic Procedure (Course Objective 4 and 5) – You will learn Interpretative Phenomenological Analysis. This approach will involve coding, first and second level thematic analysis, negative case analysis, and peer debriefing, a technique designed to bolster trustworthiness in the analytic process and its outcomes. Your grade will be based on the degree to which you are able to implement these analytic techniques following guidelines set forth in class. Late work will not be accepted and will not receive credit.

Quality of Journal Reflections (Course Objective 2) – Qualitative research is at its foundation, a reflexive analytic process. "Thick," in-depth reflections throughout the

entire process of research design, implementation, and analysis, contribute to the overall study trustworthiness. Consequently, the degree to which your reflections embody thoughtful introspection will be evaluated as part of your overall grade. Late work will not be accepted and will not receive credit.

Results Write-Up (Course Objective 1 and 6) – You will write up the story of the data using and citing relevant psychological literature. Your grade will be based on the degree to which you are able to tell a cogent story with appropriate integration of supporting narrative excerpts, as well as the extent to which you are able to adhere to psychological writing stylistic guidelines set forth in the APA Manual.

Research Proposal (Course Objective 1 and 6) – You will also complete a proposal for an original qualitative psychological study. This research proposal should reflect your personal psychological interests, passions, and curiosities within the bounds of ethical standards outlined by the APA. While you will not actually execute this original study in this course, this proposal will prepare you for the next step in the research process (e.g., submission to Goucher College IRB for approval, and actual data collection). If you wish to continue to pursue the research that you work on in this class, you may consider doing so in Self-Directed Project in Psychology (PSY 488), and/or Senior Thesis (PSY 450). Of course, PSY 488 is set up as a space where you can pursue a wide range of personal psychological passions, not just research projects. In an effort to give you an appreciation for the work and process involved in designing an original study, and in order to make the process manageable, the final proposal assignment has been broken down into component parts. Your completion of each component will be evaluated. Late work will not be accepted and will not receive any credit.

Proposal Component Credits and Their Meaning

What do the credit points awarded for my work on the proposal sections mean?

1 = Work was completed on time, and the content of the work was **good**.

.75 = Work was completed on time, and the content of the work was **satisfactory**.

.50 = Work was completed on time, but the content of the work was **less than satisfactory**.

.25 = Work was completed on time, but the content of the work was **poor**.

0 = Work was **not completed on time**.

The very best work that you can do during this stage of the process is **good** work.

The production of very good and excellent work only becomes possible with the generation of multiple drafts of a complete proposal. **Remember, this is a process.**

What do all of these points mean in terms of my final grade?

You can earn up to 10 points toward your final grade with your work on the proposal sections. The very best work that you can do on these sections is **good** work. Consequently, if you always produced good work on your proposal sections, you would earn the full 10 pts. Points will be granted accordingly.

Grading Philosophy – In my courses, points are earned. Everyone starts with a zero and earns their own grade based on demonstrated mastery of the material. You do not start with a 100 and lose points based on incompetence. Think of me as your academic trainer 😊

Grading Metric

93-95/96-100 (A)	Exemplary/Most Exceptional	66 – 68 (D+)	Unsatisfactory
89 – 92 (A-)	Excellent	63 – 65 (D)	Poor
86 – 88 (B+)	Very Good	60 – 62 (D-)	Borderline Fail
83 – 85 (B)	Good	≤59 (F)	Fail
79 – 82 (B-)	Fair-Good		
76 – 78 (C+)	Fair		
73 – 75 (C)	Satisfactory		
69 – 72 (C-)	Marginally Satisfactory		

Name:

Class Participation Self-Evaluation

Evaluation Criteria	Y/N	Justifying Comments (Remember, insufficient justification = 0)
1. Did you complete all readings and homework on time as assigned in the syllabus?		
2. Did you actively participate during class discussions?		
3. Were you a positive, respectful, and constructive member of this class?		
4. If you were struggling academically, did you meet with the professor in a timely manner to discuss your struggles?		

Week	Tuesday	Thursday	Friday
<p>1 (Jan.23-27)</p>	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. “What Learning How To Think Really Means” Reading and Discussion 2. Course Overview 3. Turn In NIH Certificates 4. Research Interest Sentence Completion Exercise 5. Review Biographies of Interviewees 6. Transcription Symbols p. 302 “Transcribing as Rigor” 7. Begin Transcribing Teasdale and Chopra “One” Interview responses to “Describe God” <p>HW Due Thursday: Read: “Transcription Quality as an Aspect of Academic Rigor in Qualitative Research”</p> <p>Complete Transcription of Teasdale & Chopra responses. Upload to Dedoose & Journal</p>	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. Reminder: Reading questions for IPA articles due Mon. 2. Begin Transcribing Lewellyn Vaugh Lee & Robert Thurman “One” Interview responses to “Describe God” <p>HW: Due Friday - Complete Transcription of Lee & Thurman responses. Upload to Dedoose & Journal</p>	<p>HW: Due Tuesday Complete Transcription of Vasudev & Hahn responses to “Describe God” Upload to Dedoose</p> <p>Read: “Reflection on the Development of Interpretative Phenomenological Analysis”</p> <p>“Interpretative Phenomenological Analysis” & Journal</p>
<p>2 (Jan.30-Feb.Feb 3)</p>	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. Level 1 Analysis Overview 2. Coding Excerpts Overview 	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. Group Process 2. Ambiguity Tolerance Assessment 	

	<p>3. Begin Level 1 Analysis</p> <p><u>HW Due Thursday:</u></p> <p>Read: “I Don’t Like Ambiguity”</p> <p>Complete Level 1 Analysis & Journal</p>	<p>3. Level 2 Analysis Overview</p> <p>4. Searching the Academic Psychological Literature for Qualitative Studies on Descriptions of God Overview – Jim Huff, Library</p> <p>5. Summary Table of Findings from 5 Articles Overview</p> <p>6. Begin Search for 5 Qualitative Research Articles Related to Topic of Descriptions of God, Review, and Summary Table</p> <p><u>HW Due Tuesday:</u></p> <p>Complete Level 2 Analysis</p> <p>Work on Summary Table of Findings from 5 Articles & Journal</p>	
<p>3 (Feb.6-10)</p>	<p><u>Class Agenda</u></p> <p>1. Group Process</p> <p>2. Methodology Section of Results Write-Up Overview</p> <p>3. Work on Methodology Section of Results Write-Up</p> <p><u>HW Due Thursday:</u></p> <p>Complete Summary Table of Findings from 5 Articles & Journal</p> <p>Complete Methodology Section of Results Write-Up</p>	<p><u>Class Agenda</u></p> <p>1. Group Process</p> <p>2. Comparing Your Findings to Existing Findings: Similarities and Differences</p> <p>3. Part I Results Write-Up – Creating an APA Style Qualitative Table Overview</p> <p>4. Findings Section of Qualitative Results Write-Up Overview</p> <p>5. Begin Part I Results Write-Up</p> <p><u>HW Due Tuesday:</u></p> <p>Complete Part I Results Write-Up</p>	

<p>4 (Feb.13-17)</p>	<p>External Psychology Program Review No Class</p>	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. Part II Results Write-Up - Drawing Psychological Philosophical Conclusions Based on Your Findings Overview 2. APA Style Formatting Checklist Review 3. Begin Work on Part II Results Write-Up <p>HW Due Tuesday: Complete Draft of Results Write-Up & Journal</p>	
<p>5 (Feb.20-24)</p>	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. Draft of Results Write-Up Due & Group Process <p>HW Due Thursday: Read: “Qualitative Research in Counseling Psychology: Conceptual Foundation”</p> <p>Read: “Ethical Perspectives on Qualitative Research in Applied Psychology”</p> <p>Read: “Evolving Guidelines for Publications of Qualitative Research in Psychology and Related Fields” & Journal</p>	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. 1st Half – Group Process & Selecting a Research Topic 2. 2nd Half - One-On-One Results Write-Up Draft Meetings 	
<p>6 (Feb.27-Mar.3)</p>	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. 1st Half – Methodological Choices – Qualitative Survey and Qualitative Observation Exercises: Still Life 	<p>Class Agenda</p> <ol style="list-style-type: none"> 1. Final Results Write-Up Due & Group Process 2. Methodological Choices - 	

	<p>2. 2nd Half - One-On-One Results Write-Up Draft Meetings</p> <p>HW Due Thursday: Complete Final Results Write-Up & Journal</p>	<p>Qualitative Observation Exercises: Drawing to Become a Better Observer, Naturalistic Observation</p> <p>HW Due Tuesday: Read Sample Postpositivistic Qualitative Research Articles:</p> <p>“We Who Are Dark...”</p> <p>“Religion and Spirituality Among African American Women” & Journal</p>	
<p>7 (Mar.6-10)</p>	<p>Class Agenda</p> <p>1. Methodological Choices – Read: Unstructured Interviews</p> <p>2. Qualitative Interview Practice I – Unstructured Interview</p> <p>HW Due Thursday: Read Sample Interpretative Qualitative Research Articles:</p> <p>“Qualitative Evaluation of a Mentor Program”</p> <p>“People Don’t Understand Schizophrenia”</p>	<p>Class Agenda</p> <p>1. 1st Half – Methodological Choices – Read: Semi-Structured Interviews: Guidance For Novice Researchers</p> <p>2. Qualitative Interview Practice II Semi-Structured Interview</p> <p>3. 2nd Half - One-On-One Midterm Learning Progress Meetings</p> <p>HW Due Tuesday: Read Sample Critical Qualitative Research Articles:</p> <p>“Africana Women’s Ways of Coping...”</p> <p>“Street Love...” & Journal</p> <p>Search and Review Qualitative Research Literature On Your Topic & Journal</p>	

8 (Mar.13-17)	SPRING BREAK	SPRING BREAK	
9 (Mar.20-24)	<p><u>Class Agenda</u></p> <p>1. 1st Half – Group Process & Overview of Part I of Introduction - Personal Interest</p> <p>2. 2nd Half One-On-One Midterm Learning Progress Meetings Cont.</p> <p><u>HW Due Thursday:</u> Complete Personal Interest Statement</p> <p>Search and Review Qualitative Research Literature On Your Topic & Journal</p> <p>Complete Search and Collection of Literature for Review & Journal</p>	<p><u>Class Agenda</u></p> <p>1. Part I of Introduction – Personal Interest Due</p> <p>2. Part II Introduction – Review of Literature and Study Significance Overview</p> <p>3. Workshop</p> <p><u>HW Due Tuesday:</u> Complete Draft Part II Introduction – Review of Literature and Study Significance</p> <p>Read: “The Pond You Fish In...” & Journal</p>	
10 (Mar.27-31)	<p><u>Class Agenda</u></p> <p>1. Draft Part I of Introduction – Personal Interest Feedback</p> <p>2. Part II of Introduction - Review of Literature and Study Significance Due & Group Process</p> <p>3. Methodology Part I – Participants & Ethics Overview</p> <p>4. Workshop</p> <p><u>HW Due Thursday:</u> Complete Part I of Methodology – Draft of Participants</p>	<p><u>Class Agenda</u></p> <p>1. Part II of Introduction Review of Literature and Study Significance Feedback</p> <p>2. Draft of Methodology Part I - Participants Due & Group Process</p> <p>3. Methodology Part II and III – Methods and Analysis Plan and Ethics Overview</p> <p>4. Workshop</p> <p><u>HW Due Tuesday:</u> Read: “Quality and Trustworthiness</p>	

		<p>in Qualitative Research”</p> <p>Complete Draft of Methods Part II & III & Journal</p>	
<p>11 (Apr.3-7)</p>	<p><u>Class Agenda</u></p> <ol style="list-style-type: none"> 1. Participants Section Feedback 2. Draft of Methodology Part II & III of Methodology - Paradigm, Methods, and Analysis Plan Due & Group Process 3. Feasibility and Data Sharing Overview 4. Workshop - SI Available <p><u>HW Due Thursday:</u> Read “Planning Time and Resources”</p> <p>Complete Draft of Feasibility and Data Sharing Plan & Journal</p>	<p><u>Class Agenda</u></p> <ol style="list-style-type: none"> 1. Methodology Part II & III Paradigm, Methods, and Analysis Plan Feedback 2. Draft of Feasibility and Data Sharing Plan Due & Group Process 3. Consent Form Overview 4. Workshop <p><u>HW Due Tuesday:</u> Complete Draft of Consent Form & Journal</p>	
<p>12 (Apr.10-14)</p>	<p><u>Class Agenda</u></p> <ol style="list-style-type: none"> 1. Feasibility and Data Sharing Plan Feedback 2. Draft of Consent Form Due & Group Process 3. Final Proposal Organization Reminder 4. APA Style Checklist Reminder 5. Workshop 	<p><u>Class Agenda</u></p> <ol style="list-style-type: none"> 1. Consent Form Feedback 2. Work On Complete Proposal Draft Revisions <p><u>HW Due Tuesday:</u> Read: “Effectively Communicating Qualitative Research”</p> <p>Complete Draft of Proposal, Including Revised Consent Form & Completed IRB Application & Final</p>	

	<p><u>HW Due Thursday:</u> Complete IRB Application & Journal</p>	Journal	
13 (Apr.17-21)	<p><u>Class Agenda</u></p> <p>1. Complete Draft of Proposal, Consent Form, and IRB Application Due</p> <p>2. Group Process</p>	<p><u>Class Agenda</u></p> <p>1. One-On-One Complete Draft Proposal Feedback Meetings</p>	
14 (Apr.24-28)	<p><u>Class Agenda</u></p> <p>1. One-On-One Complete Draft Proposal Feedback Meetings Cont.</p> <p><u>HW Due Thursday:</u> Complete Final Qualitative Proposal, Consent Form, IRB Application</p>	<p><u>Class Agenda</u></p> <p>1. One-On-One Complete Draft Proposal Feedback Meetings Cont.</p> <p><u>HW Due Tuesday:</u> Complete Final Qualitative Proposal, Consent Form, IRB Application</p>	
15 (May 1-5)	<p><u>Class Agenda</u></p> <p>1. Final Qualitative Research Proposal (Including Consent Form & IRB Application) Due</p> <p>Finish Line. You Made It!</p> <p>2. Course Participation Self-Evaluation</p> <p>3. Course Reflection (Bring Syllabus)</p> <p><u>HW Due Thursday:</u> Write: Final Reflection Essay (Due Thursday)</p>	<p><u>Class Agenda</u></p> <p>1. Final One-On-One Learning Outcomes Meetings</p>	