

**Michigan School of Professional Psychology**

**PSYC 651: Foundations of Qualitative Research  
Third Semester- 3 credit hours**

**Instructor:** Diane Blau, PhD  
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**Date/Meeting Time:** Mondays from 8:30-12:00

**Official Course Description**

This course provides essential knowledge on the development and understanding of scientific studies of persons, human behavior and experience. It is the first of two courses concentrating on human science and qualitative research. Through study and application of eight qualitative research models, the course serves as a basis for investigating problems and questions that challenge the scholar-practitioner. This course prepares the student for organized and rigorous scientific inquiry.

**Program Competencies Addressed**

Research, Evaluation, Relationship, and Diversity

**Required Texts and Articles or Required Readings**

Required Textbooks:

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage. 1 book 300.72 C87q / 1 book 300.72 /c87q (1998)

Fischer, C.T. (ED). (2006). *Qualitative research methods for psychologists: Introduction through empirical studies*. Thousand Oaks, CA: Sage. 1 book 300.72 Q251 / 1 REF 300.72 Q251

For a listing of qualitative studies:

Halling, S. (2003). Human Science Research Studies. *Journal of Humanistic Psychology* .2003. 43: 33-44

Consult the following journals:

*Phenomenological Psychology* Journal in print

*Qualitative Inquiry* Journal in print / E-journal 1999 - current

*Qualitative Research in Psychology* Journal in print / ProQuest full text 2004 to current

*Research in Phenomenology* Journal in print

Online Journal: *Qualitative Report*

[www.nova.edu/ssss/QR](http://www.nova.edu/ssss/QR)

*Journal of Humanistic Psychology* Journal in print / E-journal

*The Humanistic Psychologist* Journal in print

### **Learning Objectives/Outcomes**

Upon successful completion of this course, the student will have comprehensive knowledge of: (1) the roots of human science research; (2) criteria of qualitative research; (3) eight qualitative research models; and (4) an ability to integrate the concepts, processes and methods of human science into purposeful inquiry relevant to the role of scholar-practitioner.

Through course research folders, papers, presentations and class discussion:

1. Students will demonstrate understanding of the nature of scientific inquiry and the qualities of human science research.
2. Students will demonstrate understanding of the ethical and professional standards of socially sensitive research.
3. Students will demonstrate understanding of the existential and phenomenological roots of human science research.
4. Students will demonstrate understanding of the phenomenological research model.
5. Students will demonstrate understanding of the concepts, phases and processes of heuristic inquiry.
6. Students will demonstrate understanding of a preliminary understanding of narrative research, grounded theory, action research, ethnography, participant observation and case study inquiry.
7. Students will demonstrate understanding of clinical implementation and relevance of qualitative models.

## **Course Requirements**

This course is the first in a series of four that precede the actual research and dissertation writing process. The ensuing courses are Quantitative and Integrative Research, Applications of Qualitative Research and Doctoral Candidacy Planning.

The following requirements have been developed to serve as foundational reference sources for qualitative research. They will also reflect your development as a human science researcher.

1. Students will prepare for, attend, and actively participate in all class meetings.
2. Students will be responsible for maintenance of a weekly reflective Research Folder on course assignments, class sessions and relevant reading.
3. Students are responsible for submission of Research Folder three times during semester to demonstrate weekly preparation for each seminar and grasp of major concepts.
4. Students are responsible for presentation of a foundational concept of human science research.
5. Students are responsible for critical reading of selected works on the philosophies, concepts, and processes of eight qualitative research models as evidenced in Research Folder, class discussion and application of models.
6. Students are responsible for comprehensive notes in Research Folder on selected qualitative research model demonstrating conceptual understanding, critical thinking and application of reading material.
7. Students will work collaboratively with chosen study group.
8. Students will apply qualitative research models to clinical practice.
9. Students will write a course paper and create a presentation integrating course concepts, model choice, relevance and applicability.

## **Evaluation System**

Letter grades are awarded based on the point system outlined below. These grades identify the level of achievement of the course requirements. Narrative feedback is also provided regarding each student's professional development.

## **Graded Activities**

1. Research Folder #1: Due 05/11/.
2. Research Folder #2: Due 06/15/.
3. Research Model Presentation: (Refer to sign-up date).
4. Course Paper: Due 6/29/.
5. Presentation of Question: (Refer to sign-up date).
6. Classroom participation: *Students are expected to actively participate in all scheduled activities. Grades for the course will take participation into account.*

## **Grading**

Research Folder #1	12%
Research Folder #2	12%
Research Model Presentation	14%
Course Paper	30%
Presentation of Question	20%
Participation	<u>12%</u>
	100% (100 points)

## **Assignment Description**

(1) Research Folder #1:

Due Date: 5/11/

12%

(2) Research Folder #2:

Due Date: 6/15/

12%

(3) Research Model Presentation:

Due Date: Check assigned presentation dates

14%

(4) Course Paper:

Due Date: 6/29/

30%

(6) Presentation of Question

Due Date: Check assigned presentation dates

20%

## RESEARCH FOLDER

In order to effectively prepare for each seminar, each student is to maintain a weekly folder of study that includes:

- I Responses to each week's assignments as stated in the Course Assignment Packet
- II Notes on required readings; references cited in APA format
- III Personal and/or professional reactions to the weekly seminar topic

The Research Folder will be collected on May 11 and June 15\*

*\*include preparation for class June 15*

## STUDY GROUPS

At the beginning of the semester, students will choose study groups in which to participate throughout the course. The purpose of each study group will be to focus on a particular research question, selected by the group. The question will then be utilized for application of each of the eight qualitative research models covered over the semester.

## COURSE PAPER AND PRESENTATION: THE SCHOLAR-PRACTITIONER

### I PAPER

Students will complete a final paper that addresses the following components:

1. Statement of a research question.
2. The results of a preliminary literature review and database search that establishes the question as addressing an original topic or aspect of a phenomenon.
3. Why this particular question would best be investigated via qualitative methods.
4. The selection of a qualitative research model, the rationale for selecting the model, and in particular, the clinical relevance of the question.
5. Specific ethical issues and methodological challenges or considerations that might arise in the course of investigating the question.
6. Personal reflections on the process of exploring this question and model and thoughts related to future research.

The paper is to be written in APA format with a minimum of 5 references and range from 5-8 pages in length. As a course paper it should reflect an integration and mastery of course concepts.

THE COURSE PAPER IS DUE NO LATER THAN JUNE 29

### II PRESENTATION

The presentation will reflect the work the student has done regarding the above research question, model and clinical relevance. As a professional presentation it is to be designed to convey information, while, at the same time, engage classmates in the learning process. Therefore, the course paper may be used solely as a reference and may not be read for the presentation.

PRESENTATIONS WILL OCCUR ON JUNE 22, 29, JULY 6 AND 13.  
A SIGN UP SHEET WILL BE CIRCULATED EARLY IN THE SEMESTER.

**Class Timeline:**

**ALL REQUIRED READINGS ARE LISTED ON THIS SYLLABUS AND CAN BE ACCESSED IN THE ELECTRONIC COURSEPACK THROUGH THE STUDENT LOGIN PORTAL ON THE MiSPP WEBSITE.**

**ASSIGNMENTS TO PREPARE FOR EACH SEMINAR ARE FOUND IN THE COURSE ASSIGNMENT PACKET DISTRIBUTED ADDITIONAL TO THIS SYLLABUS.**

**SUPPLEMENTARY REFERENCES RELEVANT TO EACH SEMINAR TOPIC ARE FOUND IN THE COURSE ASSIGNMENT PACKET.**

April 20,

Note: Changes in weekly topics and assignments may occur.

**Topic:** Introduction to Doctoral Research:  
Ethical and Professional Standards

**Readings:**

Research and Publication Section of the APA Ethical Code  
American Psychological Association. (2002). Ethical principles of psychologists and codes of conduct. *American Psychologist*, 57(12), 1060-1073.

Hynson JL; Aroni R; Bauld C; Sawyer SM. (2006) Research with bereaved parents: a question of how not why. Victorian Pediatric Palliative Care Program, Royal Children's Hospital, University of Melbourne, Victoria, Australia. *Palliative Medicine* (PALLIAT MED), 2006 Dec; 20(8): 805-11

DOCTORAL RESEARCH

What is required is disciplined personal commitment, an approach that regards science as a process rather than a result, a thrust toward knowledge based on awareness and understanding rather than proof, a search for meaning rather than measurement, and a satisfaction with approximation rather than certainty.  
(Michael Polanyi)

SCHOLAR-PRACTITIONER MODEL

The scholar-practitioner model forms the basis for the research conducted in the doctoral program. Professional psychologists systematically acquire and organize information about psychological phenomena and often engage in the general practice of science. This requires selection, modification, and construction of the most rigorous attainable methods for investigating the local conditions with which each inquiry is concerned.

...Reflexive professional psychology requires critical analysis of the theories that guide disciplined inquiry and the methods through which investigations are conducted. Study of the philosophical foundations of inquiry (including, for example, epistemological and theoretical assumptions and implicit values) and the associated ethical issues are therefore important in the education of professional psychologists.

...The epistemological basis of disciplined inquiry in psychology must be comprehensive; responsive to wide-ranging, diverse, and fluid social contexts; and cognizant of the invariably embedded values. This condition requires multiple ways of knowing that inform and enrich each other and that are appropriate and sensitive to the diverse populations to which they are applied.

(The National Council of Schools and Programs of Professional Psychology Educational Model by Roger L. Peterson, PhD, Donald R. Peterson, PhD, Jules C. Abrams, PhD & George Stricker, PhD NCSPP website)

## ETHICAL AND PROFESSIONAL STANDARDS

- I In the course of conducting research with human beings, what specific ethical issues must be considered? Refer to the APA ethical code and list the elements to which researchers must adhere.
- II What do you believe will be the most challenging aspect of ethical conduct in human science research?

## ADDITIONAL REFERENCES ON ETHICAL AND PROFESSIONAL STANDARDS

- American Psychological Association. (2002). Ethical principles of psychologists and codes of conduct. *American Psychologist*, 57(12), 1060-1073.
- Appelbaum, P. S., & Rosenbaum, A. (1989). Does the duty to protect apply in the research setting. *American Psychologist*, 44(6), 885-894.
- Fly, B. J., et al. (1997). Ethical transgressions of psychology graduate students. *Professional Psychology: Research and Practice*, 28(5), 492-495.
- Nagy, T. F. (2005). *Ethics in plain English*. Washington, DC: American Psychological Association.

- National Bioethics Advisory Commission. (2001). *Ethical policy issues in research involving human participants*. Bethesda, MD: Author.
- Rosenthal, R. (1995). Ethical issues in psychological science. *Psychological Science*, 6(5), 322-323.
- Sales, B. D., & Folkman, S. (2000). *Ethics in research with human participants*. Washington, DC: American Psychological Association.
- Sieber, J. E., & Stanley, B. (1988). Ethical and professional dimensions of socially sensitive research. *American Psychologist*, 43, 49-55.
- US Department of Health and Human Services (HHS), Office of Human Research Protection (OHRP). January 1, 2006. Federal Wide Assurance (FWA) for the protection of human subjects. [orhp@osophs.dhhs.gov](mailto:orhp@osophs.dhhs.gov)
- Wertz, F. (2006). *The qualitative revolution: Sociopolitical and ethical horizons of legitimation*. Unpublished paper presented at the 2006 American Psychological Association Annual Conference.
- Zayas, L. H., et al. (1996). Clinicians' definitions of ethically sensitive therapy. *Professional Psychology: Research and Practice*, 27(1), 78-82.

April 27,

**Topic:** The Nature of Scientific Inquiry  
Historical Foundations of Qualitative Research

**Readings:**

\*Denzin, N.K. and Lincoln, Y.S. (2008) Eds. *Collecting and interpreting qualitative methods*. Chapter 1 pp. 1-43

Fischer, C.T. (ED). (2006). *Qualitative research methods for psychologists: Introduction through empirical studies*. Thousand Oaks, CA: Sage INTRODUCTION

Polkinghorne, D. (1983). *Methodology for the human sciences: Systems of inquiry*. Albany: State University of New York Press, 15-57.

Sciarrà, D. (1999). The role of the qualitative researcher in Kopala. M and Suzuki, L.A, (1999) Eds. *Using Qualitative methods in psychology*. Thousand Oaks, CA: Sage

**\*Required**

HISTORICAL FOUNDATIONS OF QUALITATIVE RESEARCH



- A. Develop a historical timeline noting the founders of qualitative research.
- B. Next to each founder, write a brief statement about his or her major theory or idea.
- C. Note which of the founders most resonates with your beliefs about human science research.

### THE NATURE OF SCIENTIFIC INQUIRY

- A. Reflect on your own definition of scientific inquiry in general. What are the criteria that must comprise it? Provide one or two examples that illustrate your idea of what constitutes scientific inquiry. Record your findings in your Research Folder.
- B. How would you differentiate your criteria above from inquiry specifically regarding human beings? What would human science inquiry involve? Provide an example or two for your criteria for this type of research. Include in your Research Folder.
- C. The following concepts are important in understanding qualitative research. From your readings, establish the meaning of these concepts. Include preliminary definitions in your Research Folder. Each concept will also be discussed in class.
  - (1) subjective-objective nature of discovery
  - (2) knowledge as transaction
  - (3) preparation - incubation - illumination – validation
  - (4) disciplined commitment
  - (5) science as process
  - (6) principles of uncertainty and unpredictability
  - (7) plausibility - purpose - value - meaning – originality
  - (8) description
  - (9) unity and synthesis
  - (10) intersubjective validity
  - (11) naturalism v. phenomenolism
  - (12) values of science
- D. List the differences between qualitative and quantitative research.

### SOURCES ON HISTORICAL FOUNDATIONS

- Bronowski, J. (1965). *Science and human values*. New York: Harper & Row.
- Cantril, H. (Ed.). (1988). *Psychology, humanism, and scientific inquiry*. New Brunswick, ME: Transaction Books.

- Child, I. (1973). *Humanistic psychology and the research tradition*. New York: John Wiley & Sons.
- Coulson, W. R., & Rogers, C. R. (Eds.). (1968). *Man and the science of man*. Columbus, OH: Charles E. Merrill.
- Husserl, E. (1965). *Phenomenology and the crisis of philosophy* (Q. Lauer, Trans.). *Introduction* (pp. 1-19); *Philosophy and a rigorous science* (pp. 71-147). New York: Harper & Row.
- Husserl, E. (1970). *Crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy* (D. Carr, Trans.). Part II: *The way into phenomenological transcendental philosophy from psychology*. Evanston, IL: Northwestern University press.
- Joniak, L. (no date). *The qualitative paradigm: An overview of some basic concepts, assumptions, and theories of qualitative research*. Retrieved on Feb. 28, 2007 from [http://www.unf.edu/dept/cirt/events/past/joniak/qual\\_par.pdf](http://www.unf.edu/dept/cirt/events/past/joniak/qual_par.pdf)
- Polanyi, M. (1969). *Knowing and being. Part 3: title?* Chicago: University of Chicago Press.
- Polkinghorne, D. (1983). *Methodology for the human sciences: Systems of inquiry*. Albany: State University of New York Press, 15-57.
- Rogers, C. R. (1965). Some thoughts regarding the current philosophy of the behavioral sciences. *Journal of Humanistic Psychology*, 5(2), 182-194.
- Rogers, C. R. (1985). Toward a more human science of the person. *Journal of Humanistic Psychology*, 25(4), 7-24
- Spiegelberg, H. (1960). *The phenomenological movement* (Vols. 1&2). The Hague: Nijhoff.

#### SOURCES OF THE NATURE OF SCIENTIFIC INQUIRY

- Bridgman, P. W. (1950). Reflections of a physicist. Chapter 5: *The new vision of science* (pp. 80-103). New York: Philosophical Library.
- Bronowski, J. (1965). *Science and human values*. New York: Harper & Row.
- Cantril, H. (Ed.). (1988). *Psychology, humanism, and scientific inquiry*. New Brunswick, ME: Transaction Books.
- Capra, F. (1982). *The turning point*. New York: Simon & Schuster.

- Cherry, A. L. (2000). *A research primer for the helping professions: Methods, statistics, and writing*. Belmont, CA: Wadsworth/Thompson Learning.
- Child, I. (1973). *Humanistic psychology and the research tradition*. New York: John Wiley & Sons.
- Coulson, W. R., & Rogers, C. R. (Eds.). (1968). *Man and the science of man*. Columbus, OH: Charles E. Merrill.
- Friedman, M. (1989). Philosophical anthropology, the image of the human, and dialogue as keys in integration of the human sciences. *The Humanistic Psychologist*, 17(1), 4-21.
- Gelso, C. J. (1993). On the making of a scientist-practitioner: A theory of research training in professional psychology. *Professional Psychology: Research and Practice*, 24(4), 468-476.
- Husserl, E. (1965). *Phenomenology and the crisis of philosophy* (Q. Lauer, Trans.). Introduction (pp. 1-19); Philosophy and a Rigorous Science (pp. 71-147). New York: Harper & Row.
- Husserl, E. (1970). Crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy (D. Carr, Trans.). Part II: *The way into phenomenological transcendental philosophy from psychology*. Evanston, IL: Northwestern University press.
- James, W. (1968). *The meaning of truth*. Westport, CT: Greenwood Press.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Beverly Hills, CA: Sage.
- Kirschenbaum, H., & Henderson, V. L. (1989). Carl Rogers: Dialogues. Chapter 6: *Michael Polanyi*. Boston: Houghton Mifflin.
- Levin, D. M. (1991). Psychology as a discursive formation: The postmodern crisis. *The Humanistic Psychologist*, 19(3), 250-276.
- Lincoln, Y., & Reason, P. (Eds.). (1996). Editors' introduction. Qualitative Inquiry [Special issue]. *Quality in Human Inquiry*, 2(1), 5-11.
- Mahrer, A. R. (1978). *Experiencing*. Chapter 4. New York: Bruner/Mazel.
- Marshall, C., & Rossman, G. (1999). *Designing qualitative research* (3<sup>rd</sup> ed.). Beverly Hills, CA: Sage.
- Maslow, A. H. (1966). *The psychology of science*. New York: Harper & Row.

- Meltzoff, J. (2001). *Critical thinking about research*. Washington, DC: American Psychological Association.
- Patton, M. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Especially Chapter 3: *Variety in qualitative inquiry: Theoretical orientations* (pp. 75-142). Thousand Oaks, CA: Sage.
- Patton, M. (1997). *Utilization-focused evaluation: The new century text* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Polanyi, M. (1969). *Knowing and being*. Part 3. Chicago: University of Chicago Press.
- Polkinghorne, D. (1983). *Methodology for the human sciences: Systems of inquiry*. Albany: State University of New York Press, 15-57.
- Reason, P. (1996). Reflections on the purposes of human inquiry. *Qualitative Inquiry*, 2(1), 15-28.
- Richardson, L. (1997). Skirting a pleated text: De-disciplining an academic life. *Qualitative Inquiry*, 3(3), 295-303.
- Rogers, C. R. (1965). Some thoughts regarding the current philosophy of the behavioral sciences. *Journal of Humanistic Psychology*, 5(2), 182-194.
- Rogers, C. R. (1985). Toward a more human science of the person. *Journal of Humanistic Psychology*, 25(4), 7-24.
- Strauss, A., & Corbin, I. (1998). *Basics of qualitative research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Trierweiler, S. J., & Stricker, G. (1998). *The scientific practice of professional psychology*. New York: Plenum Press.
- Yardley, L. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design* (1<sup>st</sup> ed.). Washington, DC: American Psychological Association.

May 4,

**Topic:** Existential and Phenomenological Roots

**Readings:**

Heidegger, M. (1949). *Existence and being*. South Bend, IN: Gateway Editions.  
 "Freedom," pp. 149-154 and "On the Essence of Truth," pp. 126-148.

Husserl, E. (1962). *Ideas* (W. R. B. Gibson, Trans.). New York: Macmillan.  
Chapter 3 “The Thesis of the National Standpoint and Its Suspension,” pp. 91-100

Idhe, D. (1979). *Experimental phenomenology*. New York: G. P. Putnam & Sons.  
Chapter 1 “Introduction: Doing Phenomenology,” pp. 13-27. Chapter 2 “Indians and the Elephant: Phenomena and the Phenomenological Reductions,” pp. 29-54

As a way of understanding key theoretical constructs, ideas and values relevant to human science research, knowledge of the foundational concepts is essential.

Significant existential-phenomenological concepts relevant to scientific inquiry include:

Natural Attitude vs. Transcendental Attitude

Freedom	Being	Truth
Essence	Experience	Perception
Phenomenon	Subjectivity	Objectivity
Holism	Existence	Consciousness
Intentionality		Sense and Reflection
Reality v. Possibility	Intuition	Tacit Knowledge.

#### I Preparation

Prior to this class, each student will select a significant existential-phenomenological concept to study in depth. It is expected that the student will gain expertise on the meaning of the concept and its application to qualitative research.

#### II Presentation

Each student will make a presentation conveying the meaning of his or her chosen concept in a manner that is interesting to the class.

#### III Comprehensive Integration & Synthesizing of an Existential-Phenomenological Worldview

This segment will be completed in class. Students are to take notes on each concept. This will serve as a foundation for later work in qualitative research. Discussion will synthesize the material.

### SUPPLEMENTARY REFERENCES

Davidson, L. (1994). Phenomenological research in schizophrenia: From philosophical anthropology to empirical science. *Journal of Phenomenological Psychology*, 25(1), 104-130.

Decartes, R. (1977). The essential writings (J. Blom, Trans.). Part II: *Discourse concerning method* (pp. 114-164). New York: Harper & Row.

- Halling, S., Kunz, G., & Rowe, J. O. (1994). The contributions of dialogal psychology to phenomenological research. *Journal of Humanistic Psychology, 34*(1), 109-131.
- Heidegger, M. (1949). Existence and being. *Freedom* (pp. 149-154); *On the essence of truth* (pp. 126-148). South Bend, IN: Gateway Editions.
- Hoeller, K. (Ed.). (1988). Phenomenology, psychology, and science. [Special issue]. *Review of Existential Psychology and Psychiatry*,
- Husserl, E. (1962). Ideas (W. R. B. Gibson, Trans.). Chapter 3: *The thesis of the natural standpoint and its suspension* (pp. 91-100). New York: Macmillan.
- Idhe, D. (1979). Experimental phenomenology. Chapter 1, Introduction: *Doing phenomenology* (pp. 13-27); Chapter 2: *Indians and the elephant: Phenomena and the phenomenological reductions* (pp. 29-54). New York: G. P. Putnam & Sons.
- Jergen, K. J., et al. (1996). Psychological science in cultural context. *American Psychologist, 51*(5), 496-503.
- Kierkegaard, S. (1941). *Concluding unscientific postscript* (D. F. Swenson, & W. Lowrie, Trans.). Princeton, NJ: Princeton University Press.
- Kierkegaard, S. (1962). *Point of view for my work as an author* (W. Lowrie, Trans.). New York: Harper & Row.
- Kirmmse, B. H. (1996). *Encounters with Kierkegaard*. Princeton, NJ: Princeton University Press.
- Kockelmans, J. (1967). *Phenomenology: The philosophy of Edmund Husserl*. New York: Anchor Books.
- Merleau-Ponty, M. (1962). *Phenomenology of perception* (C. Smith, Trans.). London: Routledge.
- Moustakas, C. (1995). *Being-in, being-for, being-with*. Northvale, NJ: Jason Aronson.
- Valle, R. S., & Halling, S. (Eds.). (1989). *Existential-phenomenological perspectives in psychology*. New York: Plenum Press.
- van Kaam, A. (1966). *Existential foundations of psychology*. Lanham, MD: University Press of America.
- von Eckartsberg, R. (1986). *Life-world experience: Existential-phenomenological*

*research approaches in psychology*. Washington, DC: University Press of America.

Zaner, R. M. (1970). *The way of phenomenology*. New York: Pegasus.

Zaner, R. M., & Idhe, D. (1973). Phenomenology and existentialism. Part II—*Phenomenology and existentialism*; Part III-- *Main directions*. New York: G. P. Putnam's Sons.

Zohar, D. (1990). *A revolutionary view of human nature and consciousness rooted in the new physics*. New York: Morrow.

May 11,

**Topic:** Phenomenological Research

*Submit Research Folder*

**Readings:**

Husserl, E. (1962). *Ideas* (W. R. B. Gibson, Trans.). New York: Macmillan.

Chapter 3: “The Thesis of the Natural Standpoint and Its Suspension,” pp. 91-100.

Chapter 6: “The Phenomenological Reductions,” pp. 155-167. Chapter 7: “Preliminary Considerations of Method,” pp. 171-193. Chapter 9 “Noesis and Noema,” pp. 235-259.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.  
Chapter 3

## PHENOMENOLOGY

Transcendental phenomenology is a scientific study of the appearance of things, of phenomena, just as we see them and they appear to us in consciousness...The challenge is to explicate the phenomenon in terms of its constituents and possible meanings, thus discerning the features of consciousness and arriving at an understanding of the essences of experience.

(Moustakas, 1994,p. 49)

I Address the following questions:

1. What is the underlying philosophy of phenomenology?
2. What are the central considerations in data collection?
3. What are the key steps in data handling?
4. What is the hoped for outcome of a phenomenological study?

II Explore one phenomenological study conducted at MiSPP in the past 3 years. Respond to questions 2-4 above regarding the specific study.

II In class, you will work with your study group in conducting a mini-phenomenological study on your selected question.

## SUPPLEMENTARY REFERENCES

- Becker, C. (1992). *Living and relating: An introduction to phenomenology*. Newbury Park, CA: Sage.
- Boling, P. E. (2005). *Porcupines and possibility: How adults perceive and describe living with tension in relationship*. Unpublished doctoral dissertation, Center for Humanistic Studies Graduate School, Farmington Hills, MI.
- Churchill, S. D. (2006). An empirical, phenomenological study: Being joyful. *Qualitative research methods for psychologists: Introduction through empirical studies*. New York: Elsevier.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.
- de Koning, A. J. J. (1979). The qualitative method of research in the phenomenology of suspicion. In A. Giorgi, R. Knowles, & D. L. Smith (Eds.). *Duquesne studies in phenomenological psychology* (Vol. 3, pp. 122-134). Pittsburgh, PA: Duquesne University Press.
- Dreyfus, H. L. (Ed.). (1982). *Husserl, intentionality and cognitive science*. Part I: *Historical background* ( pp. 32-56). Cambridge, MA: MIT Press.
- Flewelling, R. (2008). *A different senescence: Transcending the expectation of aging*. Unpublished doctoral dissertation, Michigan School of Professional Psychology, Farmington Hills, MI
- Giorgi, A. (1985). *Phenomenology and psychological research*. Pittsburgh: Duquesne University Press.
- Giorgi, A. (1989). Some theoretical and practical issues regarding the psychological method. *Saybrook Review*, 7(2), 71-85.
- Giorgi, A., Knowles, R., & Smith, D. L. (1979). *Duquesne studies in phenomenology* (Vol. 3). Pittsburgh: Duquesne University Press.
- Gurwitsch, A. (1966). *Studies in phenomenology and psychology*. Chapter 7: *On the intentionality of consciousness* (pp. 124-140). Evanston, IL: Northwestern University Press.
- Husserl, E. (1962). Ideas (W. R. B. Gibson, Trans.). Chapter 3: *The thesis of the natural standpoint and its suspension* (pp. 91-100); Chapter 6: *The phenomenological reductions* (pp. 155-167). Chapter 7: *Preliminary considerations of method* (pp. 171-193); Chapter 9 *Noesis and noema* (pp. 235-259). New York: Macmillan.



- Husserl, E. (1970). *The crisis of European science and transcendental phenomenology* (D. Carr, Trans.). Evanston, IL: Northwestern University Press.
- Husserl, E. (1977). Cartesian meditations (D. Cairns, Trans.). First Meditation: *The way to the transcendental ego*, (pp. 7-26); Fifth Meditation: *University of the sphere of transcendental being as monadological inter-subjectivity* (pp. 89-157). The Hague, Netherlands: Martinus Nijhoff.
- Hutchinson, L. W. (2005). *The therapist's experience of effective moments in play therapy*. Unpublished doctoral dissertation, Center for Humanistic Studies Graduate School, Farmington Hills, MI
- Karlson, G. (1993). *Psychological qualitative research from a phenomenological perspective*. Stockholm, Sweden: Almqvist & Wiskell Intl.
- Keen, E. (1975). *A primer in phenomenological psychology*. New York: Holt, Rinehart & Winston.
- Keen, E. (1975). *Doing research phenomenologically*. Unpublished manuscript. Available in CHS Library.
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May 18,

**Topic:** Heuristic Inquiry

**Readings:**

I Read the following book sections (required) and others on heuristic research as provided below:

Moustakas, C. (1990). *Heuristic research: Design, methodology and applications*. Newbury Park, CA: Sage. Chapters 1 and 2

Etherington, K. (2004). Heuristic inquiry as a vehicle for growth and development. *Becoming a reflexive researcher: Using our selves in research*. London, UK: Jessica Kingsley, 109-126.

- A. Describe the purpose and major focus of heuristic research.
- B. How is heuristic research different from phenomenological research?
- C. How did Etherington apply Moustakas' model?
- D. How might you utilize heuristic research?

II Select a dissertation from the list below

- A. Identify the steps the researcher utilized to collect data.
- B. How did this researcher handle and present the data?
- C. What stood out for you in reviewing this particular study?

III Mini-Study

In class, work with your study group and engage in heuristic inquiry on your chosen question.

#### SUPPLEMENTARY REFERENCES

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 Rubin, S. (2002). *The dynamism of resolute being. The experience of tragic optimism in an existential-humanistic worldview*. Unpublished doctoral dissertation, Center for Humanistic Studies Graduate School, Detroit, MI.

Schonberg, L. E. (2004). *The language of the body: An heuristic study of the psychotherapist's experience of her body while working with clients who have eating disorders*. Unpublished doctoral dissertation, Center for Humanistic Studies Graduate School, Farmington Hills, MI.

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May 25, Memorial Day

Class will be made up according to student and instructor planned session.

June 1,

**Topic:** Models of Inquiry: Narrative Research  
 Grounded Theory; Ethnography

**Readings:** Text

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage, Chapters 4,-7

## MODELS OF INQUIRY

No single model of human science research will satisfy the range of values, beliefs, interests, concerns, or styles of human science researchers and the complexity of human experience. The following models are representative frameworks of science. They characterize some of the major works of recent investigations and authors.

## MODEL STUDY AND APPLICATION

Each student will select a model to study in depth. Notes on the model are to be included in the Research Folder. The student will join others who have selected the same model and prepare a small group presentation. The presentation should include:

- I Model overview
- II Origin/history
- II Suitable types of research
- IV Data Collection Processes
- V Data Analysis Procedures and Representation
- VI Validation and Evaluation Standards

June 8,

**Topic:** Models of Inquiry: Participant-Observation Case Study; Action June Research

**Readings:** Text

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage, Chapters 4,-7

PARTICIPANT-OBSERVATION; CASE STUDY; ACTION RESEARCH  
REFERENCES

NARRATIVE:

Clandinin D.J. & Connelly, F.M. (2000) *Narrative Inquiry: Experience and story in qualitative research* (1<sup>st</sup> ed.). San Francisco: Jossey Bass

Josselson, R. & Lieblich, A. (2001). Narrative research and humanism. In K.J. Schneider, J.F.T. Bugental, & J. Fraser-Pierson (Eds.) *The handbook of humanistic psychology: Leading edges in theory, research and practice* (pp. 275-288). Thousand Oaks, CA: Sage.

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GROUNDING THEORY:

Camic, P.M., Rhodes, J.E. and Yardley, L. Eds. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: APA.

Charmaz, K. (2006). *Constructing grounded theory*. London: Sage.

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#### PARTICIPANT OBSERVATION:

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Brotsky, S. R. (2005). *The experience of being a part of the online pro-eating disorder community*. Unpublished doctoral dissertation, Center for Humanistic Studies Graduate School, Farmington Hills, MI.

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#### CASE STUDY:

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#### ACTION RESEARCH:

- Coggins, L.K. (2002). *Reducing disruptive student behavior through play therapy*. Unpublished doctoral dissertation. Center for Humanistic Studies, Detroit, MI
- High, C. (2007). *What change occurs in social aggression when female middle school students are engaged in conflict resolution?* Unpublished doctoral dissertation. Michigan School of Professional Psychology, Farmington Hills MI.
- McNiff, J. & Whitehead, J. (2006) *All you need to know about action research*, London: Sage.
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June 15,

**Topic:** Forming a Question: Establishing Research and Clinical Relevance  
*Submit Research Folder*

**Readings:**

Marshall, C., Rossman, G. (2006). *1 Designing qualitative research*. Thousand Oaks, CA: Sage  
 Chapter I

Fischer, C.T. (ED). (2006). *Qualitative research methods for psychologists: Introduction through empirical studies*. Thousand Oaks, CA: Sage

FORMING A QUESTION: ESTABLISHING RESEARCH  
 AND CLINICAL RELEVANCE

In order to design a research study that will reveal a particular human experience in deep, accurate, vital and novel ways, it is essential that the question be stated in clear and concrete terms and that all key words and phrases in the question be discussed and clarified so that the full meaning of the question itself will be evident. The position of each word in the question determines the focus and direction of the study and influences the data to be collected.

The human science research question has definite characteristics:

1. It seeks to reveal more fully the essence or meaning of a phenomenon of human experience.
2. It seeks to uncover the qualitative aspects, rather than quantitative or external dimensions.
3. It engages one's total self and evokes a personal and passionate involvement.
4. It does not seek to predict or to determine causal relationships.

It is illuminated through careful descriptions, illustrations, metaphors, poetry, dialogue, and other creative renderings rather than by measurements, ratings or scores.

- I Describe or list in your Research Folder the criteria required to determine clinical relevance for qualitative research.
- II Considering the scholar-practitioner model, what criteria would be most important?
- III Explore two dissertations in the MiSPP library for:
  - A. Positioning of terms in the question
  - B. Clinical relevance

Note the studies explored and comment on your findings in your Research Folder.

- IV Given the four statements above regarding the research question and the criteria you have established for clinical relevance, formulate an initial research question.
- V Exploration of Research
- A. Use Fischer's text, select one study to read from each of the three parts in which the book is divided.
- B. Comment on each in your Research Notebook.
- VI Reflections
- Reflect on the studies that you reviewed and note what stands out for you regarding research and clinical relevance.
- VIII How do these studies impact your thoughts about your research question?

#### SUPPLEMENTARY REFERENCES

Berg, L., Skott, Carloa, & Danielson, E. (2006). An interpretive phenomenological method for illuminating the meaning of caring relationship. *Scandinavian Journal of Caring Sciences*, 20, 42-50.

Gray, D.E. (2006). Coping over time: The parents of children with autism. *Journal of Intellectual Disability Research*, 50(12), 970-976.

Moerer-Urdahl, T. and Creswell, J. (2004). Using transcendental phenomenology to explore the "ripple effect" in a leadership mentoring program. *International Journal of Qualitative Methods*, 3(2), 1-28.

June 22

**Topic:** Presentations: The Scholar-Practitioner

June 29

**Topic:** Presentations: The Scholar-Practitioner  
COURSE PAPER DUE

July 6

**Topic:** Presentations: The Scholar-Practitioner

July 13

**Topic:**

Presentations: The Scholar-Practitioner  
Synthesis of Course Material

### SYNTHESIS

#### I Review of Research Folders

Research Folders will be studied for major ideas and concepts. Foundational concepts will be distilled and identified. Readings that were most significant will be discussed.

#### II Scholar-Practitioner Model: Synthesis

#### III Clinical Relevance: Synthesis

#### IV Overall Course Evaluation

### **Classroom Behavioral Expectations**

MiSPP students are expected to conduct themselves in a manner conducive to continued growth toward a professional career. Professional attire and demeanor with a high degree of ethical conduct is expected. Written and oral communications, including paper and electronic, should reflect professionalism. All students are expected to attend classes regularly and be fully prepared. Students are responsible for being knowledgeable and observing all school policies and procedures. Students should refer to the Academic Catalog & Student Handbook for further information.

Please Note: The syllabus is subject to change. The instructor reserves the right to adjust the course readings, assignments, and schedule in order to best meet course objectives and student needs. Schedule/assignment changes will be announced as early as possible.