COURSE ASSIGNMENT PACKET
PSYC 651

FOUNDATIONS OF QUALITATIVE RESEARCH

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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

STUDY GROUPS

At the beginning of the trimester, 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 trimester.

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

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.

April 20,
INTRODUCTION TO DOCTORAL RESEARCH
SCHOLAR-PRACTITIONER MODEL
ETHICAL AND PROFESSIONAL STANDARDS

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 &
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


HISTORICAL FOUNDATIONS OF QUALITATIVE RESEARCH

THE NATURE OF SCIENTIFIC INQUIRY

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


SOURCES OF THE NATURE OF SCIENTIFIC INQUIRY


May 4,

EXISTENTIAL AND PHENOMENOLOGICAL ROOTS

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 vs. Being vs. Truth
- Essence vs. Experience vs. Perception
- Phenomenon vs. Subjectivity vs. Objectivity
- Holism vs. Existence vs. Consciousness
- Intentionality vs. Experience vs. Sense and Reflection
- Reality vs. Possibility vs. Intuition vs. 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


Halling, S., Kunz, G., & Rowe, J. O. (1994). The contributions of dialogal psychology to


May 11,
Submit Research Folder (inclusive of preparation for this seminar)

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


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.


Available in CHS Library.


May 18,

HEURISTIC INQUIRY

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


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


May 25: MiSPP Closed – Memorial Day Observed

June 1 and 8,

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 1, 2009

NARRATIVE RESEARCH; GROUNDED THEORY; ETHNOGRAPHY

June 8, 2009

PARTICIPANT-OBSERVATION; CASE STUDY; ACTION RESEARCH

REFERENCES

NARRATIVE:


GROUNDED THEORY:


ETHNOGRAPHY:


PARTICIPANT OBSERVATION:


CASE STUDY:


ACTION RESEARCH:


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


July 13,

SYNTHESES

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