

COURSE DESCRIPTION AND SYLLABUS

Introduction to Qualitative Research Methods

Psych 513; Sect. 01

Fall 2013

1:40 pm – 2:55 pm, T. and Th., College Hall 642

Instructor:	Dr. Marco Gemignani gemignanim@duq.edu	Caminante, son tus huellas el camino, y nada más;	Wanderer, your footsteps are the road, and nothing more;
Office:	College Hall, room 527 Psychology Department tel. (412) 396-1376	caminante, no hay camino, se hace camino al andar. Al andar se hace camino, y al volver la vista atrás se ve la senda que nunca se ha de volver a pisar.	wanderer, there is no road, the road is made by walking. By walking one makes the road, and upon glancing back one sees the path that never will be trod again.
Office Hours:	By appointment	Caminante, no hay camino, sino estelas en la mar.	Wanderer, there is no road-- Only wakes upon the sea. "Proverbios y cantares XXIX" [Proverbs and Songs 29], <i>Poems of Antonio Machado</i> , Louisiana State University Press, 1979

Introduction

This course offers an overview of some of the most relevant practices and methodologies of Qualitative Research (QR) in clinical and counseling psychology. It is intended to provide the knowledge bases to gain an informed and critical understanding of qualitative inquiry in psychology.

Qualitative methods move away from mechanical and step-by-step strategies to emphasize the researcher’s creativity and the social (relational, cultural, political) constructions of research subjects, contexts, and dynamics. In general, QR aims to develop complex understandings of phenomena and experiences. In doing this, and given the research questions with which mental health and clinical psychologies are usually concerned, it is appropriate to broaden our view of scientific research and to step outside strategies, into relational and performative forms of inquiry.

The beautiful land of QR is vast, creative, and – as we will explore during the semester – closely linked to counseling and psychotherapy. Like in therapy, we may have a general idea of the territory that we want to explore: for instance, the goals for/of our clients; the questions we ask; the tools we use; the knowledge we rely on; the preconceptions that influence the “realities” of therapy and practice; etc. In addition, chances are that we will have to find the roads to visit this territory and that, through creative and collaborative exchanges with our participants, in the process of exploring we will create these new paths areas, and destinations.

Another parallel with therapy is that qualitative research is a highly reflexive process, which requires us to think not just about the other, the data, or the phenomenon, but also – in a recursive way – about how we contribute to the construction of “subjects” and “problems,” including, at least to an extent, their manifestations, realities, consequences, and performances. QR is a land in which objects (e.g., people, phenomena, experiences, issues) are re-understood as based on relations, interpretations, and constructions; in which concepts, positions, and

dichotomies, like researcher-participant, subjectivity-objectivity, or scientific-unscientific are drastically redefined; and in which observers are asked to reflect on their role as co-constructors of data and realities.

Your trip through this region of science needs to be careful and systematic, without being stringent and inflexible. And, as any exploration of a new territory, it will benefit from your enthusiasm, openness, sensitivity (to cultural, historical and social aspects of the human life), and courage to reflexively analyze taken-for-granted truths, assumptions, and expectations about science and research in psychology. Keep in mind, however, that this is an introductory course. After getting your feet wet in this course, the best (if not, the only) way to become a qualitative researcher is by doing research!

Course goals

The following goals will be covered throughout the semester and are therefore not listed in chronological order:

- Build the foundations to conduct QR in an informed way. Ability to understand and anticipate the extent in which the following aspects are part of a qualitative study:
 - epistemological possibilities and choices,
 - ethics of applied research,
 - cultural aspects and positions,
 - data collection strategies,
 - research reflexivity, subjectivity, and rapport,
 - quality of QR,
 - reporting of QR.
- Gain general knowledge on some of the most recognized QR methodologies in psychology, including
 - Phenomenology
 - Qualitative case studies
 - Grounded theory
 - Action research or participatory approaches
 - Narrative inquiry
 - Discourse analysis
- Provide initial interpretations of data according to the methods covered in class
- Link clinical and QR practices and skills.

Course structure and requirements

1. Attendance, participation, and readings: Class participation is expected and required. This seminar is based on active class discussions. Students are expected to be familiar with the reading assignments and, when assigned, to have performed the experiential activities. *Each student should come to class with at least one discussion topic or critical question.*

Unless properly justified, class absences will result in a reduction of the final grade.

Electronic note-taking devices (e.g., laptop, tables, voice recorders) are not allowed in class, as they tend to be distracting. In special and limited instances, the student may seek out the instructor's permission for the use of electronic devices. Cell phones need to be turned off.

Throughout the semester, students are strongly encouraged to attend the monthly **CIQR presentations**, which are usually held monthly, on a Thursday at 4:30 pm. Reflections or class reports on CIQR presentations or on other events on QR (e.g., lectures in other departments, conferences, etc.) will count favorably toward the final participation grade.

2. Experiential activities. During the semester, practical activities will promote experiential, personalized, and complex learning for each student:
 - I. Some of these activities are group or class exercises, in which all of us will collaborate to apply a specific method and methodology. These activities are underlined in the class calendar. Every student is expected to actively and constructively participate to these exercises, which will count toward each student's participation grade.
 - II. Four activities during the semester will be done individually or in small groups. Each of these presentations will receive a grade (5% of the final grade). These experiences are marked in the calendar by a double asterisk (**)
 - III. Three written assignments (10% each): During the semester, students will compose 3 individual short, focused papers on specific dimensions of doing QR or becoming a qualitative researcher. These assignments are **bolded** in the calendar.

3. Final work (30%). Students will have the choice of one of the following options. By the last class before the Thanksgiving break, students are strongly encouraged to submit a draft of their manuscript, which I will review. The draft will not receive a grade, but my comments will most likely contribute to receiving a good grade in your final submission.
 - a. *Paper*: A high quality manuscript (12-15 page long, APA style) on a topic related to the practice of qualitative research. The term paper should be innovative and provocative, and it should be intended to result in a conference presentation. Alternative, innovative modes of presentation (including videos, performances, poetry, diary, photography, etc.) are welcomed.
 - b. *Research proposal* (12-15 pages, APA style): Students are invited to propose a qualitative study of a topic of their interest. The paper will include (i) an introduction to the research question. The case for the study will be supported by (ii) an extensive literature review. (iii) The method section will justify the choice of one specific qualitative methodology and the strategies for data collection and "complication". (iv) A shorter section will focus on ethical dimensions of the proposed research. Approximately the proposal should be divided in the following proportions: 10% Introduction; 40% literature review; 40% method (methodological choices, data collections; strategies to analyze the data); 10% ethics.
 - c. Small *pilot study* (this ambitious choice is only for students with a clear and feasible research project in mind): After completing a shorter version of (b) (5-6 pages), students will interview 1 or 2 participants (or engage in other forms of data collection, depending on the research question and the methodology of their choosing). In their paper, students will report on their learning from the pilot study and the adjustments that need to occur in the original proposal. (Please note that results from the pilot study cannot be made public unless the research proposal has previously received IRB from Duquesne University).

Turn in both your draft (if available) and your final submission by the last day of class.

Readings

- ✓ Harper, D. & Thompson, A. R. (Eds.) (2012). *Qualitative research methods in mental health and psychotherapy: A guide for students and practitioners*. Malden, MA: Wiley-Blackwell (ISBN: 0470663707)
- ✓ Parker, I. (2005). *Qualitative Psychology: Introducing Radical Research*. NY: Open University Press.
- ✓ Readings in Blackboard and handed out in class.

Grading

Class participation	20
Experiential activities	5 x 4 = 20
Written assignments	10 x 3 = 30
Final paper	30

At times, during the semester, there will be individual or small-group practical assignments, which each student or group will present to the class. These activities (marked with two asterisks **) will count toward each student’s participation grade.

Grade Breakdown

100-94%	A	85-82	B	74-70	C
93-90	A-	82-80	B-	69-60	D
89-86	B+	79-75%	C+	<59%	E

Incomplete policy

“Incompletes” will be given only under serious, exceptional, and justified conditions. In a student opts to receive an “I” grade, she or he is required to specify the deadline by when the final work will be turned in to the professor. This deadline cannot extend beyond the Psychology Dept.’s policy on Incompletes, which is currently set at the end of the following semester.

Exceptional students

Students with special needs (physical, psychological, religious, ethnic, etc.) are invited to contact the instructor and the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657) in order to receive appropriate accommodation. Accommodations will not be granted retrospectively.

Professional ethical standards

Students are expected to adhere to the Code of Student Conduct as well as the APA Code of Ethics, including requirements for academic honesty. Academic dishonesty (e.g., plagiarism or cheating) will not be tolerated and will be handled according to the Duquesne University policies. Remember: *All of us are here to learn and grow! Trust yourself* and, please, *talk to me about any concerns you may have on understanding the material and engaging in this course.*

Class Calendar

The course calendar is a general plan for the course; reasonable deviations are possible...

	Date	THEORIES AND CONTROVERSIES	METHODOLOGIES AND PRACTICES (<u>Underlined</u>) = collective hands-on experience ** = individual or small group in-class exercise
		Modernity and its critics	
Week 1	8/27	1 st class meeting: Syllabus	Betsy tells her story
	8/29	Vico – Beginnings: Intention and method Watzlavick: An introduction to radical constructivism	
Week 2	9/3	Parker: Introduction Harper & Thompson: Ch. 1 (Introduction)	THEMATIC ANALYSIS: Clark (2007) <u>Practice & Application I</u>
	9/5		GROUNDING THEORY: Harper & Thompson, Ch. 10 Charmatz: Constructivist Grounded Theory
		Representing understandings / Understanding representations	
Week 3	9/10	Lit. review: Harper, Ch. 2 Gergen, K. (2009). Knowledge as co-creation. In <i>Relational Being</i> , pp. 201-239	GT: <u>Practice & Application II</u> <u>Databases in Psychology</u> (time permitting)

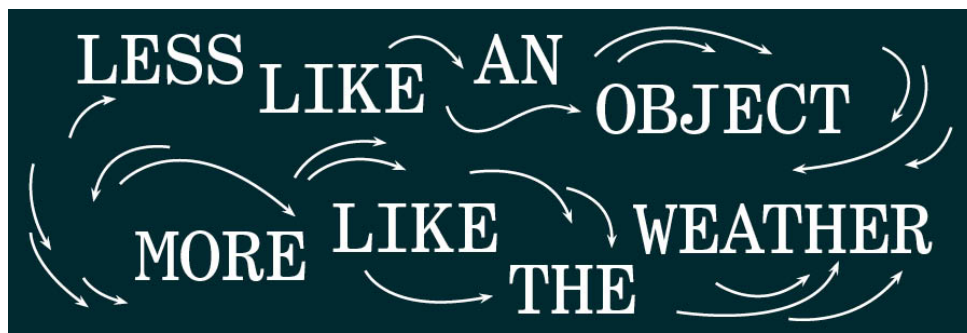
	9/12		<p>PHENOMENOLOGICAL ANALYSIS</p> <p>The Duquesne method:</p> <p>Wertz, F. J. (1985). Method and findings in a phenomenological psychological study of a complex live-event – Being criminally victimized. In A. Giorgi (Ed.), <i>Phenomenology and psychological research</i> (pp. 155-216). Pittsburgh, PA: Duquesne Univ. Press .</p> <p>Dr. Fisher’s guest lecture</p>
Week 4	9/17		<p>IPA: Harper & Thompson, Ch. 8 & 9</p> <p>**Practice & Application III: Apply the Duquesne method, IPA, or EPA to Betty’s story. Briefly present your draft of a phenomenological analysis to the class (10-15 minutes) (groups of 2-3 students) **</p>
		<p>For whom is this knowledge or research?</p> <p>Ethics, responsibility, and social action</p>	
	9/19	<p>Harper & Thompson, Ch. 3 (Ethics)</p> <p>Brinkmann, S., & Kvale, S. (2005). Confronting the ethics of qualitative research. <i>Journal of Constructivist Psychology, 18</i>(2), 157-181.</p> <p>Becker, H. S. (1996). The epistemology of qualitative research.</p>	
Week 5	9/24	<p>Pascale, C.-M. (2011). Epistemology and the politics of knowledge.</p> <p>Parker, Ch. 2 (Ethics)</p>	<p>Identify one or two ethical dimensions, scenarios, questions, or dilemmas that you may take “at heart” and that may shape your ethical sensitivity in research. Briefly present one of them in class.</p>
	9/26	<p>Harper & Thompson, Ch. 4 (Participation and Service User Involvement)</p>	<p>Parker: Ch. 9 (ACTION RESEARCH)</p>

<p>Week 6</p>	<p>10/1</p>	<p>Choose one of the following: Lee, P. T., Krause, N., Goetchius, C., Argriesti, M. J., Baker, R. (2008). Participatory action research with hotel room cleaners in San Francisco and Las Vegas. Creating collaborative visions with aboriginal women: A photovoice project.</p>	<p>**Based on your knowledge or experience of the issues suffered by a specific group or population, imagine drafting a PARTICIPATORY ACTION RESEARCH. Present your project (including your hopes, goals, and the challenges you anticipate) to the class for 5-10 minutes (individual activity)**</p>
<p>Inter-viewing</p>			
	<p>10/3</p>	<p>Harper & Thompson, Ch. 5 (Qualitative data collection) Kvale, S. (1996). The interview situation. (pp.124-143). Thousand Oaks: Sage</p>	<p>Written assignment 1 (Part A): Imagine a research question that you'd like to answer by conducting interviews. After having written down your research question (be specific and narrow-focused), develop an interview guide as described in Kvale's text.</p>
<p>From representations to performative practices: Data, the interpreter, and their mutual construction</p>			
<p>Week 7</p>	<p>10/8</p>	<p>Holstein, J., & Gubrium, J. (2004). The active interview. Gemignani (in press): Memory, interviewing, and narrative inquiry Parker: Ch. 5 (Interviewing)</p>	<p>Part B: Revisit the interview guide that you prepared for the last class meeting: How will you contribute to the knowledge and realities of your research project? How would you change the interview guide on the bases of the readings assigned for today? Part A and Part B to be turned in today (2-3 page long, APA style).</p>
	<p>10/10</p>	<p>Positioning the interpreter: Riessman Gemignani, M. (2011). Between researcher and researched: An introduction to counter-transference in qualitative inquiry. <i>Qualitative Inquiry</i>, 17, 701-708. Parker, Ch. 3 (Reflexivity)</p>	

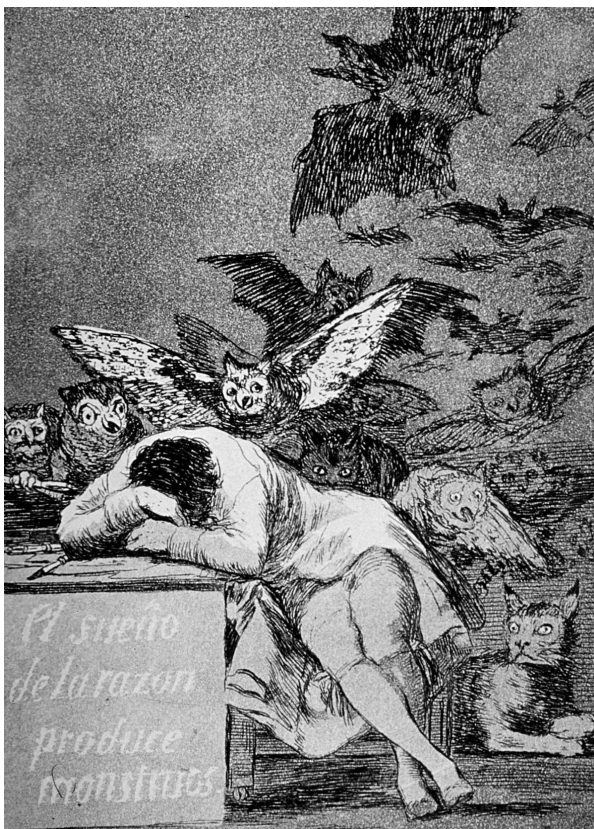
<p>Week 8</p>	<p>10/15</p>	<p>Beyond observable data: St. Pierre, E. A. (1997). Methodology in the fold and the irruption of transgressive data. <i>International Journal of Qualitative Studies in Education</i>, 10, 175-189. Josselson, R.: The hermeneutics of faith and the hermeneutics of suspicion</p>	
	<p>10/17</p>	<p>Patal, N. (2003): Clinical psychology - reinforcing inequalities or facilitating empowerment? Fine: Witnessing Whiteness. Recommended reading (not required): Stuart Hall: Who needs cultural identity?</p>	<p>Written assignment 2 (2-3pages, APA style, 3 references minimum): Perform a reflexive analysis of either a hypothetical research project (how do you anticipate yourself in doing this research?) or some aspects/dynamics of your identity or subjectivity that may most influence your performance (in general) as a qualitative researcher.</p>
<p>Week 9</p>	<p>10/22</p>	<p>Harper & Thompson: Ch. 6 (QR & Psychotherapy) & Ch. 7 (Choosing a qualitative research method)</p>	
	<p>10/24</p>		<p>Stake, R.E. (2005). QUALITATIVE CASE STUDIES. **Can “Betty’s story” be a qualitative case study? : Prepare <i>both</i> your pro- and against- arguments and examples for today (5 minutes presentation). (Groups of 2-3 students)**</p>
<p>Week 10</p>	<p>10/29</p>		<p>Riessman, C. (2002). NARRATIVE ANALYSIS. In A.M. Huberman & M. B. Miles (Eds.), <i>The qualitative researcher’s companion</i>, pp. 217-270. Thousand Oaks, CA: Sage.</p>
	<p>10/31</p>		<p>Parker: Ch. 6 (Narrative Inquiry) <u>A narrative inquiry of Betsy’s story: possibilities and im-possibilities</u></p>
<p>Week 11</p>	<p>11/5</p>	<p>Foucault (Encyclopedia entry written by Foucault himself under a pseudonym)</p>	<p>Reflecting on your learning, so far. Be ready for a class conversation.</p>

	11/7	Foucault: Discourse Rasmusson, S. L. (2011). "We're real here": Hooter girls, big tips, & provocative research methods. <i>Cultural Studies; Critical Methodologies</i> .	DISCOURSE ANALYSIS: Harper & Thompson, Ch. 11 & 7 (Discourse)
Week 12	11/12	Stevens, L. P. (2004). Locating the role of the critical discourse analyst. In R. Rogers (Ed.), <i>An introduction to critical discourse analysis in education</i> . Mahwah, NJ: LEA.	CRITICAL DA: Extra-credit opportunity: Watch the movie "An immigrant nation", read a critical DA article on the case of Alvira Arellano (I will give you the study material), and briefly present CDA to the class.
	11/14	Last day to turn in the draft of your final term paper to receive suggestions, comments, and revisions.	AUTOETHNOGRAPHY: Parker: Ch. 7 Behar, R.: The girl in the cast. In <i>The Vulnerable Observer</i> .
Week 13	11/19	VALIDITY: Parker: Ch. 10 Harper & Thompson, Ch. 16	
	11/21	REPORTING: Ponterotto, J. G. (2007). Effectively Communicating Qualitative Research. <i>The Counseling Psychologist</i> , 35, 404-430. Richardson, L. & St. Pierre, E.A. (2005). Writing: A Method of Inquiry.	
		THANKSGIVING BREAK!	
Week 14	12/3	Parker: Ch. 11 (Reporting)	Written Assignment 3 (3-4 pages including references, APA style): Briefly but systematically revisit all of the methods, concepts, phenomena, and processes that we have covered in the course. Identify three of these ideas that seem most interesting, exciting, or constructive to you as a qualitative researcher . **Be ready to briefly present them in class (10 minutes). Multiple modes of presentations are welcomed. This is an individual assignment**

	12/5	Polkinghorne, D. E. (1997). Reporting qualitative research as practice. Harper & Thompson, Ch. 17	**Presentations (cont')**
Week 15		Denzin (2005): The landscape of qualitative research Freeman (2014): A manifesto for qualitative psychology.	Closing remarks: Re-read the introduction in the syllabus: Does it make more (or less, or any) sense now? Why?



from the Center for Curatorial Studies at Bard College (CCS Bard)



Goya: “El sueño de la razón produce monstruos” (1797–1799)
The sleep of reason produces monsters / The dream of reason produces monsters