



CSPP CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY

ALLIANT INTERNATIONAL UNIVERSITY

Alliant International University
PSY 9325 Advanced Research II: Qualitative
Section 1—Spring 2014

Class Location: M-5, Room 1

Class Time: Wednesdays 5:30p to 8:20p

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Grading: letter grade

Semester Units: 3

Alliant Mission Pillars (AP)

- **Education for Professional Practice**
- **Multicultural and International Competence**
- **Community Engagement**
- **Scholarship**

Couple and Family Therapy Program Mission

The mission of the Couple and Family Therapy programs is to provide the highest quality education, training, scholarship and service in the field of Marriage and Family Therapy. We train ethical professionals to foster the well-being of individuals, children, couples, families, organizations, and communities primarily through improving relationships. The program specifically focuses on the understanding and respect for the diversity of human relationships across different populations from a

variety of multicultural, socioeconomic, international backgrounds. Students are inspired to respect multiple dimensions of human diversity, develop a mature personal and professional identity, stay current with professional knowledge and practice, and make a positive difference for clients and society.

CFT Program Outcomes (PO)

PO 1 Practice: The CFT Program graduates students who are able to deliver CFT professional services competently.

PO 2 Diversity: The CFT Program graduates diverse students prepared to meet the needs of diverse communities.

PO 3 Community: The CFT Program engages various communities through the application of the knowledge and skills of couple and family therapy.

PO4 Scholarship: The CFT Program contributes to both the understanding and creation of couple and family therapy scholarship.

CFT Program Student Learning Outcomes (SLO)

SLO 1 Practice Foundational Knowledge and Skills: Masters and doctoral students comprehend and demonstrate CFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.

SLO 2 Diversity Knowledge and Skills: Masters and doctoral students comprehend and demonstrate knowledge of human diversity with a multicultural and international emphasis.

SLO 3 Community Knowledge and Skills: Masters and doctoral students comprehend and demonstrate knowledge of how to engage community behavioral health care resources.

SLO 4 Scholarship Foundation Knowledge and Skills: Masters and doctoral students demonstrate a basic knowledge of CFT research methodologies and scholarship.

SLO 5 Practice Supervision Knowledge and Skills: Doctoral students comprehend models and methods of CFT supervision.

SLO 6 Practice Specific Knowledge and Skill: Doctoral students articulate and demonstrate the application of a personal CFT model of therapy.

SLO 7 Scholarship Application Knowledge and Skills: Doctoral students demonstrate the ability to understand and apply CFT research methods.

Course Rationale

There is growing consensus in the field of family therapy and in mental health in general that there is a need for methodological diversity and pluralism (Heppner, Kivlighan & Wampold, 2005; Hood, Hill, & Spilka, 2009; Sprenkle & Piercy, 2005). Qualitative researchers have given the field a whole new way of inquiring into complex, systemic phenomena. Depending on the theoretical orientation of researchers, qualitative methodologies range from being intensely rigorous in establishing the reliability and validity of their findings to those that are more interested in interpretive methods and in assuring that their

interpretations are credible and trustworthy. Our research methods have to fit the phenomenon under investigation and the type of information sought. As clinicians and researchers, we need to be creative and flexible in examining complex questions. It is up to us to use the best tool available to obtain the type of knowledge that we need. The rationale for this course is to present students with different methodologies that will help them be more creative and deliberate in choosing methods that will fit the phenomenon under investigation.

One of missions of the Alliant CFT Program is to prepare graduate students who are not only skilled in the theory and clinical practice of CFT but also have a mastery over diverse research methods that prepare them to conduct empirical studies in the field. This course is designed to accomplish AIU's outcome objective for doctoral level students that specifies that students should be able to demonstrate knowledge of research designs and procedures and their application to couple and family therapy in a multicultural, international context.

Course Description, Purpose, Outcomes, Structure, and Assessment

Course Description

This course provides an introduction to qualitative research theory, methods and prepares graduate students to conduct and evaluate qualitative family research. Students will get hands-on training in conducting a qualitative research project.

Purpose of Course

In this qualitative research class, students will learn the following tasks: (a) How to recognize and articulate epistemological and philosophical underpinnings of qualitative inquiry; (b) How to critique qualitative research articles; (c) How to identify four approaches to qualitative inquiry, including phenomenology, grounded theory, narrative inquiry, and conversation and discourse analysis; (c) How to design, conduct, and write a qualitative research pilot project; (d) How to articulate strategies of mixed methods research.

Instructional Strategy

The class convenes weekly on Mondays for about three hours. The teaching process for this course consists of lecture, discussion, activities, video clips, guest speakers, illustration/instruction of qualitative technology, and participation in qualitative data analysis during the class period.

You will be evaluated using different kinds of assignments or activities in class that will cater to different learning styles, such as article critiques, interviews, research proposal paper, presentations, and in-class activities. Details about your course requirements are outlined in the following section.

Description of Course Requirements and Assessment Methods

- 1) **Participation** (100 points; SLOs 2, 4, 7): You will need to participate by contributing to discussion and listening respectfully to other students' ideas. Cell phones and pagers must be turned off. Laptops are not allowed, except during the four weeks that we analyze data in class.

Guidelines for Evaluating Participation Including Participation in Experiential Exercises

100 points: Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary

behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

90 points: Very Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

80 points: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

70 points: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

60 points: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

50 points: Non-Participant: Attends class only.

0 points: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

- 2) **Weekly Readings** (100 points; SLOs 2, 4, 7): In every class, except during the data analysis, we will discuss the weekly readings. The points you earn at the end of the semester will reflect your comprehension of the material, your demonstration of critical thinking skills, as well as your engagement with the other students throughout the semester. Below is how you will earn these points:
- 100 points = You have read 100% of the readings
 - 90 points = You have read 90% of the readings
 - 80 points = You have read 80% of the readings
 - 70 points = You have read 70% of the readings
 - 60 points = You have read 60% of the readings
 - 50 points = You have read 50% of the readings

- 3) **Qualitative Research Article Critique** (100 points; SLOs 4, 7)
 - a) I will assign you a qualitative research article (*not* a book chapter) and critique/evaluate it according to the following guidelines:
 - b) Rational, justification, & purpose (problem statement)
 - c) Theoretical foundations
 - d) Qualitative tradition employed in the study
 - e) Design
 - i) Interview questions
 - ii) Role of researcher (reflexivity, role in process, and outcome, etc.)
 - iii) Site and sample selections
 - iv) Data collection procedures
 - v) Managing and recording data
 - f) Data analysis procedures
 - g) Methods for verification- trustworthiness, triangulation of data, member checking, etc. (issues of validity and reliability).
 - h) Presentation of the results
 - i) Conclusions and Discussion of findings
 - j) The critique will be from **seven to eight pages** long.
 - k) It will need to be written in APA format, with a title page, abstract, and reference page.

- 4) **Pilot Study** (1000 points; SLOs 4, 7)
 - a) The purpose of this assignment is to experience designing and conducting qualitative research. This assignment will be accomplished in seven stages. You have to complete each stage in order to receive full credit.
 - b) The **first stage** is to hand in a one to two page paper delineating the purpose statement, your research question, and your interview questions (100 points).
 - c) The **second stage** is to turn in your literature review outline (100 points). You will need to be very specific in this outline, including references in each section.
 - d) The **third stage** is to write and submit your IRB and Informed Consent (100 points), as well as a detailed methodology section for your proposed pilot study (100 points).
 - e) The **fourth stage** is to hand in an eight to ten page literature review (100 points).
 - f) The **fifth stage** is to conduct and transcribe at least two qualitative interviews.
 - g) The **sixth stage** is to complete and write up your analysis.
 - h) The **seventh stage** is to write the Credibility, Epoche, and Results.
 - i) The **eighth stage** is to write the Discussion.
 - j) The **ninth stage** is to turn in the final paper (500 points). The paper should be in APA format, including cover page and abstract, with the following sections (use as headings and subheadings):
 - i) Purpose Statement
 - ii) Literature Review
 - iii) Methods
 - (1) Sample
 - (2) Procedures
 - (3) Ethical Considerations
 - iv) Analysis
 - v) Credibility
 - vi) Epoche
 - vii) Results
 - viii) Discussion
 - (1) Situated within Existing Literature
 - (2) Limitations

- (3) Clinical Implications
- (4) Future Research

Grading

APA Format/Writing Style

You must format all papers according to the *APA Publication Manual, Sixth Edition*. This requirement includes the structure and layout of papers, as well as in-text documentation of references and the reference list. The *APA Publication Manual, Sixth Edition* will help students craft your papers in a clear, cohesive, grammatically correct manner. Students are expected to follow the APA guidelines. Students will not receive full credit for the assignments if there are APA mistakes. If you require additional assistance with your writing, contact the Alliant writing center.

Grade Point System:

E. Points Totals

Participation	100 points
Weekly Readings	100 points
Qualitative Article Critique	100 points
Pilot Project	1000 points
Stage I – Purpose Statement, Research Question & Interview Questions (100 points)	
Stage II – Detailed Literature Review Outline, with APA references in each section (100 points)	
Stage II – IRB & Informed Consent & Methods (200 points)	
Stage IV – Literature Review (100 points)	
Stage V – Conduct two interviews & transcribe them	
Stage VI – Analysis process in class and at home	
Stage VII – Write Credibility, Epoche, & Results	
Stage VIII – Write Discussion	
Stage IX – Final paper (500 points)	
TOTAL	1300 points

- A - 90%
- B - 80%
- C - 70%
- D - 60%

Course evaluation: As a requirement of the department, you will be asked to fill out a quantitative course evaluation at the end of the semester.

Course Readings and Materials

Required Texts:

1. Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
2. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

3. Smith, J. A. (Ed.) (2008). *Qualitative psychology: A practical guide to research methods* (2nd ed.). Thousand Oaks, CA: Sage.

Recommended Texts:

1. Pan, M. L. (2008). *Preparing literature reviews* (3rd ed.). Glendale, CA: Pyczak Publishing.
2. Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Policies and Procedures

Policies Related to Class Attendance, Lateness, Late Assignments, Electronic Devices in the Classroom, etc.

1. Class Attendance

The University expects regular class attendance by all students. It is your responsibility to monitor your own attendance, as well as keep up with your class progress. When an absence is necessary, contact the professor via phone or e-mail as soon as you know you will miss an upcoming class.

2. Lateness

It is expected that students will be on time to class. Chronic tardiness will affect your participation grade.

3. Late Assignments

Assignments are due at **11:55 p.m.** on the date cited on the course schedule. The Moodle system will stop accepting papers at **11:56 p.m.** Do not turn in hard copies of the assignments to me. Do not e-mail assignments to my Alliant e-mail address. Any assignment turned in past 11:55 p.m. will receive a deduction of 10 percent of the total points per calendar day. The only exceptions are a personal or family emergency; however, you must tell the professor *before the due date* that you will miss the opportunity to submit the assignment on time.

4. Evidence-Based Policy on the Use of Electronic Devices (borrowed from Dr. Ben Caldwell):

The use of portable electronic devices (including laptop and tablet computers, cell phones, digital organizers, and the like) is prohibited during class time. Research has shown these devices to be a major distraction for many students, including those not actively using them (Martin, 2012). Students who interact with their personal electronic devices during class have difficulty maintaining attention on what is happening in the classroom (Wei, Wang, & Klausner, 2012). Ultimately, these devices appear to influence student learning negatively (Fischman, 2009; Fried, 2008).

You may keep your cellphone on, set to silent or vibrate, and out of view. If you absolutely must take a call or place a text – which should be only in case of emergency – please step outside of the classroom to do so. Save all texting, emailing, and other communication for break times or before or after class. Students who fail to abide by this policy may be required to leave the class, and may see their grades affected, at the discretion of the instructor.

Please **do** use your computers to connect with course material, review notes, and participate in class discussions outside of the classroom. Many class assignments are administered via Moodle.

Background and related research:

Fischman, J. (2009). Students stop surfing after being shown how in-class laptop usage lowers test scores. Retrieved April 22, 2010 from <http://chronicle.com/blogPost/Students-Stop-Surfing-After/4576>.

- Foster, A. L. (2008). Law professors rule laptops out of order in class. Retrieved April 22, 2010 from <http://chronicle.com/article/Law-Professors-Rule-Laptops/29745>.
- Fried, C. B. (2008). In class laptop use and its effects on student learning. *Computers and Education*, 50(3), 906-914. doi: 10.1016/j.compedu.2006.09.006
- Martin, C. (2012). In-class texting behaviors among college students. Retrieved August 16, 2012 from <http://www.unh.edu/news/docs/UNHtextingstudy.pdf>.
- Mortkowitz, L. (2010). The blackboard versus the keyboard. Retrieved April 22, 2010 from <http://www.thebigmoney.com/articles/diploma-mill/2010/04/20/blackboard-versus-keyboard?page=full>. (That link no longer works, but a summary was retrieved August 19, 2012 from http://www.law.gmu.edu/news/2010/krauss_laptops .)
- Wei, F. F., Wang, Y. K., & Klausner, M. (2012). Rethinking college students' self-regulation and sustained attention: Does text messaging during class influence cognitive learning? *Communication Education*, 61(3), 185-204. doi: 10.1080/03634523.2012.672755. Summary available online at <http://www.sciencedaily.com/releases/2012/04/120404101822.htm>

5. Responsibility to Keep Copies

It is a good idea to keep copies of ALL major assignments/papers that you turn in to the professor. Computers and USB drives can crash, so please keep back-ups. Using dropbox (www.dropbox.com) or some sort of Cloud system is very helpful.

6. Respectful Speech and Actions

In this graduate-level course, you are entering into an experience that involves human interaction. At times, controversial topics and perspectives emerge during class discussion. Classmates will share personal beliefs and reveal aspects central to their cultural, ethnic, religious, or disability-status backgrounds. Also, your cohort and your professor will likely express opinions that do not fit with your own beliefs. It is critical that all students take responsibility to maintain an environment of respect. It is imperative to respect the rich differences and similarities that exist among us. That is how we learn. Working to understand another's perspective, background, and worldview is important to develop understanding, empathy, and critical-thinking skills. It is your responsibility to demonstrate respect and to discuss with your professor any obstacles that you face during this class, as well as discomforts you may experience from class activities, lectures, or discussions.

7. Policy on Plagiarism and Screening for Plagiarism

An act of plagiarism (defined on p. 56 of the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the University's Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined on pages 57-58 of the University's 2013-2014 catalog. *It is important to note that this act is considered plagiarism regardless of intent; therefore, even if you did not mean to plagiarize or if you somehow believed that it was okay or thought that you were taught to write in that manner, it is still plagiarism, and the consequences are the same.* The consequence is that I will refer you to the San Diego CFT program SERC (Student Evaluation and Review Committee).

The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. At present, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, you agree to submit longer assignments for textual similarity review to Turnitin.com. Please note that any assignments or course documents submitted to this service will be included as source documents for the restricted access database of Turnitin.com, which is exclusively used for the purpose of detecting plagiarism.

The requirement of this course is that you must achieve a similarity index of 15% or less. If your similarity percentage is 16 or more, you need to rewrite the highlighted sections, *putting the phrases into your own words*, and resubmit your paper before the due date/time. After the first time you submit a paper for this class on Turnitin.com, it usually takes at least 24 hours for the results to return, so make sure that you plan for enough time to wait for the results and rewrite the paper, if needed.

You will submit the following assignments to the course's Turnitin.com page, as well as upload the paper to the Moodle class page: (a) One article critique; (b) Literature review; (c) Methods; (d) Final version of Qualitative Pilot Project Paper.

8. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. *The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*

9. Evaluation of Students' Professional Development and Functioning

In CSPP, multiple aspects of students' professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, ethical) will be evaluated throughout the process of education and training in our professional psychology and CFT programs. This kind of comprehensive evaluation is necessary in order for faculty, staff, and supervisors to appraise the professional development and competence of their students. See the University Catalog for the complete CSPP policy on "Evaluation of Student Competence: A. Student Disclosure of Personal Information."

10. Disability Accommodations Request

If you need disability-related accommodations in this class, please see the professor privately. All accommodations must be requested in a timely manner (at least two weeks ahead of time) with a letter of support for Alliant's Office of Accessibility. If you have questions about accommodations, please contact the San Diego Campus representative: Adam Kasrada; 858-635-4471/ akasarda@alliant.edu

11. Policy on Course Requirements during Religious Holidays

Alliant does not officially observe any religious holidays. In keeping with the institution's commitment to issues of cultural diversity, as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant faculty will be sensitive to these matters. Please let me know if you have an upcoming religious holiday that will cause you to miss class.

12. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring or other student support services

13. Problem-Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf or contact the University Ombudsperson at rkunard@alliant.edu.

Planned Course Schedule

The following outline is subject to change.

Date	Topic(s)	Readings and Assignments
Week 1 1/27/14	-Introductions -Review Syllabus -Writing a purpose statement, research question, & interview questions	
Week 2 2/3/14	-Writing a purpose statement, research question, & interview questions -History of Qualitative Research -Epistemology & various paradigms	<ul style="list-style-type: none"> • Creswell (2013) – Chapter 1-2 • Creswell (2014) –Chapter 9, Chapter 6 (pp. 123-128) • Smith (2008) – Chapters 1-2
Week 3 2/10/14	-How to write a literature review -Dr. Miller’s grammar & style’s Dos & Don’ts -Practice Interviews	<ul style="list-style-type: none"> • Pan (2008)—Chapters 1, 3, 5-7—available on Moodle (VERY important that you read all of these short chapters) • Creswell (2014)—Chapter 1-2 • Purpose statement, research question, & interview questions due via Moodle by Sunday, February 9, at 11:55p •
Week 4 2/17/14	PRESIDENT’S DAY No Class	<ul style="list-style-type: none"> • Literature Review Outline due via Moodle by MONDAY, February 17, at 11:55p
Week 5 2/24/14	-Design -Transcendental Phenomenology -How to do an IRB -How to write a methods section	<ul style="list-style-type: none"> • Moustakas (1994) – Chapter 2—available on Moodle • Creswell (2013) – Chapter 6; Appendix C <p>Miller, M. M., & Chavier, M. (2013). Clinicians’ experiences of integrating prayer into the therapeutic process. <i>Journal of Spirituality and Mental Health</i>, 15(3/4), 70-93. doi: 10.1080/19349637.2013.776441</p> <ul style="list-style-type: none"> •
Week 6 3/3/14	-How to submit to turnitin.com -Phenomenology -Data collection, organization, & analysis	<ul style="list-style-type: none"> • Marshall & Rossman (2010) – Chapters 5-7 (ON MOODLE) • Moustakas (1994) – Chapters 4-5 (ON MOODLE) • Smith (2008) – Chapters 3-4 • IRB, Informed Consent, & Methods due via Moodle by Sunday, March 2, at 11:55p. • Please also turn in the Methods section to Turnitin.com by Sunday, March 2, at 11:55p

Week 7 3/10/14	- Quality control: evaluation, trustworthiness -Ethics -How to write a qualitative article critique	<ul style="list-style-type: none"> • Creswell (2013) – Chapter 10 • • Smith (2008) – Chapter 11 • For qualitative article critique #1: <p>Lytle, M. C., Foley, P. F., & Aster, A. M. (2013). Adult children of gay and lesbian parents: Religion and the parent-child relationship. <i>The Counseling Psychologist, 41</i>(4), 530-567. doi: 10.1177/0011000012449658</p>
Week 8 3/17/14	-Grounded Theory -Guest Speaker: Debra Kawahara, PhD	<ul style="list-style-type: none"> • Creswell (2013)—Chapters 4 & Appendix D • Smith (2008) – Chapter 5 <p>Seshadri, G., & Knudson-Martin, C. (2013). How couples manage interracial and intercultural differences: Implications for clinical practice. <i>Journal of Marital and Family Therapy, 39</i>(1), 43-58. doi: 10.1111/j.1752-0606.2011.00262.x</p> <p>McWey, L. M., Pazdera, A. L., Vennum, A., & Wojciak, A. S. (2013). Intergenerational patterns of maltreatment in families at risk for foster care. <i>Journal of Marital and Family Therapy, 39</i>(2), 133-147. doi: 10.1111/j.1752-0606.2012.00289.x</p> <ul style="list-style-type: none"> • Literature Review due via Moodle and Turnitin.com by Sunday, March 16, at 11:55p.
Week 9 3/24/14	SPRING BREAK	<ul style="list-style-type: none"> • NO CLASS • Qualitative Article Critique due via Moodle and Turnitin.com by Sunday, March 23, at 11:55p.
Week 10 3/31/14	-Discourse Analysis & Conversation Analysis -Guest Speaker: Nicole Van Ness Sheppard, PsyD	<ul style="list-style-type: none"> • Smith (2008) – Chapters 7-8 • Peers, D. (2012). Patients, athletes, freaks: Paralympism and the reproduction of disability. <i>Journal of Sport & Social Issues, 36</i>(3), 295-316. doi: 10.1177/0193723512442201 • Tselio, E. (2013). A critical methodological review of discourse and conversation analysis studies of family therapy. <i>Family Process, 52</i>(4), 653-672. doi: 10.1111/famp.12043
Week 11 4/7/14	-Narrative Inquiry	<ul style="list-style-type: none"> • Creswell (2013) – Appendix B • Gilmore, M., & Miller, M. M. (2013). Writings of lions: Narrative inquiry of a Kenyan couple living in the U.S. <i>The Qualitative Report, 18</i>(Art. 8), 1-14. Retrieved from http://www.nova.edu/ssss/QR/QR18/gilmore8.pdf • Smith (2008) – Chapter 6
Week 12 4/14/14	[Passover] -Mixed Methods	<ul style="list-style-type: none"> • Creswell (2014)—Chapter 6 (pp. 135-136), Chapter 7 (pp. 150-151), Chapter 10
Week 13 4/21/14	-How to analyze data *Bring laptop to class	<ul style="list-style-type: none"> • Creswell (2013) – Chapter 8

Week 14 4/28/14	- How to analyze data *Bring laptop to class	
Week 15 5/5/14	-How to analyze data *Bring laptop to class	
Week 16 5/12/14	-How to analyze data -How to write Credibility & Results *Bring laptop to class -Course Evaluations	<ul style="list-style-type: none">• Creswell (2013) – Chapter 11
Week 17 FINALS WEEK 5/19/14	-How to write Discussion *Bring laptop to class -Final questions about Pilot Project Paper Answered	<ul style="list-style-type: none">• Final Pilot Project Paper Due on Sunday, May 25, by 11:55 p.m.—upload via Moodle <i>and</i> Turnitin.com

Appendix A

Academic Standing Status for CSPP Masters Students

Use the following grade equivalencies to translate campus based to CSPP systems.

A & B = Credit with no “some concerns” or no “serious concerns”

C = marginal pass or “some concerns”

D/F = fail or “serious concerns”

In the following, substitute the grade equivalencies from above.

Good Academic Standing – Any record of performance which does not qualify for Warning, Probation, Termination, or all A and B’s.

Warning – One grade of C or lower

Probation – (a) In the first 60 units of the program: Two C’s OR one C and one D/F. (b) During the entire program: Three C’s OR one D/F and one C

Termination – Students will be terminated from the program if their GPA falls below a 3.0 or if they are on probation for 2 terms.

Related Issues:

1. Students placed on academic warning or probation status will return to good standing upon receiving of all A/B’s in the semester following the semester which qualified the person for warning/probation status.
2. Students must repeat a course for which a no credit grade is received. Both grades will remain on the transcript.
3. Students may be placed on warning, probation, or terminated for other performance, ethical or professional behavior, such as acts of misconduct, unprofessional behavior, failure to complete 67% of the units attempted every academic year, failure to complete their educational program within a reasonable period of time, or failure to pass comprehensive, preliminary, or other competency exams (Please refer to local program and system-wide policies).
4. A student may be required to take a mandatory leave of absence, a modified sequence or reduced load of courses, or to repeat or take additional courses if their academic work or professional development requires serious remediation.

Appendix B

Student Disclosure of Personal Information

(Adapted from the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC), <http://www.apa.org/ed/graduate/cctc.html>, December 4, 2003)

Professional helpers are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional helpers also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical).

In CSPP, multiple aspects of students' professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated throughout the process of education and training in our professional psychology and MFT programs. This kind of comprehensive evaluation is necessary in order for faculty, staff, and supervisors to appraise the professional development and competence of their students.

Faculty, staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner.

Faculty, staff, and supervisors will evaluate student competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. Students may therefore be required to participate in learning activities that require different levels of self-disclosure. These multiple evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Appendix C
Assignment Rubrics

QUALITATIVE ARTICLE CRITIQUE GRADING SHEET

Grammar/spelling	_____	4 points
Writing Style/Format	_____	5 points
APA Style	_____	5 points
Purpose & Problem Statement	_____	9 points
Qualitative Tradition	_____	9 points
Design:		
Sample	_____	8 points
Interview Questions	_____	8 points
Role of Researchers	_____	8 points
Data Collection & Management	_____	8 points
Data Analysis	_____	9 points
Methods of Verification	_____	9 points
Presentation of Results	_____	9 points
Limitations	_____	9 points

	TOTAL:	
	_____	100 points

QUALITATIVE PILOT PROJECT GRADING SHEET

Grammar/spelling/punctuation	_____	10 points
Writing Style/Format	_____	10 points
APA Style	_____	15 points
Abstract	_____	10 points
Purpose Statement	_____	15 points
Literature Review	_____	50 points
Methods		
Sample	_____	25 points
Procedures	_____	40 points
Ethical Considerations	_____	40 points
Analysis	_____	40 points
Credibility	_____	40 points
Epoche	_____	40 points
Results	_____	50 points
Discussion		
Situated within Existing Literature	_____	40 points
Limitations	_____	25 points
Clinical Implications	_____	25 points
Future Research	_____	25 points
TOTAL:	_____	500 points

Suggestions for Writing a Literature Review

Suggestions for Writing a Literature Review

- Use the following structure:
 - Existing literature on topic
 - Gaps in the literature
 - How your research will bridge and or fill in these gaps (in **Rationale for Study** section)
- At the end of each section in your literature review, add a summarizing sentence or two, which communicates to your readers the direction in which you are building your argument.
- Be sure to implement corrections and suggestions I have made. I will subtract points if you do not.

LITERATURE REVIEW TIPS

-Taken from Birmingham City University website:

<http://www.ssdd.bcu.ac.uk/learner/writingguides/1.04.htm>

What is a literature review?

The aim of a literature review is to show your readers that you have read, and have a good grasp of, the main published work concerning a particular topic or question in your field. This work may be in any format, including online sources. It may be a separate assignment, or one of the introductory sections of a report, dissertation or thesis. In the latter cases in particular, the review will be guided by your research objective or by the issue or thesis you are arguing and will provide the framework for your further work.

It is very important to note that your review should not be simply a description of what others have published in the form of a set of summaries, but should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches. It should be a synthesis and analysis of the relevant published work, linked at all times to your own purpose and rationale.

According to Caulley (1992) of La Trobe University, the literature review should:

- compare and contrast different authors' views on an issue
- group authors who draw similar conclusions
- criticize aspects of methodology
- note areas in which authors are in disagreement
- highlight exemplary studies
- highlight gaps in research

- show how your study relates to previous studies
- show how your study relates to the literature in general
- conclude by summarizing what the literature says

The purposes of the review are:

- to define and limit the problem you are working on
- to place your study in an historical perspective
- to avoid unnecessary duplication
- to evaluate promising research methods
- to relate your findings to previous knowledge and suggest further research

A good literature review, therefore, is critical of what has been written, identifies areas of controversy, raises questions and identifies areas that need further research

A good literature review needs a clear line of argument. You therefore need to use the critical notes and comments you made whilst doing your reading to express an academic opinion. Make sure that:

- you include a clear, short introduction which gives an outline of the review, including the main topics covered and the order of the arguments, with a brief rationale for this.
- there is always a clear link between your own arguments and the evidence uncovered in your reading. Include a short summary at the end of each section. Use quotations if appropriate.
- you always acknowledge opinions which do not agree with your thesis. If you ignore opposing viewpoints, your argument will in fact be weaker.

Your review must be written in a formal, academic style. Keep your writing clear and concise, avoiding colloquialisms and personal language. You should always aim to be objective and respectful of others' opinions; this is not the place for emotive language or strong personal opinions. If you thought something was rubbish, use words such as "inconsistent", "lacking in certain areas" or "based on false assumptions"!