

BYU McKay School

COUNSELING PSYCHOLOGY & SPECIAL EDUCATION

CPSE 653 Qualitative Research Methods

Instructor: Elizabeth A. Cutrer-Párraga

Office Location: 340-R MCKB

Email: elizabethcutrer@byu.edu

Course Information

Description

This course provides an introduction to the underlying philosophies and methods of qualitative research. The course will employ a combination of didactic, interactive, and practical methodologies to broaden students' knowledge and skills relative to qualitative research. Students will be asked to undertake their own qualitative research throughout the course. Students will develop interview protocols and will collect data through individual and focus group interviews. Students will also collect data through observations.

Students will also study the fundamentals of qualitative data analysis. Students will learn how to develop codebooks and an evaluation analysis product.

Students will be able to construct acceptable qualitative research questions, gather qualitative data utilizing interviews, focus group discussions, and observations, and analyze qualitative data by the conclusion of the course. Students will also produce a methods section acceptable for a qualitative thesis, dissertation, or research paper at the end of the semester. Course objectives include qualitative data gathering, qualitative data analysis, and qualitative data writing.

Prerequisites All students in the course are required to have completed CITI Human Subjects Training.

Participation Policy

Attendance and participation in class discussions is expected and will be considered when assigning grades. Attendance and active involvement in discussions are essential components of your learning experience in this course. Students are expected to routinely attend class. Attendance will be taken at each class session. If you are unable to attend class, please send an email explaining your absence. Also, students are expected to read all assigned readings materials prior to class (with the exception of class session 1). Students are encouraged to share

their experiences and learning relative to qualitative inquiry during class. The course has been designed to include a combination of large and small group discussions, activities and breakout sessions.

Course Texts There is no required text for the course. All are available through the Harold B. Lee Library.

Course Format The course will consist of twice-weekly in-class lectures. Small group discussions, in-class activities, case studies, and examples from the social sciences literature will augment lectures.

Syllabus Changes The instructor maintains the right to modify the syllabus, including readings and due dates for projects. These modifications will be communicated as soon as practicable.

Instructor Expectations Use of laptops / electronic devices: The use of laptops and tablets during class is authorized for class-related work only. Please refrain from using social media and other non-academic websites during class. Please silence any cell phones and other devices that might interrupt the classroom's learning environment. If the temptation to use your laptop or tablet for purposes other than classwork is too overwhelming, we will ask you not to bring it to class. Close laptops and tablets during class discussions and other activities that do not require their use.

Email The instructor will normally respond to email within 24 hours if sent Mon - Fri. It may take longer to obtain a response if you receive an out of office reply while emailing.

Late, missed, or rescheduled work Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points.

Assignments

Assignment #	Description	Due	Points
1	Research Questions and Interview Protocol	5.20.2023	100 pts
2	Two In-Depth Interview Transcripts	5.27.2023	200 pts
3	Codebook	6.10.2023	200 pts
4	Method Presentation	6.14.2023	100 pts
5	Analytical Visual Product	6.17.2023	100 pts
6	Final Methods Write Up	6.22.2023	250 pts
Participation	Attendance and Participation	throughout	50 pts

Assignment #1: Research Questions and Interview Protocol (100 pts) You will develop 3-4 primary research questions to explore through your qualitative data collection. Within each

primary research question, you will identify the specific interview questions to be included on the protocol you will use for the interviews. The interview guide will be designed for a 45-minute interview. You will submit the research questions and the interview protocol for evaluation. **DUE MAY 20, 11:59 PM**

Assignment #2: Two In-Depth Interview Transcripts (200 pts) You will submit a transcript of 3 pages (not front matter) of each interviews for evaluation (total of 6 pages). The interviews will be audiotaped and transcribed. You will also demonstrate use of analytic memos and reflexivity. **DUE MAY 27, 11:59 PM**

Assignment #3: Codebook (200pts) You will develop a codebook for your interview data that includes both topical and interpretive codes. You will use your codebook to code your interview data. **DUE JUNE 10, 11:59 PM**

Assignment #4: Method Presentation (100 pts) You will combine your new learning across the semester to create a written methods section for a thesis, dissertation, or research article (this will be your final). You will present your methods section to the class for feedback. Include the visuals (assignment 5) in your presentation. The presentation should last approximately 15 minutes. **DUE JUNE 14 in Class**

Assignment #5: Analytical Visual Product (100 pts) You will submit an analytical visual product for your data collection section as well as your data analysis section. This could include a matrix, figure or table etc. This is intended to help a reader understand your data collection and data analysis process. **DUE JUNE 17, 11:59 PM**

Assignment # 6: Final Methods Write Up (250 pts) You will submit a written methods section for a thesis, dissertation, or research article. Your methods section should include: Theoretical Framework, Research Design, Research Design Rationale, Participants and Context, Sampling Rationale, Data Collection (include visual), Data Analysis Plan (include visual), Trustworthiness (including positionality). **DUE JUNE 22, 11:59 PM**

Participation (50 points)

Schedule

Week 1: Introduction to Qualitative Methods, Why Qualitative? Quality and /Rigor in Qualitative Studies
May 3 Qualitative Rigor Fit, Qualitative Mindset, Qualitative Research Designs/Methods

Week 2: Qualitative Data Gathering Data – Interviews, Types of Questions, Bias, Interview Protocols, Interview Skills, Focus Group Interviewing
May 8 Interview Questions – Mapping on to Research Questions Types of Questions and Bias Designing Interview Protocols
May 10 Interviewing Techniques
Week 3: Qualitative Data Gathering – Observations, Field Notes, Memoing
May 15 Observations and Field Notes
May 17 Memoing
Week 4: Theoretical Frameworks and Trustworthiness
May 22 Theoretical Frameworks
May 24 Trustworthiness Reflexivity Information Power Naturalistic Generalization
Week 5: Introduction to Data Analysis
May 29 - HOLIDAY
May 31 Introduction to Data Analysis Coding
Week 6: Methods in Qualitative Research
June 5 Thematic Analysis Codes/Categories/Themes Hands on Analysis
June 7 - Review of Rigor Review Methods Section
Week 7: Qualitative Methods: Introduction to Interpretive Phenomenological Analysis
June 12 IPA Intensive

June 14 – LAST DAY OF CLASS

Due: Method Presentations

Methods Write Ups Due: June 22 11:59 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. More information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid

academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions.

Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain

guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly

or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010