



UNIVERSITY OF
CALGARY

Department of Psychology
Psychology 415 (L01) – Qualitative Inquiry in Psychology
Fall 2008

Instructor:	Dr. L. Radtke	Lecture Location:	Admin 253
Phone:	403-220-5223	Lecture Days/Time:	Thurs 5:00-7:50pm
Email:	radtke@ucalgary.ca		
Office:	Admin 255B		
Office Hours:	Thurs 2:00-3:00pm		
Teaching Assistant:	Dane Burns	Lab Location:	Admin 248
Phone:	220-4972	Lab Days/Time:	Lab01: W/9-10:50am Lab02: F/4-5:50 pm
Email:	danetburns@hotmail.com		
Office:	251B		
Office Hours:	TBA		

Course Description and Goals

An introduction to qualitative research methods in psychology. We will discuss the theory and practice of qualitative approaches to psychology. Three specific approaches -interpretative phenomenological analysis, grounded theory, and discourse analysis - will be used to illustrate basic principles but also to provide students with experience in conducting qualitative analysis. Students will develop skills related to conducting research interviews and analyzing verbal data. Lectures will focus on theory and analysis; labs will provide an opportunity to practice developing interview materials, conducting interviews, and analysis. Through course projects, students will also develop their writing skills.

Required Text

Smith, J. A. (2008). *Qualitative Psychology: A practical guide to research methods* (2nd ed.). London: Sage.

[Available from the University of Calgary Bookstore]

The following journal articles that you can access electronically through the library and download:

Adams, G., Turner, H., & Bucks, R. (2005). The experience of body dissatisfaction in men. *Body Image, 2*, 271-283.

Benford, R., & Gough, B. (2006). Defining and defending 'unhealthy' practices: A discourse analysis of chocolate 'addicts' accounts. *Journal of Health Psychology, 11*, 427-440.

Seymour-Smith, S., & Wetherell, M. (2006). 'What he hasn't told you . . .': Investigating the micro-politics of gendered support in heterosexual couples' co-constructed accounts of illness. *Feminism & Psychology, 16*, 105-127.

Timlin-Scalera, R. M., Ponterotto, J. G., Blumberg, F. C., & Jackson, M. A. (2003). A grounded theory study of help-seeking behaviors among white male high school students. *Journal of Counseling Psychology, 50*, 339-350.

Evaluation

Final course grades will be based on three course components - (1) Exams (40% of final grade), (2) a Paper (20% of final grade), and (3) Lab assignments (40% of final grade). Details are provided below (also see the attached lecture and lab schedules).

Note: Students must achieve a passing grade on both the class and lab components to pass this course.

(1) **Exams** (40% of final grade): There will be four, non-cumulative quizzes with short answer format. Please note that there is no registrar-scheduled final exam in this course.

Date	Course Component	Weighting
September 25, 2008	Quiz 1 (Ch. 1, 2, 4 – pp. 57-64; Sept. 11 and 18 lectures)	10%
October 16, 2008	Quiz 2 (Ch. 4, 9, 11; Adams et al., 2005; Sept. 25, Oct 2 and 9 lectures)	10%
November 6, 2008	Quiz 3 (Ch. 5; Timlin-Scalera et al., 2003; Oct. 16-30 lectures)	10%
December 4, 2008	Quiz 4 (Ch. 8; Benford & Gough, 2006; Seymour-Smith & Wetherell, 2006; Nov. 6-27 lectures)	10%

(2) **Paper** (20% of final grade): Students will find a journal article on a piece of empirical research in psychology utilizing one of the three qualitative approaches covered in the course (interpretative phenomenological analysis, grounded theory, discourse analysis). You will analyse the article in terms of how the approach was used and evaluate it according to appropriate criteria for qualitative research. Topics you must discuss include the following:

- Theoretical position – What theoretical position did the researchers adopt? Was this appropriate to the chosen qualitative approach?
- Research design – What was it and was it appropriate?
 - Research question(s) – What was/were they? Were they appropriate?
 - Sampling – What was it and was it appropriate?
 - Data collection method – How were the data obtained and was this appropriate?
 - Data documentation – What kinds of documentation did the researchers use? Was this appropriate?
 - Data coding and categorization – How were the data analysed? Was the analysis adequate?
 - Ethics – How were ethical considerations taken into account? Was this adequate?
- Quality criteria – What quality criteria did the researchers use to evaluate their study? Was this adequate?
- Anything else you think is important about the research as an example of this particular type of qualitative research

For each topic, you will (a) describe what the researchers did, (b) discuss how adequate it was based on your knowledge of qualitative research, and (c) indicate what you would do differently if you identify problems with what the researchers did.

The instructor will first approve the chosen articles. Here is what I will be looking for in terms of approving the article: (1) It is not one of those assigned as required reading for the course (see list under Required Textbooks above); (2) It has not been approved for use by another student

(you cannot write your paper on the same article as another student in the class); (3) It is published in a recognized, psychology journal or written by psychologists and published in an interdisciplinary journal); and (4) It is appropriate for this assignment in terms of using one of the approaches we covered. You can have the selected article approved by email by sending me a pdf of the article. If an electronic copy of the article is not available, then you must meet with me in person so that I can review a print copy. You have until **Friday, November 7, 2008** to have your article approved.

The paper is **due no later than Thursday, November 20 in class** (but students may hand it in before that date). Maximum word count is 3000 words. Use double spacing. Late assignments will be penalized one letter grade per day, e.g., an A paper handed in on November 21 will have the grade reduced to A-, etc. Students **must** provide a **printed copy of their paper** and include a **print copy of the article**; emailed papers will not be graded.

(3) Lab (40% of final grade): **Please note that students must pass the lab component in order to pass this course.**

The labs will involve a substantial amount of group work and discussion, although students will be graded individually. Hence, attendance in labs is very important - for yourself and for the members of your group. Also, you must attend the lab in which you are registered to ensure continuity of the group work.

Lab assignments (this does not include transcripts) must be submitted in print form (i.e., emailed copies will not be accepted). Late lab assignments will be penalized one letter grade per day, e.g., an assignment that is one day late and awarded an A will have the grade reduced to A-, etc. More detailed information on the content of the labs will be provided during the first lab.

The lab grade will consist of seven components:

Due Date	Lab Component	Weighting
September 24 and 26	Self-critique of interview (submitted in lab)	2%
October 15 and 17	Interview transcripts (emailed to lab instructor)	4%
November 5 and 7	Focus group transcripts (emailed to lab instructor)	4%
November 12 and 14	Grounded theory lab report (submitted in lab)	15%
December 3 and 5	Discourse analysis lab report (put in green box outside Admin 275)	15%

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via bonus credits.

Lecture Schedule

Thurs Sept 11	Ch. 1 (Introduction) Qualitative research design Interviewing – Ch. 4 (pp. 57-64)
Thurs Sept 18	Ch. 2 (Conceptual foundations) Qualitative research design cont.
Thurs Sept 25	Quiz 1 Ch. 4 (Interpretative phenomenological analysis) Adams et al. (2005)
Thurs Oct 2	Transcribing Ch. 11 (Demonstrating validity in qualitative research) Interpretative phenomenological analysis cont.
Thurs Oct 9	Interpretative phenomenological analysis cont. Ch. 9 (Focus Groups)
Thurs Oct 16	Quiz 2 Ch. 5 (Grounded Theory) Timlin-Scalera et al. (2003)
Thurs Oct 23	Grounded Theory cont.
Thurs Oct 30	Grounded Theory cont.
Thurs Nov 6	Quiz 3 Ch. 8 (Discourse Analysis) Benford & Gough (2006) Seymour-Smith & Wetherell (2006)
Friday Nov 8	Deadline for approval of paper
Thurs Nov 13	Discourse Analysis cont.
Thurs Nov 20	Discourse Analysis cont. Paper due
Thurs Nov 27	Discourse Analysis cont.
Thurs Dec 4	Quiz 4

Lab Schedule

LAB	DATE	TOPIC	DEADLINES
1	Wed Sept 17 Fri Sept 19	Orientation Semi-structured interviewing	
2	Wed Sept 24 Fri Sept 26	Developing a semi-structured interview guide/interviewing	Self-critique of interview due in lab
3	Wed Oct 1 Fri Oct 3	Interviewing	
4	Wed Oct 8 Fri Oct 10	Transcribing	
5	Wed Oct 15 Fri Oct 17	Focus groups	Interview transcripts emailed to lab instructor on day of lab
6	Wed Oct 22 Fri Oct 24	Grounded theory (theoretical sampling)	
7	Wed Oct 29 Fri Oct 31	Grounded theory	
8	Wed Nov 5 Fri Nov 7	Grounded theory	Groups present grounded theory analysis in lab; Focus group transcripts emailed to lab instructor on day of lab
9	Wed Nov 12 Fri Nov 14	Discourse analysis	Grounded theory lab report due in lab
10	Wed Nov 19 Fri Nov 21	Discourse analysis cont.	
11	Wed Nov 26 Fri Nov 28	Discourse analysis cont.	Groups present discourse analysis in lab; Discourse analysis lab report due Wed, Dec 3 for Lab 01 and Fri, Dec 5 for Lab 02

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating

on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam. A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **December 4, 2008**.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and still receive a fee refund is **September 19, 2008**. The last day to withdraw from this course is **December 5, 2008**.