

Qualitative Methods in Psychological Research

Psychology 775 S09, TTh 12:30-1:45

Dr. Karen Suyemoto
Office: M 2-335

Phone: 617-287-6370
Email: karen.suyemoto@umb.edu

Although psychology has traditionally been dominated by quantitative, "objective," deductive methodologies, qualitative and mixed methodological approaches are now gaining popularity as the discipline recognizes how these methods can be used to contribute to more contextualized understandings of complex psychological phenomena. Particularly when research aims to explore ongoing processes or concepts with multiple contested meanings that change in relation to sociohistorical and relational contexts (e.g. race, gender, ethnicity), results from qualitative methods can not only help researchers create better quantitative approaches, but are also unique contributors to our overall understanding.

This course introduces students to qualitative methods used in psychological research. It begins by discussing the philosophies and foundations of qualitative methodology and the ways in which qualitative and quantitative methods are similar, different, and complementary. We will focus on grounded theory and phenomenology as we learn about data collection and analysis by engaging in a qualitative group project as well as briefly survey some of the qualitative methodologies and analysis approaches used in the field.

Course Objectives

- To understand the foundations and philosophies of qualitative methodologies in psychology and their place in psychological research.
- To become a critical consumer of qualitative research through this understanding.
- To develop skills in qualitative research methods—particularly those related to grounded theory methodology—specifically data collection and analysis methods including individual interviewing, transcribing, and data analysis (coding and categorizing)

Required Texts:

Creswell (2006). *Qualitative inquiry and research design: Choosing among five traditions*, 2nd ed. Thousand Oaks, CA: Sage. [Creswell]

Richards, L. & Morse, J. M. (2006). *Read Me First for a User's Guide to Qualitative Methods.*, 2nd ed. Thousand Oaks, CA: Sage. [MR]

Bazeley, P. (2007). *Qualitative data analysis with NVivo*, 2nd ed. Thousand Oaks, CA: Sage. [B]
PLUS: Readings on Reserve in library

Course Requirements

Class Participation (50%) Participation involves reading and thinking about the assignments before class. If any questions arise while you are doing the reading, I would appreciate an email by 10am the day before the reading is due. You are not required to send me an email; this suggestion is not meant to make more work for you. But if you have a particular question that arises, this gives me a little bit of time to look up anything needed or bring additional resources to answer the question.

Class participation also involves active, thoughtful participation and timely completion of all aspects of the shared research project. Thus, completing the interviews, bringing in your transcriptions, participating in data analysis assignments, etc. will all be reflected in your participation grade.

Research process journal (15%):

The journal is a place to record impressions, questions, insights, and concerns, both about the actual research findings and analysis and also about your own experiences as a researcher and student. Your journal should help you make sense of what you are doing/learning in this research. Some parts of your journal may be very personal and private (if they are really private and you don't want me to read that part, just mark it to let me know). Other parts may serve as initial ideas on analysis that you may want to share and get feedback about. In qualitative research, the researcher's own journals and reflections are an important part of the data and process. It is really important to be disciplined and faithful in using your journals every week. You should develop a regular time to write in your journals, such as the night before class, in addition to any spontaneous writing you might do during the rest of the week.

Here are some questions that might help start your writing throughout the semester, in addition to free writing about your experiences and the research process:

- What connections do you see between the research and your own experience?
- How are your thoughts and feelings about the research changing? How are you changing in response to the research experience?
- What seems important to learn from the data? What impresses or surprises you? What additional questions are coming to you?
- How do you feel about the way we are working together as a team? How can we improve?
- What are your next steps or things to think about for the coming week?

Your journals will be checked but not graded.

Interviews and data analysis (ungraded) You will complete two interviews, transcribe at least one of these, and participate in the data analysis of the class projects. These are ungraded assignments, but their thorough completion is reflected in your *Class Participation* grade.

Write-up of research results (25%): Although we will work on the research project together, each of you will be independently responsible for writing up the methods and the results of the project, including a description of the method, a rationale for the type of method used, and the theory and results that emerge from the research.

Presentation of a Research Question and Qualitative Method Approach (10%) In order to consider how qualitative methods might connect to the research you are doing and the area in which you are interested, you will prepare and present a research question and appropriate qualitative methodology in your area. Please note that we WILL be meeting during finals week for these presentations.

Resources and Support Services for Students with Disabilities at UMass

If you have a disability and feel you will need accommodations in order to be successful in this course, please contact the **Ross Center for Disability Services** (M-1-401) at 287-7430. Please also let me know, as well.

CLASS SCHEDULE (Subject to Revision)Abbreviations for readings:**C:** Creswell**RM:** Richards and Morse**B:** Bazeley

JCP: Special Issue: Journal of Counseling Psychology. 2005 Apr Vol 52(2) 224-235: *Knowledge in Context: Qualitative Methods in Counseling Psychology Research*. All articles available in full text through Healey library database (PscArticles)

	Topics	Readings & Assignments	
Jan 27	Introduction		
Jan 29	Locating the field: A brief overview and history of qualitative research in psychology: Feminist, cultural, constructivist, critical theory	Reader: Taylor & Bogdan Creswell 2: Review table p. 17 (overlaps with JCP reading). Read pp. 23-31 JCP: Ponterotto (126-136)	30pp
Feb. 3	Why (and how) qualitative methods?	Creswell 3: 35-51 RM 2: read only 36-44 Reader: Ritchie pp. 26-34; Borochowitz pp. 347-354	43pp
Feb. 5	Intro to Project	IRB (distributed in class) Reader: (Review from CMH): Vasquez & McGraw; Avayzian, Kliman	~40p
Feb. 10	Introduction to NVivo	B: Chapters 1 and 2	38pp
Feb. 12 77 pp	Strategies of inquiry: Phenomenology	JCP: Wertz (167-177) Creswell: 57-62, 88-89, 265-283	35pp
Feb. 17	Strategies of inquiry: Grounded theory	Creswell: 62-68 Reader: Charmaz, READ ONLY pp. 514-526 JCP: Fassinger (156-166) Creswell: 90-91, 285-306	45pp
Feb. 19	Strategies of inquiry: Grounded Theory and Phenomenology Catch-Up	Bring Journals for Journal Check	
Feb. 24	Framing qualitative questions	Creswell 6: 101-115 RM Chapter 4: 73-100	41pp
Feb 26 35pp	Data collection methods and considerations	Creswell 7: 117-144 JCP: Polkinghorne (137-145)	35pp
Mar. 3 57 pp	Interviewing	Reader: Taylor & Bogdan (95-116); Mason (67-83); Hiller and DeLuzio	57pp
Mar. 5	Panel: Doing qualitative research	Read ahead for next week: LOTS of reading!	

Mar. 10	Interviewing	Reader: Weiss <i>Your first (peer) interview should be scheduled for later this week!</i>	60pp
Mar 12	Reflexivity and bias	JCP: Haverkamp (146-155) Reader: Finlay; Hendrix; Borochowitz pp. 354-360 <i>Bring Journals for Journal Check</i>	46pp
Mar. 17 Mar. 19	Spring Break		
Mar. 24	Data analytic techniques	Creswell 8: 143-175 Reader: Taylor & Bogdan <i>Interview one due—optional full transcript</i> <i>Schedule your second interview for week of March 31!</i>	55pp
Mar 26	Data analytic techniques	RM Chapters 6, 7, part of 8: 133-168 and 177-183	41pp
Mar. 31	Data quality, validity, and reliability Member checks, triangulation, etc.	Creswell 10: 201-223 JCP: Morrow (250-260) Read and comment on themes for one transcript for your group <i>Your second interview should be scheduled for this week!</i>	32pp +int
Apr. 2	Data analysis in action	Read and comment on themes for one transcript for your group	1 int
Apr. 7	Catch up: Data Analysis	Read and comment on themes for last 2 transcripts for your group	2 ints
Apr. 9	Data analysis: Nvivo	B: Chapters 3 and 4, pp 39-99	60 pp
Apr. 14	Data analysis: Axial/Categorical Coding	B: Chapter 5 and 7, 99-131 and 155-176 <i>Bring Journals for Journal Check</i>	53pp
Apr. 16	Interpretation and presentation of data	Creswell 9: 177-192 Reader: Charmaz, READ pp. 526-528 <i>Interview two due—full transcript required.</i>	17pp

Apr. 21	KAREN AT AAAS: Data analysis with your group!	Read through one interview from your group (round robin) and comment on <u>interviewing!</u>	
Apr. 23	KAREN AT AAAS Panel: Doing qualitative research		
Apr 28 & Apr 30	Additional Strategies of Inquiry and Analysis: Jigsaw Presentations (Participatory) Action research Ethnography Narrative Analysis CQR and Situational Analysis	<p>ALL read: Creswell: 53-57, 68-72, 76-81, 93-96 Reader: Greenwood & Levin Skim for resources (in reader): Gergen</p> <p>Read one set of:</p> <ul style="list-style-type: none"> • <u>PAR</u> JCP: Kidd & Kral (187-195) Reader: Cosgrove, Tang (In Hale book, pp. 237-264) • <u>ETHNOGRAPHY</u> Creswell: pp. 91-92, 309-335 JCP: Suzuki et al (206-214) Reader: Anderson • <u>NARRATIVE & CONTENT ANALYSIS:</u> Creswell pp. 86-88, 251-263 Reader: TBA • <u>CQR & SA:</u> JCP: Hill et al (196-205) Reader: Hill et al.; READ ONLY pp. 520-524; plus TBD 	26pp +~50
May 5	Integrating Methodologies	JCP: Hanson et al. (224-235) Reader: Connidis; Atkinson & Coffey; Ritchie pp. 37-44	42pp
May 7	Analysis interpretation and presentation	Reader: Merrick; Neilson & Suyemoto	~25p
May 12	Analysis interpretation and presentation	<u>Bring Journals for Journal Check</u>	
Finals Week	<u>Project Presentations by students</u>	<u>Research Write-Up Due on May 18</u>	

Citations for Readings in Qualitative Methods Psych 775, Spring 2009

READER: On Ereserve in the library

- Anderson, L. (2006). Analytic autoethnography. *Journal of Contemporary ethnography*, 35, 373-395.
- Atkinson, P. & Coffey, A. (2003). Revisiting the relationship between participant observation and interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Postmodern interviewing*. Thousand Oaks, CA: Sage. (pp. 109-122).
- Ayvazian, A. (1995). Interrupting the cycle of oppression: The role of allies as agents of change. *Fellowship*. January/February. 7-10.
- Borochowitz, D. Y. (2005). Teaching a qualitative research seminar on sensitive issues: An autoethnography. *Qualitative Social Work*, 4, 347-362.
- Charmaz, Kathy (2000). Grounded Theory: Objectivist and Constructivist Methods. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *Handbook of Qualitative Research*, 2nd edition (pp.509-535). Thousand Oaks, Ca.: Sage.
- Connidis, I. (1983). Integrating qualitative and quantitative methods in survey research on aging: An assessment. *Qualitative Sociology*, 6, 334-352.
- Cosgrove, L., & McHugh, M. C. (2000). Speaking for ourselves: Feminist methods and community psychology. *American Journal of Community Psychology*, 28, 815-838.
- Finlay, L. (2002). "Outing " the Researcher: The provenance, process, and practice of reflexivity. *Qualitative Health Research*, 12. 531-545.
- Gergen, M., Chrisler, J., & LoCicero, A. (1999). Innovative methods: Resources for research, publishing, and teaching. *Psychology of Women Quarterly*, 23, 431-456.
- Greenwood, D. J. & Levin, M. (2007). *Introduction to Action Research* (2nd ed.). Thousand Oaks, CA: Sage.
- Hendrix, K. G. (2002). "Did being Black introduce bias into your study?": Attempting to mute the race-related research of Black scholars. *The Howard Journal of Communications*, 13, 153-171
- Hill, C. E. Thompson, B. J.; Williams, E. N. (1997). A guide to conducting consensual qualitative research. *Counseling Psychologist*, Vol 25(4), Oct 1997. pp. 517-572.
- Hiller, H. H. & DiLuzio, L. (2004). The interviewee and the research interview: Analysing a neglected dimension in research. *Canadian Review of Sociology and Anthropology*, 41, 1-26.
- Kliman, J. (2005). Many differences, many voices: Toward social justice in family therapy. In Mirking, Suyemoto, & Okun (eds.), *Psychotherapy with women: Exploring diverse contexts and Identities*. Guilford. Selection from chapter, pp. 51-61
- Mason, J. (2002). *Qualitative researching* (2nd edition). Thousand Oaks, CA: Sage. Chapter 4—Qualitative interviewing (pp. 62-83).
- Merrick, E. (1999). "Like chewing gravel": On the experience of analyzing qualitative research findings using a feminist epistemology. *Psychology of Women Quarterly*, 23, 47-57.
- Ritchie, J. (2003). The applications of qualitative methods to social research. In J. Ritchie and J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers*, (pp. 24-46). Thousand Oaks, CA: Sage.
- Taylor, S. J. & Bogdan, R. (1998). *Introduction to qualitative methods: A guidebook and resource* (3rd edition). New York: Wiley & Sons. Chapter 1—Introduction: Go to the People (pp. 3-23).
- Tang S. S. (2008) "Community-Centered Research As Knowledge/Capacity Building In Immigrant/Refugee Communities" in C. Hale (ed.), *Engaging contradictions: Theory, politics, and methods of activist scholarship*. CHAPTER 9, pp 237-264
- Vasquez, H. & McGraw, S.(2005). Building Relationships across Privilege: Becoming an Ally in the Therapeutic Relationship. In M. Mirkin, K. L. Suyemoto, & B. Okun (Eds.) *Psychotherapy with Women: Exploring Diverse Contexts and Identities*. Guilford Press.
- Weiss, R. (1994). *Learning from strangers*. Free Press. Chapter 4—Interviewing (pp. 61-119).