PSYC 182: Qualitative Research Methods

University of California, Santa Cruz – Summer Session 2, 2024

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Thursdays 11:30 am – 12:30 pm
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> **Class Meetings**
> Mondays and Wednesdays
> 1:00 pm – 4:30 pm
> Physical Sciences Building, Room 130

Course Description

This course introduces students to the uses of qualitative research in psychology. Students will learn about a variety of methods for qualitative data collection and analysis. This includes techniques such as interviews and observation, approaches like thematic and narrative analysis, processes such as audio transcription and codebook development, and mixed-methods and participatory methods. In small groups, students will design and carry out their own brief qualitative research studies.

- 5-Credit Upper-Division Course in Psychology
- Required Prerequisite: PSYC 100
- General Education Code: PR-E (Practice: Collaborative Endeavor)

Learning Outcomes

By the end of this course, you will:

- Identify the uses of qualitative research in psychology and what makes a strong qualitative research question.
- Choose data collection and analysis approaches that fit your research topic and your epistemology (beliefs about how knowledge works).
- Practice collaboration in setting group agreements, equitably dividing work, and crafting shared projects.
- Wrestle with the ethical implications of conducting qualitative research and the impact of your own perspectives on this work.
- Develop skills for writing and presenting psychological research.

Graded Coursework

Item	Due	Total
Attendance/Participation	All weeks	20
Annotated Bibliography	Week 1	10
Methods Proposal	Week 2	10
In-Progress Data Log	Week 3	10
Results Draft	Week 4	10
Presentation	Week 5	10
Final Project	Week 5	30
Total		100%

Final Grades

Percentage	Letter Grade	P/NP Grade
95.0% and over	A	Pass
90.0% – 94.9%	A-	Pass
87.0% – 89.9%	B+	Pass
83.0% – 86.9%	B	Pass
80.0% – 82.9%	B-	Pass
77.0% – 79.9%	C+	Pass
73.0% – 76.9%	C	Pass
70.0% – 72.9%	C-	No Pass
67.0% – 69.9%	D+	No Pass
63.0% – 66.9%	D	No Pass
60.0% – 62.9%	D-	No Pass
59.9% or under	F	No Pass

<u>Readings</u>

Assigned chapters, articles, and videos will be shared through Canvas, either as pdf files or links. These are also listed in the Course Schedule section of the syllabus. Please come to class prepared to discuss and build on the concepts from these texts, and please bring a digital or printed copy of readings to class so you can refer to them during our sessions

<u>Coursework</u>

Our coursework is focused on a group project carrying out a brief qualitative research study. Weekly assignments move us towards a final project in the form of a collaborative research paper. Each group will also give a presentation on their project during our final class session. More details about each assignment will be posted on Canvas and reviewed in class. Please bring digital access or printed copies of all your coursework to class, as we will continue to build on past assignments through class discussions, activities, and group work.

Attendance/Participation

Because our class sessions will often be focused on interactive activities, discussions, and group project work, regular attendance is a fundamental requirement of this course. In our accelerated summer session, every meeting counts a lot! The Attendance/Participation grade is based on coming to class meetings, arriving on time, being prepared by completing readings and other work, and engaging in classroom activities.

Missed Classes

I will share any slides and materials from class on our Canvas page. <u>It is your responsibility to catch up on these materials if you miss a class</u>. You should also reach out to your group as soon as possible to keep up with project work. I encourage students to share their notes with each other. You are also welcome to come to office hours with specific questions.

Late Work

It's crucial to stay on top of deadlines in this class. Your partners are counting on you, and you need to get timely feedback from the teaching team as you progress on your projects. If you're running into trouble getting work done on time, please be proactive in reaching out to your group and the teaching team so we can brainstorm strategies for getting caught up and staying up to date on course work. This is particularly important as we approach the final project and end of the quarter!

Feedback on Work

We'll provide feedback on your work during class and through Canvas. Using our feedback as you develop your project is an expected part of the assignments in this class. Please reach out to the teaching team if you have questions about our feedback.

Course Policies

The Teaching Team

Each project group will have an assigned TA, who should be your first point of contact for questions about course work. You're also welcome to reach out to me directly with pressing concerns or other issues related to the course. Email is the best way to reach us, and our email addresses are at the top of this syllabus. We may not always be able to respond to emails immediately, so please reach out early if you have questions about an assignment. If a question will take more than a few sentences to answer, it's often better addressed during office hours.

Office Hours

Office hours are times we have set aside to meet with students. During these times, we're happy to discuss course material and questions about assignments. Office hours are drop-in sessions, meaning you do not need to make an appointment ahead of time. If you cannot make my scheduled office hours, please email me to find another time to meet.

Accessibility and Accommodations

If there are things we can do to help you thrive in this class, I'd love to discuss this with you. If formal accommodations might benefit you, I encourage you to learn more about the Disability Resource Center (DRC) on their website. If you have approved accommodations from the DRC that would benefit you in this class, please confirm that I've received your DRC letter.

Note on Mandatory Reporting

Campus guidelines state that instructors and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should we become aware that you or any other student has experienced sexual violence or sexual harassment. It is important to me that it should be your decision whether a report is made to Title IX on your behalf. Please speak with me privately during office hours if you would like me to make a report. Please do not share information with us about experiences of sexual violence and sexual harassment if you do not want us to make a report. There are additional considerations if the topic of your research relates to these topics, so please plan to discuss these considerations with us further if this is the case. See info below about the CARE office for a confidential resource.

Academic Integrity

Please speak with the teaching team before completing an assignment if you have any questions about what is permitted and expected in this class.

- Work should be completed by you and your group.
- All work should be original and created for this class. You should <u>NOT</u> reuse work written for another class or project. (Please do draw on what you've learned in previous classes! It's fine to cite an article you've used in another context, but your writing about that article should be new.)
- You should <u>NOT</u> use paraphrasing software ("spinbots") or generative AI writing software (like ChatGTP).
- If you use other people's exact words, they should be in quotation marks and credited clearly. If you use other peoples' ideas, they should be credited clearly. (The UCSC library provides [resources on citation](.)
- You are welcome to use a spell check, grammar check, or thesaurus on written work.
- You are welcome to use Grammarly's grammar check or feedback on your writing. You should <u>NOT</u> use the "GrammarlyGO" generative AI assistance for any purpose, including to generate ideas or produce writing.
- You are encouraged to get support from writing tutors or get feedback from others on your writing. Check with your partners before sharing their work with others.
- Doing work for another student to present as their own or allowing a student to copy your work so that they can present it as their own are also forms of academic misconduct.
- Don't create fake data or misrepresent the data you collected!
- Don't knowingly allow other group members to contribute work to your project that breaks these principles.
- Accurately report which parts of the assignments you worked on and if you have any concerns about contributions to the projects.

Coursework that is plagiarized or otherwise breaks academic integrity rules can result in both a grade of 0 on the assignment and a report of academic misconduct sent to your affiliated college. Please refer to the [Academic Misconduct Policy for Undergraduates]() and note that consequences for academic misconduct can include suspension and expulsion. At our discretion, the teaching team may invite a student to redo an assignment if it appears the student has made a minor mistake like paraphrasing inappropriately or forgetting to give credit for an idea.

Course Schedule

Below is a <u>tentative</u> daily schedule for our class. Although I may still make some changes to this plan, this should give you a general sense of what to expect this quarter.

Week 1
Monday, July 29 – What is (Good) Qualitative Research
No reading due today, but feel free to read ahead!
Wednesday, July 31 – Designing a Qualitative Study
Read before class: • Successful Qualitative Research Chapters 1-3 - Getting Started
Friday, August 2
By 5 pm, turn in Annotated Bibliography

Week 2

Monday, August 5 – Data Analysis and Collection 1

Read before class:
- Successful Qualitative Research Chapter 4 - Interviews
- Braun & Clarke - 2006 - Using Thematic Analysis in Psychology

Watch before class:
- Essentials of Thematic Analysis

Wednesday, August 7 – Data Analysis and Collection 2

Read before class:
- Successful Qualitative Research Chapter 6 - Textual Data
- Hsieh & Shannon - 2005 - Three Approaches to Qualitative Content Analysis

Watch before class:
- Data Isn't Just Data, and Ethical Considerations

Friday, August 9

By 5 pm, turn in Methods Proposal

Week 3

Monday, August 12 – More Qualitative Methods

Read before class:
- Qualitative Research Chapter 8 - Qualitative Data Analysis

Watch before class – CHOOSE **TWO**:
- Essentials of Narrative Analysis
- Essentials of Interpretative Phenomenological Analysis
- Essentials of Critical Participatory Action Research
- Essentials of Autoethnography
- Essentials of Critical Constructivist Grounded Theory Research

Wednesday, August 14 – Qualitative Analysis Processes

Read before class:
- Successful Qualitative Research Chapter 7 - Transcription
- MacQueen et al. - 1998 - Codebook Development for Team-Based Qualitative Analysis

Friday, August 16

By 5 pm, turn in In-Progress Data

Week 4

Monday, August 19 – Reflexivity and Reflection

Read before class:
- Kleinsasser - 2000 - Researchers, Reflexivity, and Good Data: Writing to Unlearn
- Tuck - 2009 - Suspending Damage: A Letter to Communities

Wednesday, August 21 – Quality and Writing

Read before class:
- Qualitative Research Chapter 9 - Quality
- Successful Qualitative Research Chapter 13 - Writing

Friday, August 23

By 5 pm, turn in Results Draft

Week 5

Monday, August 26 – Ethical Considerations

Read:
- Liboiron et al. - 2017 - Equity in Author Order: A Feminist Laboratory's Approach
- Rivers - 2021 - Waking up to the Politics of Citation

Wednesday, August 28 – Presentations and Wrap-up

IN-CLASS PRESENTATIONS TODAY

Friday, August 30

By 5 pm, turn in Final Paper

Additional Resources

Writing Tutors

- The Writing Center "works with all students, in all genres, at all stages of the writing process." Visit the website to book an appointment.

Counseling and Psychological Support

- Counseling and Psychological Services (CAPS) provides mental health services including brief individual therapy, crisis intervention, psychiatric services, and referrals to off-campus clinicians. Most CAPS services are free to all students.
- Campus Advocacy Resources and Education (CARE) provides "nonjudgmental support and resources for survivors of sexual assault, dating/domestic violence, and stalking, and their significant others."
- The Cove "is a safe space to be in community with other students that are committed to their recovery from alcohol and/or other drugs, are the loved one of someone with an addiction, are someone who wants to support those in recovery, are interested in recovery or just want to meet other students who are substance-free and looking for community."

Resource Centers

Resource Centers "offer counter-spaces for students who are queer, trans, nonbinary, womxn, and people of color, as well as impact institutional policies and campus climate."

- African American Resource and Cultural Center (AARCC)
- American Indian Resource Center (AIRC)
- Asian American / Pacific Islander Resource Center (AAPIRC)
- El Centro Chicanx Latinx Resource Center
- Lionel Cantú Queer Center
- Womxn's Center

Other Support

- Title IX Office "works preventively to prevent discrimination and harassment. Title IX also receives and responds to reports of misconduct, and will work to remedy and prevent future harm."
- Basic Needs website offers "an online hub for information on food, housing, health & wellness, and financial security resources, both on-campus at UCSC and off-campus in the greater Santa Cruz community."
- Slug Support Program works to "to identify students navigating difficult or challenging situations and assist them in resolving their concerns." May help access campus and community services and "provide financial resources such as funding for food, emergency housing, and other essential needs."