

FRAN*6020 QUALITATIVE METHODS Winter 2012

**Department of Family Relations and Applied Nutrition
University of Guelph**

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Course Time and Location: MACS 301, Tuesdays 11:30 am to 2:20 pm (Jan 10 to April 6)

COURSE DESCRIPTION

During this course, students will learn about and apply the theoretical and empirical assumptions informing a variety of qualitative methodologies, with the end-product consisting of a written research report utilizing three approaches. Students will learn to compare different research questions, theoretical frameworks, analytic assumptions, and methodological procedures. They will become familiar with the standards of empirical rigour underpinning these approaches and with how to practice emerging analytic skills relevant to each. The major focus will be on the following qualitative methodologies: grounded theory, phenomenology, narrative analysis, and discourse analysis. With respect to *grounded theory*, Dr. Kerry Daly will be providing a guest lecture and will assist students in learning about preparation for analysis, entering the field, memo-writing, coding and analysis of data, theoretical sampling, and important issues associated with the write-up. Another guest lecturer, Dr. Clare MacMartin, will outline preparation for *discourse analysis*. The final guest lecturer, Sharon Mayne-Devine, will introduce students to *narrative analysis*. These guest instructors were selected due to their expertise in specific qualitative research methods.

COURSE OBJECTIVES

1. Become familiar with the characteristics, language, and assumptions of qualitative research;
2. Delineate the differences between qualitative and quantitative research approaches and describe the theoretical and practical implications of these differences for a research project;
3. Understand the available techniques for qualitative data collection and analysis;
4. Be able to recognize and assess quality and rigour in evaluating a qualitative research study;
5. Understand the characteristics of different qualitative approaches and apply them to address a particular research topic;
6. Undertake analysis of qualitative data, including coding using computer assisted qualitative data analysis; and
7. Integrate qualitative research into a successful academic career by learning how to write qualitative research reports or papers.

COURSE FORMAT

Class meetings will be conducted as seminars. The course will combine lecture, discussion, and in-class group activities, facilitating an atmosphere where ideas are exchanged and research experiences are shared. On occasion, class time will be an opportunity for students to engage in data analysis.

COURSE REQUIREMENTS

All assignments are submitted to the course instructor via e-mail by 11:59 PM on the due date. The course instructor will not read or grade the material beyond the page limit identified for a specific assignment. All assignment should be typed, double-spaced, Times New Roman 12 font, with 1" margins (.doc format).

1. **Participation (20% of course grade).** One expectation in this class is that participants will be active learners, responsible for their own learning and development. Students should read all the assigned readings *before each class*, thoughtfully process the information, and be ready to contribute to class discussion and activities. It is a good rule of thumb to share at least one idea or observation in every class. Simply coming to class prepared and participating is an easy way to earn the full mark for participation. It will be difficult to earn a high mark on this assignment without making a conscious effort to participate in each class.
2. **Thematic/Grounded Theory Research Proposal (15% of course grade)** (4-5 pages). The purpose of this assignment is to assist you with fostering knowledge and skills related to developing a rationale for and formulating research questions for studying a topic using *phenomenological* OR *grounded theory* approach. You are asked to select a topic and locate online data that you will later examine using one of these methodologies. The substantive focus for your research project is open, but it should be a topic that is within the broad parameters of family relations, human development, and applied nutrition. Please consult with the instructors if you need help deciding on the focus of your project. **DUE FEBRUARY 14, 2012.**

Organization of a proposal:

- *Context:* Outline the objective(s) of your study and provide a rationale for it (briefly review theoretical and empirical literature on the topic and link selected literature and your study). (2 pages)
- *Theoretical/Paradigmatic Framework:* Specify your theoretical framework (psychological, sociological, or other theories that inform your study) and paradigmatic stance (particularly epistemological assumptions). Conclude this section with specific research question(s), formulating them in ways consistent with a chosen methodology. (1 page)

You are also asked to identify easily accessible online data related to your topic. All data you choose to examine must be in the public domain (no password is required to access the contents of websites) and can be analyzed without the approval of the University Research Ethics Board to conduct research involving human participants. When selecting materials, only include the participants' meanings and experiential descriptions and exclude factual information or summaries of the literature on the topic. Please forward (via email) the links to these websites to the course instructor **by February 14, 2012** to ensure that the data are in the public domain, suitable for qualitative analysis, and generally adequate in length. Once the instructor approves the data set, you are free to analyze the same data using two methodologies (phenomenology/GT and discourse analysis).

Allocation of grade (for each proposal):

Context	6 marks
Theoretical/paradigmatic framework	6 marks
Organization, writing, & APA style	3 marks
<i>Total:</i>	<i>15 marks</i>

3. **Two Research Reports (45% of course grade, 22.5% each report)** (6-8 pages in length each, excluding the title page and references). The purpose of this assignment is to assist you in developing knowledge and skills related to data analysis and write-up using two methodologies discussed above.

You are asked to write 2 research reports summarizing the results of (a) phenomenological or grounded theory analysis and (b) discourse analysis. **DUE MARCH 6 & 27, 2012.**

Organization of each report:

1. *Method:* Describe methodology and methods of data collection, selection, and analysis. Justify the use of this methodology in the study of the identified phenomenon. (1-1.5 pages)
2. *Results:* Present the results of your analysis. (4-5 pages)
3. *Discussion:* Discuss the limitations, credibility issues, and implications of the study for practice, theory, and research. List potential benefits/audiences of your research. (1-1.5 pages)

Note that the major emphasis is on the results or analyses of your data. Nevertheless, it is important that you be selective here so that you are not taking on too much for the assignment. That is, even if your grounded theory analysis has generated four or five major categories, you should mention that four categories developed from the data but be selective and choose only two (for example) to showcase in your paper. For example, let's say you are conducting a discourse analysis of interviews on food preferences. You have identified four different discursive strategies participants use to justify non-healthy food choices. In your write-up, you can briefly list the four strategies but show the analyses of only two of the strategies in your paper. There are lots of other ways to delimit your analytic focus, so if you are not sure of how to select a manageable chunk for your reporting of your analyses, ask the course instructor.

Allocation of grade (for each report):

Method	4 marks
Results	12.5 marks
Discussion	4 marks
Organization, writing, & APA style	2 marks
<i>Total</i>	<i>22.5 marks</i>

- 4. Research Presentation (20% of course grade).** The purpose of this assignment is to encourage students to reflect on the process of conducting research. Each presentation should be informal, 15-20 minutes including questions and discussion (the exact time allocated to each presentation will be determined based on the number of students enrolled in the course). You are asked to discuss one of the three analyses you conducted. The presentation will cover the following aspects of your research: the research topic and question, methodology, and summary of most central or interesting results (3-5 minutes). The remaining time should be spent describing *the subjective experience of doing research and how research evolved over time*, including struggles and challenges you encountered. You are welcome to elicit other students' experiences of resolving a particular issue or dilemma faced during data collection, analysis, and write-up. You will also be graded on the delivery of your presentation. For example, you should demonstrate: developing mastery of background materials in the field of qualitative research; familiarity with the technical terms associated with analytic procedures in your chosen methodology; ability to manage time during the presentation; good oral communication skills, including fluent responses to audience questions or comments; and facilitation of group involvement. **DUE March 27 & April 6 during class time**

Allocation of grade:

Reflexivity	10 marks
Organization and style	5 marks
Oral communication and discussion facilitation skills	5 marks
<i>Total</i>	<i>20 marks</i>

ACADEMIC MISCONDUCT

All members of the University of Guelph community are required to be familiar of what constitutes academic misconduct. Students are encouraged to become familiar with academic integrity issues and to consult the University of Guelph's policy regarding academic misconduct, which is available in the University of Guelph Graduate Calendar at: www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1340.shtml Pursuant to University policy, suspected cases of academic misconduct will be forwarded to the Department Chair.

LATE ASSIGNMENTS

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor in writing. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Unless appropriate documentation is provided, all late work will be assessed a **penalty of 10% per day**.

REQUIRED READINGS:

Textbook & course packet (can be purchased from the campus bookstore)

Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. New York: Guilford.

Students are expected to read assigned book chapters or articles *prior to* each class.

Week 2

Snape, D., & Spencer, L. (2003). The foundations of qualitative research. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 1-23). London: Sage.

Gergen, K. J. (2001). Psychological science in a postmodern context. *American Psychologist*, 56(10), 803-813.

Carter, S. C., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.

OPTIONAL

Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (Ch. 5). New York: Guilford. **(OPTIONAL)**

Week 3

Starks, H., & Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380.

Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (Ch. 2). New York: Guilford. **(OPTIONAL)**

Week 4

Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (Chs. 4 & 5). New York: Guilford.

Charmaz, K. (2003). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies for qualitative inquiry* (2nd ed., pp. 249-291), London: Sage.

Legard, R., Keegan, J., & Ward, K. (2003). In-depth interviews. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 138-169). London: Sage. **(OPTIONAL)**

Hein, S. F., & Austin, W. J. (2001). Empirical and hermeneutic approaches to phenomenological research in psychology: A comparison. *Psychological Methods*, 6(1), 3-17. **(OPTIONAL)**

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101. **(OPTIONAL)**

Week 5

Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (Ch. 6 + pp. 291-304). New York: Guilford.

LaRossa, R. (2005). Grounded theory methods and qualitative family research. *Journal of Marriage and Family*, 67, 837-857. **(OPTIONAL)**

Kuczynski, L., & Daly, K. (2003). Qualitative methods as inductive (theory-generating) research: Psychological and sociological approaches. In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations* (pp. 373-392). Thousand Oaks CA: Sage. **(OPTIONAL)**

Week 6

Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (Ch. 8 + pp. 314-320). New York: Guilford.

Week 8

Riessman, C. (2008a). Thematic analysis. In *Narrative methods for the human sciences* (pp. 53-76). London: Sage.

Riessman, C. (2008b). Structural analysis. In *Narrative methods for the human sciences* (pp. 77-103). London: Sage.

Week 9

Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (Ch. 7 + pp. 304-313). New York: Guilford.

Edwards, D., & Potter, J. (2005). Discursive psychology, mental states and descriptions. In H. te Molder & J. Potter (Eds.), *Conversation and cognition* (pp. 241-259). Cambridge, U.K.: University of Cambridge Press.

Edwards, D. (1995). Two to tango: Script formulations, dispositions, and rhetorical symmetry in relationship troubles talk. *Research on Language and Social Interaction*, 28(4), 319-350.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB0QFjAA&url=http%3A%2F%2Fwww-staff.lboro.ac.uk%2F~ssde%2FEdwards%2520-%2520Two%2520to%2520tango%25201995.pdf&ei=ufwKT7aPBcXv0gGi6PHDDA&usg=AFQjCNG1n6UiOagH4kZos5kiT0_4b-EILQ

Week 10

Wood, L. A., & Kroger, R. O. (2000). Analysis I: Strategies in interpretation. In *Doing discourse analysis: Methods for studying action in talk and text* (pp. 91-116). London: Sage.

Jager, S., & Maier, F. (2009). Theoretical and methodological aspects of Foucauldian critical discourse analysis and dispositive analysis. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis* (2nd ed., pp. 34-61). London: Sage. **(OPTIONAL)**

Heritage, J. (2004). Conversation analysis and institutional talk: Analyzing data. In D. Silverman (Ed.), *Qualitative research: Theory, method, and practice* (2nd ed., pp. 222-245). London: Sage. **(OPTIONAL)**

Other Optional Readings:

- Daly, K. J. (2007). *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage.
- Wood, L. A., & Kroger, R. O. (2000). *Doing discourse analysis: Methods for studying action in talk and text*. Thousand Oaks, CA: Sage.
- Riessman, C. (2008). *Narrative methods for the human sciences*. London: Sage.

Sample Qualitative Studies (available through library electronic access):

- Eatough, V., Smith, J. A., & Shaw, R. (2008). Women, anger, and aggression: An interpretive phenomenological analysis. *Journal of Interpersonal Violence*, 23(12), 1767-1799.
- Frost, N. (2009). 'Do you know what I mean?' The use of a pluralistic narrative analysis approach in the interpretation of an interview. *Qualitative Research*, 9(1), 9-29.
- Keats, P. A. (2009). Multiple text analysis in narrative research: Visual, written, and spoken stories of experience. *Qualitative Research*, 9(2), 181-195.
- Lempert, L. B. (1994). A narrative analysis of abuse. *Journal of Contemporary Ethnography*, 22(4), 411-441.
- Malson, H., Finn, D. M., Treasure, J., Clarke, S., & Anderson, G. (2004). Constructing 'the eating disordered patient': A discourse analysis of accounts of treatment experience. *Journal of Community & Applied Social Psychology*, 14, 473-489.
- Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8(3), 329-347.
- Peterson, A., & Jenni, C. B. (2003). Men's experience of making the decision to have their first child: A phenomenological analysis. *The Family Journal*, 11(4), 353-363.
- Rahilly, D. A. (1993). A phenomenological analysis of authentic experience. *Journal of Humanistic Psychology*, 33(2), 49-71.
- Sims-Schouten, Riley, C. E., & Willig, C. (2007). Critical realism in discourse analysis: A presentation of a systematic method of analysis using women's talk of motherhood, childcare and female employment as an example. *Theory and Psychology*, 17(1), 101-124.

A helpful resource is the *Manuscript Submission Guidelines* (Journal of Qualitative Health Research) on how to prepare a manuscript for publication in a qualitative research journal:
http://www.sagepub.com/journalsProdDesc.nav?ct_p=manuscriptSubmission&prodId=Journal200926

Students are encouraged to use a qualitative analysis software (e.g., NVivo, MAXQDA).

CLASS SCHEDULE & ASSIGNED READINGS

Week	Date	Topic	Readings	Assignment Due Dates
1	Jan 10	Course Overview; Introduction to Qualitative Inquiry		
2	Jan 17	Paradigms in Qualitative Research; Reflexivity	Snape & Spencer (2003) Gergen (2001) Carter & Little (2007) (OPTIONAL) Charmaz et al. (2011, Ch. 3) (OPTIONAL)	
3	Jan 24	Research Methodologies	Starks & Trinidad (2007) Charmaz et al. (2011, Ch. 2) (OPTIONAL)	
4	Jan 31	Methods of Data Collection; Phenomenology & Grounded Theory Methodology	Charmaz (2003) Charmaz et al. (2011, Chs. 4-5 + pp. 280-291) Hein & Austin (2001) (OPTIONAL) Braun & Clarke (2006) (OPTIONAL) Legard, Keegan, & Ward (2003) (OPTIONAL)	
5	Feb 7	Grounded Theory Methodology II (<i>guest speaker</i>)	Charmaz et al. (2011, Ch. 6 + pp. 291-304) LaRossa (2005) (OPTIONAL) Kuczynski & Daly (2003) (OPTIONAL)	
6	Feb 14	Narrative Analysis I	Charmaz et al. (2011, Ch. 8 + pp. 314-320)	<i>Proposal (thematic/GT analysis) + links to online data</i>
7	Feb 21	<i>Winter Break</i>		
8	Feb 28	Narrative Analysis II (<i>guest speaker</i>)	Riessman (2008a, 2008b)	
9	Mar 6	Discourse Analysis I	Charmaz et al. (2011, Ch. 7 + pp. 304-313) Edwards & Potter (2005)	<i>Research Report 1 – GT/ thematic analysis</i>
10	Mar 13	Discourse Analysis II (<i>guest speaker</i>)	Wood & Kroger (2000) Heritage (2004) (OPTIONAL) Jager & Maier (2009) (OPTIONAL)	
11	Mar 20	Rigour in Qualitative Research		
12	Mar 27	<i>Research Presentations</i>		<i>Research Report 3 – DA</i>
13	Apr 6	<i>Research Presentations</i>		