

DPLS 723 Qualitative Research Theory & Design

Summer 2010 3 Credits

Professor: James Beebe

Office: Tilford 226

Office Phone: (509) 313-3484

Home phone: (509) 456-2571

Class days: June 28, July 2, 5, 12, 19, 26, 30 6:00-10:00 pm,

Room Til 106 (subject to change)

Email: beebe@gonzaga.edu **hours:**

Office Monday and Thursday 4:00 to 5:30. Call for appointment at other times

Sessions and Assignments

Advanced

Session 1: June 28

Session 2: July 2 (Friday)

Session 3: July 5

Session 4: July 12

Session 5: July 19

Session 6: July 26

Session 7: July 30 (Friday)

COURSE DESCRIPTION

The assumptions, theories, and practice of qualitative research are introduced. Students design, conduct, and report a study that demonstrates their observational and interviewing skills.

COURSE OBJECTIVES

This course is designed to provide opportunities for developing specific qualitative research skills while gaining familiarity with theories, issues, and problems in qualitative research. The course examines the relationships between the theories and the purpose of qualitative inquiry. There is considerable focus on practicing selected research skills and the analysis and write-up of the results from these activities.

By the end of the course the student will be able to:

- Explain the difference between qualitative and quantitative research and identify how they complement each other and identify when one might be more appropriate than another.
- Identify and compare different approaches to qualitative research.
- Identify and compare different paradigms and interpretative frameworks of qualitative research.
- Demonstrate skills for interviewing and conducting a "Mini-RAP".
- Demonstrate skills in preparing field notes and research logs.
- Demonstrate skills in interpreting qualitative data.
- Demonstrate skills in writing up qualitative research in clear, easy to understand prose.
- **Identify ethical issues related to the use of qualitative methods.**

- Demonstrate skills in designing a qualitative study.

LEARNING ACTIVITIES

While achievement of the objectives identified above is primarily the responsibility of the student, several different learning activities have been designed to facilitate this process. Reading, having the opportunity to think about the reading by having to write about what has been read, and then applying the content of the reading to specific activities should help students develop the expertise needed to do qualitative research. Written assignments and research activities are designed to provide opportunities to experiment with the application of concepts. Anytime you are asked to identify main points, you should use your own words with short quotes where appropriate. You should always identify the page number. Participation as part of a group in data collection, analysis, and writing up results should make the mastery of skills easier. Sharing written assignments with classmates before class and class interaction in both small and large groups is designed to help students learn from the experiences of each other. Students who have laptop computers may want to bring them for group activities. Reading assignments are especially long at the beginning of the course in order to allow students to spend more time at the end of the course on three written assignments, the Mini-RAP report (can be group prepared), the evaluation, and the design.

OPTIONAL CENTERING ACTIVITIES

Either as individuals or as groups, you are invited to sign up to provide a short, not to exceed 7 to 10 minute centering activity. Centering activities are presented at the beginning of class and after the break. In the past centering activities have included reading, chants, music, games, and art. This is an opportunity to stretch your imagination while providing a change of pace as we begin class. Please indicate on BlackBoard when you would like to lead a centering activity. Please note this is optional.

WEB BASED SYLLABUS

It will make it easier to return to the course syllabus and the Discussion Board for the class if you add it to your "bookmarks" or "favorites." Expect this syllabus to change over the course of the term. Major changes will be listed in the Announcements on Blackboard. The date at the top of the page indicates the date on which the syllabus was last changed. Depending on the Internet browser you use and how you have configured it (and in most cases the default setting), when you return to the syllabus, you may not see changes that have been made. Your computer saves a copy of the page and when you return to it, it brings up what was saved. To ensure that you are getting the most recent copy off the server you need to click on "reload."

Email and the Web

Before the first class session students are expected to have access to email, the Web, and Blackboard. Email and Web access is available on campus. Email is also available from your home or place of work if you have a computer and an internet connection. You will need to either regularly check the email address that is listed in Blackboard (usually the Gonzaga email account) or set up this account to automatically forward your mail to an address you usually check.

REQUIRED TEXTS

- American Psychological Association. (2010) *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: Author
- Beebe, James. (2001) *Rapid Assessment Process: An Introduction*. Walnut Creek, CA: AltaMira (PLEASE TURN IN A PHOTO COPY OF YOUR RECEIPT FOR THIS BOOK (NEW COPY) AND I WILL DONATE MY ROYALTY FROM THE SELL OF THE BOOK (about \$1.00) TO THE DOCTORAL PROGRAM DIVERSITY FUND.
- Creswell, John. (2007) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Crotty, Michael (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Los Angeles, CA: Sage.
- Jackson, Alecia Y. & Mazzei, Lisa A. (2009). *Voice in Qualitative Inquiry: Challenging Conventional, Interpretive, and Critical Conceptions in Qualitative Research*. New York, NY Routledge
- Mason, Jennifer (2002). *Qualitative Researching*. Los Angeles, CA: Sage

OPTIONAL TEXTS/REFERENCES

- Anfara, Vincent A. and Mertz, Norma T. (Eds.) (2006) *Theoretical Frameworks in Qualitative Research*. Thousand Oaks, CA: Sage. (Note the Introduction of the book is a Blackboard Document)
- Becker, Howard S. (1986) *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press
- Miles, Matthew and A. Michael Huberman (1994) *Qualitative Data Analysis: An Expanded Source Book* (2nd ed.). Thousands Oaks, CA: Sage. (Note selection as a Blackboard Document)
- Wolcott, Harry. F. (2009) *Writing Up Qualitative Research* (3rd. ed.). Newbury Park, CA: Sage. (Note selection as a Blackboard Document)

Student Membership in the Society for Applied Anthropology (SfAA)

The Society for Applied Anthropology (SfAA) promotes the investigation of the principles of human behavior. SfAA represents the interests of professionals in a wide range of work settings including academia, business, law, education, health and medicine, public and government, etc. who use qualitative research in their work. Student membership is \$30.00. Members receive Human Organization, Practicing Anthropology, the SfAA Newsletter as well as other benefits. Enroll on-line at: <https://www.sfaa.net/membership/memform.html>

QUALRS-L

Students are strongly encouraged to at least experiment with a subscription to the listserver QUALRS-L. QUALRS-L is an electronic discussion group for those interested in using qualitative research. The scope and nature of qualitative research is one of the ongoing debates sometimes addressed by users of this list. The label "qualitative research" applies to inquiry that depends on elaborated accounts of what we see, hear, taste, touch, smell, and experience. It has roots in cultural anthropology, field sociology, and the professional fields. Qualitative research includes field research, case study research, ethnography, document and content analysis, interview and observational research, community study, and life history and biographical studies. Other names sometimes used as synonyms for qualitative research are interpretive, naturalistic,

phenomenological, and descriptive. Qualitative research is associated with such theories as symbolic interactionism, constructivism, and ethnomethodology. Qualitative researchers have a lot of fun and this sustains them through the aggravation, frustration, uncertainty, and sheer slipperiness of most of the approaches to inquiry considered qualitative.

To subscribe to QUALRS-L, click on the following link <http://listserv.uga.edu/cgi-bin/wa?SUBED1=qualrs-l&A=1> and follow the directions. This is a very active list and I suggest selecting the digest option so that you will not receive more than one email a day.

ASSESSMENT AND GRADING

Everyone who completes all the assignments and actively participates can expect an A. Students who do not complete all the assignments can expect an Incomplete (I) until the assignments are done. Please note that after the new next term begins, even when the grade has been changed the I will remain as part of the grade on your transcript, for example the I will become an IC. Problems getting the books and problems with technology are understandable. Assignments, however, should still be done as soon as possible even if delayed. Timely completion of written assignments is critical, both for the individual and the other members of the class. Late submission of two or more written assignments (excluding the advanced assignment) or even one assignment that involve other students can reduce your grade by a half letter (for example A to A-). It is important to keep up. Taking longer than 30 days following the last class session to complete all assignments will reduce your grade by a full letter (for example A- to B-). Written assignments asking for comments on the work of others will not be "graded" or commented upon by the instructor. They are designed to facilitate mastery of the material covered in the course. You may receive an email from me that will not be posted to Blackboard. Assignments where you can expect written comments from the instructor include the evaluation, the Mini-RAP report, and your research design.

Required assignments in addition to the weekly reading assignments and posts to Blackboard

1. Transcript of 5-minute practice interview.
2. Participation on a Mini-RAP, two interviews, transcripts of interviews, analysis including coding, identification of conclusions, draft of some of the results, Mini-RAP report (note Mini-RAP data collection must be done as a group, written assignment based on the data that is collected can be done as a group project or individually).
3. Evaluation of research done by someone else.
4. Design of qualitative research on topic of interest to the student.
5. Lead discussion on one of the approaches (as long as all approaches are covered by one person, group presentations are encouraged). Post choice to Blackboard before session 3.
6. Lead discussion on one of the Paradigms or Interpretive Frameworks. Post choice to Blackboard before session 3.

Sessions and Assignments

Session 1: June 28, Overview of Course, Introduction to Qualitative Research, Research Process, and Research Design, and Developing Interviewing Skills.

BRING A TAPE RECORDER TO CLASS

Print and bring to class a copy of the draft Doctoral Program informed consent. We will fill it in class. [Draft Letter of Informed Consent on Doctoral letterhead and ready to be completed.](#) Document has been added to Blackboard documents.

Reading Assignment. To be read prior to session 1

- Introduction to Research Communities in the Social Sciences Somekh and Lewin 1-13 Blackboard document
- Introduction to the Research Process, Methods, Methodology, Theoretical Perspective, Epistemology Crotty p. 216 and 1-17 ([power-point](#)) (ALSO Blackboard document).
- Challenge of Qualitative Research Mason 1-9
- Characteristics of Qualitative Research and When to Use Creswell middle 36- middle 41
- Designing Qualitative Research Mason 24-47, Creswell 35-51
- Data Collection, Getting the Insider's Perspective Beebe 17-32
- Emic and Etic Beebe 33-34, Wikipedia http://en.wikipedia.org/wiki/Emic_and_etic
- Qualitative Interviewing Mason 62-83, Beebe 35-47, 54-57
- Overview of Rapid Assessment Process Beebe xv-16, 165-166

Written assignment DUE BEFORE THE CLASS

- a. Identify at least one important point from EACH reading by Somekh and Lewin, Crotty, Mason (Challenge), Creswell, Mason (Designing), Creswell (Designing), Beebe (Insider's perspective, Emic and Etic you would not want your classmates to miss. You may want to summarize the points in your own words and use short quotes when the wording is special or unique. Please identify the pages where the material is found. Follow this with one to three sentences of a subjective response to each of the sets of reading, do you like these readings, do they seem relevant, are they a waste of your time, etc. Should not exceed 300 words.
- b. Identify a research topic you think would require a qualitative study. Why would this topic require a qualitative study? Should not exceed 150 words.
- c. For the interview materials write two to four sentences that you will want to keep in mind as you do the interview. Identify the source including the page number. Should not exceed 100 words.

Post a, b, and c on the Discussion Board by 5:00 PM the day before the class.

If you are not able to post to the Discussion Board prior to class, bring a hard copy to class and a memory stick with your assignment saved as a .rtf file and we will help you post your assignment before or after class. Please make sure you can log into Blackboard prior to class (call Computer Support Services 313-5550 if you are having a problem).

Use of Michael Crotty's *The Foundations of Social Research* in the course

Michael Crotty's *The Foundations of Social Research: Meaning and Perspective in the Research Process* is a very important source for understanding both the importance and the options related to theoretical perspective, also called paradigms, conceptual framework, interpretive frameworks, etc. I found Crotty to be difficult to read at times, had to look up words I have forgotten (or maybe never knew), and questioned the need to be introduced to so many different authors. The differences between approaches are often very subtle and the same words are used to describe different concepts while in other places the same concept is described with different words. **DO NOT GET LOST IN THE DETAILS.** Read for the big picture. Use online resources for name and definitions as necessary. Begin by reading the last page of the book, p. 216. Note that we are not covering the following material even though it is important. You may want to read this material on your own, especially if you end up doing research that is based on these concepts. (a) Positivism, Chapter 2, (b) Hermeneutics, Chapter 5, (c) The Institute for Social Research and Adorno, end of Chapter 6, (d) Habermas, beginning of Chapter 7. Check out Power Point presentation by Lindsay R. Calhoun and posted to Scribd.com and (also available as Blackboard Course Documents.) She knows we are using her power point presentations in this class and would welcome comments and suggestions for improving them. I have created two Forums on Blackboard, one for ideas/concepts and the other for names. Use of these forums is **OPTIONAL** but they may be useful in keeping concepts and names straight.

Class activities:

- A. Overview of class and expectations.
- B. Introduction to Qualitative Research.
- C. What makes it qualitative. Power-point presentation. Blackboard course document
- D. Introduction to "Emic and Etic."
- E. Discussion of materials in Creswell (2007) with a special focus on when it is appropriate to use qualitative research and approaches.
- F. Discussion of materials in Crotty with a focus on the research process.
- G. Discussion of materials in Mason with a focus on designing qualitative research.
- H. Discussion on qualitative interviewing and introduction to informed consent.
- I. Practice interviewing. Work in groups with a video recorder for each group. Each person will (a) conduct a five minute interview and (b) be interviewed. The topic is the criteria or categories the person used for deciding to enroll in the Doctoral Program in Leadership Studies at Gonzaga. You are expected to make a recording of the interview you conduct. Pay attention to Mason 62-83 and Beebe 35-47. Your transcript of the interview along with notes you take during the interview are your field notes. **MAKE SURE YOU HAVE A SIGNED INFORMED CONSENT FORM!!** Informed consent form can be downloaded from the Doctoral Web Site (Current students, IRB). Review of the videos of the interviews and identification of lessons that can be learned.
- J. Introduction to Rapid Assessment Process and Mini-RAP.

Session 2: July 2, Approaches, Paradigms, More on Data Collection, and Rapid Assessment Process.

Video assignment

Prior to class, watch the 1950 Japanese movie Rashomon directed by Akira Kurosawa. DVD is on three-hour reserve in Foley. Can be borrowed overnight if within three hours of library

closing. DVD is on reserve for this class under the name of the instructor. Used copies are available online for about \$20.00. Check out at least one of the many web sites about Rashomon. One that I found interesting [http://www.allwatchers.com/Topics/Info_10188.asp?BSID=0]. Roshomon can be found for free as several istes on the internet. For example <http://www.moviesfoundonline.com/rashomon.php> There is a Trailer for the move at <http://www.clicker.com/web/trailer-addict/ashmon-Trailer-533801/>

Reading assignment-To be read prior to the session 2

- Focusing the Study, Creswell 101-114
- Data, Sources, Methods, Mason 51-61, Creswell 117-142
- Approaches, Creswell 6-10,
- Paradigms, Mason 11-23, Jackson and Mazzei 1-62 221-232, Anfara and Mertz, Introduction Blackboard Document
- **OPTIONAL** Bettis, Pamela J. and Gregson, James A. (n.d. pp. 1-17) The Why of Research: Paradigmatic and Pragmatic Consideration .doc document. Note this divides the topic in a different way than do the other readings. THERE IS NOT ONE WAY! [<http://www.csulb.edu/depts/ocst/DL/OCST505/RPCh1.doc>]
- Rapid Assessment, Beebe 48-54, 57-155

Written assignment

- a. Two or three sentences that identify possible implications of Rashomon for qualitative research. Not to exceed 100 words.
- b. Prepare a log based on your field notes (transcript of the interview, your observations of what you saw and your notes and reflections) of the interview you conducted in session 1. POST TO THE Discussion Board as an attachment and bring a hard copy to class. Ensure that you have identified the person you have interviewed with a pseudonym. The hard copy you bring to class should be double spaced, with VERY wide margins on both sides. Optional line numbers.
- a. c . What do you understand by the difference between approaches and paradigms? Does this distinction make sense to you? What do you think the implications are of identifying approaches and paradigms as part of the design? Not to exceed 300 words.
- c. Identify the one or two main points for each chapter, 3 through 8, of Beebe and follow with one to three sentences of a subjective response for the book. Not to exceed 300 words.

Responses to a, c, and d should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class. Response should be posted by 5:00 pm the day of the class.

Class Activities

A. More on Qualitative Research

- Discussion of the implications of Rashomon for qualitative research.

B. Qualitative Data

- Discussion of lessons learned about interviewing
- Member checking. Small group discussion about accuracy of interviews.

C. Different Approaches and Paradigms (Interpretive Frameworks)

- Discussion on why the approach and paradigm make a difference.

D. Rapid Assessment and Mini-RAP

- Rapid Assessment (RAP06) power-point presentation. (Blackboard Document)
- Discussion on RAP as an approach and the use of the Mini-RAP for learning about qualitative research.

E. Organize teams for the Mini-RAP activity (see Beebe, 2001). There must be at least two people on the RAP team, but a team of three or four will work better. (If it is impossible to do this activity with someone else from the class, please see the instructor for an alternative). At a minimum this activity will involve visiting a site, interviewing someone for at least 15 minutes, breaking to discuss and review the results and reformulate questions, and returning to the site or a similar site for another interview. Activity should be scheduled to ensure that transcripts are transcribed for at least the first interview before the next session.

F. Consideration of approaches and paradigms for the Mini-RAP activity.

G. Review of who will lead discussions on different qualitative approaches and paradigms.

Expectation: As part of your discussion you are encouraged to supplement Creswell and Crotty. Identify and use additional references, web sites, Power Point Presentation, handouts, etc. These should be posted to Blackboard Discussion. Discussion should focus on what makes the different approaches and paradigms unique and where they might be most appropriate. Choices for presentations on approaches and paradigms should have been posted to blackboard prior to

Session 3. Note: The presentations begin in session 3: July 5, Observation and Documents, Analysis, Narrative, Phenomenology, Constructionism, Interpretivism

Reading assignment to be read before session 3

- Data: Mason, Observing and Participating, 84-102. Visual Methods and Documents, 103-119, Sampling and Selection, 120-144
- Codes and Coding: Miles and Huberman, 55-67 READ LIGHTLY, DO NOT GET LOST IN THE DETAILS, Blackboard document. Beebe 66-68 (review)
- Analysis: Mason, Organizing and Indexing data, 146-172, Creswell, Data Analysis and Representation, 147-176, Miles and Huberman Drawing and Verifying Conclusions, 245-277, Blackboard Document
- Creswell 53-62
- Crotty 42-65, 66-86 ([power-point Chapter 3](#), [power point Chapter 4](#)) (ALSO Blackboard documents)

Written assignment

Post to Blackboard information about your RAP team including team members and topic. You can use this forum to organize your team effort.

- a. Identify 6 or 7 key points from Miles and Huberman on data analysis and provide a sentence or two subjective response.
- b. In what ways is Creswell's approach to analysis different from Miles and Huberman?
- c. In what ways is Mason's approach different from Miles and Huberman?
- d. Given your own interests, what approach might you use?
- e. A short paragraph that describes the difference between Narrative and Phenomenology approaches.

- f. A short paragraph that describes the difference between Constructionism and Interpretivism.

Responses to a, b, c, d, e, and f should not exceed 100 words each and should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class

Class Activities

- A. Data collection, observations, documents, sampling. What is data when talking about qualitative research. Why I do not like the use of the term sample when talking about qualitative research.
- B. Coding: Discussion of coding and analysis based on Beebe, 66-67 and Miles and Huberman followed by small group work on coding the Mini-RAP interviews
- C. Data analysis: General discussion on qualitative data analysis based on Creswell, Mason, and Miles and Huberman.
- D. Discussion and comparison of narrative and phenomenology (student led). Special attention to conditions where each would be appropriate.
- E. Discussion and comparison of Constructionism and Interpretivism (student led). Special attention to conditions where each would be appropriate.
- F. Consideration of extent to which concepts of narrative, phenomenology, Constructionism, and Interpretivism apply to the Mini-RAP

Session 4: July 12, Writing Up Results, Ethnography, Case Study, Critical Theory (Marxist heritage)

Reading assignment to be read before session 4

- Wolcott, Chapter 2, 12-48, Blackboard Document
- Mason. Making Convincing Arguments 173-204
- Creswell Writing a Qualitative Study, 177-198
- Creswell 68-76
- Crotty 112- bottom 125 ([power point Chapter 6](#)) NOTE CHANGE IN PAGE NUMBERS, (ALSO Blackboard document)

Written assignment

Mini-RAP RAP teams should have completed both interviews and transcripts for both interviews and have started the coding Include memo with your thinking while making sure your thoughts are clearly identified. Begin analysis. Use as many of the tactics for generating meaning identified in Beebe 2001 or Miles and Huberman as you can.

- a. Identify two or three main points for Wolcott and follow with one or two sentences of a subjective response.
- b. Identify three to five main points of Creswell concerning writing and follow with one or two sentences of a subjective response.
- c. Identify some of the main points of Mason concerning writing, especially making arguments, and follow with one or two sentences of a subjective response.

- d. A short paragraph that describes the difference between Ethnography and Case Study approaches.
- e. A short paragraph that describes Marxist critical paradigm.

Responses to a, b, c, d, and e should not exceed 100 words each and should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

Class Activities

A. Writing up results

- Writing it Up. Power-Point Presentation. Blackboard Course Document.
- Discussion of Wolcott, Creswell, and Mason with attention to differences in writing based on approaches.
- Use of long and short quotes from participants.

B. Discussion and comparison of ethnography and case study (student led). Special attention to conditions where each would be appropriate.

C. Discussion on Critical Marxist Paradigm

D. Presentation on Gugo ethnographic research by James Beebe

Session 5: July 19, Evaluating qualitative research, Grounded Theory, Participatory/Action Research, Critical inquiry (Habermas, Freire)

Reading Assignment, to be done before session 5.

- Creswell Standards of Validation and Evaluation 201-220
- Marshal and Rossman Articulating Value and Logic 199-217, Blackboard document
- JAPA Guidelines Blackboard document
- Tips for evaluating qualitative research, adapted from Cobb and Hagemaster
<http://www.gslis.utexas.edu/~marylynn/qreval.html>
- Creswell 62-67
- Creswell Summary of Approaches 76-81
- Participatory Action Research: Creswell 21-22, Beebe comparison RAP with PAR Rapid Assessment Process (RAP) and Participatory Action Research (PAR): Complementary Approaches with Similar Methodologies but Different Implications for Leadership.
[\[http://www.rapidassessment.net/RAP-PAR09110206.doc\]](http://www.rapidassessment.net/RAP-PAR09110206.doc)
- Crotty 139- middle 147 NOTE CHANGE IN PAGE NUMBERS ([power point Chapter 7](#)) (ALSO Blackboard Document)

Written assignment

Mini-RAP Transcripts, coding, and initial analysis must be completed.

- a. Based on the different reading, what do you think are the most important criteria for evaluating the soundness of a qualitative study. Remember to identify sources and use page numbers for the different ideas you think are important. Not to exceed 200 words.
- b. A short paragraph that describes Grounded Theory. Not to exceed 100 words.
- c. A short paragraph on what you view as the most important differences in the approaches and the one you think might be most relevant to your interests. Not to exceed 100 words.

- d. Rationale for including or not including action/participatory research in this course. Not to exceed 100 words.
- e. A short paragraph that describes critical inquiry, especially Habermas and Freire. Not to exceed 100 words.

Responses to a, b, c, should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

Class activities

- A. Discussion on what constitutes quality when talking about qualitative research.
- B. Discussion of Grounded Theory (student led).
- C. Review of approaches. Discussion of application to Mini-RAP.
- C. Discussion and comparison of Critical Inquiry (student led). Special attention to conditions where it would be appropriate.

Session 6: July 26, Ethics, Informed Consent, Designing Qualitative Studies, Feminism, and Postmodernism

Reading assignment to be read before session 3

- Miles and Huberman Ethics p. 288-297 Blackboard Document
- Mason pp 7, 8, 41-43, 45, 66-67, 142-143
- SfAA Beebe Rapid Assessment, p. 143
- AAA Codes of ethics [<http://www.aaanet.org/committees/ethics/ethcode.htm>]
- Gonzaga University, [IRB policies](http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Academic-Vice-President/Institutional-Review-Board/default.asp) <http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Academic-Vice-President/Institutional-Review-Board/default.asp>
- See Doctoral Program [Draft Letter of Informed Consent on Doctoral letterhead and ready to be completed.](http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/Ph.D.-Leadership-Studies/SupportFiles/IRBConsentFormDocLetterhead.doc) <http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/Ph.D.-Leadership-Studies/SupportFiles/IRBConsentFormDocLetterhead.doc>
- Crotty 160-213, 214-216 (Repeat of page 216 from Session 1). ([power point Chapter 8](#), [power point Chapter 9](#)) (ALSO Blackboard documents)
- Marshall and Rossman (2006) pp 23-40. Selected pages from Chapter 2, The What of the Study. Review from different perspective of material covered early in the course. Blackboard course document

Web-based assignment on research on human subject. To be completed before class.

Human Participant Protections Education for Research Teams from NIH Office of Extramural Research, revised as of March 1, 2008. This free, web-based course presents information about the rights and welfare of human participants in research. The two-hour tutorial is designed for those involved in conducting research involving human participants. It satisfies the NIH human subjects training requirement for obtaining Federal Funds. You will have the option of printing a certificate of completion from your computer upon completing the course. <http://phrp.nihtraining.com/users/login.php> A copy of your certificate of completion is required to enroll in Proposal Seminar. You may want to ask Marnie to place a copy of the certificate in your file.

Written assignment

Mini-RAP Continue with the analysis and complete at least 3 but not more than 5 pages of the results section of the RAP report. Make use of short and long quotes as appropriate. Post to Blackboard by 5 PM two days before the class and bring a hard copy to class. REPLY to at least one posting by 5:00 the day of the class. This report should be academic without sounding scholarly. Bring two copies of these four pages to class. Post to Blackboard as an attachment. Post by 5:00pm two days before class.

Possible Ethical Issues One paragraph on what you see as a possible ethical issue in your own research or in research you know about. Do NOT post. Bring sufficient hard copies for everyone in the class.

Evaluation Review of the Case Study, Campus Response to a Student Gunman by Kelly Asmussen and John Creswell, pp 337-353 of Creswell, Qualitative Inquiry and Research Design Should use the Guidelines for Review Article, based on JAPA Guidelines, but should not exceed 500 words. Both the article and the guidelines can be found in Blackboard Course Documents. Post to the Discussion Board by 5:00pm two days before class. Bring to class one copy of the assignment. Should be included in the text of your message. A formatted copy can also be attached to your message.

a. In your opinion what are the two most important ethical issues you are likely to face in your own research and why? Responses should not exceed 150 words each and should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of ethics of qualitative research by 5:00 on the day of the class.

Class Activities

- A. Reports on Evaluation Reviews of the Asmussen and Creswell article.
- B. Ethics
 - a. Discussion of ethics in qualitative research.
 - b. Consideration of ethical issues raised by students in the class.
- C. Informed Consent
- D. Discussion of Feminist and Postmodernism (student led).
- E. Working in groups RAP teams edit the work of another RAP team.
- F. Each RAP team identifies and presents on the relevance of approaches and paradigms to the Mini-RAP
- G. Discussion of design of qualitative studies.

Session 7: July 30, Mini-RAP and Design Reports FRIDAY

Written Assignment to be completed before session 7.

Mini-RAP Draft final Mini-RAP report, include a RAP sheet. 5-10 pages.

- a. Revised, almost final, draft of your 5 - 10 page paper on the RAP activity. Bring to class two copies of the assignment. The Mini-RAP report should identify the approach and paradigm used, possibly without a deliberate choice on your part. Address the issues of

what approach and paradigm might you use if you were redoing this study and how these choices might influence the study. Note: Rapid Assessment is NOT an approach!

- b. Research design. Between 3 -5 pages based on the Table 2.1 Marshal and Rossman p. 25. (For Literature review identify the types of literature you might use. It is not required to address data analysis procedures and trustworthiness). Rationale for the use of qualitative research for the topic and specific attention to the choice of one or more approaches and paradigm should be included. Post to Blackboard as an attachment by 5:00 PM the day before the class.

Class Activities

Class will be at my house. We will combine class with a potluck meal. Address 1249 S. Wall St., Cliff-Park section of Spokane. House is at the corner of 13th Ave. and Wall St. Go south on Monroe to 14th Ave. (light), turn left, go one block to Wall St., turn left. House is on the right, metal gates, hedge, gray with cream trim. If you need transportation, please contact the instructor.

Equipment for Power-Point Presentations will be available.

- A. Class presentations by groups or individuals on RAP reports.
- B. Individual presentation on proposed research design.
- C. Class discussion on the relevance, or lack thereof, of the assigned materials and activities.