Tentative Course Syllabus

Tennessee Tech University
Department of Counseling & Psychology
COUN 7730-001 Qualitative Research Methods in Counseling

Tuesdays 1PM – 3:50PM, Farr 305, Fall 2021 (3 credit hours)

Instructor Information

Instructor: Katherine M. Hermann-Turner, Ph.D., LPC/MHSP-Temp, NCC
Office: TJ Farr 303D
Telephone Number: 931-372-3091 (office)

362-331-5170 (cell)
Email: khturner@tntech.edu

Office Hours: by Appointment

TTU College of Education Conceptual Framework:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Course Information
Prerequisites
Admission to Graduate Counseling & Psychology Program, permission of the instructor.

Texts and References
Required:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Glesne, C. (2016). *Becoming qualitative researchers: An introduction (5th ed.).* Pearson.

Rossman, G. B., & Rallis, S. F. (2016). *An introduction to qualitative research: Learning in the field (4th ed.).* SAGE.

Articles and book chapters posted on iLearn

Tennessee Tech Tk20 *By Tk20* Edition: 2013 Publisher: Tk20 Inc ISBN: 2811005030132

Recommended:

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage.

Sheperis, C., Young, J. S., & Daniels, M. H. (2017). *Counseling research: Quantitative, qualitative, and mixed methods* (2nd ed.). Pearson.

American Psychological Association. (2019). *Concise guide to APA style, Seventh Edition*. Author.

Patton, M. Q. (2014). *Qualitative research & evaluation methods (4th ed.).* SAGE.

Lincoln, Y. S., & Guba, E.G. (1985). *Naturalistic inquiry.* SAGE.

Course Description

The purpose of this course is to assist candidates in developing the skills necessary to understand, interpret, and conduct qualitative research at a basic to intermediate level. The course focuses common qualitative theories, such as phenomenology, grounded theory, and consensual qualitative research.

Course CACREP Objectives/Student Learning Outcomes

Standard	Content/Reading	Formative Assessment	Summative Assessment
6.B.4.a research designs appropriate to quantitative and qualitative research question	Creswell & Poth: Chap. 4 & 5; Sheperis, Young, & Daniels: Chaps. 9, 10, 11, & 12	IRB Application Draft Submissions, Application Reflections	IRB Application
6.B.4.c qualitative designs and approaches to	Glesne: Chap. 7; R & R: Chaps. 10 & 11; articles posted on	Application Reflections	Qualitative Design Analysis

qualitative data analysis	iLearn; class lectures and discussions		
6.B.4.d emergent research practices and processes	articles posted on iLearn; class lectures and discussions	IRB Application Draft Submissions, Application Reflections	IRB Application
6.B.4.j design and evaluation of research proposals for a human subjects/institutional review board review	Glesne: Chap. 6; R & R: Chap. 3; Class 14 guest speaker and discussion; IRB Application Draft submission discussions	IRB Application Section Drafts	IRB Application

Course Objectives/Student Learning Outcomes

Major Teaching Methods
Instruction will consist of synchronous learning via Zoom including lectures, demonstrations, class discussions, classroom experiential activities, reading and writing assignments, case studies, and small group collaboration.

Special Instructional Platform/Materials
iLearn, laptop

Topics to be Covered
- Qualitative research philosophy, paradigms, and application
- Major qualitative designs: case study, grounded theory, phenomenological, narrative, and ethnography
- Qualitative data collection strategies and analysis
- Constructing and implementing qualitative research

Course Schedule
See attached

Course Breakdown

Guided Reflections
    Baseline Knowledge Reflection
Students will complete a brief reflection of their pre-existing knowledge of qualitative research. This exercise includes a personal reflection, reading an article, and revising reflections based on this reading. This exercise is reflection based rather than an assessment of right answers. This reflection will not be available to your classmates. Guidelines posted on iLearn.
    Baseline Knowledge Revisited Reflection

At the end of the semester, students will revisit their baseline exercise and offer further reflections. Please respond to your classmates' posts. Guidelines posted on iLearn.

Application Reflections (5)

Students will engage in interactive discussion board posts on each of the five approaches to qualitative research (1 per week). In line with the reflexive nature of qualitative research, these discussion posts should be a reflection on both the readings on each approach with attention to your own research topic interest. Students are required to post a reflection (roughly one page) and respond to each of their classmates' posts. Students will be evaluated on application of reading materials, depth of reflection, and level of engagement.

Research Question and Justification

In the third week of class, students will come prepared with a proposed qualitative research question and justification. The justification should be grounded in current peer-reviewed literature. During class, each student will briefly (3-10 minutes) present their topic, interest in studying, and literature-based justification. This is an opportunity to receive feedback, suggestions, and ideas from your peers as you begin to formulate a research design.

Please submit your question, a paragraph describing your interest in the topic, and brief overview of existing literature on the topic (min three references).

Researcher as Instrument Statement

Students are required to write a Researcher as Instrument Statement. This statement will include explanation of all experiences, beliefs, attitudes, values, expectations, and future plans that may influence generation, comprehension, reduction, analysis, interpretation, and reporting of the data and information that will form the basis of the study, and the conclusions that will be derived from the research processes. Detailed guidelines are posted on iLearn.

Qualitative Design Analysis

Students will locate two qualitative peer-reviewed journal articles, relevant to their research question topic, and complete the Study Design Analysis Guide on the articles. Detailed guidelines posted on iLearn.

Observation Analysis Exercise

Students are required to perform a participant observation, either related to their research questions or of an outside population depending on their selected research design. Working with a partner, students will observer a preselected sample, take fieldnotes (to be compared with partner), synthesized data, and submit findings. Detailed guidelines are posted on iLearn.

Interviews & Material Culture (2 volunteers)

Each student will conduct two-hour long interviews with a volunteer using an established interview guide. These interviews will be transcribed verbatim, coded, member checked, and summarized. Students will also collect material culture from the volunteer – in the form of generated or collected document or artifacts. Students will submit their interview guide, coded transcription, defined code list, the interview summary used for participant member checking, and analysis of the material culture. Detailed guidelines are posted on iLearn.

IRB Application

Following the IRB application guidelines provided, you will create a conceptually solid and complete study structure. It will contain will-stated depictions of background information, mythology and participant descriptions, procedures to be followed, and results to be generated, and implications surmised. An example and copy of an IRB application are posted on iLearn.

Participation
Students are expected to come prepared to class, including completing all reading and reflecting on the material. They are also expected to submit materials, including drafts, as indicated on the course calendar, and be prepared to discuss the materials they contribute.

Class Readings
Students are expected to complete all reading assignments per the Course Schedule.

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

Evaluation and Assessment Procedures

Assignment	Percentage
Guided Reflections (Baseline, Application Reflections, Baseline Revisited; 7)	10%
Research Question and Justification	10%
Researcher as Instrument Statement	5%
Qualitative Design Analysis (2 articles)	10%
Observation Analysis Exercise	10%
Interviews & Material Culture (2)	20%
IRB Application	25%
Participation (including draft submissions)	10%
TOTAL	100%

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 – 92

C	77 – 84
D	69 – 76
F	<68

All assignments should be completed on or before the announced due date. Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (*APA Publication Manual*, 7th ed.) including, title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

Course Policies

Student Academic Misconduct Policy
Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech's policy 217 – [student academic misconduct at policy central](#).

Attendance Policy
Attendance, on time arrival, and video capabilities are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. *Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.* You are responsible for making sure you receive the necessary assignments and class notes you miss.

Class Participation
Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

Assignments and Related Policy
[Include information about late submissions and important details about the assignments. If it is timed, grade weighting, submission location, etc.]

Flexibility Statement
The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies

will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful**.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

Additional Resources

Technical Help

If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.
If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here)visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.
For accessibility information and statements for our instructional technologies, visit the CITL's Learner Success Resource page.

Tutoring

The university provides free tutoring to all Tennessee Tech students. tutoring is available for any class or subject as well as writing, test prep, study skills, resumes. Appointments are scheduled. Please see the Learning Center website for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the Counseling Center website.

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the Health Services website to learn more.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: www.tntech.edu/covid19.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.

3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings <u>must be worn</u> covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php . The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
   - 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
   - 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

COURSE SCHEDULE - *DRAFT*				
COUN 7730: Qualitative Research				
Class	**Date**	**Content**	**Assignments (due by class time)**	**Readings**
1	8/24	Topics: • Introductions • What is Qualitative Research? • Course Requirements • Course Grading Policy		• *Syllabus* • Article: *Infusing Qualitative Traditions in Counseling Research Designs*
2	8/31	Topics: • Qualitative Research as Learning • Introduction to Research Paradigms	• Baseline Knowledge Reflection	• Rossman & Rallis (R & R): Foreword & Chaps. 1 & 2
3	9/7	Topics: • Paradigms • Research Question Discussion • IRB Application Review	• Research Question and Justification	• Glesne: Ch. 1
4	9/14	Topic: • Five Approaches to Qualitative Research	• Researcher as Instrument Statement	• Creswell & Poth: Chap. 4 & 5 (posted) • R & R: Chap. 4
5	9/21	Topic: • Case Study Research • Qualitative Design Analysis discussion	• Qualitative Design Analysis (2 articles) • Application Reflection One – Case Study Research	• Sheperis, Young, & Daniels" Chap. 9 (posted) • Posted articles
6	9/28	Topic: • Grounded Theory Research	• Application Reflection Two – Grounded Theory Research	• Sheperis, Young, & Daniels: Chap. 10 (posted) • Posted articles

7	10/5	Topic: • Phenomenological Research • IRB Discussion: Study statement of purposed and background	• Application Reflection Three – Phenomenological Research • Draft: IRB Application Part C, Section 1: Statements of Purpose & Background (bring to class)	• Sheperis, Young, & Daniels: Chap. 11 (posted) • Posted articles
8	10/12	*Fall Break*		
9	10/19	Topic: • Narrative Research	• Application Reflection Four – Narrative Research	• Sheperis, Young, & Daniels: Chap. 12 (posted) • *Living in the Space Between Participant and Researcher as a Narrative Inquirer: Examining Ethnic Identity of Chinese Canadian Students as Conflicting Stories to Live By* (posted)
10	10/26	Topic: • Ethnographic Research	• Application Reflection Five – Ethnographic Research	• Posted articles
11	11/2	Topic: • Research Design • Sampling		• Glesne: Chap. 2 • R & R: Chaps. 5 & 6 • Patton: Qualitative Sampling Handout (posted)
12	11/9	Topic: • Generating Data • IRB Discussion: Methods & Participants	• Draft: IRB Application, Part C, Sections 2 and 3: Research Design & Methods and Participants (bring to class)	• Glesne: Chaps. 3 & 4 • R & R: Chaps. 7 & 8
13	11/16	Topic: • Researcher in the Field • Observation Discussion	• Observation Analysis Exercise	• Glesne: Chap. 5 • R & R: Chap. 9
14	11/23	Topics: • Ethics, Trustworthiness, & IRB • Guest Speaker: Dr. Seilier, IRB Board Chair		• Glesne: Chap. 6 • R & R: Chap. 3

15	11/30	Topic: • Analyzing & interpreting data • 2:00 PM - NVivo Software • Dedoose – analysis software	• IRB Application	• Glesne: Chap. 7 • R & R: Chaps. 10 & 11
16	12/7	Topic: • The Write Up • Debrief Interview Experiences		• Glesne: Chaps. 8 & 10 • R & R: Chap. 12
17 Finals Week	12/10 - 15		• Interviews & Material Culture • Baseline Knowledge Revisited Reflection	