

Course ID:	Course Title:	Fall 2021
BHS311 PS311	Qualitative Research	Prerequisite: BHS 311: BHS 240 and 3 credits in Sociology or Psychology at the 300-level Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended – online first 4 weeks Blended – in person weeks 5-13	Instructor:	PhD	First Day of Classes:	September 8, 2021
Days:	Wed/Fri	Email:	Jim.cresswell@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Time:	8:15am-9:30am	Phone:	6904	Last Day to Withdraw:	November 22, 2021
Room:	G2195	Office:	L2057	Last Day to Apply for Extension:	November 23, 2021
Lab/Tutorial:	N/A	Office Hours:	Set up Zoom or in-person appointment via: https://calendly.com/jim-cresswell/	Last Day of Classes:	December 13, 2021
Final Exam:	N/A				

*** Given that the global pandemic may cause an interruption in our class schedule. THE CLASS WILL BE ONLINE FOR THE FIRST FOUR WEEKS. IT IS IMPORTANT THAT STUDENTS STAY ON TOP OF CLASS COMMUNICATIONS.** Primarily, communication will go through Moodle under the “announcements” feature. MAKE SURE your settings on Moodle distribute announcements to your email address.

*** Note about email:** I do not leave email application open, which means that I check it 1-2 times a day. I rarely check my email on weekends and evenings because it is much better for my mental health to draw this boundary. Please **do not** count on email to be a quick way to get in touch with me. I do respond to all email, but it can take up to 72 hours because of the volume of email that I receive. Email, however, is a professional form of communication and I would appreciate polite correspondence. I tend to ignore email that is rude, inappropriate, or inquiries about points that I have already addressed. If you are writing an email that is longer than a few lines, it is much better to make a Zoom appointment with me (<https://calendly.com/jim-cresswell/>).

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

Calendar Description:

This seminar style course examines the basic techniques for collecting, interpreting, and presenting qualitative data, drawing on research methodologies in areas such as ethnography, grounded theory, case studies, interviews, and focus groups. Special emphasis is given to the epistemological and ontological undercurrents to qualitative research methodology, and “lived experience,” or the process of humans constructing meaning through social interaction.

Extended Description

This course is intended to provide an overview of the field of qualitative research and to focus on foundational philosophies of, and approaches within, qualitative inquiry. The course is designed to support students in developing a critical understanding of the various considerations in and stages of qualitative research including the development of researchable questions, theoretical and conceptual frameworks, methodological approaches, data collection and analysis strategies as well as instrument design, implementation, and writing up research. The course also explores important considerations related to validity and ethics. Course readings, assignments, discussions, and exercises will provide students with an understanding of the philosophical, conceptual, and practical foundations of qualitative research. The course explores techniques of data collection and analysis, and current issues in qualitative research including issues of voice, representation, positionality, validity, and ethical considerations. Further, the course is structured to engage students, as an inquiry community, in a critical examination and analysis of the complex relationships between society, ideology/ies, epistemology/ies, and research methodology/ies – to understand and appreciate the possibilities and limitations of qualitative inquiry within the contexts of broader sociopolitical and socioeconomic realities locally, nationally, and globally.

Program and Expected Learning Outcomes:

Course Learning Outcome	Behavioural Sciences Program Learning Outcomes	Psychology Program Learning Outcomes	
	Outcome #	Outcome #	Assessment Point
Demonstrate understanding of a range and of approaches to qualitative research, including ethnography, case study research, action, and practitioner research, phenomenological, narrative, and grounded theory research, as well as traditional qualitative research and to be able to discern between them.	2	1, 2	Skills Assignment
Demonstrate understanding about the relationship between the theory of knowledge that informs various interpretive frames (e.g., feminist, multicultural, hermeneutic) and its relationship to methodological choices.	1	2	Skills Assignment; Class Quizzes
Demonstrate understanding of a range of conceptual, methodological, ethical, practical, relational, and political considerations involved in qualitative research.	1, 4	3	Skills Assignment Class Quizzes; Workgroup Data Collection
Develop the knowledge, skills, and perspectives necessary to move forward with designing and implementing a qualitative research study.	2, 3	3, 4	Workgroup Data Collection; Skills Assignment
Develop/refine your own research question(s),	1, 3, 5	1, 3, 5	Skills Assignment

conceptual and theoretical framework, preliminary literature review, research design, data collection instruments, and data analysis through carrying out a small-scale pilot study			
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Behavioural Science Program Outcomes: (1) have a sound understanding of individual and group human behaviour, which will assist students in dealing with people in many helping professions and in their personal lives; (2) be able to integrate the knowledge of the psychological processes and social processes that bear upon human behaviour; (3) perceive human needs with empathy and develop socially responsible attitudes toward social problems and, in particular, special needs populations in society; (4) have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS); (5) develop a Christian view of sociological and psychological processes in conjunction with scientific study.

Psychology Program Outcomes: (1) Demonstrate critical self-reflexivity of one's vocation; (2) Demonstrate an appropriate knowledge base in the discipline of psychology. This outcome includes demonstration of sufficient knowledge in the following content areas: sociocultural and diversity issues, human development, learning and information processing, and biological bases of behavior; (3) Demonstrate the capacity to engage in scientific inquiry and critical thinking; (4) Demonstrate understanding of ethical and socially responsible behaviour in a pluralistic society; (5) Demonstrate effective communication skills. (6) Demonstrate professional development skills for the workplace.

Textbook

Ravitch S. M. & Carl, N. M. (2021). *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological*. Thousand Oaks, CA: Sage.

Course Schedule

Communication: Given that the global pandemic may cause an interruption in our class schedule, it is important that students stay on top of class communications. Primarily, communication will go through Moodle under the "announcements" feature. MAKE SURE your settings on Moodle distribute announcements to your email address.

Workgroups: You can see your workgroup next to your profile in Moodle. I suggest you **meet with your workgroup to watch the lectures that are online together!** In fact, you will find it much more helpful to watch and discuss compared to going it alone!

Lesson	Day	Format	Pre-reading*	Notes & Assignments
Introduction & Syllabus	Wed Sep 8	N/A - Zoom	N/A	
Workgroup Data Collection	Fri Sep 10	Online	N/A	
Opening Orientation	Wed Sep 15	Online	Chapter 1	Workgroup Data Collection proposal due
	Fri Sep 17	Online		Chapter 1 Class Quizzes Due (TopHat Homework)
Conceptual Frameworks	Wed Sep 22	Online	Chapter 2	
	Fri Sep 24	Online		Workgroup Data Collection Due Chapter 2 Class Quizzes Due (TopHat Homework)
Qualitative Research Design	Wed Sep 29	Online	Chapter 3	
	Fri Oct 1	Online		Chapter 3 Class Quizzes Due (TopHat Homework)
Skills Assignment #1	Wed Oct 6	N/A	N/A	No Class: Deeper Life Conference
	Fri Oct 8	N/A		No Class: Skills Assignment Skills Assignment #1 Due
Reflexivity in Data Collection	Wed Oct 13	In-person	Chapter 4	
	Fri Oct 15	In-person		

Methods of Data collection	Wed Oct 20	<i>In-person</i>	Chapter 5	
	Fri Oct 22	<i>In-person</i>		
Validity in Qualitative Research	Wed Oct 27	<i>In-person</i>	Chapter 6	
	Fri Oct 29	<i>In-person</i>		
Ethics & Relational Research	Wed Nov 3	<i>In-person</i>	Chapter 7	
	Fri Nov 5	<i>In-person</i>		
Skills Assignment #2	Wed Nov 17	<i>N/A</i>		<i>No Class: Skills Assignment</i>
	Fri Nov 19	<i>N/A</i>		<i>No Class: Skills Assignment Skills Assignment #2 Due</i>
Integrative Data Analysis	Wed Nov 24	<i>In-person</i>	Chapter 8	
	Fri Nov 26	<i>In-person</i>		
Methods & Process in Data Analysis	Wed Dec 1	<i>In-person</i>	Chapter 9	
	Fri Dec 3	<i>In-person</i>		
Writing Research	Wed Dec 8	<i>In-person</i>	Chapter 10	
	Fri Dec 10	<i>In-person</i>		
Skills Assignment #3	Wed Dec 15	<i>N/A</i>		<i>No Class: Skills Assignment</i>
	Fri Dec 17	<i>N/A</i>		<i>Skills Assignment #3 Due</i>

Requirements:

Workgroup Data collection	10%	Sept 24
Class Quizzes	15%	Daily/homework
Skills Assignment #1	25%	Oct 8
Skills Assignment #2	25%	Nov 19
Skills Assignment #3	25%	Dec 17

Workgroup Data Collection

Students will be split into workgroups of 5-7 people. This group will work together to support each other and help with the research activities. Your group will also work together to gather some data that you will work with throughout the semester. Your group can break up the work load in any way that works for you. Here is what each group needs to do:

- Conduct an observation of behaviour in a public place: Take notes in two public places on people's behaviour (what is being said, who is saying it, what the space is like, how people act, etc.). The group should produce at least 3 pages of bullet point notes to submit.
- Design and conduct at least two interviews: As a group, pick a topic and design interview questions on the topic. Keep in mind that these topics and questions should be respectful of people's privacy and it is suggested that the topic/questions not be invasive or on particularly sensitive topics. Interview at least two members of the group so that you have two interviews that are about 60 minutes long. Transcribe the interviews so the group will have two interview transcripts to submit.
- Transcript of two instances of public communication: Identify two instances of public communication (e.g. news report, public figure speech, artistic expression (e.g. song, comedy bit, film segment) and transcribe at least 5 minutes of what is said. The group should have two short transcripts to submit.

It will help if the different tasks are related in some way (e.g. touch on the same topic).

Upload a proposal that includes details about what the group will do with for each task BEFORE doing the tasks. **This proposal is due September 15 and each group must get permission from the instructor before completing the tasks.**

There will also be a dropbox on Moodle where Workgroup Data Collection can be submitted in ONE DOCUMENT. This assignment will be graded as a pass/fail: if the materials are collected and show effort, students score 100%.

Class Quizzes

Each of the quizzes will be composed of discussion questions that cover the assigned readings. Up until **October 6, students are responsible to watch the lectures and do the quizzes on their own time (note the due dates of the quizzes for the first three chapters). Starting October 13**, these quizzes will be taken during the lecture portion of the class every day. At points throughout the lecture, the instructor will pause and administer a question or two about content that will soon be covered. For example, as the instructor begins the new topic of physical needs in the lecture on Chapter 1, he would administer a short 1-2 question quiz **before** moving on to the topic. The grading for the quizzes will be as follows:

- At least 85% of Top Hat questions answered correctly = 20% (100% on this assessment point)
- At least 65% of Top Hat questions answered correctly = 15% (75% for this assessment point)
- At least 45% of Top Hat questions answered correctly = 10% (50% for this assessment point)
- At least 25% of Top Hat questions answered correctly = 5% (25% for this assessment point)
- Less than 25% of Top Hat questions answered correctly = 0%

That is, here is another way to understand the cut off points for the quizzes:

- 85-100 = 100%
- 65-84.9 = 75%
- 45-64.9 = 50%
- 25-44.9 = 25%
- 0-24.9 = 0%

Without approval from the course instructor, makeup quizzes will not be accommodated.

TopHat Application

We will be using the Top Hat (www.tophat.com) classroom response system in class, which is free for use by students at the University of Calgary. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. Watch D2L for instructions on signing up for TopHat. **There will be no makeup quizzes or participation if one misses class without approval from the course instructor.**

You can register by simply visiting our course website: <https://app-ca.tophat.com/e/456067>

Note: our Course Join Code is 456067.

Skills Assignments

The course material covers information about how to do qualitative research. Each of the skills assignments will be composed of activities that enable students to demonstrate what they have learned. These assignments will look like worksheets where students work with the data generated as part of a workgroup data collection. Details about tasks and grade criteria will be available on the assignments. There will be no classes scheduled during the week of skills assignments.

Attendance:

Attendance will not be mandatory for the class. However, if students miss quiz questions on TopHat, there are no opportunities to make up the quizzes.

Grade Summary:

Percentage	Letter Grade	Grade Point	Descriptor
96–100	A+	4.0	Outstanding
91–95	A	4.0	
86–90	A-	3.7	Excellent
82–85	B+	3.3	
75–81	B	3.0	
72–74	B-	2.7	Good
68–71	C+	2.3	
63–67	C	2.0	
60–62	C-	1.7	Satisfactory
56–59	D+	1.3	
50–55	D	1.0	Minimal pass
0–49	F	0.0	Fail

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

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Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will

be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are

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info@ambrose.edu
ambrose.edu

entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other

courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.