

Preliminary Draft—subject to revision

PSYC 893-4 – Qualitative Analysis

Summer, 2009

Friday and Saturday (June 5 & 6), 9:00 AM to 4:30 PM

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Mission Statement:

The Wheaton College Department of Psychology, through its Doctor of Psychology program, strives to

- educate its students in a manner grounded in, informed by, and shaped by the beliefs and practices of the Christian faith;
- produce highly competent clinical psychologists who will be practitioner-scholars, capable of benefiting from and contributing to both the theoretical and applied empirical scholarly literature of the clinical psychology field, adept at advancing our understanding of the interface of psychological and spiritual understandings of the person, and competent to intervene to enhance human welfare;
- emphasize and model a commitment to professional practice as service, especially to the Body of Christ, the Church, and also to those persons who have been marginalized and wounded by our society on the basis of racial or ethnic identification, age, socioeconomic status, or gender; and
- conduct training in the context of an intentional community of faith which will emphasize a balanced approach to spiritual, personal, professional, and interpersonal growth and development. This course relates primarily to the second goal in the mission statement.

Goals and Objectives

As evaluated by the instructor, the student will:

1. articulate an awareness of the origins and backgrounds of alternative research perspectives.
2. summarize the basic process of qualitative research, and alternative approaches and methods to qualitative work.
3. reflect upon qualitative approaches from a biblical/Christian view of life.
4. systematically observe and conduct an interview within a qualitative framework.
5. use qualitative analysis with observational and interview data.
6. help create and elaborate a metaphorical analysis of a selected movie.
7. elaborate alternative frameworks for assessing the quality of qualitative research.

Text and Readings

Camic, P. M., Rhodes, J. E., & Yardley, L. (Eds.)(2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, D. C.: American Psychological Association.

Ratcliff, D. (1998). The beginnings of a Christian perspective on qualitative research.

www.qualitativeresearch.ratcliffs.net/christianperspective.pdf.

Ratcliff, D. (2000). Issues that should be addressed in a qualitative research proposal.

www.qualitativeresearch.ratcliffs.net/issuesinproposal.pdf.

Ratcliff, D. (2005). Notes for five part seminar on qualitative research. [lecture notes for class]
www.qualitativeresearch.ratcliffs.net.

Ratcliff, D. (2008). Qualitative data analysis and the transforming moment. *Common Ground Journal*.
www.commongroundjournal.org/volnum/v05n02.pdf.

Ratcliff, D. & Lingenfelter, J. (2002). Suggested guidelines for assessing qualitative research.
www.qualitativeresearch.ratcliffs.net/18guidelines.htm

VanLeeuwen, M. S. (1983). Reflexivity in North American psychology: Historical reflections on one aspect of a changing paradigm. *Journal of the American Scientific Affiliation*.
www.asa3.org/ASA/PSCF/1983/JASA9-83VanLeeuwen.html

Recommended optional texts:

Patton, M. Q. (2002). *Qualitative research and evaluation methods*, 3rd ed. Thousand Oaks, CA: Sage.

Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*, 2nd ed. Los Angeles: Sage.

Willig, C. (2008). *Introducing qualitative research in psychology*, 2nd ed. New York: Open University Press.

Willig, C., & Stainton-Rogers, W. (Eds.)(2008). *The Sage handbook of qualitative research in psychology*. Los Angeles: Sage.

Expectations: Assigned textbook readings are expected to be read carefully prior to the initial class. While taking notes on readings prior to class, students are to enter into dialogue with one another on the “theocentric” research web page (www.theocentric.ning.com). All dialogue on that page should be completed by the end of class. Journal and internet sources are expected to be downloaded, printed and scanned by the student prior to class, in preparation for more detailed use during class. Please promptly come to class and participate in class activities and discussions. Students are the key to making the class atmosphere lively and interactive, and thus more enjoyable and meaningful for everyone. Participation in class should reflect a thoughtful and professional approach to the topic of qualitative research.

Activities: As part of the class, we will be watching the movie “Unstrung Heroes” in ten segments. The purpose of this activity is to do metaphorical analysis of the movie—an analytic tool in qualitative research—and in the process gain insight into the historical and paradigmatic roots of psychological research. There will also be a brief time for collecting observational data, learning video/audio data practices, and qualitative interviewing. In-class analysis of student data will also occur.

Evaluation and Grading: The course will be evaluated through class participation—both verbal and class activities—and through online response and dialogue with others in the class regarding the text and other readings, as described above, using the theocentric web page.

Academic honesty is important; please be familiar with the Wheaton College policy on academic honesty, and the section on integrity of scholarship in your student handbook.

The instructor of this class is grateful to Kelly Flanagan for permission to adapt parts of her syllabus for this class.

Tentative Schedule

Day & Time	Topic	Related Reading
Friday 9:00	Overview/Background/When To Use Qualitative Methods	Camic 1-4, VanLeeuwen
10:30	Break	
10:45	Unstrung 1/The Qualitative Process & Christian Perspective	Ratcliff (1998) (2005)
12:00	Lunch	
1:00	Unstrung 2/The Qualitative Process & Christian Perspective	Ratcliff (1998) (2005)
2:00	Break	
2:15	Unstrung 3/Alternative Approaches to Qualitative Work	Camic 5, 6, 8, 9, 10, 12, 14
3:15	Break	
3:30	Unstrung 4/Creating Observation Notes at Wheaton College	
4:15	Debrief/Unstrung 5	
Saturday 9:00	Interviewing Adults & Children/Video & Audio Data	Camic 7
10:30	Break	
10:45	Unstrung 6/Analysis of Observations & Interviews/Coles	Ratcliff (2008)
12:00	Lunch	
1:00	Unstrung 7/Analysis of Actual Research Data	
2:00	Break	
2:15	Unstrung 8/Planning & Proposal/Dissertation Groups	Ratcliff (2000)
3:15	Break	
3:30	Unstrung 9/Quality Guidelines/Writing as Analysis	Ratcliff & Lingenfelter
4:15	Unstrung 10	

The information in this syllabus is subject to revision as announced in class or by email.