Course Description

Qualitative research is an umbrella term used to identify a particular kind of approach to knowledge generation and verification. Specifically, it is an approach that attempts to capture what is real and true by relying on the social-cognitive constructions of reality as they are created by individuals and groups within specified ecological contexts. Believing that what is real and true is always a matter of subjective interpretation, qualitative research holds that the researcher, through her/his own interpretive capacities and tendencies, is inextricably involved in co-constructions of what we come to know as real and true. In other words, the researcher is an instrument that influences the phenomenological process and outcome.

There are many forms of qualitative inquiry. Each method overlaps with the others in some way(s), and distinguishes itself in others. This course will offer you a foundation in phenomenological qualitative psychological research. It will take you through the process of designing an original qualitative psychological study step-by-step, and work with you to develop skills in the area of data collection using a variety of qualitative tools including naturalistic observation, unstructured, semi-structured, and structured interviews. Additionally, you will learn Interpretive Phenomenological Analysis and qualitative data management through the use of qualitative software. Understanding of ethical issues and the development of ethical practice will be emphasized throughout.

Read this syllabus carefully, and buckle up for an intense intellectual ride.

PSY 255 Qualitative Research Methods in Psychology:
How It Fits Into The Psychology Department’s “Big Picture”

Goucher College Psychology Department Mission Statement

Psychology is a diverse and highly interdisciplinary field of study that involves the application of systematic methods of inquiry to the exploration of behavior, mental processes, and social relationships. The Department of Psychology has as its mission to educate students in the core knowledge and skills of the discipline of Psychology, together with Goucher’s unique perspective that reflects a history and tradition of respecting diverse viewpoints and methods. This education contributes to the overall mission of the college as a liberal arts institution, “to prepare students within a broad
and humane perspective for a life of inquiry, creativity, and critical and analytical thinking.”

Across the varied perspectives represented in our department, we strive to create an open, supportive, challenging and vibrant learning culture. We value sharing our passion for the field of psychology through close and active mentoring inside and outside of the classroom. We encourage and model experiential learning in the form of community engagement, active involvement in research, collaborative construction of knowledge, and self-directed exploration. We provide students with the tools needed for the development of more sophisticated insight into one’s own and others’ behavior and mental processes.

Towards these ends, the Psychology Department has identified seven guiding principles for its undergraduate curriculum. Our program is designed to facilitate students’ development of the following skills and knowledge:

**Psychology Department Learning Objective 1:** Demonstrate understanding and competence regarding the use of research methodology in psychology.

**Psychology Department Learning Objective 2:** Communicate effectively as it pertains to the study and practice of psychology.

**Psychology Department Learning Objective 3:** Engage the world outside the classroom to use and/or inform one’s knowledge of psychology.

**Psychology Department Learning Objective 4:** Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**Psychology Department Learning Objective 5:** Develop critical consciousness and an appreciation of a variety of ways of knowing.

**Psychology Department Learning Objective 6:** Recognize, understand, and respect the complexity of sociocultural and international diversity as played out in psychology and related fields.

**Psychology Department Learning Objective 7:** Develop an ethical framework with regard to the study and practice of psychology.
Current Course Learning Objectives:

(1) Understand some of the important philosophical, historical, and political foundations of qualitative inquiry in psychology;

**Psychology Department Learning Objective 5.** Develop Critical Consciousness and an Appreciation of a Variety of Ways of Knowing

(2) experience the process of becoming a qualitative psychological researcher, including developing greater tolerance for ambiguity;

**Psychology Department Learning Objective 1.** Demonstrate Understanding of Research Methodology in Psychology

**Psychology Department Learning Objective 5.** Develop Critical Consciousness and an Appreciation of a Variety of Ways of Knowing

(3) develop skills in interview transcription for the purposes of qualitative analysis;

**Psychology Department Learning Objective 1.** Demonstrate Understanding of Research Methodology in Psychology

(4) develop skills in one form of inductive multilevel qualitative data analysis (Interpretative Phenomenological Analysis);

**Psychology Department Learning Objective 1.** Demonstrate Understanding of Research Methodology in Psychology

(5) learn how to use Dedoose software to assist with qualitative data management and analysis; and

**Psychology Department Learning Objective 1.** Demonstrate Understanding of Research Methodology in Psychology

(6) develop a complete proposal for an original qualitative psychological study

**Psychology Department Learning Objective 1.** Demonstrate Understanding of Research Methodology in Psychology

**Psychology Department Learning Objective 5.** Develop Critical Consciousness and an Appreciation of a Variety of Ways of Knowing

**Psychology Department Learning Objective 2.** Communicate Effectively as it Pertains to the Study and Practice of Psychology
**Psychology Department Learning Objective 1.**

Demonstrate ability to develop and execute a research project to address a question of psychological interest/value.

Develop and justify a research question of psychological interest/value.
- clearly state the research question
- explain how s/he arrived at this research question
- articulate the relevance of the research question (i.e., Why should one care about this question? Why is this the question that needed to be asked?)

Employ appropriate research methodology to generate data to address one’s research question.
- clearly describe the research methodology used
- answers the question, “Was this the most effective/appropriate methodology for addressing this research question?”
- evidence that the student has evaluated the methodology from an ethical standpoint

Demonstrate ability to use information resources (e.g., research databases) and technological tools (e.g., data analysis software) as they pertain to psychology research.

Accessing and utilizing psychology relevant information resources and/or databases for effective research.
- identify and locate appropriate information resources to address his/her research question
- effectively utilize these information resources

Using technological tools for effective research.
- identify and locate appropriate technological tools to address his/her research question
- identify and locate appropriate technological tools to analyze data

**Psychology Department Learning Objective 2.**

Demonstrate competence in matters of form and style in writing.
- conform to established convention (including but not necessarily limited to APA-style) in the use of references and in-text citations
- use good grammar, punctuation, spelling, etc.
- argument organized and presented well, with clarity and coherence
- select a writing style/voice that is appropriate for his/her target audience

Demonstrate ability to effectively present and support a viewpoint/position in writing.
- clearly articulate a viewpoint/position
- provide effective and appropriate support or rationale for his/her position (e.g., persuasive logic; appropriate evidence)
Basic Student Conduct Requirements

Adherence to the Academic Honor Code – As a student at Goucher, you are required to adhere to the College Academic Honor Code. The Honor Code helps to maintain the academic and intellectual integrity of the institution, and ultimately, the value of a Goucher education. This code can be found in its entirety at www.goucher.edu/documents/General/AcademicHonorCode.pdf. Read it carefully. As mandated, I will report all suspected violations of the Honor Code (intentional and unintentional) to the Academic Honor Board.

Non-engagement in Disruptive Classroom Behavior – Goucher is an institution of higher learning. Behavior that interferes with, disrupts, or obstructs the learning process will not be tolerated. Some of these behaviors include, “talking or otherwise making excessive noise or showing disrespect when a teacher or another student is speaking; repeatedly interrupting other students or the professor; refusing to interact with other members of the class when group work is required; coming to class under the influence of alcohol or illegal drugs.” (http://www.goucher.edu/documents/General/Hndbk09-10.pdf, p. 116). Please read the entire General Handbook section titled, “Guidelines for Classroom Behavior and Procedures for Expulsion from Class” (pp. 116 – 117) for a complete description of this policy.

Required Materials


Earbuds for Computer

Required Readings (Available on GoucherLearn)


Semi-structured interviews.


Structured Interviews

Lecture and Lab Requirements

Homework and Participation – 20%
Human Subjects Training – 10%
Transcription Accuracy – 10%
Proper Application of Analytic Procedure – 10%
Quality of Analytic Reflections – 10%
Results Section Write-Up – 10%
Proposal Components – 20%
Final Proposal – 10%

Attendance – You are expected to attend all classes on time and to arrive prepared. If you find yourself missing more than two classes (excused or unexcused), you need to seriously consider withdrawing from this course, as staying on pace with the class will likely prove too difficult. Death in the family, participation in religious holidays, involvement in school-sponsored activities, and illnesses requiring medical attention are some examples of excused absences. Absence due to illness must be substantiated in writing by the treating professional in order to be considered excused. No exceptions. Unexcused absences will have a negative impact on your grade. Work missed due to unexcused absences will not be accepted and will not receive any credit.

Participation – You are expected to actively participate once here. Active participation includes: constructive engagement in class discussions and activities, completion of all outside class work as assigned, pursuit of academic support from the professor and/or ACE as needed, taking responsibility and being self-accountable for your academic work, and engagement in mutually respectful relationships with the professor and peers.

At the end of the semester, you will be asked to reflect upon your participation, evaluate it and justify your evaluation using a guideline provided by me. I, in turn will review your evaluations and justifications and either agree or disagree with your self-assessment based on my subjective perceptions of the quality of your participation. My disagreement with your self-evaluation may call for either a higher or lower rating of your participation. In instances of disagreement, I will provide you with a written counter-justification. The participation evaluation form can be found at the end of the syllabus.
Human Subjects Training – When conducting research with human participants, it is important for you to be aware of potential ethical conflicts that can emerge while conducting research, and that you learn current best practices for the ethical implementation of research. Toward this aim, you will complete the National Institute of Health’s (NIH) Protection of Human Subjects online course on the first day of class. This course will provide you with a certificate of completion and overall score at the end.

Transcription Accuracy – You will transcribe a total of five interviews exploring Marylanders’ experiences of the September 11th attacks on the World Trade Center and Pentagon, and will be evaluated on your level of accuracy. Transcription accuracy is the foundation of trustworthy qualitative interview analysis; thus, it is important for you to develop a high level of proficiency in this domain. These interviews are from the Library of Congress American Folklife Center September 11, 2001 Documentary Project. As with all assignments in this class, your transcripts must be typed. In the page header, you should include your name, the date(s) of transcription, project title, date of interview, the length of the interview, and length of time dedicated to transcribing. Late work will not be accepted and will not receive credit.

Your transcript should include time stamps that indicate where on the tape the data can be found, and coded pseudonyms that indicate who is talking. See the example below:

Transcriber’s Name:
Date of Transcription:
Project Title:
Date of Interview:
Length of Interview:
Time Spent Transcribing:

00:15 (15 seconds into the tape) Instructor: Welcome to Qualitative Methods in Psychology. I will be your course instructor this semester (clears throat). Let’s go around the room and introduce ourselves.

0:20 Leander: My name is Leander, and I am a junior accounting major.

0:23 Instructor: Welcome Leander. Can you share with us your reasons for taking this course?

0:28 Leander: It’s required for my major, and I am interested in this style of research.

Be sure to indicate meaningful audible communication in your transcript, such as laughter, long pauses, sighs, stuttering, trembling, etc.

Proper Application of Analytic Procedure – You will learn Interpretative Phenomenological Analysis. This approach will involve coding, first and second level thematic analysis, negative case analysis, and the implementation of techniques designed to bolster trustworthiness in the analytic process and its outcomes. Your grade will be based on the degree to which you are able to implement these analytic techniques following guidelines set forth in class. Late work will not be accepted and will not receive credit.
Quality of Analytic Reflections – Qualitative research is at its foundation, a reflexive analytic process. “Thick,” in-depth reflections, field notes, and memos throughout the entire process of research design, implementation, and analysis, contribute to the overall study trustworthiness. Consequently, the degree to which your reflections embody thoughtful introspection will be evaluated as part of your overall grade. Late work will not be accepted and will not receive credit.

Results Write-Up – You will write up the story of the data using and citing relevant psychological literature. Your grade will be based on the degree to which you are able to tell a cogent story with appropriate integration of supporting narrative excerpts.

Research Proposal – You will also complete a proposal for an original qualitative psychological study. This research proposal should reflect your personal psychological interests, passions, and curiosities within the bounds of ethical standards outlined by the APA. While you will not actually execute this original study in this course, this proposal will prepare you for the next step in the research process (i.e., submission to Goucher College IRB for approval, and actual data collection). If you wish to continue to pursue the research that you work on in this class, I encourage you to sign up for Self-Directed Project in Psychology (PSY 329), and possibly Senior Thesis (PSY 450). In an effort to give you an appreciation for the work and process involved in designing an original study, and in order to make the process manageable, the final proposal assignment has been broken down into component parts. Your completion of each component will be evaluated. Late work will not be accepted and will not receive any credit.

Proposal Component Credits and Their Meaning

What do the credit points awarded for my work on the proposal sections mean?

1 = Work was completed on time, and the content of the work was good.

.75 = Work was completed on time, and the content of the work was satisfactory.

.50 = Work was completed on time, but the content of the work was less than satisfactory.

.25 = Work was completed on time, but the content of the work was poor.

0 = Work was not completed on time.

The very best work that you can do during this stage of the process is good work.

The production of very good and excellent work only becomes possible with the generation of multiple drafts of a complete proposal. Remember, this is a process.

What do all of these points mean in terms of my final grade?

You can earn up to 20 points toward your final grade with your work on the proposal sections. The very best work that you can do on these sections is good work. Consequently, if you always produced good work on your proposal sections, you would earn the full 20 pts. Points will be granted accordingly.
Grading Philosophy – In my courses, points are earned. Everyone starts with a zero and earns her/his own grade based on demonstrated mastery of the material. You do not start with a 100 and lose points based on incompetence. The following article, published in Forbes magazine, accurately represents my grading philosophy, and my perceived role as your professor. Think of me as your academic trainer 😊

Art Carden, Contributor

Dear Student: I Don't Lie Awake At Night Thinking of Ways to Ruin Your Life

“When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things.” 1 Corinthians 13:11 (KJV)

One of the popular myths of higher education is that professors are sadists who live to inflict psychological trauma on undergraduates. Perhaps you believe that we pick students at random and then schedule all our assignments in such a way as to make those students’ lives as difficult as possible. The older I get and the longer I do this, the more I recognize that we (the professors) need to be more transparent about our philosophies of evaluation. How does this work? Let’s clarify a few things.

First, I do not “take off” points. You earn them. The difference is not merely rhetorical, nor is it trivial. In other words, you start with zero points and earn your way to a grade. You earn a grade in (say) Econ 100 for demonstrating that you have gained a degree of competence in economics ranging from being able to articulate the basic principles (enough to earn a C) to mastery and the ability to apply these principles to day-to-day affairs (which will earn an A). I’ve hurt my own grades before by confusing my own incompetence with competence and my own (bare) competence with mastery, so trust me: I’ve been there, and I understand.

Second, this means that the burden of proof is on you to demonstrate that you have mastered the material. It is not on me to demonstrate that you have not. My assumption at the beginning of each class is that you know somewhere between nothing and very little about basic economics unless you were lucky enough to have an exceptional high school economics course. Otherwise, why are you here? You might say that the course is a prerequisite for other things you want to do, but if that is the case and you know the material, you’re more than welcome to simply show up for the exams, ace them, and be on your way.

In this light, consider this: the fact that you “don’t understand” why you didn’t earn full points for a particular question might itself help explain why you didn’t earn full points. Don’t take this personally or interpret it as a sneer. See it as a learning opportunity. If you understood the material—and do note that there is a large difference between really understanding the material and being able to reproduce a graph or definition you might remember from class—you would have answered the question flawlessly. I recommend (as I have recommended to many others) that you go back, take another crack at it, and see if you can find where you have gone wrong. Then bring it by my office, and we will talk.

Finally, I’m here to be a mentor and instructor. This means that our relationship differs from the relationships that you have with your friends and family. Please don’t infer from this that I don’t care about you, because I do. A lot, I want to see you make good choices. I want to see you understand basic economics because I hope it
will rock your world as it continues to rock mine and because the human
consequences of lousy economic policy are enormous. That said, you should never
take grades personally. I don’t think you’re stupid because you tank an exam, an
assignment, or even an entire course. Economics is hard. A D or an F on an
economics exam does not diminish your value in God’s eyes (or in mine) or indicate
that economics just isn’t for you. It probably means you need to work smarter, and
I’m here to help you with that.

Dear student, I once thought as you do. I once carried about the same
misconceptions, the same litany of cognitive biases, and the same adolescent desire
to blame others for my errors. I was (and remain) very poorly served by my
immaturity. As shocking as it may seem, I still cling to a lot of it, even after four
years of college, five years of graduate school, and now five-and-a-half years as a
professor. Economics is hard, but becoming a responsible member of a free society is
very, very, very hard. I’m still learning to put aside childish things. I hope you will
do the same. Start now. The effort is daunting, but the rewards are substantial.

This article was inspired by periodic discussions of evaluation in the academy that
crop up on the website of the Chronicle of Higher Education and
on InsideHigherEd.com. A former colleague used to quote the verse above at the top
of his Economics 101 syllabus. I thank Rachel Smith for comments and suggestions.

This article is available online at:
http://www.forbes.com/sites/artcarden/2012/01/12/dear-student-i-dont-lie-
awake-at-night-thinking-of-ways-to-ruin-your-life/

Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>95–100 (A)</th>
<th>86–89 (B+)</th>
<th>76–79 (C+)</th>
<th>66–69 (D+)</th>
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<tbody>
<tr>
<td>Grade</td>
<td>90–94 (A-)</td>
<td>83–85 (B)</td>
<td>73–75 (C)</td>
<td>63–65 (D)</td>
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<tr>
<td>Grade</td>
<td>80–82 (B-)</td>
<td>70–72 (C-)</td>
<td>60–62 (D-)</td>
<td>≤59 (F)</td>
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Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Introduction</td>
<td>A. Read “Qualitative Research in Counseling Psychology: Conceptual Foundation”</td>
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<tr>
<td>8/25</td>
<td>Course Overview</td>
<td>B. Read “Transcription Quality as an Aspect of Rigor in Qualitative Research”</td>
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<td></td>
<td>Distribute Recorders</td>
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<td>Pre-Course Assignment Discussion</td>
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<td></td>
<td>Human Subjects Training</td>
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<tr>
<td>Class 2</td>
<td>Register Dedoose Accounts</td>
<td>A. Read Example 1 of Postpositivistic Qualitative Psychological Research “We Who Are Dark...”</td>
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<tr>
<td>8/27</td>
<td>Reflections in Memo</td>
<td>B. Read Example 2 of Postpositivistic Qualitative Psychological Research “Religion and Spirituality in the Meaning-Making and Coping Experiences of African American”</td>
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</table>
| Class 3 | 9/3 | Discussion of Articles from Paradigmatic Standpoint  
Transcribe and Code 2nd September 11th Interview  
http://memory.loc.gov/service/afc/afc2001015/sr/sr082a02.mp3 (Takoma Park, Maryland) | A. Read Example of Postpositivistic-Interpretative Qualitative Psychological Research “A Qualitative Evaluation of a Mentor Program for At-Risk Youth”  
B. Read Example of Interpretative Qualitative Psychological Research “People Don’t Understand: An Investigation of Stigma in Schizophrenia”  
C. Finish Transcribing and Coding 2nd Interview and Write Memo in Dedoose |
| Class 4 | 9/8 | Discussion of Articles from Paradigmatic Standpoint  
Transcribe and Code 3rd September 11th Interview  
http://memory.loc.gov/service/afc/afc2001015/sr/sr083a02.mp3 (Takoma Park, Maryland) | A. Read Example of Critical Qualitative Psychological Research “Africana Women’s Ways of Coping with Traumatic Life Events”  
B. Read Example of Critical-Empowerment Qualitative Psychological Research “Street Love…”  
C. Finish Transcribing and Coding 3rd Interview and Write Memo in Dedoose |
| Class 5 | 9/10 | Discussion of Articles from Paradigmatic Standpoint  
Transcribe and Code 4th September 11th Interview  
http://memory.loc.gov/service/afc/afc2001015/sr/sr339a01.mp3 (Silver Spring, Maryland) | A. Finish Transcribing and Coding 4th Interview and Write Memo in Dedoose  
B. Transcribe and Code Entire 5th September 11th Interview and Write Memo  
http://memory.loc.gov/service/afc/afc2001015/sr/sr328a01.mp3 (Temple Hills, Maryland) |
| Class 6 | 9/15 | First Level Thematic Analysis  
First Level Negative Case Analysis  
Peer Debriefing & Memo | A. Read “Reflection on the Development of Interpretative Phenomenological Analysis…”  
B. Read “Interpretative Phenomenological Analysis” |
<table>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Class 7</td>
<td>9/17</td>
<td>Second Level Superordinate Thematic Analysis</td>
<td>A. Read “I Don’t Like Ambiguity…”</td>
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<td>Peer Debriefing &amp; Memo</td>
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<td>Class 8</td>
<td>9/22</td>
<td>Explaining Phenomena: Drawing On Psychological Theoretical and Conceptual Knowledge</td>
<td>A. Read “Effectively Communicating Qualitative Research”</td>
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<td>Researching Psychological Theoretical and Conceptual Literature</td>
<td>B. Identify Representative Quotes</td>
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<td>Class 9</td>
<td>9/24</td>
<td>Writing Up Qualitative Results Section: APA Style Page Numbering, Headings, In-text Citations, Quotes, Reference Section</td>
<td>A. Finish Results Section Write-Up</td>
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<td>Philosophizing, Storytelling, Quote Interweaving</td>
<td>B. Finalize Topic for Original Study Proposal</td>
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<td>Work On Results Write-Up</td>
<td>C. Read “Ethical Perspectives on Qualitative Research in Applied Psychology”</td>
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<td>Class 10</td>
<td>9/29</td>
<td>Turn in Results Write-Up for Feedback</td>
<td>A. Read “The Pond You Fish in Determines the Fish You Catch…”</td>
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<td>Ethical Dilemmas</td>
<td>B. Read “Unstructured Interviews”</td>
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<td>Discussion of Ethical Considerations Related to Research Proposals</td>
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<td>Class 11</td>
<td>10/1</td>
<td>Conduct Unstructured Interview about Hometown, College Selection Process, Childhood Professional Dreams</td>
<td>A. Read “Quality and Trustworthiness in Qualitative Research in Counseling Psychology”</td>
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<td>Still Life Scene Observation</td>
<td>B. Read “Semi-structured Interviews”</td>
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<td>Physical Setting Observation</td>
<td>C. Create Semi-structured Interviews for Research on Hometown, College Selection, and Childhood Professional Dreams</td>
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<td>Class 12</td>
<td>10/6</td>
<td>Conduct Semi-structured Interviews with New Classmate</td>
<td>A. Read “Evolving Guidelines for Publications of Qualitative Research in Psychology and Related Fields”</td>
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<td>Nonparticipant Naturalistic Observation in ATH</td>
<td>B. Read “Structured Interviews”</td>
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<td></td>
<td>C. Create Structured Interview Protocols for Research on Hometown, College Selection, and Childhood Professional Dreams</td>
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</table>
| Class 13 | 10/8 | Conduct Structured Interviews with New Classmate  
Drawing to Become a Better Observer | A. Transcribe Unstructured, Semi-structured, and Structured Interviews from One Topic (Hometown, College Selection, or Childhood Professional Dreams) & Write Memo |
|---|---|---|---|
| Class 14 | 10/13 | Discussion of Experience Conducting Interviews  
Overview of Qualitative Psychological Study Proposal Components  
The Personal Interest Statement  
Begin Writing Section I of Part I of Proposal | A. Complete Section I of Part I |
| Class 15 | 10/15 | Overview of Sections 2-4 of Part I  
Begin Writing Sections 2-4 of Part I | A. Complete Sections 2-4 of Part I |
| Class 16 | 10/20 | Overview of Sections 1-2 of Part II  
Begin Writing Sections 1-2 of Part II | A. Complete Sections 1-2 of Part II |
| Class 17 | 10/22 | Overview of Sections 3-4 of Part II  
Begin Writing Sections 3-4 of Part II | A. Complete Sections 3-4 of Part II |
| Class 18 | 10/27 | Overview of Sections 5-7 of Part II  
Begin Writing Sections 5-7 of Part II | A. Complete Sections 5-7 of Part II |
| Class 19 | 10/29 | Overview of Section 1 of Part III  
Begin Creating Feasibility Table with Explanation and Results Sharing Plan | A. Complete Section I of Part III  
B. Merge Components into One Proposal |
| Class 20 | 11/3 | APA Formatting Exercise | A. Format Proposal According to APA Style |
| Class 21 | 11/5 | Turn in Complete Proposal for Feedback  
Review IRB Proposal Application  
Start Working on IRB Proposal Application | A. Complete IRB Proposal Application |
| Class 22 | 11/10 | Turn in IRB Proposal Application  
Individual Results-Write Up Meetings | A. Complete Final Results Write-Up |
| Class 23 | 11/12 | Individual Results-Write Up Meetings | A. Complete Final Results Write-Up |
**Class 24**  
11/17  
*Individual Proposal Meetings*  
A. Complete Final Proposal

**Class 25**  
11/19  
*Individual Proposal Meetings*  
A. Complete Final Proposal

**Class 26**  
11/24  
*Individual Proposal Meetings*  
A. Complete Final Proposal

**Class 27**  
12/3  
*Final Class*
*Self-Evaluation*
*Course Evaluation*
*Final Results Section Write-Up and Proposal Due Electronically on Friday*

*We will attempt to stick to the schedule as outlined here in the syllabus. However, unanticipated circumstances may require me to make course adjustments.*
# Class Participation Self-Evaluation

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Y/N</th>
<th>Justifying Comments (Remember, insufficient justification = 0)</th>
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<tbody>
<tr>
<td>1. Did you complete all readings and homework on time as assigned in the syllabus?</td>
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<td>2. Did you actively participate during class discussions?</td>
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<td>3. Were you a positive, respectful, and constructive member of this class?</td>
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<td>4. If you were struggling academically, did you meet with the professor in a timely manner to discuss your struggles?</td>
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