

PSYCHOLOGY 7220 – Spring 2007
Qualitative Methods for the Study of Change
Wednesday, 9am-noon, Beh Sci 604

Instructor: Dr. Alan Fogel
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Office Hours: by appointment
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Readings:

- Moustakas, C. (1994). Phenomenological research methods. Sage.
- Fogel, A., Garvey, A., Hsu, H., & West-Stroming, D. (2006). Change processes in relationships: A relational – historical research approach. Cambridge, UK: Cambridge University Press.
- Frank, A. (1952). The diary of a young girl. Washington Square Press (**Optional, depending on your term project choice**)
- Research Papers, Available at the Marriott Library **electronic reserve web site (e-reserve)** for printing.

Please bring the book and/or research papers to class with you on the days in which readings are assigned!

Grading distribution:

1. 12 Grounded Thought papers @ 50	600
2. Term Project	400

Total	1000

Lower limit for grades:

A (930), A- (900), B+ (870), B (830), B- (800), C+ (770), C (730), C- (700), D (600)

Course overview:

Qualitative research on change uses a historical/narrative approach with intensive observations of particular cases before, during, and after a change process. Qualitative research methods that focus on meaning and context are used both at the level of real-time observations and also when comparing observations from different time points in the developmental change process. Generalities emerge by finding change processes that are common across cases, which may be individuals or interpersonal relationships (couples, families). These methods can be applied to naturally occurring changes or to interventions in which change is intended for experimental, clinical, or educational purposes. Cases may be compared to each other, or at a higher level, groups of cases who share particular change processes may be formed and compared. Questions can be asked about when and how developmental pathways diverge to create lasting between-case differences or how and why interventions may work for some cases and not for others. The result is a meaning-based understanding of stability and change in

psychosocial processes. *These methods may stand alone or be used with quantitative methods such as HLM and SEM to provide insight into how and why change occurs and to better understand between-individual variability.*

Classroom Formats: Discussion Sessions and Experiential Learning Sessions

For most of the class sessions, there is a writing assignment, 12 in total, each worth **50 points**. Write a **Grounded Thought Paper** (1-2 pages), prepared in advance of class, in response to the readings.

The Grounded Thought Paper has two parts. For the first part, describe how the reading **affects your “felt experience”** (see the last pages of this syllabus, and the readings by Moustakis and Heshusius for more detail). Felt experience is located in sensations, images, and feelings. This part of the Grounded Thought Paper should clearly reflect your personal, meaningful engagement with the readings. Use descriptive, metaphorical language liberally. Whether you think something in the reading is great or worthless, describe the sensory and affective roots of your thoughts as you trace them in your body and mind, images and memories.

The second part of the grounded thought paper should describe how this reading relates to the research term project you’ve chosen to do for this class (see below). How relevant are these readings for your project? What questions do the readings raise for you about how to carry out your project?

If you cannot read everything, please make an effort to focus your effort on some part of the readings that attracts your attention. That is better than skimming the reading without any experiential engagement with the content.

A grounded thought paper is due every week, except for the first week and the last two weeks of the semester. I expect you to attend every class session unless there is an emergency or illness. You can make up missed class by turning in the written assignment for that day. To receive credit for missed sessions, simply turn in the paper that was due for that day. Except when negotiated with the instructor, all make-ups must be received by the instructor **no later than one week following the class that you missed**. You can receive up to the full 50 points for make-ups, however **no more than 2 missed papers across the entire semester** will be allowed to be made up in this manner.

Term Project:

The term project is a 10-15 minute oral presentation, using powerpoint slides, of the results of a research exercise that you will carry out during the semester. You may use your own data (or data on which you are working as a research assistant, assuming you have your advisor’s permission) if it meets the following requirements: (1) audio or video recordings in real time, and/or diary-type written documents/narratives recorded at the time of the events described (i.e., not a retrospective autobiography); (2) at least two, and hopefully more, repeated observations of the same person or relationship in a similar setting. If you do not have such data, you may use Anne Frank’s, [Diary of a Young Girl](#).

Course Outline :

Day	Topic	Assignments
1. 1/10	Introduction: What is a change process?	
2. 1/17	Why historical? Why relational?	-Fogel, A., Garvey, A., Hsu, H., & West-Stroming, D. (2006). <u>Change processes in relationships: A relational – historical research approach</u> . Cambridge, UK: Cambridge University Press. (Prologue – Chapter 3; Chapter 2 is optional)
3. 1/24	Why case studies?	-Fogel, A., Garvey, A., Hsu, H., & West-Stroming, D. (2006). <u>Change processes in relationships: A relational – historical research approach</u> . Cambridge, UK: Cambridge University Press. (Chapters 4-6) -Hilliard, R. B. (1993). Single-case methodology in psychotherapy process and outcome research. <u>Journal of Consulting and Clinical Psychology</u> , 61, 373-380
4. 1/31	What is qualitative research?	-Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). Naming the stars: Integrating qualitative methods into psychological research. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), <u>Qualitative research in psychology</u> . American Psychological Association. -Marecek, J. (2003). Dancing through minefields: Toward a qualitative stance in psychology. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), <u>Qualitative research in psychology</u> . American Psychological Association.
5. 2/7	Back to change: Examples of research from the Fogel Lab	-Garvey, A. & Fogel, A. (in press). Dialogical change processes, emotions, and the early emergence of self. <u>International Journal of Dialogical Science</u> . -Fogel, A. & de Koeyer, I. (in press). The developmental transition to secondary intersubjectivity in the second half year: A dynamic systems perspective. <u>Infancy</u> .
6. 2/14	More research: Psychotherapy change process	-Madill, A. & Barkham, M. (1997). Discourse analysis of a theme in one successful case of brief psychodynamic-interpersonal psychotherapy. <u>Journal of Counseling Psychology</u> , 44, 232-244. -Honos-Webb, L., Stiles, W. B., & Greenberg, L. S. (2003). A method of rating

		assimilation in psychotherapy based on markers of change. <u>Journal of Counseling Psychology, 50, 189-198.</u>
7. 2/21	Philosophy: Subjectivity or objectivity?	-Heshusius, L (1994). Freeing ourselves from objectivity. <u>Educational Researcher, 23, 15-22.</u> -McGrath, J. E. & Johnson, B. A. (2003). Methodology makes meaning: How both qualitative and quantitative paradigms shape evidence and its interpretation. . In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), <u>Qualitative research in psychology.</u> American Psychological Association.
8. 2/28	More philosophy: If not objective, then what?	-Moustakas, C. (1994). <u>Phenomenological research methods.</u> Sage. (Chapters 1-5)
9. 3/7	Method from philosophy	-Moustakas, C. (1994). <u>Phenomenological research methods.</u> Sage. (Chapters 6-8). -Esbjörn-hargens, V. & Anderson, R. (2006). Intuitive inquiry: An exploration of embodiment among contemporary female mystics. In C. T. Fischer (Ed.), <u>Qualitative research methods for psychologists.</u> Elsevier.
10. 3/14	I. Where does change come from?	-Friedlander, M. L., Heatherington, L., Johnson, B., & Skowron, E. A. (1994). Sustaining engagement: A change event in family therapy. <u>Journal of Counseling Psychology, 41, 438-448.</u>
SPRING BREAK		
11. 3/28	II. Where does change come from: Integrating qualitative and <i>quantitative</i> methods in the study of change	-Fogel, A., Garvey, A., Hsu, H., & West-Stroming, D. (2006). <u>Change processes in relationships: A relational – historical research approach.</u> Cambridge, UK: Cambridge University Press. (Chapters 7-Epilogue; read only one of chapters 8-11)
12. 4/4	III. Where does change come from?	Stern, D. N. (1998). The process of therapeutic change involving implicit knowledge: Some implications of developmental observations for adult psychotherapy. <u>Infant Mental Health Journal, 19, 300-308.</u> -Levitt, H., Butler, M., & Hill, T. (2003). What clients find helpful in psychotherapy: Developing principles for facilitating moment-to-moment change. <u>Journal of Counseling Psychology, 53, 314-324.</u>
13. 4/11	What does it all mean and can I publish this?	-Walsh-Bowers, R. (2002). Constructing qualitative knowledge in psychology: Faculty

		and students negotiate the social context of inquiry. <u>Canadian Psychology</u> , 43, 163-178. -Duffy, E. (1932). Muscular tension as related to physique and behavior. <u>Child Development</u> , 3, 200-206.
14. 4/18	TERM PROJECT PRESENTATIONS	
15. 4/25	TERM PROJECT PRESENTATIONS	

- Last day to **add** classes is Monday, January 22.
- You can **drop** classes by phone or web through Wednesday, January 17, and they will not appear on your transcripts.
- You can **withdraw** from classes by phone or web, but will be held responsible for tuition, through Friday, March 2. A "W" will appear on your transcript for these courses.

Equal Access

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification.

Academic Honesty and Plagiarism

Plagiarism is a serious form of academic misconduct. No credit will be given to plagiarized work in this class. As defined by the University of Utah Student Handbook: "Plagiarism' means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. "

Qualities of Felt Experience

Here is a beginning list of attributes that may help you decide whether you are engaging in felt experience. Felt experience is *not* thinking, reasoning, judging, evaluating, comparing, deducing, planning, controlling, regulating, challenging, doubting, worrying, doing, trying, working, or efforting. In short, it is not all the things we learned to do in school. On the other hand, there is always some felt experience “underneath” these thought processes to which one can learn to attend. Instead, felt experience is always:

- Emergent and creative
- Unbidden and spontaneous
- Effortless, it just happens
- Truthful, pure, self-revealing, and self-evident, it can't be anything other than it is
- Unpredictable and unknowable in advance

In addition, it may or may not have some of the following features or contents:

- Emotions, unmediated, not appraised or regulated; could be any emotion
- Imagery, in any sensory modality, e.g., smell, sound, kinesthetic
- Memories, ancestral or from one's own lifetime
- Heightened or restricted sensory awareness
- Alterations in state of consciousness: clarity, confusion, dreamy
- Physical and autonomic changes in arousal/relaxation, temperature, color, pulse, breathing, movement
- Alterations in perceived connections with self, others and things