

**THE UNIVERSITY OF TEXAS AT EL PASO
SCHOOL OF PSYCHOLOGY
Health Psychology/BUILD.RDC**

Course Number: PSYC 3350	Instructor: Craig A. Field, PhD, MPH	Co-Instructor: Eden H. Robles, PhD, MSW
CRN: 24487	Office Location: PSYC 116	Office Location: PSYC 119
Class Time: Monday & Wednesday, 3:00-4:20	Office Hours: 30 minutes after class or by appointment	Office Hours: By appointment
Class Location: CCSB G.0706A	Instructor Email: cfield@utep.edu	Instructor Email: erobles9@utep.edu
Semester: Spring 2016	Preferred method of contact: email	Preferred method of contact: email

I. COURSE DESCRIPTION

The purpose of this course is to introduce undergraduate students to the issues of alcohol research with Latinos. The course introduces students to qualitative inquiry and to selected data collection, management, and analysis methods for qualitative research in psychology. The emphasis of this course is on basic qualitative research skills and methods for studying alcohol health behaviors of Latinos with the semester goal of engaging students in an instructor-led qualitative study.

II. COURSE OBJECTIVES

Upon successful completion of this course, a student should: (1) know the major theoretical perspectives that address alcohol health behaviors; (2) understand the utility and limitations of the various theoretical perspectives; (3) understand research strategies employed in the study of alcohol behaviors, (4) understand the principal motives of alcohol behaviors, and (5) be able to apply ideas from the study of recovery to explain alcohol behaviors.

III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, discussions, speakers, videos and experiential exercises. The professor will model qualitative research skills and strategies and interpreting interview data will be illuminated. The beginning of class will be more content-oriented and the latter half of class will be organized as an experiential skill laboratory, utilizing the small group context and role play for development of skill in qualitative research.

IV. SELECTED TEXTS AND ARTICLES

Weekly readings can be accessed on Blackboard.

The instructor reserves the right to provide and/or assign additional reading to supplement the texts and reader.

Narrative Research:

Riesmann, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

Related Website Resources:

Alcoholics Anonymous

<http://aaelpaso.org/>

Alateen

<http://www.nm-el-paso-al-anon-alateen.org/>

Celebrate Recovery

<http://jesuschapelep.com/celebrate-recovery.php>

Required Equipment:

Students will be provided with an audio recorder, but will be responsible for transcribing. Reviews of various transcription options are available at:

<http://sophia.smith.edu/~jdrisko/transcription.htm>.

Transcriva is a free software transcription program for Mac computers.

<http://transcriva.en.softonic.com/mac>

For up-to-date reviews of a number of data analysis software programs, as well as links to all kinds of other information about qualitative data analysis, see:

<http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/>

While not required, students may wish to use qualitative research software (QRS) for analyzing their data. A list of QSR programs can be found at

<http://www.qualitativeresearch.uga.edu/QualPage/multimedia,qda.html>

In addition, there is a free program that works on both PC and MAC called RQDA. The URI for downloading is <http://rqda.r-forge.r-project.org/>

Another low cost program available for both Macs and PCs: <http://www.dedoose.com/>

NVivo 10 Research Software is installed on the computer in the LAHDR research lab for your use. You must contact your peer mentor to schedule time to use the software.

Information Resources:

A list of qualitative journals is available from

<http://www.slu.edu/organizations/qrc/QRjournals.html>

Additional websites for qualitative methods:

- www.nsf.gov/pubs/2004/nsf04219/start.htm (excellent proceedings from workshop on qualitative methods at the National Science Foundation)
- <http://www.qualitativeresearch.uga.edu/QualPage/> (comprehensive site from Univ. of Georgia)
- <http://www.nova.edu/ssss/QR/> (on-line journal "The Qualitative Report")
- <http://ejournals.library.ualberta.ca/index.php/IJQM/index> (*International Journal of Qualitative Methods*)
- www.researchtalk.com (training/workshop company on Long Island)

V. COURSE REQUIREMENTS (*Contract of Expectations*)

Active Learning Contract:

Cooperative, Active, Student-Directed Learning

The Research Driven Course is rigorous. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be responsible for asking questions, finding information, and challenging yourself to facilitate your learning. The instructor will award participation points for active learning based upon observation.

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. This means you will read assigned course readings to class and contribute to thoughtful discussion with questions, comments, or provide other verbal feedback in response to class lecture or discussion.
- Active, cooperative learning is a requirement of this course. This means you will listen, write, and work together with the other students of the course in response to the course content.
- Exhibit professional behavior with both your peers and instructor. This means you will respect others opinions or experiences by allowing them to fully express themselves in a safe environment. Furthermore, you will respect others by fully expressing yourself in a safe manner. If you have any questions or concerns about this requirement, please speak with me before you continue in the class.

The Active Learning Contract requests that you support an interdependent and reciprocal relationship with all members of the classroom.

Criteria for Evaluation:

- Student frequently contributes to classroom discussion in a manner that reflects evidence of material learned.
- Student is present in classroom discussions. This includes showing up to class on time, putting phone and other electronics away, and actively contributing to discussion or activity.

Communication:

Preferred communication is by email. Please be sure that your UTEP email is working, your mailbox has space and that it is checked daily. Group emails will be sent to that address only. You are responsible for all communications sent via e-mail.

Class attendance and last day to withdraw class

Regular class attendance is expected. The last day for students to withdraw from this class and receive a “W” is April 1, 2016. Students will be responsible for dropping the course; the professor will not drop any student (which will make them earn a grade of “F”).

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your small group are dependent on you for a quality learning experience; if too many students are absent in any one small group, that group suffers. Thus, students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member that they will be absent. Attendance and quality of contribution as demonstrated by student preparation level will determine grades. Students will be allowed two (2) unexcused absences. Role will be taken at the beginning of each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student’s final grade by one point for each class missed beyond the two allotted.

Religious holy days

A student who misses class or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible. Arrangements will be made with that student to complete an assignment within a reasonable time after the absence. A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, when proper notice has been given. Notice must be given *at least fourteen (14) days prior* to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

Electronic devices and classroom behavior

Please turn off your cell phone on arrival. If you want to ask a question or make a comment, raise your hand and try not to interrupt others as they speak. The use of electronic devices is **NOT ALLOWED** in class (e.g., laptops, smartphones, iPads, others not listed) unless otherwise instructed.

Special accommodations

If you have a disability and need classroom accommodations, please contact The Center for

Accommodations and Support Services (CASS) at 747-5148, or by email at cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Student Conduct

Students are expected to behave in a polite manner in the classroom by respecting their fellow classmates and the professor. The professor reserves the right to either drop a student or ask him/her to leave for inappropriate/disruptive behavior in class. Thus, please be on time for class and do not leave class early (unless there is an emergency). Dishonest behaviors like cheating and/or plagiarism **will NOT be** permitted and appropriate action will be taken according to the UTEP Student Standards of Conduct, which can be accessed at:

<http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>

VI. COURSE ASSIGNMENTS

Short E-journal Entries:

In order to give you the opportunity to fully embrace the reflexivity component of this course and reflect on the readings that will guide this course, each student will be expected to utilize Blackboard to enter a mini-journal response within 24 hours of the assigned date (At minimum 250 words). Drs Field and Robles will be reviewing these entries to give feedback. This is a mandatory expectation and will be factored into your participation grade (i.e., you automatically lose 10-15 points if you do not consistently enter your entries). These journal entries should be written in first person. Please a copy of each journal entry and bring a copy to class for discussion.

Follow these steps:

- Log onto Blackboard and read the question.
- Reflect on what you will answer.
- Write your thoughts, opinions, and feelings related to the question.

Criteria for Evaluation:

- Relevance to the question.
- Clarity and timely completion of the assignment.
- Adherence to the journal entry guidelines (see above).

Change in Alcohol Behavior Observation Summary:

Students will be provided with an experience to write a paper about your observation of a person as they relay their change in alcohol behavior experience. More about this assignment will be discussed in class. Confidentiality must be insured. The field note paper must be at minimum 2-3 pages in length.

Follow these steps:

- Prepare a field note paper that contains the following:
 - a. Description of the physical setting of the meeting
 - b. Description of participants in the setting of the meeting

- c. Description of the ways that the participants interacted (verbal and non-verbal)
- d. Description of the patterns of interactions and the frequency of those interactions
- e. Discussion of the meaning of change in alcohol behavior from the perspective of the speaker
- f. Discussion of ways that your presence impacted the participants and setting
- g. Discussion of ways that the participants or the setting impacted you
- h. Reflection on how their experiences fit or do not fit with what we currently know about alcohol behaviors
- i. Any other observations or reflections or insights

This paper may be written in first person. No references are required.

Criteria for Evaluation;

- Description and discussions reflect depth of observation.
- Clarity and timely completion of the assignment.
- Adherence to the field note paper guidelines (see above).

Research Project

Each student will conduct a qualitative research interview on the topic of alcohol behaviors using the narrative research approach. Assignments for the study are due throughout the semester. The culminating product is a final paper to be completed with other group members. Feedback on each assignment should be incorporated into the final paper to assure a satisfactory grade on the final paper. The assignments include:

- A research qualitative question
- Field interview guide
- Introduction to research interview
- Interview protocol
- Field notes
- Audio file of interview.
- Verbatim transcribed interview.
- Brief paper that includes:
 - a. Introduction – to include the importance of the topic and the study aims
 - b. Literature review – to include a synthesis of 3-4 related qualitative articles
 - c. Methodology – to include setting, participants, length of interviews, informed consent procedures, data storage plan, plan for ensuring quality and methodological rigor.
 - d. Sample analysis – to include a description of the method used to qualitatively analyze the data, and will include each group members separate analysis of specified data (to be expanded upon in class)
 - e. Discussion – to include observations, and other relevant reflections of the qualitative research experience in response to research topic
 - f. Conclusion – to include limitations and strengths of study, and ideas for future investigation
- Class presentation that includes:
 - a. Powerpoint

Criteria for Evaluation:

- Clarity and timely completion of the assignment.
- Adherence to the research project guidelines.

Researched Interviewer Role Play

Students will be formed into pairs. Each group will role play a qualitative interview in front of class utilizing specific theoretical frameworks and interviewing skills. Students will alternate in the interviewer role to demonstrate their research skills. Each pair will reflect adherence to research values, ethics, and an application to a specific interviewee population.

Follow these steps:

- Create a summary that includes:
 - a. A brief description of purpose of the interview
 - b. A brief description of the person you are interviewing
 - c. A discussion of the theoretical frameworks and research skills being implemented
- Practice your interviews with your partner until the day of your presentation
- Bring the summary to hand out to the class and demonstrate the interview in front of the class.

Criteria for Evaluation:

- Evidence of preparation and creativity.
- Theoretical and research skills coherence demonstrated.
- Demonstration of interviewee reactions and thoughts taken into account.

VII. COURSE GRADING CRITERIA

Exams and Assignments:

- 1) Final exam (20% of final grade) – There will be a final exam. The exam will cover the cumulative course content. The final exam will include material from the textbook and class lectures. The format of the exam will be matching, multiple-choice, and short-answer/essay.
- 2) Final Project (50% of final grade) – Students will be responsible for submitting assignments throughout the class, culminating in the final project. The final project will cover the qualitative research skills and methods learned throughout the course. The grade for this assignment will reflect demonstrated knowledge of the course readings, critical assessment of the course content, and how well the information is communicated.
- 3) Group Presentations (20% of final grade) – Students will be responsible for 2 presentations on course section content. Further instructions will be given throughout the semester. The grade for these assignments will reflect demonstrated knowledge of the course readings, critical assessment of the course content, and how well the information is communicated.
- 4) Participation (10% of final grade) – Attendance and active participation in online journal

entries and classroom activities are factored into the overall participation grade. Each week discussion questions will be posted on Blackboard. In an effort to facilitate group discussion, students should bring hard copies of their responses to class, which should be 200 words or more. Each group will elect an individual in the group to report their answer to the rest of the class. Students will evaluate group member participation at the end of the semester. Students will be graded on active participation in the activities described above.

Exam policy

Failure to take any exam will result in a score of “0” for that exam. The lowest exam grade will be dropped, and thus make-up exams will be administered only in extraordinary circumstances and only when written documentation justifying an absence for an exam is provided.

Grading

Final grades will be assigned according to the following scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; and < 60% = F.

Course Calendar Outline**:

Class	Dates	Topic		Readings/ Homework/ Assignments	Assignments Due
1	1/20	Course Introduction - Instructor and student introductions Defining Social Drinking and Latinos	THEORY AND BACKGROUND	<p>Readings: Smith, D. E. (2012). Editor's note: The process addictions and the new ASAM definition of addiction. <i>Journal of psychoactive drugs</i>, 44(1), 1-4.</p> <p>Broyles, L. M., Binswanger, I. A., Jenkins, J. A., Finnell, D. S., Faseru, B., Cavaiola, A. & Gordon, A. J. (2014). Confronting inadvertent stigma and pejorative language in addiction scholarship: A recognition and response. <i>Substance Abuse</i>, 35(3), 217-221.</p> <p>Homework: Short E-Journals, IRB training</p> <p>Assignments: Research project assigned</p>	Journal #1 Due Friday 1/22
2	1/25	Theories, Models, and Perspectives		<p>Readings: Boyer, B. (2008). Theoretical models in health psychology and the model for integrating medicine and psychology. <i>Comprehensive handbook of clinical health psychology</i>, 3-30.</p> <p>Rosal, M. C., Wang, M. L., & Bodenlos, J. S. (2013). Culture, Behavior, and Health. <i>The Handbook of Health Behavior Change</i>.</p>	
3	1/27	Trans-theoretical model and the stages of change		<p>Readings: Prochaska, J., Redding, C., & Evers, K. (2008). The trans-theoretical model and stages of change. In K. Glanz, B. Rimer, K., & Viswanath (Eds.), <i>Health behavior and health education</i> (4th ed., pp. 97-121). San Francisco, CA: Jossey-Bass.</p>	Journal #2 Due IRB Training Due

			Carbonari, J. P., & DiClemente, C. C. (2000). Using trans-theoretical model profiles to differentiate levels of alcohol abstinence success. <i>Journal of consulting and clinical psychology, 68(5)</i> , 810.	
4	2/1	Trans-theoretical model and stages of change	<p>Readings: Prochaska, J., Redding, C., & Evers, K. (2008). The trans-theoretical model and stages of change. In K. Glanz, B. Rimer, K., & Viswanath (Eds.), <i>Health behavior and health education</i> (4th ed., pp. 97-121). San Francisco, CA: Jossey-Bass.</p> <p>Prochaska, J. M., Prochaska, J. O., Cohen, F. C., & Gomes, S. O. (2004). The trans-theoretical model of change for multi-level interventions for alcohol abuse on campus. <i>Journal of Alcohol and Drug Education, 47(3)</i>, 34</p>	
5	2/3	Self-determination theory	<p>Readings: Chapter 9 Self-determination theory and motivational interviewing</p> <p>Neighbors, C., Lewis, M. A., Bergstrom, R. L., & Larimer, M. E. (2006). Being controlled by normative influences: self-determination as a moderator of a normative feedback alcohol intervention. <i>Health psychology, 25(5)</i>, 571.</p>	Journal #3 Due
6	2/8	Self-determination theory	<p>Readings: Neighbors, C., Walker, D. D., & Larimer, M. E. (2003). Expectancies and evaluations of alcohol effects among college students: self-determination as a moderator. <i>Journal of studies on alcohol, 64(2)</i>, 292-300.</p>	
7	2/10	Substance use, abuse, and addiction Epidemiological Research Alcohol Prevention and	<p>Readings: Caetano, R., & Galvan, F. H. (2001). Alcohol use and alcohol-related problems among Latinos in the United States. <i>Health issues in the Latino community, 383-412</i>.</p>	Journal #4 Due

		Treatment		<p>Zamboanga, B. L., Raffaelli, M., & Horton, N. J. (2006). Acculturation status and heavy alcohol use among Mexican American college students: Investigating the moderating role of gender. <i>Addictive behaviors</i>, 31(12), 2188-2198.</p> <p>McGovern, R., & Kaner, E. (2013). Alcohol Prevention and Treatment: Interventions for Hazardous, Harmful, and Dependent Drinkers. <i>The Handbook of Health Behavior Change</i>, 211-227.</p>	
8	2/15	<p>Substance use, abuse, and addiction</p> <p>Epidemiological Research</p> <p>Alcohol Prevention and Treatment</p>		<p>Alvarez, J., Jason, L. A., Olson, B. D., Ferrari, J. R., & Davis, M. I. (2007). Substance abuse prevalence and treatment among Latinos and Latinas. <i>Journal of ethnicity in substance abuse</i>, 6(2), 115-141.</p> <p>Zemore, S. E., Mulia, N., Ye, Y., Borges, G., & Greenfield, T. K. (2009). Gender, acculturation, and other barriers to alcohol treatment utilization among Latinos in three National Alcohol Surveys. <i>Journal of Substance Abuse Treatment</i>, 36(4), 446-456.</p> <p>Caetano, R. (2003). Alcohol-Related Health Disparities and Treatment-Related Epidemiological Findings Among Whites, Blacks, and Hispanics in the United States. <i>Alcoholism: Clinical and experimental research</i>, 27(8), 1337-1339.</p>	
9	2/17	University Closed		University Closed	University Closed
10	2/22	<p>Qualitative research</p> <ul style="list-style-type: none"> - Narrative approaches to understanding alcohol behaviors and change - Theoretical frameworks in qualitative research 		<p>Readings:</p> <p>Franzosi, R. (1998). Narrative analysis-or why (and how) sociologists should be interested in narrative. <i>Annual review of sociology</i>, 517-554.</p> <p>Hanninen, V., & Koski-Jannes, A. (1999). Narratives of recovery from addictive behaviours. <i>Addiction</i>, 94(12), 1837-1848.</p> <p>Humphreys, K. (2000). Community</p>	Journal #5 Due

			<p>narratives and personal stories in Alcoholics Anonymous. <i>Journal of community psychology</i>, 28(5), 495-506.</p> <p>Ayón, C., & Carlson, B. E. (2014). A family affair: Latinas' narratives of substance use and recovery. <i>Journal of Ethnic And Cultural Diversity in Social Work</i>, 23(1), 55-77.</p> <p>Chapter 3: Conceptual Framework: What do you think is going on?</p>		
11	2/24	<p>Qualitative Research</p> <ul style="list-style-type: none"> - Ethics 	<p>QUALITATIVE RESEARCH</p>	<p>Readings: Baumann, A. N. A., Domenech Rodríguez, M., & PARRA-CARDONA, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. <i>Family Process</i>, 50(2), 132-148.</p> <p>Lahman, M. K., Mendoza, B. M., Rodriguez, K. L., & Schwartz, J. L. (2011). Undocumented research participants: Ethics and protection in a time of fear. <i>Hispanic Journal of Behavioral Sciences</i>, 33(3), 304-322.</p> <p>Homework: Change in alcohol behavior observation assigned</p>	
12	2/29	<p>Qualitative research cont.</p> <ul style="list-style-type: none"> - Interview guides - Recruitment 		<p>Readings: Chapter 1 Introduction to Interview Research</p> <p>Ojeda, L., Flores, L. Y., Meza, R. R., & Morales, A. (2011). Culturally competent qualitative research with Latino immigrants. <i>Hispanic Journal of Behavioral Sciences</i>, 0739986311402626.</p> <p>Lopez, G. I., Figueroa, M., Connor, S. E., & Maliski, S. L. (2008). Translation barriers in conducting qualitative research with Spanish speakers. <i>Qualitative Health Research</i>, 18(12), 1729-1737.</p> <p>Umaña-Taylor, A. J., & Bámaca, M. Y. (2004). Conducting Focus Groups with Latino Populations: Lessons from the Field*. <i>Family Relations</i>, 53(3),</p>	Journal #6 Due

			261-272.	
			Rodríguez, M. D., Rodríguez, J., & Davis, M. (2006). Recruitment of First-Generation Latinos in a Rural Community: The Essential Nature of Personal Contact. <i>Family process</i> , 45(1), 87-100.	
13	3/2	<p>Interview basics</p> <ul style="list-style-type: none"> - Skills - Interview protocol - Preparing for an interview 	<p>Readings:</p> <p>Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. <i>Qualitative Research in Accounting & Management</i>, 8(3), 238-264.</p> <p>Hill, C. E., Thompson, B. J., & Williams, E. N. (1997). A guide to conducting consensual qualitative research. <i>The counseling psychologist</i>, 25(4), 517-572.</p> <p>Homework: Researched interviewer role play assigned</p>	
	3/7 & 3/9	~ SPRING BREAK ~		
14	3/14	<p>Interview basics</p> <ul style="list-style-type: none"> - Observation - Hearing data - Reflexivity 	<p>Readings:</p> <p>Sword, W. (1999). Accounting for presence of self: Reflections on doing qualitative research. <i>Qualitative Health Research</i>, 9(2), 270-278.</p> <p>Corbin, J., & Morse, J. M. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. <i>Qualitative inquiry</i>, 9(3), 335-354.</p> <p>Adler, P. A., & Adler, P. (1994). Observational techniques. <i>Handbook of qualitative research</i>, 1, 377-392.</p> <p>Rubin, H. J., & Rubin, I. S. (2011). <i>Qualitative interviewing: The art of hearing data</i>. Sage.</p>	Journal #7
15	3/16	Interview	In class presentations	<p>Researched Interviewer Role Play Due</p> <p>Journal #8 Due</p>

16	3/21	Interview		In class presentations	Researched Interviewer Role Play Due
17	3/23	Field Notes		<p>Readings: Mulhall, A. (2003). In the field: notes on observation in qualitative research. <i>Journal of advanced nursing</i>, 41(3), 306-313.</p> <p>Watt, D. (2007). On Becoming a Qualitative Researcher: The Value of Reflexivity. <i>Qualitative Report</i>, 12(1), 82-101.</p> <p>Websites: http://libguides.usc.edu/writingguide/fieldnotes</p>	Journal # 9 Due
18	3/28	Transcription		<p>Readings: Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. <i>Qualitative inquiry</i>, 1(3), 290-310.</p>	
19	3/30	Narrative analysis	QUALITATIVE ANALYSIS AND REPORT	<p>Readings: Clandinin, D. J., & Huber, J. (2002). Narrative inquiry: Toward understanding life's artistry. <i>Curriculum Inquiry</i>, 32(2), 161-169.</p> <p>Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. <i>Qualitative Inquiry</i>, 8(3), 329-347.</p> <p>Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. <i>Journal of counseling psychology</i>, 52(2), 137.</p>	Journal #10 Due
20	4/4	Narrative analysis		<p>Readings: Denzin, N. K., & Lincoln, Y. S. (2008). <i>Collecting and interpreting qualitative materials</i> (Vol. 3). Sage.</p>	
21	4/6	Writing the report <ul style="list-style-type: none"> - Abstract - Introduction - Literature search 		<p>Readings: Fine, M., & Weis, L. (1996). Writing the "wrongs" of fieldwork: Confronting our own research/writing dilemmas in</p>	Journal #11 Due

		strategies - Literature review		urban ethnographies. <i>Qualitative Inquiry</i> , 2(3), 251-274.	
22	4/18	Writing the report cont. - Writing the analysis - Writing the discussion		Lecture guided learning module	
23	4/20	Presenting research		Lecture guided learning module	Journal #12 Due
24	4/25	Presenting research cont.		Lecture guided learning module	
25	4/27	Presentations		In class presentations	Journal #13 Due
26	5/2	Presentations		In class presentations	
27	5/4	Presentations		In class presentations	Journal #14 Due
28	5/6	<i>Final Exam Review</i>		Lecture guided review	Journal #14 Due Change in Alcohol Behavior Observation Due Final Projects Due Friday
30	5/9	Final Exam 1:00-3:45 p.m.			

** Weekly class material and readings are subject to change.