F23 PSYC*6950 – Qualitative Methods in Psychology

Course Outline

General Information

Course Description:

This graduate level course will provide students with a strong foundation in qualitative methods in psychology, with an emphasis on hands-on experience in qualitative analysis. Students will be introduced to issues in the philosophy of the human sciences and qualitative epistemologies before reading in several approaches to qualitative research, including thematic analysis, phenomenology, discourse analysis, and other forms of interpretive inquiry. Students will have the opportunity to select an approach that aligns with their research interests, and will be guided through the process of data analysis and report writing.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: F23

Class Schedule and Location: Tuesdays, 11:30am – 2:20pm, MCKN310

Instructor Information

Instructor Name: Jeffery Yen
Instructor Email: jyen@uoguelph.ca

Course Content

Specific Learning Outcomes:

At the end of this course the successful student will be able to:

1. Describe the major qualitative approaches in psychology
2. Develop research questions according to different types of qualitative approaches
3. Conduct and report on a qualitative analysis based on one chosen methodology on your topic of choice
4. Understand and articulate the importance of epistemological assumptions underlying knowledge production
5. Differentiate between the major epistemological orientations in psychology
6. Engage in seminar discussions and collaborative qualitative data analysis

Course Schedule:

Week	Class activity	Student to-do
1 – 3	Introductory lectures, reading and discussion	• Reading
		• Select a qualitative approach to present • Choose a presentation slot • **Due 19 Sept (Week 2)**
4 – 7	Student **presentations** on qualitative approaches	• Student presentations • Reading
		• Choose a topic and qualitative approach for final paper • Choose a data session slot • **Due 17 Oct (Week 5)**
8 – 12	Student collaborative **data sessions** Discussion of readings	• Prepare and present data for analysis • Reading • Work on final paper

Presentation Guidelines

- By week 2 of the course, you will be required to select an approach to qualitative analysis based on your research interests.
- In weeks 4 – 7, you will teach your classmates about that approach in a 20-minute presentation.
- As part of that presentation, you should assign **one how-to article/chapter**, and **one empirical article** using that approach, for the class to read BEFORE your presentation.
- If you share an interest with a classmate, you may give a slightly longer joint presentation on the same approach (30 mins).

Data Session Guidelines:

- In weeks 8 – 12 you will have the opportunity to bring your own data to analyse collaboratively in class. These can be from your own research project, that of your lab or supervisor, or publicly available data.
- If you are unable to acquire data by Week 5, please let me know.
- This data will ideally also be the basis for your final written paper.
- In your chosen session, your task will be to lead us in looking closely at your data from your chosen qualitative perspective.
- Each data session will be accompanied by **a required reading, selected by yourself**. I can also provide suggestions for readings, as needed.

Course Assessment:

	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
1. Participation	N/A	25%	6
2. Presentation	N/A	25%	1, 4, 5
3. Major written paper	4 Dec 2023	50%	2, 3

Written Paper Guidelines

- The purpose of the assignment is for you to develop skills in qualitative analysis and report writing using an approach of your choice, and based on a topic of personal interest to you.
- Ideally, the data you acquired for the purposes of the collaborative data sessions will also be the basis for your written paper.
- Choose a suitable title for your paper that reflects the issues you are addressing and the methodology you are following.
- This course focuses on analysis, so the paper does not require a very substantial literature review. However, there should be sufficient background (based on peer-reviewed literature) to situate your analysis for the reader.
- The paper must demonstrate in-depth understanding of the principles underlying your chosen approach – make sure you have a good understanding of the theory and epistemology.
- The paper must demonstrate in-depth understanding of the analytical process – make sure that you have read MANY papers that use the type of analysis you are using.
- Please use 1.5 spacing and 12-point font.
- Use page numbers, reasonable margins, and don't forget to include your name and student number.
- Citations and references should follow the APA guidelines.
- The assignment must be original.
- AVOID PLAGIARISM – this means that all ideas you use in your paper that come from your readings need to be cited; where quotes are used, make sure you give page numbers; distinguish clearly between your own thinking and arguments, and what you have read somewhere else; READ the university guidelines regarding academic integrity here: http://www.academicintegrity.uoguelph.ca/
- Please upload your assignment to the Courselink Dropbox by the due date and time

Course Resources

Required Texts:

These will be uploaded to Courselink as the course progresses.

Course Policies

Grading Policies

[Graduate Grade interpretation](#)

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is

not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#)

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday December 1, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar.](#)

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.