

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> PSYC 311		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Qualitative Methods in Psychology <b>Course Short Title:</b> Qualitative Methods in Psyc. <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology															
<b>Calendar Description:</b> <p>Focuses on the use of qualitative methods to examine research problems in psychology. Topics include the historical and philosophical roots of qualitative methods in psychology and the design and implementation of qualitative research studies, including various forms of qualitative data collection (such as textual, observational, and ethnographic) and analysis (such as narrative, discursive, and phenomenological).</p> <p>Note: Students with credit for PSYC 491X cannot take this course for further credit.</p>																	
<b>Prerequisites (or NONE):</b>		PSYC 101, PSYC 102, and one of the following: ANTH 255/MACS 255/SOC255, CRIM 220, KIN 301, KIN 400, or PSYC 202.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>PSYC 491X</b> Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only):</b> 25 <b>Expected Frequency of Course Offerings:</b> Annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	
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<b>Department / Program Head or Director:</b> Zoe Dennison		<b>Date approved:</b> March 2021															
<b>Faculty Council approval</b>		<b>Date approved:</b> April 9, 2021															
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> April 9, 2021															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> June 4, 2021															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> June 18, 2021															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Critically analyze the historical and philosophical underpinnings of qualitative research methods in psychology.
- Evaluate standards of methodological rigor in qualitative research.
- Apply techniques of qualitative data generation/collection (e.g., by conducting practice interviews, discourse analyses, and/or observations).
- Apply techniques of qualitative data analysis through the writing of a research report.
- Evaluate qualitative methodological practices and findings in published qualitative psychological research studies.
- Critically analyze ethical and social issues pertaining to qualitative methods in psychology.
- Examine the role of one's position as a researcher in the research process through the engaging of critical reflexivity.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

May include lecture, demonstration, seminar discussion, audio-visual presentation. This course may also be offered online or as a hybrid course.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Wertz, F. J., Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E.	<i>Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, &amp; Intuitive Inquiry</i>	<input type="checkbox"/>	The Guilford Press	2011
2. Willig, C.	<i>What can qualitative psychology contribute to psychological knowledge?</i> (journal article)	<input type="checkbox"/>	<i>Psychological Methods</i>	2020
3. Braun, V. & Clarke, V.	<i>Using thematic analysis in psychology</i> (journal article)	<input type="checkbox"/>	<i>Qualitative Research in Psychology</i>	2006
4.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	50%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	50%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):** May vary by instructor. For example, 4 substantial assignments, one pertaining to each of 4 modules in a course (each worth 25%). Alternatively, several small assignments (worth 50% total) and one larger research project (worth 50%).

**Typical Course Content and Topics**Module 1: The place of qualitative methods in psychology

- Historical, current, and potential future role of qualitative methods in psychology
- Philosophical and methodological roots of qualitative methods
- The relationship between quantitative and qualitative methods in psychology: possibility for mixing methods?

Module 2: Research design and data collection

- Qualitative interviews in psychology
- Observational and ethnographic methods in psychology

Module 3: Analyzing qualitative data

- Thematic analysis
- Phenomenological analysis
- Discourse analysis
- Narrative analysis

Module 4: Issues in research: quality, ethics, and reflexivity

- Establishing the quality of qualitative research
- Ethics and participant involved in the research process
- Epistemological violence and Indigenous psychology/methodology