

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A 2014/2015**

Part I

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| Course Title: | <u>Qualitative Research Methods in Psychology</u> |
| Course Code: | <u>SS5796</u> |
| Course Duration: | <u>One semester</u> |
| No. of Credit Units: | <u>3</u> |
| Level: | <u>P5</u> |
| Medium of Instruction: | <u>English</u> |
| Medium of Assessment: | <u>English</u> |
| Prerequisites: (Course Code and Title): | <u>SS5780 Research Design & Analysis in Psychology</u> |
| Precursors: (Course Code and Title): | <u>Nil</u> |
| Equivalent Courses: (Course Code and Title): | <u>Nil</u> |
| Exclusive Courses: (Course Code and Title): | <u>SS5797 Advanced Research Methods in Psychology</u> |

Part II

1. Course Aims:

This course aims to enable students to master advanced knowledge and skills about qualitative research methods in psychology in order to enhance their research competence.

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

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

| No. | CILOs | Weighting |
|-----|--|-----------|
| 1. | Discern the strengths and weaknesses of various qualitative research methods and perspectives in psychology. | 50% |
| 2. | Apply qualitative methods to psychological research. | 50% |

3. Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

| CILO No | TLA1: | TLA2: | TLA3: | Hours / course (if applicable) |
|---------|-------|-------|-------|--------------------------------|
| CILO 1 | ✓ | ✓ | ✓ | 50% |
| CILO 2 | ✓ | ✓ | ✓ | 50% |

Describe the TLAs:

TLA1: Lecture

In the initial part of the course, lectures serves to establish the essential frame of achieving CILOs by strengthening students' knowledge base. Furthermore, lectures encourage students to master their knowledge by deliberation, reflection, questioning, and discussion.

TLA2: Workshop

Following the completion of lectures, workshops serve to guide students' in their application of qualitative research methods to psychological research via the use of carefully designed in-class exercises to solve complicated problems. Students have the chance to learn to develop their mastery of knowledge and competence in qualitative research skills.

TLA3: Presentation and discussion

By the end of the course, students can present and share among themselves their learning, particularly insights that advance learning. This serves to further consolidate what they have learned from the course.

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

| CILO No | Type of assessment tasks/activities | Weighting | Remarks |
|----------|-------------------------------------|-----------|---------|
| CILO 1-2 | AT1: Research proposal writing | 40% | |
| CILO 1-2 | AT2: Exercise | 20% | |
| CILO 1-2 | AT3: Quiz | 30% | |
| CILO 1-2 | AT4: Class Participation | 10% | |

Further description of ATs:

AT1: Research proposal writing (40%)

Each student is to write an inspirational research proposal demonstrating advanced knowledge in qualitative research methods in psychology and mastery of ways to applying the knowledge to psychological research ingeniously. Each student is required to develop and work on his/her proposal continuously throughout the semester. The student needs to consult the instructor at workshops about the writing.

AT2: Exercise (20%)

Each student is to complete exercises innovatively to solve complicated problems of qualitative research methods in psychology and share learning among classmates.

AT3: Quiz (30%)

Students are to take a quiz on theory and practice in applying qualitative research methods to specific and advance psychological research topics.

AT4: Class participation (10%)

Each student needs to participate actively in classes, including workshops, presentations, discussions, and sharing sessions, to demonstrate and discover thorough and intensive knowledge about qualitative research methods in psychology.

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

| Letter Grade | Grading criteria in relation to CILOs |
|---------------|--|
| A+ A A- | Original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matters; extensive knowledge. |
| B+ B B- | Grasp of subject matters, critical capacity and analytic ability; reasonable understanding of issues; familiarity with literature. |
| C+ C C- | Understanding of the subject; ability to develop solutions to simple problems. |
| D | Sufficient familiarity with subject matters to enable progress. |
| F | Unfamiliarity with subject matters; weakness in critical and analytic skills; limited or irrelevant use of literature. |

Part III

1. Keyword Syllabus:

Specific approaches: grounded theory, phenomenological, narrative, discursive; Specific procedures: design, sampling, interviewing, coding, analysis, validation, integration with quantitative research.

2. Recommended Reading:

Essential Readings

- Burton, D. (2000). *Research training for social scientists: A handbook for postgraduate researchers*. London: Sage.
- Emerson, P. (2004). *Critical narrative analysis in psychology: A guide to practice*. Basingstoke, UK: Palgrave.
- Giles, D. (2002). *Advanced research methods in psychology*. Hove, UK: Routledge.
- Langdridge, D. (2007). *Phenomenological psychology: Theory, research and method*. Harlow, UK: Pearson Prentice Hall.
- Lawler, R. W. (1996). *Case study and computing: Advanced qualitative methods in the study of human behavior*. Norwood, NJ: Ablex.
- Leong, F. T. L., & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants*. Thousand Oaks, CA: Sage.
- Parker, I. (2002). *Critical discursive psychology*. Basingstoke, UK: Palgrave.
- Smith, J. A. (Ed.). (2003). *Qualitative psychology: A practical guide to research methods*. London: Sage.
- Strauss, A., & Corbin, J. (1997). *Grounded theory in practice*. Thousand Oaks, CA: Sage.
- Willig, C., & Stainton-Rogers, W. (2008). *The SAGE handbook of qualitative research in psychology*. Los Angeles, CA: Sage.

Supplementary Readings

- Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association.
- Dawson, T., Fischer, K. W., & Stein, Z. (2006). Reconsidering qualitative and quantitative research approaches: A cognitive developmental perspective. *New Ideas in Psychology*, 24, 229-239.
- Frosh, S. (2007). Distinguishing qualitative research. *Theory & Psychology*, 17, 635-653.
- Gilgun, J. F. (2005). Qualitative research and family psychology. *Journal of Family Psychology*, 19, 40-50.
- Hoyt, W. T., & Bhati, K. S. (2007). Principles and practices: An empirical examination of qualitative research in the Journal of Counseling Psychology. *Journal of Counseling Psychology*, 54, 201-210.
- Langdon, S. W. (2007). Conceptualizations of respect: Qualitative and quantitative evidence of four (five) themes. *Journal of Psychology*, 141, 469-484.
- Madill, A., & Jordan, A. (2000). Objectivity and reliability in qualitative analysis:

- Realist, contextualist and radical constructionist epistemologies. *British Journal of Psychology*, 91, 1-20.
- Michell, J. (2004). The place of qualitative research in psychology. *Qualitative Research in Psychology*, 1, 307-319.
- Midgley, N. (2006). Psychoanalysis and qualitative psychology: Complementary or contradictory paradigms? *Qualitative Research in Psychology*, 24, 213-239.
- Onwuegbuzie, A. J. (2003). Effect sizes in qualitative research: A prolegomenon. *Quality & Quantity*, 37, 393-409.
- Parker, I. (2004). Criteria for qualitative research in psychology. *Qualitative Research in Psychology*, 1, 95-106.
- Potter, J., & Hepburn, A. (2005). Qualitative interviews in psychology: Problems and possibilities. *Qualitative Research in Psychology*, 2, 281-307.
- Simonton, D. K. (2003). Qualitative and quantitative analyses of historical data. *Annual Review of Psychology*, 54, 617-640.
- Smith, J. A. (2003). *Qualitative psychology: A practical guide to research method*. London: Sage.
- Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1, 39-54.
- Todd, Z. (2004). *Mixing methods in psychology: The integration of qualitative and quantitative methods in theory and practice*. New York: Psychology Press.
- Way, N. (2005). Striving for engagement: Reflections from a qualitative researcher. *Journal of Adolescent Research*, 20, 531-537.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham, UK: Open University Press.

Other Resources:

<http://books.google.com/books?id=770HmrlShHoC&pg=PA189&lpg=PA189&dq=%22qualitative+psychology%22&source=web&ots=AN1fPIps7P&sig=zMrOYU2J-Sy4lsCs-8KiWf6Q26k#PPP1,M1>

<http://books.google.com/books?id=r0H5vLJID1cC&pg=PA8&lpg=PA8&dq=%22qualitative+psychology%22&source=web&ots=aCOejvI57T&sig=YCvBqIgJF1E3wal8jKZAhU05rkE#PPR5,M1>

<http://www.psyc.leeds.ac.uk/research/hlth/HealthPsyc/QualHealth/QualGroup/index.htm>

<http://onlineqda.hud.ac.uk/resources.php>