

PSY 236.3.**COURSE SYLLABUS****COURSE TITLE:** Qualitative Research in Psychology**COURSE CODE:** PSY236.3**TERM:** 2021-2022 Fall term**COURSE CREDITS:** 3**DELIVERY:** in person**CLASS SECTION:** 01**START DATE:** September 2, 2021**CLASS LOCATION:** Art 109**CLASS TIME:** Tuesdays and Thursdays 11:30 am – 12:50 pm.**CANVAS:** <https://canvas.usask.ca/courses/30056>**Instructor:****Dr. Valery Chirkov**

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Office Hours: by appointment**TA:** Azadeh Naimi: azadeh.naimi@usak.ca**Course Overview and Prerequisites**

This introductory course provides an overview of the philosophical foundations/paradigms for psychological research and a survey of the methodological approaches to qualitative research in psychology. This course is built on an assertion that before conducting any form of psychological investigation, researchers need to be aware and reflective of their philosophical and methodological positions. Because of this, the course will focus on developing students' abilities and skills to thoughtfully reflect on their stances and assumptions as researchers. Another strong statement of this course is that any research is first thinking and only then doing. At its core, the course aims to provide a starting off point for students who are interested in doing qualitative research.

This course includes lectures, discussions, and writing essays within five modules: (1) What is qualitative research: its comparison with quantitative approach; (2) main philosophical paradigms related to qualitative research: Interpretivism/phenomenology, realism, and social constructionism; (3) qualitative research design and methods; (4) data generation procedures and related issues; (5) primary qualitative analysis approaches: thematic analysis, interpretative and phenomenological approaches, grounded theory, discourse and narrative analysis.

Prerequisite(s): PSY 120 or PSY 121**Learning Outcomes**

By the completion of this course, students are expected to learn

1. Main concepts of the philosophy of science related to psychological research
2. Primary philosophical paradigms that underlie qualitative and quantitative research
3. Essential features of qualitative research design and methods

4. Most popular qualitative approaches to psychological research.

Land Acknowledgment

*As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.*

Instructor Information

I am a professor in the Applied Social Psychology program in the Department of Psychology and is involved in research on sociocultural psychology, psychology of motivation, and psychological mechanisms of immigration and acculturation. After being involved in empirical positivist research for several years, I realized that it is difficult to understand many problems and concerns that psychologists encounter in their research without understanding the philosophical basis and methodological problems that underlie various forms of psychological inquiry. Because of these concerns, I turned to the philosophy of science and examined various paradigms and approaches relevant to psychological and sociocultural research. Since that time, I have become convinced that knowledge of the philosophy and methodology of science should be an indispensable part of the education of psychology and social sciences students.

Teaching and Learning Context

THE COURSE IS OCCURRING IN A TIME OF TRANSITION AND THAT THIS MAY BE THE FIRST TIME SOME HAVE BEEN LEARNING IN PERSON AT THE UNIVERSITY AND FOR OTHERS IT WILL HAVE BEEN MANY MONTHS SINCE THEY HAVE DONE SO. THE PAST 18 MONTHS HAVE BEEN EXTREMELY DIFFICULT, WITH TRAUMA AND LOSS EXPERIENCED BY MANY IN OUR UNIVERSITY COMMUNITY AND BEYOND. TRANSITIONING OUT OF THE PANDEMIC PERIOD IS A CHANGE AND MAY BE CHALLENGING, AND THAT ALL PARTICIPANTS IN THE COURSE SHOULD INTERACT WITH EMPATHY AND CARE. IMPORTANT GUIDELINES ARE INCLUDED IN THE NEXT SECTION TO HELP GUIDE EVERYONE THROUGH THE TERM SAFELY.

Throughout the term:

- **Protect the pack:** Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to “protect the pack”, the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- **Know what is required and expected of you:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. **You are responsible** for **regularly** checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term.
- **Follow all guidance:** Students are expected to follow all guidance provided by the University’s Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- **Key channels of communication:** If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas). The instructor will notify you through emails and posts on CANVAS

Course schedule

Date	Content	Readings	Comments
September			
2 Th	1.Introduction to course, review of the Syllabus and other organizational issues		
	Module 1. A comparison of quantitative and qualitative approaches.		
7 T	2.Why qualitative research (QR) in psychology? An Introduction	Camic et al.,2003; McMullin, 2002	
9 Th	3.Discussion 1: Comparing quantitative and qualitative approaches	Two articles to read and compare; Lopez, 2000 and Gretton, 2001	
14 T	4.Discussion 1. Continued	McGrath, 2003.	
	Module 2. Introduction to the philosophy of science and primary paradigms.		
16 Th	5.Intro to the philosophy of science: main concepts	Textbook, Chapter 1. Bem & deJong, 2013. Chapter 1.	Assignment 1: Comparison of quanta and qualia approaches
21 T	6.Positivism and its application to research	Chirkov & Anderson, 2018.	
23 Th	7.A multiplicity of the philosophical bases for QR: Realism	Textbook, Chapter 2 Smith, 2010.	
28 T	8.Interpretivism/phenomenology	Textbook ch. 2 and ch. 4 Chirkov, 2016. Ch.4. pp. 82-94	
30 Th	9.Social constructionism	Schwandt, 2000. Burr 2003. Ch. 1. What is social constructionism	
October			
5 T	10.Discussion 2: Analysis and comparison of the philosophical paradigms		
	Module 3. Designing qualitative research		
7 Th	11.Research design for the qualitative inquiry	Textbook: ch.3 pp. 23-28. Chirkov, 2016, Ch. 5	Assignment 2: My understanding of different philosophical paradigms and the nature

			of research.
12 T	12. Research problem, purpose and questions	Chirkov, 2016, Ch. 5 Kinmond, 2012.	
14 Th	13. Case studies approach; sampling, generalization	Textbook, Chapter 9. Flyvberg, 2006	
19 T	14. Discussion 3: Statement of the problem; purpose and RQs; case-based approach		
	Module 4. Data generation procedures and related issues		
21 Th	15. A Survey of primary methods: Literature review	Visit: http://writeonline.ca/index.php > select Literature Reviews; Guest lecture: Angie Gerard https://youtu.be/fCn78rnVjKs Denney, A., Tewksbury, R. (2013). How to write a literature review. <i>Journal of Criminal Justice</i> , 24(2) 218-234. http://research3712.weebly.com/uploads/6/6/1/9/6619166/cjrhowtowritealiteraturereview2013jcje.pdf	Assignment 3: Statement of the problem, identifying the purpose of research, and formulating RQ; case-based approach
26 T	16. Individual and group (focus groups) interviews	Textbook, Chapter 3; Brinkmann, 2014	
28 Th	17. Observation; Ethnographic method;	Textbook, Chapter 3; Griffin et al., 2008	
November			
2 T	18. Transcribing, coding, and interpreting data; the problem of quality of QR	Chapter 4; Chapter 14. McLellan 2003; Gorden, 1992;	
4 Th	19. Discussion 4: Data generation procedures		
8 – 14	Fall Break		
	Module 5. Primary qualitative approaches.		
16 T	20. Qualitative approaches and data analysis; thematic analysis	Textbook, Chapter 6; Frith, 2004	Assignment 4: Data generating procedures and related issues.
18 Th	21. Phenomenological and Interpretative approaches	Textbook, Chapter 8 and 4. Chinello, 2019.	
23 T	22. Grounded theory	Textbook, Chapter 7 Schraw, 2007	
25 Th	23. Discourse analyses	Textbook, Chapter 10 McGannon, K., et al. 2016.	

30 T	24.Discourse and narrative analyses	Textbook, Chapter 10 and 12 Butler & Fitzgerald, 2010; Wells, 2010	
December			
2 Th	25.Discussion 5: A comparison of different approaches		
10 Friday			Assignment 5: Comparison of qualitative approaches

Required Resources

Textbook:

Willing, C. (2013). *Introducing qualitative research in psychology* (3 ed.). New York: Open University Press. (the E-textbook in the bookstore).

Supplementary readings

Schwandt, T. (2015). *The SAGE dictionary of qualitative inquiry*. (4d ed.) Sage: New York (unfortunately, this good reference source is not available online. If you are planning to continue doing qualitative research, I may recommend buying it. For our class, for reference purposes, you may use <https://dictionary.apa.org/>)

Additional Required Readings:

2. 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.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 3-15). Washington, DC: American Psychological Association.
McMullen, L. M. (2002). Learning the languages of research: Transcending illiteracy and indifference. *Canadian Psychology*, 43, 195-204.
3. Articles for the comparative analysis. Lopez, V., Emmer, T. Edmund. (2000). Adolescent Male Offenders: A Grounded Theory Study of Cognition, Emotion, and Delinquent Crime Contexts. *Criminal Justice and Behavior* 27(3), pp. 291-311. doi.org/10.1177/0093854800027003002.
Gretton, M.H., et al. 2001. Psychopathy and recidivism in adolescent sex offenders. *Criminal Justice and Behavior*, 28(4), 427-449. doi.org/10.1177/009385480102800403.
4. 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.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 31-48). Washington, DC: American Psychological Association.
5. Bem, S., & de Jong, H. L. (2013). *Theoretical issues in psychology: An introduction*. (3 ed.). London: Sage. Chapter 1. Science: Why and how? Some basic ideas in scientific method. (pp. 1-31).
6. Chirkov, V., & Anderson, J. (2018). Statistical positivism versus critical scientific realism. A comparison of two paradigms for motivation research: Part 1. A philosophical and empirical analysis of statistical positivism. *Theory & Psychology*, 28(6), 712-736. doi:10.1177/0959354318804670
7. Smith, C. (2010). *What is a person? Rethinking humanity, social life, and the moral good from the person up*. Chicago, IL: The University of Chicago Press. Chapter 2. Key theoretical resources. Critical

- realism (pp. 90-98).
8. Chirkov, V. (2016). *Fundamentals of research on culture and psychology: Theory and methods*. New York: Routledge. Chapter 4. Pp. 82-94.
 9. Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. (2 ed., pp. 189-213). Thousand Oaks, CA: Sage.
 - Burr, V. (2003). *Social constructionism* (2 ed.). London: Routledge. Chapter 1. What is social constructionism. (e-book is in the library)
 - 11-12. Chirkov, V. (2016). *Fundamentals of research on culture and psychology: Theory and methods*. New York: Routledge. Chapter 5. Research problem, purposes, and research questions.
 - Kinmond, K. (2012). Coming up with a research question. In Sullivan, C., Gibson, S., & Riley, S. (Eds.), *Doing Your Qualitative Psychology Project* (pp. 23-36). Los Angeles: Sage.
 13. Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219-245.
 15. Visit: <http://writeonline.ca/index.php> > select Literature Reviews
 16. Brinkman, S. (2014). Unstructured and semi-structured interviewing. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 277-299). New York: Oxford University Press.
 17. Griffin, C., & Bengry-Howell, A. (2008). Ethnography. In C. Willing & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (pp. 15-31). Los Angeles, CA: Sage. (e-book is in the library)
 18. Gorden, R. (1992). Coding interview responses. In *Basic interviewing skills*. Itasca, IL; McLellan, E., et al., 2003. Beyond the qualitative interview: Data preparation and transcription. *Field Methods*, 15, 63-84. DOI: 10.1177/1525822X02239573
 20. Frith, H., Gleeson, K. 2004. Clothing and Embodiment: Men Managing Body Image and Appearance. *Psychology of Men & Masculinity* 5(1), 40-48. DOI: [10.1037/1524-9220.5.1.40](https://doi.org/10.1037/1524-9220.5.1.40)
 21. Chinello, A., et al., 2019. The experience of pregnancy during anorexia nervosa: an interpretative phenomenological analysis. *Qualitative Research in Psychology*, 16:4, 591-601, DOI: 10.1080/14780887.2018.1443362
 22. Schraw, G., et al. 2007. Doing the Things We Do: A Grounded Theory of Academic Procrastination. *Journal of Educational Psychology*, 2007, Vol. 99, No. 1, 12–25. DOI: 10.1037/0022-0663.99.1.12
 23. McGannon, K., et al. 2016. Breast cancer representations in Canadian news media: a critical discourse analysis of meanings and the implications for identity. *Qualitative Research in Psychology*, 13:2, 188-207, DOI: 10.1080/14780887.2016.1145774.
 24. Butler, C., Fitzgerald, R. 2010. Membership-in-action: Operative identities in a family meal. *Journal of Pragmatics*, 42. pp. 2462-2474
 - Wells, K. (2011). A narrative analysis of one mother's story of child custody loss and regain. *Children and Youth Services Review*, 33, 439-447.

Grading Scheme:

Participation in discussions (5x3%)	15%
Written assignments (5x17%)	85%
Total	100%

How to succeed in this class

The course is composed of five modules. Each module has lectures, a discussion, and written assignment. Discussions and assignments for each module have the same structure; during the discussions we will clarify all the questions about the module you have and then, in the assignments, you present your understanding of the covered material.

For each module, go through the lectures slides and your lectures notes, read the required readings, make notes relevant to the focus of the module and prepare questions for the discussion. Focus on the primary theme of the module and try to understand it. Pay special attention to new terms and concepts. Use all available resources, the textbook, lectures, articles, online services to understand them.

The assignments must be submitted on the due date before the lecture. For late undocumented submissions, 5% of your grade for this assignment will be taken off for each late day. All assignments must be completed to receive a passing grade in this course.

This could be a challenging class because it addresses complex philosophical issues that many of you have never discussed and thought about before. I suggest you plan your work schedule carefully so that you can stay on top of all readings, assignments, and studying. It is expected that these activities will take 6-8 hours outside of class time each week of the term.

ASSIGNMENTS

In writing your assignments focus on answering the questions as precisely as possible. Do not be wordy and write to the point. It is important to demonstrate knowledge of the required readings by referencing them and using quotes where is appropriate. Assignments should be no longer than **five pages** (1.5 spaced) excluding the title page and the page with references.

I will use the following criteria to grade your assignments:

- How well you answered the question; your answer should be to the point, demonstrate a major grasp of the material, new concepts and terms, and their definitions. You need to demonstrate that you know what you are talking about.
- Demonstrate knowledge of assigned reading by appropriately using them in the text. Used readings should be referenced in the References section at the end of the paper.
- Assignments should be written in good English without spelling and grammar mistakes.

Participation in discussions evaluation guidelines

Excellent (85% - 100%)	Contributed frequently and insightfully; demonstrated critical understanding of readings; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
Good (70% - 84%)	Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
Satisfactory (50% - 69%)	Contributed occasionally; demonstrated partial understanding of readings; some comments are not connected to the subject of discussions or the statements offered by other students.
Unsatisfactory (< 50%):	Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

Content-related reports evaluation guidelines

Exceptional	Demonstrate complete and incisive apprehension of the readings assigned to the class,
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(90% - 100%)	know all the terms introduced in the texts and can easily articulate their definitions; thoroughly grasp connections and interdependence of these concepts in building the issue under the discussion; answered all the questions fully and to the point; demonstrate elements of critical thinking in evaluating the presented topic; the assignment is well-written and is easy to understand; successfully used the assigned readings
Excellent (80% - 90%)	Demonstrate a comprehensive understanding of the readings assigned to the class, know most the terms introduced in the texts and can articulate their definitions; see connections and interdependence of these concepts in building the issue under the discussion; demonstrated elements of critical evaluation of the material; the assignment is well-written and is easy to understand; used all assigned readings
Good (70% - 79%)	Demonstrate substantial understanding of the assigned reading; know some terms introduced in the texts but may miss other concepts and/or cannot clearly define them; do not have a full picture of relations among the concepts in building the theory; sometimes fail to answer the questions or address the issues; demonstrate some elements of critical thinking; the assignment has some flaws in writing, style and/or grammar; only a few references are used
Satisfactory (60% – 69%)	Demonstrate an acceptable basic grasp of the subject material; can name some main concepts but cannot define them and do not demonstrate their understanding; do not see relations among these concepts; do not demonstrate critical thinking; the assignment is poorly written and is difficult to understand; used no references
Minimal pass (50% - 59%)	some familiarity with the material, missing mostly all the concepts of the theory, do not know their definitions and do not see how they are connected; no signs of critical thinking; the assignment is poorly written and does not demonstrate knowledge of the readings.
Failure < 50%	an unacceptable performance on all counts

Organization and writing-related evaluation guidelines

Criteria	<60	Satisfactory 60-69	Good 70-79	Excellent 80-90	Exceptional 90-100
Organization, Structure, and Sub-headings	Inadequate organization and synthesis.	Partially organized and synthesized.	Satisfactorily organized and synthesized.	Excellently organized and synthesized.	Exceptionally organized and synthesized.
Writing -Quality, and Clarity:	Writing is wordy and problematic in areas. Revision and clarification are required.	Writing is clear in places, but inconsistent and sometimes wordy.	Writing is generally clear. Some wordiness. Rare sections where the phrasing is confusing or unclear.	Writing is generally clear and concise. Words are carefully chosen to accurately convey meaning.	Writing is clear and concise. Words are carefully and purposefully chosen to accurately convey meaning
Grammar:	Little attention to proper grammar.	Significant interference from grammar mistakes.	Multiple grammatical mistakes present.	Few grammatical mistakes.	No grammatical mistakes.
APA Formatting	Little or no regard for APA formatting.	Revision is needed for APA formatting.	Satisfactory but inconsistent usage of APA formatting.	Strong usage of APA formatting with few errors.	Excellent usage of APA formatting with close to no errors.

Discussions and Assignments

Module 1. A comparison of quantitative and qualitative approaches.

Discussion 1: (3%) A comparison of two approaches represented in two assigned articles.

1. What study does represent quantitative and what - qualitative approach?
2. Based on what indicators, criteria, features of these studies you categorize them that way? List all features and indicators that you believe characterize these quantitative and qualitative studies.
3. What approach looks to you more scientific and why?
4. What approach looks to you more meaningful and productive for addressing the problem of criminality? Why? justify your answer.
5. What weaknesses do you see in the quantitative approach as it is represented in the quantitative study?
6. What weaknesses do you see in the qualitative approach as it is represented in the qualitative study?

Assignment 1. Comparison of quantitative and qualitative approaches to psychological research. Answer the questions for Discussion 1

Assessment: 17%

Due date: September 16 before class

To answer Question 2, I suggest building a table similar to this one (but you may also proceed with any other formats that you find convenient for you): If you decide to use this table, change page orientation to 'landscape' and 1.0 or 1.15 spacing to fit your answers.

Criteria/indicators List all the criteria that you used to classify these studies	Quantitative study: Title.....	Qualitative study: Title....	Comments Provide your thoughts, reflections regarding the application of a criterion
Criterion 1.	Indicate how this criterion is present in this study	Indicate how this criterion is present or reflect this study	Comment on this criterion.
<i>Example: Criterion 1: The form of data analysis: used/did not use statistical analysis</i>	<i>Used tabulation of results of the measurements; conducted ANOVA</i>	<i>Did not use statistical analysis; instead, conducted interviews and analyzed participants' answers</i>	<i>The quantitative approach used numbers to infer the conclusion and answer RQs; the qualitative approach used participants' stories and answers to questions to reach the conclusion</i>
3.			
4.			
5.			
6.			

7.			
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Module 2. Introduction to philosophy of science and primary philosophical paradigms.

Discussion 2. My understanding of different philosophical paradigms and their relations to psychological research.

1. Positivism and statistical positivism as the basis for quantitative research; their primary ontological, epistemological and methodological assumptions.
2. Realism in psychological research; primary assumptions
3. Interpretivism/phenomenology as one of the qualitative paradigms. Primary assumptions of this paradigm.
4. Social constructionism (SC) in psychological research; ontological and epistemological SC, weak and strong forms of SC.

Assignment 2. My understanding of different philosophical paradigms and their relations to psychological research. Write this assignment from the position “to the best of my knowledge.” This means that you write as much as you understand the topic with openly accepting what you do not know and why.

Assessment: 17%

Due date: October 7

Assumptions and features of the paradigms	Positivism	Realism	Interpretivism/phenomenology	Social Constructionism
1.Ontological assumptions about the nature of being; nature of mental, social, and cultural (naïve realism, depth realism, meaning realism, reality as socially constructed; anti-realism, idealism).				
2.Epistemological assumptions about the sources and nature of scientific knowledge (empiricism, rationalism, the ‘middle way’).				
3.Methodological assumptions; variables vs case studies, probability vs. purposeful sampling, measurement vs interpretation, etc.				
4. To the best of your knowledge, how this paradigm may or is applied in psychological research				
5.Your comments and reflections on the				

paradigms				
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Module 3. Designing qualitative research.

Discussion 3. Stating the problem, identifying the purpose of research, and formulating RQ.

For this discussion and assignment, **you need to choose a topic of research and apply the issues of the statement of the problem, purpose, and RQ to it.**

1. Why a statement of the problem is considered to be the pivotal point of research planning? How the problem can be formulated?
2. How do you understand problem-oriented versus method-oriented research? Provide examples.
3. What are the primary purposes of research? Can qualitative research be used to explain a phenomenon?
4. Why it is important to formulate focused and clear RQs?
5. Is the case-based approach a legitimate way of conducting scientific research? Justify your answer and illustrate with an application to your study.
6. Sampling cases: theoretical, purposeful and other forms of sampling. How will you sample cases for your study? Justify this procedure.

Assignment 3: For this assignment answer the questions for Discussion 3 and then illustrate your answers with your research topic, meaning, how you will execute these requirements in your study.

Assessment: 17%

Due date: October 21

Module 4. Data generation procedures and related issues.

Discussion 4. Data generation procedures

1. Primary methods of data generation and analysis:
 - literature review: what is the purpose of this review, how it is usually conducted, how you will do it for your proposed project;
 - individual and group interviews: purposes of these methods, their variations and related issues; what types of interviews and why you may propose for your study;
 - ethnography and observation: primary characteristics and challenges; a possibility of using for your study.

To the best of your knowledge, how do you plan to analyze your data from interviews and observation?
2. How valid/robust are the results obtained in qualitative studies? Can they be labelled 'scientific' results? The problem of the validity of your possible study. How will you justify its scientific nature?

Assignment 4. In your assignment, answer the question for Discussion 4. Illustrate your answers with your proposed study.

Assessment: 17%

Due date: November 16

Module 5. Primary qualitative approaches

Discussion 5: We have covered five qualitative approaches: thematic analysis, phenomenological and interpretative approaches, grounded theory, discourse and narrative analyses. To the best of your understanding of these approaches describe and explain their primary features. I may suggest using a table format to present your results.

	Thematic analysis	Phenomenological and interpretative approaches	Grounded theory	Discourse analyses	Narrative analysis
The primary purpose; when to use it and for what purpose					
Main features (how it is different from other approaches)					
Advantages					
Weaknesses					
My reflections on and comments about these approaches					

Assignment 5. For this assignment, fill in the above table. (You may decide to create five tables one for each approach.). You may write this assignment by listing these approaches and providing their characteristics along with the same aspects that are identified in the table in the left column.

Assessment: 17%

Due Date: December 10

Attendance and Preparation:

While regular attendance and class preparation are important in any course, they are particularly crucial in a course that builds on foundational knowledge presented early in the course that introduces students to different ways of thinking about psychological research. Your participation in class is valuable – it engages you more fully in the material and it lets the rest of us benefit from your ideas and questions. While there is no participation grade for this course, it is expected that students will attend class ready to discuss the readings.

Copyright

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](https://creativecommons.org/licenses/by/4.0/). This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the

materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder. For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817. The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

Prepare for Integrity

Students are expected to act with academic integrity.

- Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#)

Academic Help for Students

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library website <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/remote-learning/index.php>

[Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php](https://students.usask.ca/remote-learning/class-and-study-tips.php)

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

A guide on netiquette, principles to guide respectful online learning interactions <https://teaching.usask.ca/remote-teaching/netiquette.php>

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students' Centre

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal students academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit students.usask.ca or updates.usask.ca for more information.