

<b>Course title</b>	<b>Qualitative Research Methods</b>				
<b>Course code</b>	<b>PSY1207</b>				
<b>Course type</b>	Compulsory				
<b>Level</b>	Bachelors				
<b>Year / Semester</b>	Year 1 / Semester 2				
<b>Teacher's name</b>	Dr Maxime Cousineau-Perusse				
<b>ECTS</b>	6	<b>Lectures / week</b>		<b>Laboratories / week</b>	3hrs
<b>Course purpose and objectives</b>	<p>This introductory course familiarises students with the core principles of qualitative inquiry in psychology, with a strong applied focus on Thematic Analysis (TA) and Interpretative Phenomenological Analysis (IPA). Students will learn how qualitative approaches help explore lived experience, meaning-making, and psychological processes that cannot be understood through quantitative methods alone. Working collaboratively in small groups, students will design a qualitative study, apply TA or IPA to develop research questions, collect data (e.g., short interviews), and prepare a structured scientific report. Emphasis is placed on ethical practice, reflexivity, and the development of strong foundational research skills.</p>				
<b>Learning outcomes</b>	<p>On successful completion of the course and with further independent study, students will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ol style="list-style-type: none"> <li>1. Explain philosophical foundations and key characteristics of qualitative research.</li> <li>2. Describe the principles, phases, and analytic orientation of TA and IPA.</li> </ol> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>3. Design qualitative studies using TA and IPA, including formulating appropriate research questions.</li> <li>4. Collect qualitative data using ethical, methodologically sound procedures.</li> <li>5. Apply the steps of TA or IPA to analyse qualitative data and produce meaningful insights.</li> </ol>				

	<p><b>Transferable Skills</b></p> <ol style="list-style-type: none"> <li>5. Collect and transcribe qualitative data in accordance with ethical guidelines</li> <li>6. Reflect on the research process and demonstrate awareness of the researcher’s role and ethical responsibilities</li> <li>7. Work effectively in groups to design and conduct a study</li> </ol>		
<p><b>Prerequisites</b></p>	<p>None</p>	<p><b>Required</b></p>	
<p><b>Course content</b></p>	<p>Indicative Content</p> <ul style="list-style-type: none"> <li>• <b>Foundations</b> <ul style="list-style-type: none"> <li>○ Introduction to qualitative research in psychology</li> <li>○ epistemological/ontological assumptions and key theoretical concepts (subjectivity, reflexivity)</li> <li>○ Constructivist and interpretivist approaches</li> <li>○ Research questions appropriate for qualitative work</li> </ul> </li> <li>• <b>Core Methods</b> <ul style="list-style-type: none"> <li>○ <b>Thematic Analysis (TA)</b></li> <li>○ Inductive vs. deductive</li> <li>○ Braun &amp; Clarke’s six phases</li> <li>○ <b>Interpretative Phenomenological Analysis (IPA)</b></li> <li>○ Phenomenology, hermeneutics, idiography</li> <li>○ IPA stages of analysis</li> </ul> </li> <li>• <b>Data Collection Training</b> <ul style="list-style-type: none"> <li>○ Interviewing skills</li> <li>○ Designing semi-structured interview guides</li> <li>○ Ethical considerations: consent, confidentiality, anonymity</li> <li>○ Reflexivity and the researcher’s role</li> </ul> </li> <li>• <b>Application</b> <ul style="list-style-type: none"> <li>○ Designing TA- or IPA-based group projects</li> <li>○ Collecting short interview</li> <li>○ Conducting initial coding</li> <li>○ Writing qualitative findings</li> </ul> </li> </ul>		

<p><b>Teaching methodology</b></p>	<p>Students will be introduced to core concepts in qualitative research methods and analysis, including epistemological foundations, research design, and methodological approaches.</p> <p>Teaching will consist of a weekly 3-hour hands-on workshop, held in a computer lab, where students will gain practical experience in all stages of the qualitative research process. Workshops will cover study design, ethical considerations, data collection techniques (e.g., interviews), transcription, coding, and data analysis.</p> <p>Students will also receive guidance on structuring and writing APA-style qualitative research reports, with an emphasis on reflexivity, transparency, and rigour in reporting. The integrated format ensures that theoretical understanding is reinforced through active, applied learning.</p>						
<p><b>Bibliography</b></p>	<p><b>Core Text:</b></p> <ul style="list-style-type: none"> <li>• Howitt, D. (2025). Introduction to qualitative research methods in psychology (5th ed.). Pearson.</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• British Psychological Society. (2021). <i>Code of Ethics and Conduct</i>. [Available online]</li> <li>• American Psychological Association. (2017). <i>Ethical principles of psychologists and code of conduct</i> [Available online]</li> </ul> <p><b>Further reading:</b></p> <p>A reading list will accompany each lecture, highlighting relevant articles accessible through the library, as well as open-access and e-learning resources.</p>						
<p><b>Assessment</b></p>	<table border="0"> <tr> <td>Attendance and participation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Qualitative report (Thematic Analysis;1500 words)</td> <td style="text-align: right;">45%</td> </tr> <tr> <td>Qualitative report (IPA; 2000 words)</td> <td style="text-align: right;">45%</td> </tr> </table>	Attendance and participation	10%	Qualitative report (Thematic Analysis;1500 words)	45%	Qualitative report (IPA; 2000 words)	45%
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<p><b>Language</b></p>	<p>English</p>						