

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology

Course No. PD623

Title of Course: Qualitative and Quantitative Methods

Date: August 1, 2015

Please check: X New
 Revision

I. Catalog Description (Credit Hours of Course): Qualitative and Quantitative research methods and statistical techniques are examined, along with writing about methodology (3).

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Evaluate the strengths and weaknesses of qualitative and quantitative research reports.
- 2) Understand the ethical and scientific standards relevant to both qualitative and quantitative methodology.
- 3) Understand mixed methods approaches and the use of statistics in data management.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will explain the philosophical assumptions involved in qualitative and quantitative research reports.
- 2) The student will explain the strengths and weaknesses of mixed-methods approaches to research questions.
- 3) Given a specific research question, the student will describe what approach is best suited to that question, and what statistical analyses would be appropriate.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
 Chair

Date: _____

Signature: _____
 Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

COURSE TITLE	Qualitative/Quantitative Methodology and Descriptive Statistics
CODING	PSY 623
CREDIT HOURS	3 credits
CONTACT HOURS	45
PREREQUISITE	PSY 620
PROFESSOR	Job Description: Statistics and Research
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION

As a continuation of PSY 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared and contrasted. The type of statistics applicable to the analysis of data is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

GENERAL OBJECTIVES

1. Contrast qualitative and quantitative research in terms of their philosophical assumptions.
2. Evaluate the strengths and weaknesses of qualitative and quantitative research reports.
3. Gain the knowledge to prepare a plan or proposal for a scholarly dissertation.
4. Discuss ethics and scientific standards relevant to both qualitative and quantitative methodology.
5. Discuss mixed methods approaches and the use of statistics in data management.

SPECIFIC OBJECTIVE:

1. Select the methodology for student's dissertation research project.

COURSE OUTLINE

I. Introduction and Overview

II. A Framework for the Design

Lectures:

Babbie, E. (1999). *The Basics of Social Research*. California: Wadsworth Publishing Company. Chapters 1 & 2.

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed methods Approaches*. Thousand Oaks: SAGE publications. Chapters 1 & 2.

Kerlinger, F.N. & Lee, H.B. (2002). *Foundations of Behavioral Research*. New York: McGraw-Hill. Chapter 1.

III. Writing Strategies and Ethical Considerations

Lectures:

Creswell, J.W. (2003). Research Design: Qualitative, Quantitative, and Mixed methods Approaches. Thousand Oaks: SAGE publications. Chapter 3.

Kerlinger, F.N. & Lee, H.B. (2002). Foundations of Behavioral Research. New York: McGraw-Hill. Chapter 17.

IV. Designing Research

Lectures:

Creswell, J.W. (2003). Research Design: Qualitative, Quantitative, and Mixed methods Approaches. Thousand Oaks: SAGE publications. Chapters 4 & 5.

Kerlinger, F.N. & Lee, H.B. (2002). Foundations of Behavioral Research. New York: McGraw-Hill. Chapters 18 & 19.

V. Research Questions and Hypotheses - Qualitative

Lectures:

Creswell, J.W. (2003). Research Design: Qualitative, Quantitative, and Mixed methods Approaches. Thousand Oaks: SAGE publications. Chapter 6.

VI. Continue Research Questions and Hypotheses – Quantitative

Lectures:

Creswell, J.W. (2003). Research Design: Qualitative, Quantitative, and Mixed methods Approaches. Thousand Oaks: SAGE publications. Chapter 6.

Kerlinger, F.N. & Lee, H.B. (2002). Foundations of Behavioral Research. New York: McGraw-Hill. Chapters 2.

VII. The Use of Theory

Lectures:

Creswell, J.W. (2003). Research Design: Qualitative, Quantitative, and Mixed methods Approaches. Thousand Oaks: SAGE publications. Chapter 7.

Kerlinger, F.N. & Lee, H.B. (2002). Foundations of Behavioral Research. New York: McGraw-Hill. Chapter 3.

VIII. Definitions, Limitations, and Significance

Lectures:

Creswell, J.W. (2003). Research Design: Qualitative, Quantitative, and Mixed methods Approaches. Thousand Oaks: SAGE publications. Chapter 8.

IX. Midterm Review

X. Midterm Exam

XI. Five Qualitative Studies

Lectures:

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed methods Approaches*. Thousand Oaks: SAGE publications. Chapter 10.

XII. Quantitative Methodology

Lectures:

Cook, T. D. & Campbell, D. T. (1979). *Quasi-experimentation: Design and Analysis Issues for Field Settings*. Chicago: Rand McNally. Chapters 1 & 2.

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed methods Approaches*. Thousand Oaks: SAGE publications. Chapter 9.

Kerlinger, F.N. & Lee, H.B. (2002). *Foundations of Behavioral Research*. New York: McGraw-Hill. Chapter 18, 19, 20, 21, 22, & 23.

XIII. Final Exam

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM

1. Midterm Exam	100 pts
2. Final Exam	100 pts
3. ActiveClass participation	10 pts

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Second Edition). Author: John W. Creswell

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: *"the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner"*.

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. Using words or thoughts of authors without giving due credit.
- b. Presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. Taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. Not using quotation marks to identify the exact words of an author.
- e. Taking information from Internet without citing the source.
- f. Buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.