

COURSE SYLLUBUS

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	MSc Clinical Interventions in Addictions		
COURSE CODE	KPE07	SEMESTER	2 nd
COURSE TITLE	Laboratory: Qualitative Research Methods in the Study of Addictions		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Presentations, laboratory exercises in research design, practical exercises in methods of collecting and analyzing qualitative data, data analysis, writing a research report and a research protocol for Ethical Review Board Approval.	3	5.0	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Laboratory/ workshop format		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=925		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>This is a laboratory-based practical training course for graduate students to acquire the skills necessary for understanding and applying qualitative research on issues of substance use, abuse, and addiction.</p> <p>The course provides the prerequisite knowledge, promotes specialization, and sets the necessary standards for the preparation of the graduate students' theses and the research they may conduct in the future. Appreciating the complexity and requirements associated with conducting reliable qualitative research, at the end of the laboratory course students are expected to:</p> <ul style="list-style-type: none"> - understand the main characteristics of qualitative research and the epistemological frameworks involved in conducting qualitative studies, - be aware of the ethical and moral issues inherent in qualitative research, - have knowledge of how to design and conduct qualitative research in accordance with the necessary codes of ethics, - to demonstrate understanding of the main theories on which qualitative research is based, their common and distinctive features, the individual traditions of qualitative research (narrative

approach, phenomenology, thematic analysis, discourse analysis and visual methods) and have an appreciation of their advantages and limitations in the research process,

- design and conduct in-depth interviews and recognize the theoretical and practical considerations behind such techniques,
- conceptualize and design qualitative inquiries, including data collection, analysis and strategic reporting of a research papers based on qualitative research, and
- have become familiar with published research articles and studies that serve as models of theoretical, methodological, and empirical findings in the qualitative study of substance use and addiction.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

- Design and management of research projects applying qualitative research methodology
- Respect for diversity and multiculturalism and exhibiting social, professional, and ethical responsibility and sensitivity
- Decision-making capacity
- Teamwork and collaboration skills
- Providing feedback and exercising criticism and self-criticism
- Acquisition of creative, inductive, and deductive thinking skills
- Generate new research ideas
- Work independently

(3) COURSE OUTLINE

The main purpose of the laboratory course is to immerse postgraduate students in qualitative research from conceptualization, design and data collection procedures to analysis and writing. The emphasis will be on cultivating and developing students' skills and competencies through lectures, group and individual assignments, and practice in the data collection methods commonly used in qualitative research, including observation, interviews, focus groups and the use of written or visual approaches. Finally, students will be asked to undertake a 'pilot research protocol', testing their skills in qualitative data collection and analysis. At the end of the course, students will be able to apply their acquired knowledge and skills to complete their MSc thesis and to conduct research focusing on substance use and abuse and addiction more broadly.

Outline of the course content

1. Scientific foundations and fundamental theories of qualitative research. Why and how qualitative research is conducted.
2. The research plan: research questions and writing a research proposal.
3. The research design: ethics and reflection.
4. Research Techniques: observing and interviewing.
5. Developing the fundamental skills in analyzing qualitative data.
6. Qualitative data analysis: Thematic Analysis.
7. Qualitative data analysis: Narrative analysis.
8. Qualitative data analysis: Interpretive Phenomenological Analysis.
9. Discourse Analysis.
10. Visual Methods.
11. Analytical synthesis: consolidation, formulation, and integration
12. Qualitative research-based writing.
13. Ethical Research: Review Board Approval and your MSc thesis.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face experiential learning	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of digital information sources (via e-learn), watching videos and interactive presentations.	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Interactive teaching combined with application of qualitative research methods with tutorial supervision and reflective journal practice.</p>	<p>39 hours (13 meetings x 3 hours) – 1.56 ECTS</p>
	<p>Conducting a qualitative study: group work, field research and writing a research paper</p>	<p>60 hours – 2.40 ECTS</p>
	<p>Writing a qualitative research protocol for submission to the University's Ethical Review Board</p>	<p>25 hours – 1.0 ECTS</p>
	<p>Course total</p>	<p>121 hours – 4.96 ECTS</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment procedures will include: (a) group work and a final written report on the design and implementation of a pilot qualitative study (60% of the final grade), (b) participation in the laboratory exercises and maintaining a reflective journal (20% of the final grade) and (c) writing an individual research protocol application to the Ethical Review Board Committee (20% of the final grade).</p> <p>Regarding (a) assessment criteria include the following: (i) effectiveness in taking the necessary steps required in designing and conducting a pilot qualitative study in the community, (ii) the degree of implementation of the pilot study, (iii) the application of the appropriate skills taught during the course in collecting and analyzing data and in developing a conceptual interpretation of the findings, (iv) the visualization and linking of the results in a clear, concise, and academic manner, and (v) clarity in formulating the final conclusions and linking them to the literature.</p> <p>Regarding (b) and (c), the work of the graduate students will be evaluated by applying the following criteria:</p> <p>(i) class participation: consistent, active contribution to class activities and discussion that demonstrates a firm grasp of the material covered and adds to the learning of fellow students.</p> <p>(ii) the quality of their written work; and</p>	

	(iii) ability and adequacy in writing the Ethical Review Board application.
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(5) BIBLIOGRAPHY

- Suggested bibliography:

Bazeley P. (2013). *Qualitative data analysis: practical strategies*. London: Sage.

Braun, V. & Clarke, V. (2013). *Successful qualitative research*. London: Sage.

Bryman, A. (2016). *Social research methods* (5th Edition). Oxford: Oxford University Press.

Clarke, V., & Braun, V. (2018). Using thematic analysis in counselling and psychotherapy research: A critical reflection. *Counselling & Psychotherapy Research*, 18(2), 107–110.

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Miller, P. G., Strang, J., Miller, P. M. (2010). *Addiction research methods*. NY: John Wiley & Sons.

Nowell, L.S., Norris, J.M., White, D.E. and Moules, N.J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16, 1-13.

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Pink, S. (2012). *Advances in Visual Methodologies*. London: Sage.

Rance, J., Gray, R., & Hopwood, M. (2017). "Why Am I the Way I Am?" Narrative Work in the Context of Stigmatized Identities. *Qualitative health research*, 27(14), 2222–2232.

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Weegmann, M. (2010), "Just a story? Narrative approaches to addiction and recovery", *Drugs and Alcohol Today*, Vol. 10 No. 3, pp. 29-36. <https://doi.org/10.5042/daat.2010.0468>

Willig, C. (2021) *Introducing qualitative research in Psychology*, (4th ed.). Open University Press.

- Related academic journals:

Current Narratives, Discourse Studies, Journal of Phenomenological Psychology, Phenomenology & Practice, Phenomenology & the Cognitive Sciences, Qualitative Psychology, Qualitative Research in Psychology