

School of Theology & Ministry
Seattle University
901 12th Avenue
P.O. Box 222000
Seattle, Washington 98122-1090
Fall Quarter 2013

STMM 568: 3 credits
Research Methods
Hunthausen Hall 110
Tuesday: 5:45-8:35
Prerequisites: None

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Office Hrs: Tues 3:30-4:30

Texts and Materials

Required:

- **Hays, D. G., & Singh, A. A. (2012). Qualitative inquiry in clinical and educational settings. New York: The Guildford Press.**

Required:

- **Reading Coursepak for STMM 568 to be purchased at the SUper Copy.**
- **Supplemental materials will be provided in class.**

Course Description/Goal:

The Seattle University School of Theology and Ministry is committed to preparing students for high quality work in multiple settings by providing solid theological, psychological, clinical, and qualitative research in clinical and educational settings. Consistent with departmental goals, this course is designed to provide an introduction to qualitative research designs, with a brief introduction to quantitative methods. Both the relevance and limitations of research approaches with respect to culturally diverse populations will be evaluated. As described in the STM student bulletin: This course will help students to demonstrate the ability to read, interpret, and conduct research in order to support client treatment. The course will support students in understanding and critiquing published research, analyzing for best-fit applied theory and interventions. Students will also apply their understanding of numeric and non-numeric research methods through team work and writing a research proposal.

Course Objectives:

- **Develop a basic working knowledge and understanding of numeric and non-numeric approaches to research.**
- **Demonstrate the ability to read and interpret qualitative and quantitative research.**
- **Examine the theoretical, methodological, and ethical challenges of conducting research.**
- **Analyze published research to assess for quality of methodology and the effectiveness of treatment strategies (e.g., best-fit approaches).**
- **Demonstrate an approach to research with openness to diversity issues.**
- **Value and appreciate the individuals and families in the research stories.**

Learning Outcomes (Collapsed Outcome List) MARPT Students will:

- **Develop an identity of a relational and pastoral therapist. Reflect on self-as-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice.**
- **Learn skills and theory necessary for competent, effective practice as a relational and pastoral therapist. Demonstrate ability to produce written documentation and oral presentation for the purpose of clinical practice, adhering to APA written guidelines where assigned.**
- **Demonstrate intention to approach all of one's work with openness to the presence of diversity.**
- **Integrate theological education, psychological and systems theories, and spiritual formation with supervised clinical experience. Understand and reflect on client's spiritual/faith assumptions and practices, and balance knowledge of relationship and pastoral therapy within client/system's spiritual dimensions.**

Course Requirements and Assessment Criteria

<p>Reading Assignments</p> <p>Attendance and Participation</p>	<p>Prior to the first class, students are invited to read or skim Chapter 1 of the text and Article 1 in the Course Reader. This is optional and we will spend time in the first session going over the reading materials. After the first class, students are expected to complete assigned reading prior to class and to demonstrate a readiness to discuss the material. Evaluation will be based on the ability to communicate ideas effectively, listen respectfully, and engage in fruitful dialogue with peers. Attendance and participation are essential to develop the competencies and skills required to understand research inquiry. Students need to notify the instructor of anticipated absences and are responsible for obtaining class materials. Missed classes will influence final grade.</p>	<p>15%</p>
<p>Written Assignments</p>	<p>Students will prepare three papers. There will often be no right or wrong answers (within reason) and consequently, evaluation will be based on the clarity and depth of written expression and demonstrated ability to understand research inquiry. Assignments will require the integration of assigned reading material, class discussion, and independent research. Late papers lose one point per day. Papers will vary in length but Paper #3 will be 8-10 pages, double-spaced, APA style. Provide headings for Paper #3 and 8-10 references to the topic. <i>Students are strongly encouraged to make use of the resources SU makes available. The Writing Center is an asset to academic training and is there to support learning. All writers can benefit from “dialogue, idea sharing, and exploratory drafting” and other useful exercises that should happen before final papers are submitted. (Larry Nichols, Writing Center Director, lnichols@seattleu.edu, 206-296-5309)</i></p>	<p>60%</p>
<p>Oral Presentations</p>	<p>Students will orally present a summary and brief one-page literature review of an identified research inquiry prepared for distribution to classmates for Paper #2. Students will also present an overview of Paper #3 in class including a one-page handout summarizing the work completed. Students will utilize the research, clinical and educational literature to expand on material presented in the course. The handouts are due on the same day the oral presentations are scheduled.</p>	<p>25%</p>

Lecture Schedule and Reading/Writing Assignments:

****Please note: This following is a schedule for the course. Modifications may be made. ****

<p>Week 1 (10/1/2013): Topic: Course Introduction and Overview: Navigating the River of Research: “Who, What, Why, Where and How” Foundations of Qualitative Inquiry</p> <p>Readings:</p> <ul style="list-style-type: none">• Hays & Singh: Chapter 1-Introduction to Qualitative Inquiry• See references concerning codes of ethics, pay particular attention to special mention of multicultural diversity. <p>Article 1- “Focus on Research Methods: Whatever Happened to Qualitative Description”</p> <p>Written Assignment:</p> <ul style="list-style-type: none">• Paper #1 (20pts) Respond to questions 1-6 on page 15. Hard copies DUE week 3.
<p>Week 2 (10/08/2013): Topic: Qualitative Research: “Rolling Down the River: What’s Love Got To Do With It?” Culturally adapted research inquiry</p> <p>Readings:</p> <ul style="list-style-type: none">• Hays & Singh: Chapter 2- Research Paradigms and Traditions• Hays & Singh: Chapter 3-Ethical Issues in Qualitative Research <p>Article 2-“Qualitative Exploration of Acculturation and Lifespan Issues of Elderly Asian Americans”</p> <p>Article 3-“Ethical Issues in Qualitative Research”</p>
<p>Week 3 (10/15/2013): Topic: Qualitative Research Design: “Making it Past the Rapids: What Does My Role Have to Do With It”</p> <p>Readings:</p> <ul style="list-style-type: none">• Hays & Singh: Chapter 4-Selecting a Topic• Hays & Singh: Chapter 5-Understanding the Researcher’s Role <p>Article 4-“Community-Based Violence Prevention”</p> <p>Written Assignment</p> <ul style="list-style-type: none">• Paper #1 DUE• Paper #2(20pts) will be discussed regarding the focus on a research summary and brief, one-page literature review linked to Paper #1.
<p>Week 4 (10/22/2013): Topic: Qualitative Presentation:</p> <p>Readings:</p> <ul style="list-style-type: none">• Hays & Singh: Chapter 6-Entering the Field• Hays & Singh: Chapter 7-Maximizing Trustworthiness <p>Article 5-“What is the Research Knowledge Base?”</p> <p>Article 6-“Understanding the Role of African American and Clergy in Community Crisis Response”</p> <p>Writing Assignment:</p> <ul style="list-style-type: none">• Reflection on group assignment• Paper #3 Discuss in class. Focus is on writing up and presenting qualitative

<p>research linked to Paper #2.</p> <p>Week 5 (10/29/2013): Topic: Data Collection and Analysis: “Don’t Be Out Standing In the Water” Student Group Presentation:</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hays & Singh: Chapter 8-Data Collection via Fieldwork, Interviewing, and Focus Groups <p>Article 7-“Researcher on the Couch: Is Understanding the Self Critical for Qualitative Research?”</p> <p>Course Feedback</p>
<p>Week 6 (11/05/2013): Topic: Data Collection and Analysis: “Finding Your Photovoice” Student Presentations: Paper #2</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hays & Singh: Chapter 9-Data Collection Using the Internet, Documents, or Art-Based Methods <p>Article 8-“Using the Internet for Data Collection in Nursing Research”</p> <ul style="list-style-type: none"> • Paper #2 DUE in class, late papers lose one point per day.
<p>Week 7 (11/12/2013): Topic: Data Collection and Analysis: “Managing Research Tributaries”</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hays & Singh: Chapter 10-The Basics of Qualitative Data Management and Analysis <p>Article 9-“Responsible Conduct in Data Management”</p>
<p>Week 8 (11/19/2013): Topic: Data Collection and Analysis: “What’s the Story?: Part 1”</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hays & Singh: Chapter 11-Qualitative Data Analysis by Research Tradition <p>Article 10-“What is Qualitative Data Analysis (QDA)?”</p> <p>Student Presentations: Paper #3 Due on Qualitative Research</p>
<p>Week 9 (11/26/2013): Topic: Presenting Your Qualitative Research: “What’s the Story? : Part 2”</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hays & Singh: Chapter 12-Writing and Presenting Qualitative Research <p>Student Presentations (Continued): Paper #3 on Qualitative Research</p>
<p>Week 10 (12/3/2013): Topic: Analyzing Quantitative Research: Presenting Findings.</p> <p>Wrap Up Potluck</p> <p>Course Evaluation</p>

The fine print:

Grading rubric: In general, SU grading parameters will be used. For example:

96-100	A	Superior performance
90-95	A-	Performance well above requirements
87-89	B+	Performance above requirements
84-86	B	Good performance on all requirements

Academic integrity: Students are expected to follow standards of academic honesty as described in the Seattle University Student Handbook. In addition, students are expected to abide by professional ethical standards of counselors. Violations of academic integrity (e.g. any form of academic dishonesty, plagiarism) will be subject to consequences that may include, but are not limited to: grade reduction or course failure.

Electronic Devices in Class: Electronic devices, including laptop computers, telephones and tablets, are not to be used during class sessions. This undermines the learning experience and is a distraction to attending to class material.

Tolerance and Mutual respect: Participation in class discussion is strongly encouraged. It is possible or even likely that class discussions will touch on socially sensitive and controversial issues. Strong feelings or attitudes about ideas that differ may surface. It is very important to maintain a class atmosphere of respectful listening and thoughtful exchange of ideas. The goal is a rich educational experience for everyone.

Student Special needs: Any student who has, or think they may have a specific disability, may qualify for academic accommodations. It is your responsibility to let the instructor know at the beginning of the academic term so that the appropriate accommodations can be made in accordance with Seattle University policy. A disability may include an invisible disability such as a learning disability, a chronic health problem, or a mental health condition that interferes with performance as a student in this class. Students are encouraged to discuss their needs and arrange support services and/or accommodations through disabilities Services staff in the Learning Center, Loyola 100, and (206) 296-5740.

First Day of Classes: Tuesday, October 1, 2013.

Last Day of Classes: December 3, 2013.

Grades are Due: December 18, 2013, via SU Online by 12:00 pm.

University Resources and Polices

Academic Resources

- **Library and Learning Commons (Learning Assistance Programs, Research (Library) Services, Writing Center, Math Lab)**
(<http://www.seattleu.edu/learningcommons/>)
- **Academic Integrity Tutorial (found on Angel and SU Online)**

Academic Policies on Registrar Website

(<http://www.seattleu.edu/registrar/academics/performance/>)

- **Academic Integrity Policy**
- **Academic Grading Grievance Policy**
- **Professional Conduct Policy**