

STMM 568: Research Methods

Master of Arts in Pastoral Counseling (MAPC)
School of Theology & Ministry, Seattle University
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TEXT & MATERIALS:

Required Texts:

Creswell, J.W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th Ed.)*. Upper Saddle River, NJ: Pearson.

Richards, L. (2010). *Handling qualitative data: A practical guide (2nd Ed.)*. London: Sage.

Recommended:

- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.

Other optional and required readings may be assigned.

COURSE DESCRIPTION:

This class focuses on qualitative research designs, with a brief introduction to quantitative methods. Students will demonstrate the ability to read, interpret, and conduct research in order to support client treatment. This 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 written research proposal.

COURSE OBJECTIVES:

MAPC Students will:

- * Gain a basic working knowledge and understanding numeric and *nonnumeric* approaches to research. They will be able to demonstrate ability to read and interpret qualitative and quantitative research. Students will also gain beginning proficiency at conducting non-numeric research by authoring a qualitative research proposal. Students will share written reports of design, analysis, and interpretation of qualitative data.
- * Demonstrate ability to produce written documentation and oral presentation for the purpose of clinical practice: in support of client treatment, for legal purposes, for reference to colleagues for guidance, and

for professional development. Students will examine the theoretical, methodological, reflexive, and ethical challenges of conducting, reading, and applying research. Students will analyze published research to assess for quality of methodology and effectiveness of treatment strategies (e.g., best-fit approaches).

* Demonstrate intention to approach all of one's work with openness to the presence of diversity. This class will enhance diverse and collaborative learning of research methods by working in large and small groups (team research). Qualitative methods value the richness of oral stories, and highlight the importance of multiple perspectives.

*Demonstrate ability to assist and facilitate growth toward mental and/or spiritual, emotional, interpersonal, behavioral health and wholeness and/or maturity. This class will afford the student to listen and analyze individual and family stories (data).

Course Outline (Tentative Based on Needs of Class)

Date	Topic	Reading	Assignment Due/Working Plan
1 9/26	Intro to Course Intro to Research	Cres, chap 1	
2 10/3	Qual Process ○ Review of Lit ○ Writing a Qual Question	Cres, 2-4 Rich, 1-3	
3 10/10	Qual Methodologies ○ Grounded Theory ○ Ethnography ○ PAR ○ Case Study ○ Focus Groups	Cres, 12, 13, 17	<ul style="list-style-type: none"> • Refine your research question(s) • Pick a methodology that fits your area and write "methodology" section to proposal. <i>You will need to consult references beyond those discussed in class.</i> Also, be working on review of literature and defining terms in your study. Make sure your review of lit relates specifically to this project.
4 10/17	Sampling and Selection Generating Data: Interviews	Cres, 7	Be working on annotated bib.
5 10/24	Coding and Analysis	Cres, 8 Rich, 4-6	Be working on your mock interview
6 10/31	Data Displays	Rich, 7-9	<i>Bring Transcription to Class (see mock interview rubric). Please be prepared to share your transcript in class. You will be asked to present a tentative data display AFTER we discuss this concept in class. Transcripts will be used to form data display.</i>
7 11/7	Writing up a Qual Proposal	Cres, 9 Rich, 10	ANNOTATED BIBLIOGRAPHY DUE, please bring a hard copy to class with rubric attached
8 11/14	Intro to Quantitative Methods	Cres, 5-6	
9 11/21	Continued Quantitative Methods	Cres, 10-12	Final Paper. Please bring hard copy to class. Please attach rubric to paper.
10 11/28	Wrap-Up & Future Directions		Send "class interaction" rubric to epplerc@seattleu.edu with self-assessment

COURSE REQUIREMENTS

1.	Class interaction	10 points
2.	Annotated Bibliography	20 points
3.	Interview & Transcription	10 points
4.	<u>Final Paper</u>	<u>60 points</u>
	Total	100 points

Notice: A 5% deduction per day is assessed to late work. No work will be accepted after the 10th class session. An incomplete grade will be assigned only in the case of a health emergency.

COURSE ASSIGNMENTS:

❖ Class Interaction (and attendance)

Prepare for each class, attend, and regularly participate in class.

Please bring a discussion question from the reading written on a card/paper to each class (except class session #1).

Please email me chart below with a self-rating on the day of the last class. Final responsibility for the engagement grade is determined by the instructor. **In addition to the scale below, 6 points of the total 100 points will be reduced for each unexcused absence. Three (3) points will be deducted for each time you arrive late or leave early.**

10: I attended all classes, and was *fully* prepared (completed 95-100% of the readings and spiritual journaling each day) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.

9: I attended all classes, and was *mostly* prepared (did 90%+ of the readings and spiritual journaling) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.

7: I attended all classes, and was *minimally* prepared (did about 75%+ of the readings and spiritual journaling) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.

5: I attended all classes, and was *minimally* prepared (did 50%+ the readings and spiritual journaling) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.

1: I basically checked out.

My self-rating:

❖ **Annotated Bibliography of 3 Qualitative Studies.**

Students will type a 3-5 page APA-style annotated bibliography of three qualitative research studies that relate to Counseling/Psychotherapy (preferably peer-reviewed journal articles that related to the student's clinical work). Please see style and writing expectations (below).

Please do not spend more than two or three sentences describing the CONTENT of the article. Rather, describe the process of the research and what you learned as a qualitative researcher.

You may consider the following when reviewing the articles:

- Study the conceptual framework, research methods, data collection, and data analysis.

- What was the research design?
- Did the study have a conceptual flow; map, research questions, analysis?
- How was the data collected and analyzed?
- How was the data displayed?
- What aspects of the study will inform your dissertation or further research projects?
- What aspects will inform your use of qualitative methodology?

The following rubric will be used to grade the assignment:

Annotated Bibliography Rubric. Please Attach to your Paper

Criteria	A- Range	B-Range	C-Range
<p style="text-align: center;">Selection of Articles</p> <ul style="list-style-type: none"> ▪ Current, Relevant Articles ▪ Landmark or Benchmark Articles ▪ Peer-Reviewed Journals ▪ Qualitative 	Thoughtful, Relevant Articles, Peer Reviewed, Qualitative, Clearly Relate to Topic. Published in last 5 years or is a landmark work.	General article that somewhat relates to topic. One may not be peer-reviewed. Older work of some importance	Vaguely relates to topic. More than one may not be peer reviewed. Older work of little current relevance.
<p style="text-align: center;">Abstract Summaries</p> <ul style="list-style-type: none"> ▪ Clear, concise summary of each article (beyond abstract or summary provided in Psych-Lit Database). Two to three sentences MAX. 	Clear, succinct summary that provides necessary detail.	Summary with some wordiness. May be vague.	Rambling summary.
<p style="text-align: center;">Critique</p> <ul style="list-style-type: none"> ▪ Highlights main research components: <ul style="list-style-type: none"> ▪ Study the conceptual framework, research methods, data collection, and data analysis. ▪ What was the research design? ▪ Did the study have a conceptual flow; map, research questions, analysis? ▪ How was the data collected and analyzed? ▪ How was the data displayed? 	Author shows that she/he understands the main research components. Critique of strengths of article and what was missing from a methodology perspective.	Author critiques some aspects of the research, but does not address all the main research components	Author does not demonstrate an understanding of how the methodology was used in the article. Vague or incomplete research.
<p style="text-align: center;">Reflection</p> <ul style="list-style-type: none"> ▪ What aspects of the study will inform your dissertation or further research projects? ▪ What aspects will inform your use of qualitative methodology? 	Clear description of how study will inform project and use of qualitative research methods.	Vague description of how study will inform project and use of qualitative research methods.	Limited or no reflection regarding methodology.
<p style="text-align: center;">Logistics</p> <ul style="list-style-type: none"> ▪ APA style ▪ 3-5 pages 	Exemplary APA style. Within page limit	Some APA errors. Close to page limit	APA not used or used inaccurately. Outside of page limits
Total			

❖ Gathering Data: Mock interview & transcript

Students will conduct and *transcribe* a 10-15 minute interview of a *mock* participant based on the student's research question. The interview is DUE on the day that we discuss in class although you do not have to submit them on that day. We will use them in data analysis. The interview will be submitted as an appendix to the final paper (below).

	A-Range	B-Range	C-Range
<p>Interview</p> <ul style="list-style-type: none"> ▪ Open Questions ▪ Appropriate language (non-jargon) ▪ Relevant questions ▪ Flexibility ▪ Active Listening ▪ Non-verbal behaviors 	Open questions (closed questions when appropriate), developmentally appropriate language/free of jargon, questions that relate to the review of literature. Being flexible with use of questions.	Some closed questions that could have been open. Some questions above or below participant level. Several non-productive or irreverent questions. Being somewhat flexible with use of questions.	Vague and unproductive questions. Inappropriate questions filled with jargon. Sticking only to script instead of being flexible.
Total			

❖ Final Paper

Students will write a small-scale qualitative research proposal that relates to an area of clinical interest, based on the requirements set in the rubric (below). This is to be a thoughtful integration of the theory learned in class and the process of designing a qualitative study (workshop with classmates in class and online).

Qualitative write-ups tend to be flexible in their format (consult the 3 articles you brought in for format in your specific area). However, APA style is still required for manuscripts. Please see style and writing expectations (below).

Final Paper Rubric—Please attach to your paper

	A-range	B-range	C-range
Intro <ul style="list-style-type: none"> ▪ Provides overview of project ▪ States why study is important ▪ Others? 	Clear and informative intro. Brief statement of why important with links to current trends in literature. Stellar explanation of terms. Goes beyond expectations	Good introduction. Gives information on why important, but no clear link to current literature. Some explanation of terms.	Foggy introduction: does not provide direction, does not show link to why important. Not specific with terms used.
Review of Literature <ul style="list-style-type: none"> ▪ Benchmark and current qual and quant studies 	Integrative and systemic review of literature highlighting	Review of literature covers important points, but may not	Rambling review of literature. Little or no links to

<ul style="list-style-type: none"> ▪ You may use the articles from the annotated bib (above) ▪ Integrated approach to writing literature? ▪ Where does this study fit in the broader scope of the literature? 	only the most important information. All information is relative to constructs in study. Links to theory in education evident. Clear links to broader literature.	be integrative or comprehensive. Some links to education and other theories. Includes some information that is not necessary for this study.	background theory or other literature. Includes information not relevant to this study.
Definition of Terms: this may be integrated in review of literature	Succinct, clear, relevant terms defined; other sources cited.	Terms defined; some sources cited	Unclear terms with little professional literature cited.
Research Questions	Thought-provoking, clear, innovative, important research question; Question is qualitative in nature	Interesting question; qualitative in nature	Unclear question; may not be distinctly qualitative.
Methodology <ul style="list-style-type: none"> ▪ What type of qual study (ethnography, PAR, grounded theory?). Describe and use references ▪ Sampling <ul style="list-style-type: none"> ○ Who—demographics ○ Target numbers ○ How recruit ▪ Procedure <ul style="list-style-type: none"> ○ Interview questions ○ Referral/De-brief ○ Enough detail another researcher could replicate 	Clear description of methodology cited with sources not covered in class. Concise writing that shows specific and repeatable sampling and procedures. Going above expectations set in syllabus	Description of methodology adequate. Includes minimal sources not covered in class. Description of sampling and procedures accurate. Meets expectations set in syllabus	Description of methodology sparse; does not include additional sources. Description of sampling and procedures vague and does not include enough information to repeat. Below expectations.
Draft of a Coding Scheme	Innovative coding scheme with clear understanding of codes and definitions (domain and axial codes). Includes several different types of codes.	Coding scheme adequate: Has terms, but vague understanding of how used or applied. Includes different typed of codes.	Coding scheme below expectations. Little or no explanation of how used or applied. Little evidence of understanding of domain, axial, or other coding structures.
Draft of a possible Data Display	Innovative and creative data display. Uses domain and axial codes to link themes and patterns found in interview	Standard data display. May show some knowledge of how to link patterns and themes found in interview.	Sub-standard data display. Does not help to make sense of data. Themes and patterns not found
APA style, grammar, spelling, etc (10)	Exemplary use of APA, including grammar, spelling...	Solid use of APA, including grammar, spelling, etc.	Limited use of APA, including grammar mistakes and spelling errors.
Flow and Creativity			

Comments:

ACADEMIC HONESTY

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook.

DISABILITY SUPPORT SERVICES:

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206-296-5740.

RESPECT FOR DIVERSITY:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

STYLE MANUALS AND WRITING EXPECTATIONS

APA (6th Edition):

<http://www.apastyle.org/>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Seattle University Writing Center <http://www.seattleu.edu/writingcenter>

RESOURCES:

Recommended Readings:

Current Sources:

Denzin, N. K., & Lincoln, Y. (2007). *Collecting and interpreting qualitative materials* (3rd ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. (2007). *The landscape of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2007). *Strategies of qualitative inquiry* (3rd ed.). Thousand Oaks, CA: Sage.

Denzin, N.K., & Lincoln, Y. S. (2006). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Denzin, N.K., & Lincoln, Y. S. (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.

Hahn, C. (2008). *Doing qualitative research using your computer: A practical guide*. Thousand Oaks, CA: Sage.

Hammersley, M. (2007). The issue of quality in qualitative research. *International Journal of Research & Method in Education*, 30, 287-305.

Silverman, D. (2004). *Qualitative research: Theory, method, and practice*. Thousand Oaks, CA: Sage.

Troman, G., & Jeffrey, B. (2007). Qualitative data analysis in cross-cultural projects. *Comparative Education*, 43, 511-525.

Benchmark Sources:

- Glaser, B. G., & Strauss, A. L. (1967). Theoretical sampling. *The discovery of grounded theory: Strategies for qualitative research* (pp. 45-77). NY: Aldine de Gruyter.
- Glaser, B. G., & Strauss, A. L. (1967). The constant comparative method of qualitative analysis. *The discovery of grounded theory: Strategies for qualitative research* (pp. 101-115). NY: Aldine de Gruyter.
- Gilgun, J. (1992). Definitions, methodologies, and methods in qualitative family research. In J. Gilgun, T. Daly, G. Handel, (Eds.), *Qualitative methods in family research* (pp. 22-39). Thousand Oaks, CA: Sage.
- Heath, C. (1997). The analysis of activities in face to face interaction using video. In D. Silverman, (Ed.), *Qualitative research: Theory, method and practice* (pp. 183-200). Thousand Oaks, CA: Sage.
- Holstein, J. A., & Gubrium, J. F. (1997). Active interviewing. In D. Silverman, (Ed.), *Qualitative research: Theory, method and practice* (pp. 113-129). Thousand Oaks, CA: Sage.
- Krueger, R. (1994). Focus groups. *Focus groups: A practical guide for applied research* (pp. 16-38). Thousand Oaks: Sage.
- Luborsky, M. R., & Rubinstein, R. L. (1995). Sampling in qualitative research: Rationale, issues, and methods. *Research on aging, 17*, 89-113.
- Marshall, C., & Rossman, G. B. (1989). The substance of the study: Framing the research question. *Designing qualitative research* (pp. 21- 44). Thousand Oaks, CA: Sage.
- Perakyla, A. (1997). Reliability and validity in research based on tapes and transcripts. In D. Silverman, (Ed.), *Qualitative research: Theory, method and practice* (pp. 201-220). Thousand Oaks, CA: Sage.
- Rubin, H. J., & Rubin, I. S. (1995). What did you hear? Data analysis. *Qualitative interviewing: The art of hearing data* (pp. 226-256). Thousand Oaks: Sage.
- Sieber, J. E. (1993). The ethics and politics of sensitive research. In C. M. Renzetti & R. M. Lee, (Eds.), *Researching sensitive topics* (pp. 14-26). Thousand Oaks, CA: Sage.
- Strauss, A., & Corbin, J. (1998). Open coding, axial coding, selective coding. *Basics of qualitative research: Techniques and procedures for developing grounded theory* (pp. 101-161). Thousand Oaks: Sage.
- Strauss, A. & Corbin, J. (1990). Theoretical sensitivity. *Basics of qualitative research: Grounded theory procedures and techniques* (pp. 41-56). Thousand Oaks, CA: Sage.
- Wolcott, H. (1995). Description, analysis and interpretation in qualitative inquiry. *Transforming qualitative data: Description, analysis and interpretation* (pp. 9-54). Thousand Oaks: Sage.
- Yin, R. K. (1989). Designing single and multiple case studies. *Case Study Research, Applied Social Research Methods Series, Volume 5* (pp. 27-59). Thousand Oaks: Sage.