

School of Theology and Ministry  
 Seattle University  
 901 12<sup>th</sup> Avenue, PO Box 222000  
 Seattle, WA 98122-1090

Spring Quarter 2014

**COURSE INFORMATION**

**STMC 5690 Research Seminar (1 credit)**

April 12, 1:15 p.m. to 4:15 p.m.

April 26, 1:15 p.m. to 4:15 p.m.

**INSTRUCTOR**

**Christie Eppler PhD, LMFT**

Office: HUNT 221

Office Hours: By appointment

Office Phone: 206-269-6975

SU Email: [epplerc@seattleu.edu](mailto:epplerc@seattleu.edu)

Student Learning Outcomes (bold are highlighted in this course)	AMFTRB and State Licensure Domains	Intentional Input of Core Competencies
<p><b>SO1: Students will identify as couples and family therapists who integrate effective, competent clinical education and practice with theological studies and spiritual formation.</b></p> <p>SO2: Students will demonstrate knowledge of family systems theories and will be able to apply systemic treatment in clinical practice.</p> <p>SO3: Students will demonstrate multicultural competencies, including providing clinical services to families and individuals who come from diverse races and ethnicities, genders and sexual identity, and religions and spiritual traditions.</p> <p>SO4: Students will demonstrate legal and ethical competence by understanding and adhering to laws and ethical codes.</p> <p>SO5: Students will be able to offer systemic case conceptualizations and treatment plans that show awareness, skill, and ability to work within the clients' social location, including spiritual and religious orientation.</p> <p>SO6: Students will demonstrate skills in collaborating with health care and helping professionals such as physicians.</p>	<p>(AMFTRB)            Practice of Marriage and Family Therapy</p> <p>(State License)            Research</p>	<p><b>6.1.1; 6.1.2; 6.1.3; 6.3.1; 6.3.2; 6.3.3; 6.4.1;</b></p>

**Text and Materials,**

**Required:** Please review PowerPoint Slides (I will send these out)

**Recommended:**

- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York: The Guildford Press.
- Morling, B. (2011). *Research methods in psychology: Evaluating a world of information*. New York: W. W. Norton. ISBN 978-0-393-93546-2
- Salkind, Neil J. (2010). *Statistics for People Who Think They Hate Statistics, 4<sup>th</sup> edition*. Thousand Oaks, CA: Sage Publications.

**COURSE DESCRIPTION:**

This class is an advanced research seminar that builds on the methodology learned in STMM 5680. Students will continue to explore numeric and non-numeric research in order to support competent and effective practice as a relationship and pastoral therapist. Special attention will be paid to understanding and critiquing current research related to therapeutic care. Majors only.

**COURSE OBJECTIVES:**

Students will:

- \* Further their knowledge and understanding of numeric and *non*numeric approaches to research. They will be able to demonstrate ability to read and interpret qualitative and quantitative research.
- \* Students will examine the theoretical, methodological, reflexive, and ethical challenges of 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 promote diverse and collaborative learning. 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	Topics	
April 12	Ethics in research, Qualitative Research	Reading, understanding, applying the qualitative method in clinical practice (review Hays & Singh, 2012)
April 26	Quantitative Research, Creativity in research	Reading, understanding, applying the qualitative method in clinical practice. Recommended: Salkind
Activities for both sessions:	Parsing meaning in findings; finding meaning in results	Discerning validity, use, and influence of best practice. Understanding the role of program review in clinical services. Instructor will bring articles to class and students will work as individuals and as a team on evaluating data.
May 15	All course work due	See course requirements

**COURSE REQUIREMENTS**

1.	Class interaction	50 points
2.	Understanding Qualitative	25 points
3.	<u>Understanding Quantitative</u>	<u>25 points</u>
	Total	100 points

***Notice: A 5% deduction per day is assessed to late work. No work will be accepted after class, except in medical emergencies.***

**COURSE ASSIGNMENTS:**

## ❖ Class Interaction (and attendance)

Please be an active participant and learner by hearing, understanding, synthesizing, and speaking in turn. Timeliness is valued (please do not leave early or arrive late, 3 points deducted for each). At times you should be the first to speak, and at other times you may be the last. Collaboration is important; please deepen and reflect on knowledge shared by your classmates. Integration is essential: draw from work in other classes and experiences to enliven our discussions about research. Keep focused and ask questions! If you have questions about your interaction grade, please talk to the instructor directly.

Please note that the use of smart technology is not permitted in the classroom, except laptops/tablets for taking notes. Please turn off wireless while in class.

### ❖ Understanding Qualitative Studies (25 points)

Instructor will provide peer reviewed journal article. Students will type a 2-3 page APA-style annotated bibliography of a qualitative research study that relates to Relationship and Pastoral Therapy. 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, data collection, and data analysis.
- 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 clinical work?

The following rubric will be used to grade the assignment:

***Please Attach to your Paper:***

Criteria	A- 10 points	B- 8 points	C-Range 7 points
<b>Abstract Summaries</b> <ul style="list-style-type: none"> <li>▪ Clear, concise summary of the article. <i>Two to three sentences MAX.</i></li> </ul>	Clear, succinct summary that provides necessary detail.	Summary with some wordiness. May be vague.	Rambling summary.
<b>Critique</b> <ul style="list-style-type: none"> <li>▪ Highlights main research components:           <ul style="list-style-type: none"> <li>▪ Did the study have a conceptual flow; map, research questions, analysis?</li> <li>▪ How was the data collected and analyzed?</li> <li>▪ How was the data displayed?</li> <li>▪ What is meaning of data?</li> </ul> </li> </ul>	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.
<b>Reflection</b> <ul style="list-style-type: none"> <li>▪ What aspects of the study will inform your clinical practice or further research projects?</li> </ul>	Clear description of how study will inform practice.	Vague description of how study will inform practice.	Limited or no reflection regarding methodology.
<b>Logistics</b> <ul style="list-style-type: none"> <li>▪ APA style</li> <li>▪ 2-3 pages</li> </ul>	Exemplary APA style. Within page limit	Some APA errors. Close to page limit	APA not used or used inaccurately. Outside of page limits
Total			

### ❖ Understanding Quantitative Studies (25 points)

Instructor will provide peer reviewed journal article. Students will type a 2-3 page APA-style annotated bibliography of a qualitative research study that relates to Relationship and Pastoral Therapy. 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 article:

- What is the theoretical framework?
- Was there protection of human rights?
- What is the research problem? Purpose?
- What is the hypothesis?
- Can a case be made for conducting this study based on a review of literature?
- What is the research design? Does it fit the hypothesis?
- How the sampling is described – who is in the sample?
- How data was collected --what are the measures? Are the measures good ones?
- Can you generalize this information and if so to whom, what confidence do you have that this is solid research...
- How results are explained (discussion)?
- What are limitations?

The following rubric will be used to grade the assignment:

#### ***Annotated Bibliography Rubric. Please Attach to your Paper***

Criteria	A- 10 points	B- 8 points	C-Range 7 points
<b>Abstract Summaries</b> ▪ Clear, concise summary of the article. <i>Two to three sentences MAX.</i>	Clear, succinct summary that provides necessary detail.	Summary with some wordiness. May be vague.	Rambling summary.
<b>Critique</b> Highlights main research components: <ul style="list-style-type: none"> <li>▪ What is the theoretical framework?</li> <li>▪ Was there protection of human rights?</li> <li>▪ What is the research problem? Purpose?</li> <li>▪ What is the hypothesis?</li> <li>▪ Can a case be made for conducting this study based on a review of literature?</li> <li>▪ What is the research design? Does it fit the hypothesis?</li> <li>▪ How the sampling is described – who is in the sample?</li> <li>▪ How data was collected --what are the measures? Are the measures good ones?</li> <li>▪ Can you generalize this information and if so to whom, what confidence do you have that this is solid research...</li> <li>▪ How results are explained (discussion)?</li> <li>▪ What are limitations?</li> </ul>	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.
<b>Reflection</b> ▪ What aspects of the study will inform your clinical practice, final project, or further research projects?	Clear description of how study will inform practice.	Vague description of how study will inform practice.	Limited or no reflection regarding methodology.
<b>Logistics</b> ▪ APA style ▪ 2-3 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			

## 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 (6<sup>th</sup> Edition):

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

Tools to help you with APA and research:

<http://bcs.bedfordstmartins.com/resdoc5e>

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

<http://citationmachine.net/index2.php?start=&reqstyleid=2&newstyle=2>

<http://www.youtube.com/watch?v=9pbUoNa5tyY>

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



Seattle University Library's Research Tools:

- <http://www.seattleu.edu/library/researchtools/>
- <http://libguides.seattleu.edu/TheologyReligiousStudies>

Additional Resources:

**(for the following articles you must be logged into SU's database system to access links below. If clicking on the link doesn't work, try to cut and paste the link into your browser):**

Ratcliff, D. (2009). Key resources for qualitative congregational research. *Religious Education*, 104(3), 333-341. Retrieved from EBSCOhost.

<http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rh&AN=ATLA0001733037&site=ehost-live>

Aten, J. D., Hernandez, B., & Moon, G. W. (2005). A 25-year review of qualitative research published in spiritually and psychologically oriented journals. *Journal of Psychology and Christianity*, 24(3), 266-277. Retrieved from EBSCOhost.

<http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rh&AN=ATLA0001613688&site=ehost-live>

Menken-Bekius, C. (2005). Interactive qualitative analysis: a systems method for qualitative research. *International Journal of Practical Theology*, 9(2), 339-342. Retrieved from EBSCOhost.

<http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rh&AN=ATLA0001601904&site=ehost-live>