

RM 801: Research III/ RM 802: Research IV

Course Description

In the second year students will participate in the collection of data and its analysis via the application of both qualitative and quantitative methods. Students will, throughout the course, focus on conducting ethical research, as well as understanding the epistemological embeddedness of all social science methodologies.

Research Sequence Program Learning Objectives

Develop the student's capacity to rigorously and ethically conceptualize and critically examine problems/issues relevant to clinical social work, and to conduct and defend an original project of scholarly research.

1. Develop knowledge of epistemology, or the philosophy of knowledge, as it shapes human inquiry and its various interpretive perspectives.
2. Deepen ability to develop a research question, and to evaluate its location within a broader epistemological context.
3. Deepen ability to consume, read, and evaluate research.
4. Enhance awareness of ethics and embedded values in conducting social work research.
5. Develop differential knowledge of qualitative, quantitative, and integrative approaches to research problems, and uses and analyses of data.
6. Engage a thoughtful analysis of data and discuss the embeddedness of that analysis within the traditions of a particular discourse of social explanation.
7. Gain understanding of the rationale, limitations, utilization, and interpretation of selected techniques of social research

Course Learning Objectives

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4. Develop differential knowledge of qualitative, quantitative, and integrative approaches to research problems, and uses and analyses of data.
5. Engage a thoughtful analysis of data and discuss the embeddedness of that analysis within the traditions of a particular discourse of social explanation.
6. Gain understanding of the rationale, limitations, utilization, and interpretation of selected techniques of social research.
7. Gain exposure to concept mapping, survey data collection and analysis, observational data collection and analysis, mixed methods integration of theme analysis, and techniques of presentation of findings. (The quantitative survey data collection and analysis in Research IV will be integrated with the results from the qualitative interviewing, transcribing, and coding covered in Research III.)

Classroom and Grading Policies

Respect for Diversity

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Gender Pronouns and Name on Roster

During our first class as we introduce ourselves, you may choose to share your name and gender pronoun. If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

Students with Special Needs

Students with special needs or difficulties in learning and completing course assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Student Evaluation and Grades

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

Grading Policy

Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance: Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. (This can mean the difference between an A and a B, a B and a C, for example.) Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean. Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to

consultants, and/or to teachers and fellow students during class discussions.

Plagiarism Policy

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “self-plagiarism.” It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

Papers

- Papers should include the following elements: 12-point Times New Roman or Arial font, with 1” margin, numbered pages, a cover page, and a reference page if sources are cited. Points will be deducted from assignments that are not formatted according to the current APA citation style and formatting guidelines (including the cover and reference pages). Papers should also make ample use of headings and subheadings.
- All papers submitted for class requirements are to conform to the style guide in the “Institute for Clinical Social Work Style Manual,” which is located on the ICSW website in the academic resources section

<http://www.icsw.edu/resources/ICSW%20Style%20Manual%2029%20Apr%202009.pdf>

- Insofar as is practicable, ICSW style follows the Publication Manual of the American Psychological Association, commonly referred to as the “APA style manual.” A handout on **APA citation style 6th edition** is available in the Robert Morris University Library website, which is located in the APA Guide section

<http://www.robertmorris.edu/library/webresources/courseresources/APAStyleCitationHandout6ed.pdf>

- **Additionally, the Purdue Online Writing Lab (OWL) has many examples and

paper format guidelines (including information on the mechanics of writing, correct grammar, and proper punctuation)

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

- Late assignments will be dropped one letter grade every subsequent week after the due date.
- Students are expected to review the OWL website regarding quoting, paraphrasing, and summarizing:

<http://owl.english.purdue.edu/owl/resource/563/01/>

Grading Standards

Grades are assigned according to the following standards:

A - Superior Work (4.0 value)

B - Satisfactory Work (3.0 value)

C - Marginal Work (2.0 value)

F - Failure* (0.0 value)

Applies only to Field Placement/Practicum and Thesis Seminar P - Pass (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of instructor

INC - Incomplete (0.0 value)

GRADING CRITERIA

Assignments	Due Dates	Points
Assignment 1: Attendance (*see attendance policy) & Participation (<i>Critical Reflection Question Due in Classes 1, 2, 3, & 7</i>)	Ongoing	15
Assignment 2: Class Leadership Presentation	Ongoing	15
Assignment 3: Interview Script/Questions	Class 2	5
Assignment 4: Online Interview, Transcript, & Reflection	Class 4	20
Assignment 5: In Person Interview, Transcript, & Reflection	Class 5	20
Assignment 6: Data Analysis & Reflection	Class 6	20
Assignment 7: Member Check & Reflection	Class 7	5

It is essential that the assignments be completed on time in order for students to take full advantage of the opportunity to have feedback from the class and the instructor. Grades are based on class participation as well as written work. Obviously missed classes reduce the opportunity for class participation and may be reflected in the final grade.

Assignments

Assignments should be submitted electronically via email.

Assignment #1 – Attendance & Participation (Critical Reflection Questions)

Readings will be an important part of this course, and students will be held accountable for all the readings. The grading consists of both in-class and out-of-class assignments. The assignments will center around analyzing data and reflecting on readings. Coming prepared to class and being able to engage in discussions is very important for a course such as this one.

Write one critical reflection question for discussion *for each of the required readings*. These questions should be thoughtful and detailed with the aim of advancing knowledge about a subject, increasing understanding about a topic, and/or significant contribution to the topic. These questions should be reflective of your critical thinking about the topic or subject and not simply questions posited in the material itself. Questions should be added to the supplied Google Doc no later than 2 hours before the start of the class.

Assignment #2 – Class Leadership Presentation

Choose one article and teach the content of that article to the class. This should include some lecture and a discussion/role play/case/brief video or other activity that helps to involve the class and convey an important point. Students are expected to come prepared having read the articles so, although the lecture should highlight the major points of the article, the emphasis of this assignment is to engage the class in a thoughtful discussion/activity.

Assignment #3 – Interview Script/Questions

Students will be required to develop a draft interview script and set of 5 interview questions. The instructor will take the individual assignments and develop a final interview guide to be used for the class project - Assignment #4.

Assignment #4 – Online Interview, Transcription, & Reflection

Students will be required to conduct one online semi-structured interview using the script and questions developed in Assignment #3 and will be required to transcribe this interview. Students must provide a completed transcript and a 3-5 page summary documenting their interview and transcription experience. The summary/reflection must address the following questions:

- How did you approach the interview?
- What process and/or technology/equipment did you use to conduct the interview?
- How long did it take you to finish the interview?
- Did you encounter any problems or special challenges?
- What was the balance of power between you and the interviewee?
- What method of transcription did you use and why?
- What was most difficult for you about the interview?
- Would you change anything the next time you conduct an interview?
- What process and/or technology/equipment did you use to develop your transcript?
- How long did it take you to finish the transcription? How many pages is it?
- What was most difficult for you about the transcription?

Assignment #5 – In Person Interview, Transcription, & Reflection

Students will be required to conduct one semi-structured interview in person using the

script and questions developed in Assignment #2 and will be required to transcribe this interview. Students must provide a completed transcript and a 3-5 page summary documenting their interview and transcription experience. The summary/reflection must address the following questions:

- How did you approach the interview?
- What process and/or technology/equipment did you use to conduct the interview?
- How long did it take you to finish the interview?
- Did you encounter any problems or special challenges?
- What was the balance of power between you and the interviewee?
- What method of transcription did you use and why?
- What was most difficult for you about the interview?
- Would you change anything the next time you conduct a face to face interview?
- What process and/or technology/equipment did you use to develop your transcript?
- How long did it take you to finish the transcription? How many pages is it?
- What was most difficult for you about the transcription?

Assignment #6 – Data Analysis of Two Qualitative Interview Transcripts

1. Code and Analyze (manually or electronically) both of your transcripts (from the online and in person interview).
2. Organize the themes that emerge from the two interviews.
3. Bring your theme analysis to class and, together, the class will integrate and synthesize individual results into one overall analysis (mimicking the data analysis & synthesis process in the individual research process among several participants). This allows students to consider the place of subjectivity and of theory in the coding process. This also allows for shared critical thinking and play in the learning process.
4. Write a summary/reflection that includes the following:
 - a. Describe your individual data analysis approach.
 - b. Summarize the themes that emerged from your individual data sets (this could be in narrative, bullet point, or visual format).
 - c. Summarize your individual coding/analysis experience. The summary must address the following questions:
 - i. How long did it take you to finish the coding and analysis process?
 - ii. What, if anything, did you enjoy?
 - iii. What were the strengths of the process?
 - iv. Did you encounter any problems or special challenges?
 - v. What, if anything, would you change?
 - d. Summarize the classwide coding/analysis experience. The summary must address the following questions:
 - i. What, if anything, did you enjoy?
 - ii. What did you learn through the class analysis that added to your individual experience?
 - iii. What were the problems or special challenges to the class analysis project?
 - iv. Reflect on subjectivity, theory, and/or play in the learning process of the class project.

Assignment #7 – Member Check & Reflection

Using the data analysis summary from the class project in assignment #6, conduct a member check. Students must provide a 2-3 page summary documenting their member check approach and results. The summary must address the following questions:

- How did you approach the member check?
- What process and/or technology/equipment did you use to conduct your member check?
- What rules, if any, did you provide to the interviewee?
- What traps did you avoid? Which ones did you not avoid?
- How long did it take you to complete the member check?
- Did your conceptualization/summarization/interpretation of the data resonate with the interviewee?
- Did the interviewee challenge/question any aspect of your conceptualization/summarization/interpretation of the data and, if so, how did you handle that?
- Did you encounter any problems or special challenges?
- What was most difficult for you about the member check?
- Would you change anything the next time you conduct a member check?

Weekly Course Schedule - FALL

Class 1

Topics/Class Format:

- Introductions
- Course Overview
- Trust, Power, and Countertransference in Qualitative Research
- Recruiting
- Developing Interview Questions
- Topic and Participants
- Consent

Readings:

- Gemignani, M. (2011). Between researcher and researched: An introduction to countertransference in qualitative inquiry. *Qualitative Inquiry*, 17(8), 701-708.
- Turner, D. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760.
- Hamilton, R., Bowers, B. (2006). Internet recruitment and e-mail interviews in qualitative studies. *Qualitative Health Research*, 16(6), 821-835.
- Jacob, S., & Furgerson, P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, 17, 1-10.

Optional Readings:

- Dickson-Swift, V., James, E., Kippen, S., & Liamputtong, P. (2009). Researching sensitive topics: Qualitative research as emotion work. *Qualitative Research*, 9(1), 61-79.

- Karnieli-Miller, O., Strier, R., & Ressach, L. Power relations in qualitative research. *Qualitative Health Research*, 19(2), 279-289.

Class 2

Topics/Class Format:

- Trustworthiness in Qualitative Research (Class Leadership Presentation – 20 minutes)
- Journaling & Memoing (Class Leadership Presentations – 20 minutes each)
- Bracketing (Class Leadership Presentation – 20 minutes)
- Instructor Additions & Critical Reflection Questions (if not already addressed) following each presentation (20 minutes)
- **Interview Questions DUE** and Approved
- Review and Approval of Interview Questions (20 minutes)
- Secure Participants

Readings:

- Morrow, S. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52(2), 250-260.
- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 13(4), 695-705.
- Tufford, L. & Newman, P. (2010). Bracketing in qualitative research. *Qualitative Social Work*, 11(1), 80-96.
- Birks, M., Chapman, Y., & Francis, K. (2007). Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing*, 13(1), 68-75.

Class 3

Topics/Class Format:

- Data Analysis (Instructor Lecture: Manual vs. Electronic, Qualitative Coding, & Data Analysis of Interviews) (60 minutes)
- Online Interviewing (Class Leadership Presentations – 20 minutes each)
- Instructor Additions & Critical Reflection Questions (if not already addressed) following each presentation (20 minutes)

Readings:

- Sullivan, J. (2012). Skype: An appropriate method of data collection for qualitative interviews? *The Hilltop Review*, 6(1), 54-60.
- Carter, J. (Unknown). *Using Skype for qualitative interview research*. United States of America

Class 4

Topics/Class Format:

- **Online Interview, Transcription, and Reflection DUE**
- Reflection and Discussion of Online Interview and Transcription Process (90 minutes)

- Guest Speaker (30 minutes)

Class 5

Topics/Class Format:

- Continue with Data Analysis: Content & Questions (30 minutes)
- **In Person Interview, Transcription, and Reflection DUE**
- Reflection and Discussion of In Person Interview and Transcription Process (90 minutes)

Class 6

Topics/Class Format:

- **Data Analysis Themes and Reflection DUE**
- Classwide Analysis and Synthesis of Group Data (120 minutes)
- Summarize findings for member check and give to participants immediately following class

Class 7

Topics/Class Format:

- Member Checking: (Class Leadership Presentations – 20 minutes each)
- Instructor Additions & Critical Reflection Questions (if not already addressed following each presentation (20 minutes)
- **Member Checking and Reflection DUE**
- Reflection and Discussion of Member Checking (90 minutes)
- Class Wrap Up (30 minutes)

Readings

- Mero-Jaffe, I. (2011). 'Is that what I said?' Interview transcript approval by participants: An aspect of ethics in qualitative research. *International Journal of Qualitative Methods*, 10(3), 231-247.
- Carlson, J. (2010). Avoiding traps in member checking. *The Qualitative Report*, 15(5), 1102-1113.

Course Outline - SPRING

Class 1

Topics/Class Format:

- Course Overview
- Hypothesis and Variables (driven by Research III findings)

- Survey Construction (SEND OUT IMMEDIATELY FOLLOWING CLASS – DATA DUE BY CLASS 3)
- Overview of Mixed Methods
- Critical Reflection Questions NOT due this class*

Readings:

- Johnson, R., Onwuegbuzie, A., & Turner, L. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133.
- Mayoh, J., & Onwuegbuzie, A. (2013). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research*, XX(X), 1-17
- Methodology section (Chapter III) of Dr. Boris Thomas's dissertation
https://www.icsw.edu/downloads/dissertations/thomas_2009.pdf

Class 2

Topics/Class Format:

- Level of Measurement
- Sampling
- Statistics: Distributions, Central Tendency, Dispersion, Bivariate Analysis
- Critical Reflection Questions NOT due this class*

Readings:

- Rubie and Babbie (2008). *Research Methods for Social Work, Sixth Edition, Chapter 20.*
 Thomson
 Brooks/Cole.

Class 3

Topics/Class Format:

- **Survey Data Due** (not the paper/assignment – just the data)
- QUANTITATIVE DATA ANALYSIS – Dr. John Ridings (1-3pm)

Class 4

Topics/Class Format:

- Critical Reflection Questions due this class*
- Follow up from Class 3
- Concept Mapping

- Photovoice

Readings:

- Kane, M. & Trochim, B, Chapter 1. An Introduction to Concept Mapping (pp. 1-25).
- Bell, S. Photovoice as a strategy for community organizing in the central Appalachian coalfields. *Journal of Appalachian Studies*, 14(1&2), 34-48.
- Haque, N., & Rosas, S. (2010). Concept mapping of photovoices: Sequencing and integrating methods to understand immigrants' perceptions of neighborhood influences on health. *Family & Community Health*, 33(3), 193-206.

Class 5

Topics/Class Format:

- Critical Reflection Questions due this class*
- Survey and Database Paper Due**
- Triangulation of Data
- Peer

Debriefing Readings

- Leech, N., & Onwuegbuzie, A. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly*, 22(4), 557-584.
- Spall, S. (1998). Peer debriefing in qualitative research: Emerging operational models. *Qualitative Inquiry*, 4(2), 280-292.
- Rizq, R. (2012). 'There's always this sense of failure': An interpretive analysis of primary care counsellors' experiences of working with the borderline client. *Journal of Social Work Practice*, 26 (1), 31-54).

Class 6

Topics/Class Format:

- Critical Reflection Questions due this class*
- Non-Participant Observation Assignment Due**
- Participant and Non-Participant Observation
- Guest speaker: Dr. Jacquelyn

Vincson Readings

- Muir, K., & Seitz, T. (2004). Machismo, misogyny, and homophobia in a male athletic subculture: A participant-observation study of deviant rituals in collegiate rugby. *Deviant Behavior*, 25, 303-327.

- Woodsong, MacQueen, Guest, & Namey (2005) *Qualitative research methods: a data collector's field guide. Chapter Participant Observation*. Research Triangle Park. North Carolina.
- Dr. Jacquelyn Vincson's Methodology Section

Class 7

Topics/Class Format:

- Theme Integration and Analysis Paper Due**
- Guest Speaker on Mixed Methods (Ellen Woltemath) 1:15 – 1:45
- Presentation of Theme Integration and Analysis Paper
- Class Wrap Up (30 minutes)
- Critical Reflection Questions NOT due this class*

Readings

- Methodology and Results sections of Ellen's dissertation
- Results (Chapter IV) section of Dr. Boris Thomas's dissertation
https://www.icsw.edu/_downloads/_dissertations/thomas_2009.pdf