



PCC 660 RESEARCH METHODS IN PASTORAL COUNSELING

Instructor: Dr. Jaeyeon “Lucy” Chung | Pronouns (she/her/hers)

Summer 2021 | June 4 – July 30 | Online

COURSE DESCRIPTION

This course introduces master-level pastoral care and counseling students to the fundamentals of research methodology, common to social science in general and pastoral care and counseling in particular. Using a practical theological framework, we will address questions such as what it means to conduct empirical research, how we begin and approach research, and for whom we do research. This course will help students become informed and critical consumers of research as well as ideally, active contributors to the research enterprise. Students will also be exposed ethical, cultural, theological, and practical issues in research.

COURSE LEARNING GOALS

1. Students will understand basic concepts and strategies of both qualitative and quantitative methods.
2. Students will become more aware of how one’s personal, cultural, and contextual formation impacts the research process.
3. Students will learn to reflect ethically and theologically on the relationships involved in research and the broader context of research.
4. Students will develop research literacy, that is, critical skills in reading and evaluating research studies by professionals.
5. Students will increase competency in formulating and communicating research ideas.

COURSE DELIVERY

This is an eight-week long three-credit online course. While most of work for this course will be done in an asynchronous fashion, you will be required to attend two synchronous meetings on Friday, June 4th and July 30th at 6-7 pm (CST). Each week begins at 6 am on Friday morning and concludes at 6 pm on Thursday evening. You should be prepared to spend an average 9-10 hours per week on this course. This course is not self-paced, and it is not possible to take a break at any point during the course.

TECHNOLOGY REQUIREMENTS

This course will be conducted via Zoom and Moodle. The instructor will provide a Zoom invitation a week prior to the first meeting. We will meet on Zoom for our in-person sessions (two required meetings and optional weekly drop-in office hours). On Moodle you will find a course syllabus and required materials for class exercises, lectures, and work schedule.

- Internet Connection - Students must have regular, reliable access to Internet with bandwidth that supports video conferencing and document sharing. Avoid connecting via cellphone unless it is your only resource.
- Web Browser - Students must have the latest version of the web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to post in discussion forums as well as submit writing assignments on it.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications.

CONTACT INFORMATION:

Dr. Jaeyeon “Lucy” Chung
 Email: jaeyeon.chung@garrett.edu
 Phone: 847-866-3877

If you email me, you can expect a reply from me within 24 hours. If you want to speak with me via phone or Zoom, we can schedule an appointment.

VIRTUAL OFFICE HOURS:

Once a week I will host a Zoom session for whomever wants to drop by and say hello, ask questions, or have a chat with me and other students who would like to join. This is not a course requirement but rather an opportunity to stay connected.

Tuesdays 6:30-7:30 PM (Central Time)
 Zoom link: TBA one week before the class begins

REQUIRED TEXTS

Court, Deborah. *Qualitative Research and Intercultural Understanding: Conducting Qualitative Research in Multicultural Settings* (Routledge, 2018) ISBN: 978-1138080096 [Amazon Price: \$ 50.22] [eBook available via the library database](#)

Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*, 2nd Edition (SCM Press, 2016) ISBN: 978-0334049883 [Amazon Price: \$ 25.49] [eBook available via the library database](#)

VandeCreek, Larry, Hilary Bender, and Merle R. Jordan. *Research in Pastoral Care and Counseling: Quantitative and Qualitative Approaches* (Wipf & Stock Publications, Reprint Edition, 2008) ISBN: 978-1556358890 [Amazon Price: \$ 15.29]

- Books are available in [Amazon](#) and on library reserve; in addition, the first two books are available in ebook through the library
- Prices reflect Amazon paperback as of April 3, 2021 unless otherwise noted – some are cheaper in Kindle version.
- Additional reading materials will be posted on Moodle.



RECOMMENDED TEXTS

Badke, William. *Research Strategies: Finding Your Way through the Information Fog*, 5th Edition (iUniverse, 2014) ISBN: 978-1491722336

Booth, Wayne, Gregory Colomb, and Joseph Williams. *The Craft of Research*, 4th Edition (University of Chicago Press, 2016) ISBN: 978-0226239736

Glaser, Barney G., and Anselm L. Strauss. *The Discovery of Grounded Theory: Strategies for Qualitative Research* (AldineTransaction, 1967/2008) ISBN: 978-0202302607

Moschella, Mary Clark. *Ethnography as a Pastoral Practice: An Introduction* (The Pilgrim Press, 2008) ISBN: 978-0829817744

Nardi, Peter M. *Doing Survey Research: A Guide to Quantitative Methods*, 3rd Edition (Paradigm Publishers, 2014) ISBN: 978-1612053066

Weiss, Robert S. *Learning from Strangers: The Art and Method of Qualitative Interview Studies* (The Free Press, 1994) ISBN: 978-0684823126



REQUIRED COURSE ASSIGNMENTS

All written assignments should be submitted via Moodle. Email submission would not be accepted. Papers must be typed, double spaced, with a 12-point font size. Times New Roman Style is required. Please proofread papers and follow the standard format for citations

described in the *Publication Manual of the American Psychological Association's Publication Manual, 6th edition*.

♥PARTICIPATION 30%

- ATTENDANCE IN-PERSON SESSIONS (5%): While most of the course work is completed asynchronously, there are two mandatory virtual meetings at the beginning and end of the course. Class will meet via Zoom and the link will be emailed one week before the class starts.

Meeting Dates – Friday, June 4th and July 30th, 6-7 PM Central Time

- READING & CLASS PARTICIPATION (25 %): Reading assignments, as indicated under Course Schedule & Outline, should be completed early each week. Students will discuss the readings, raise pertinent questions from the readings, and reflect on what implications the readings may have for their own pastoral care or counseling context in weekly discussion forums. Initial posts will be due by noon Monday each week, with responses to other posts no later than 6 pm Thursday. After submitting an initial post, students will have to monitor the forum to read other students' posts and respond to them. Further instruction about the forum posts, see Pages 7-8.

Due Dates: Tuesdays by noon (Initial Posts); Thursdays by 6 pm (Responses to Other Posts)

♥ARTICLE REVIEW 10%

Students will select a peer-reviewed journal article, read it, and write a review paper of it. The journal article should be based on an empirical research, which uses either a qualitative, quantitative, or mixed method. The paper will include a summary of the research question, the author(s)' hypothesis, the methods of analysis, the results of the study, and the conclusions made. It will also include an overall impression of the study and an assessment of the strengths and limitations of the study. The review paper should be no more than five pages. Further instructions are found on Pages 8-9.

Due Date: Thursday, June 24th, 6 PM CST

♥RESEARCH PROBLEM STATEMENT 5%

Students will submit a one-page research problem statement with a research question, a purpose of the research, and a brief description of the context from which the issue arises. More detailed instructions are provided on Page 9.

Due Date: Thursday, July 8th, 6 PM CST

♥ANNOTATED BIBLIOGRAPHY 20%

Students will prepare a list of 5-7 citations to book chapters, journal articles, and other online resources. Each citation should be followed by a brief descriptive and evaluative paragraph (5-6 sentences). See Pages 9-10 for additional instructions.

Due Date: Thursday, July 22nd, 6 PM CST

♥ RESEARCH PROPOSAL OUTLINE 5%

Students will submit a two-page proposal outline which includes but is not limited to a research question, a method to address the issue, and proposed thesis. They will also have an opportunity to present their work to class on July 30th. Refer to Page 10 for more information.

Due Date: Thursday, July 29th, 6 PM CST

♥ RESEARCH PROPOSAL 30%

Students will design a research proposal (quantitative, qualitative, or mixed methods) on a topic of their choice relevant to pastoral care and counseling research. Proposals should include an abstract, introduction, literature review (*Annotated bibliography can replace this portion), methodology, expected results, and references. The project must follow APA format and be 12-15 pages long. Detailed instructions are provided on Pages 10-12.

Due Date: Friday, August 6th, 6 PM CST

Final grades for the course are determined by the following scale:

A: 93-100%	C: 73-77%
A-: 90-92%	C-: 70-72%
B+: 88-89%	D+: 68-69%
B: 83-87%	D: 63-67%
B-: 80-82%	D-: 60-62%
C+: 78-79%	F: 59% and below



ACADEMIC POLICIES

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

♥ ASSIGNMENTS AND LATE WORK:

All assignments should be completed, on deadline and as assigned, in order for a student to pass the course. Late papers and other assignments will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergencies. Please plan ahead so that an acute emergency (e.g., brief illness, computer problems, pastoral emergency) does not interfere with submitting the work on time. Unexcused late assignments will be accepted for one week following the due date with a penalty of 10 percentage points for each day the paper is late.

♥ ACADEMIC INTEGRITY:

Garrett has a clear policy concerning plagiarism (See the plagiarism policy in the latest G-ETS Academic Handbook). Students are responsible for knowing and observing this policy. All written work will undergo an online plagiarism check. Plagiarism will result in a grade of zero on the assignment and reported to the Academic Dean.

♥ LANGUAGE:

In all writing and class discussions, use inclusive language and think critically about language use. Particularly, this course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let us know. Feel free to correct us on your preferred gender pronoun.

♥ ACADEMIC ACCOMMODATIONS:

Your experience in this class is important to me. Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

EXTENSIONS: For master's students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters for the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term (19-20 Handbook, 20).

♥ **PROVISO:** The instructor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced in class.



COURSE SCHEDULE & OUTLINE

WEEK #	THEME	READINGS	ASSIGNMENTS
* In-Person Meeting: Friday, June 4th, 6-7 PM Central Time *			
Week 1: 6/4-6/10	Practical Theology & Research Methods	♥ Swinton & Mowat, 3-26; 68-94 ♥ Review lecture PPT	♥ Weekly discussion posts ♥ State license exam rules
Week 2: 6/11-6/17	Qualitative & Quantitative Approaches	♥ Meier & Weber article (Moodle) ♥ VandeCreek, et al., 3-32 ♥ Court, 3-22 ♥ Review lecture PPT	♥ Weekly discussion posts ♥ Select a journal article for the Article Review assignment
Week 3: 6/18-6/24	Framing a Research Question	♥ VandeCreek, et al., 33-42 ♥ Court, 23-28 ♥ Review lecture PPT	♥ Weekly discussion posts ♥ ARTICLE REVIEW DUE – 6/24, 6 PM

Week 4: 6/25-7/1	Research Ethics & Researcher Reflexivity	<ul style="list-style-type: none"> ♥ Court, 79-90; 115-125 ♥ Swinton & Mowat, 56-63 ♥ Review lecture PPT 	<ul style="list-style-type: none"> ♥ Weekly discussion posts ♥ AAPC code of ethics ♥ ACA code of ethics ♥ Garrett's Human Subject Review policies
Week 5: 7/2-7/8	Research Design – Validity & Reliability	<ul style="list-style-type: none"> ♥ Court, 29-37 ♥ Vandecreek, et al., 43-51 ♥ Review lecture PPT 	<ul style="list-style-type: none"> ♥ Weekly discussion posts ♥ RESEARCH PROBLEM STATEMENT DUE – 7/8, 6 PM
Week 6: 7/9-7/15	Data Collection & Analysis	<ul style="list-style-type: none"> ♥ Court, 38-69 ♥ Vandecreek, et al., 53-57 ♥ Review lecture PPT 	<ul style="list-style-type: none"> ♥ Weekly discussion posts ♥ Select 5-7 resources for the Annotated Bibliography assignment
Week 7: 7/16-7/22	Communicating Research Results	<ul style="list-style-type: none"> ♥ Court, 70-78; 126-134 ♥ Vandecreek, et al., 59-68; 123-128 ♥ Review lecture PPT 	<ul style="list-style-type: none"> ♥ Weekly discussion posts ♥ ANNOTATED BIBLIOGRAPHY DUE – 7/22, 6 PM
Week 8: 7/23-7/29	Research Proposal	<ul style="list-style-type: none"> ♥ Select one of the research projects in Swinton & Mowat, Part 2 	<ul style="list-style-type: none"> ♥ Weekly discussion posts ♥ RESEARCH PROPOSAL OUTLINE DUE – 7/29, 6 PM
* In-Person Meeting: Friday, July 30th, 6-7 PM Central Time *			
** FINAL PROJECT: RESEARCH PROPOSAL DUE – 8/6, 6 PM **			

INSTRUCTIONS FOR ASSIGNMENTS

♥ DISCUSSION FORUM POSTS:

1. Each week students should write several posts – one initial post and subsequent posts to others' initial posts – in the discussion forum to earn a participation grade, which is 25 percent of the total grade.
2. Each student is expected to create a new initial post in the discussion forum each week. An initial post is a thoughtful and critical reflection of the week's reading materials, in which students can share their overall impression, raise pertinent questions, and/or suggest implications for the pastoral care and counseling research and ministry.
3. Once students post their reflections, they are required to review others' initial posts and respond to each of them. While there is no limit regarding the number of the response posts, students should respond to the initial posts of all other students at least once. These response posts can include questions for clarification, critiques, agreements, etc. If preferred, students can respond to the responses to their initial posts.

4. Length: An initial post should be no more than 150 words; there is no word limit for a response post, but it is to be short, a few sentences long.
5. Due: Each initial post is due on Tuesday noon, and response posts should be submitted by Thursday 6 pm. After that time, no further posts will be accepted.
6. Since the success of this class depends on the active participation and consistent contribution of each student, students should stick to the timelines. If there is an emergency that prevents a student from submitting their posts in time, they should notify the instructor in advance.
7. Moodle has a special feature that enables the instructor to track the number of posts students write each week. To earn a full participation grade, students should read and respond to others' posts as well as submit their initial reflection posts.

♥ARTICLE REVIEW:

1. Browse library journal databases.
2. Select a peer-reviewed, empirical research article that you find interesting. It should use a qualitative, quantitative, or mixed method.
3. Read an article of your choice.
4. In the first part of your review paper, describe the research question, the author's hypothesis, the methods of analysis, the results of the study, and the conclusions made.
5. In the second part, evaluate the research by including your overall impression of the study and argument for the strengths and limitations of the study.
6. Papers should be typed, double spaced, three or four pages long, with 12-point font size. Times New Roman Style is required.
7. Papers should be submitted on Moodle by June 24, 6 pm (CST).
8. If you need assistance in finding an article, feel free to email Daniel Smith, Research & Instruction Librarian, at daniel.smith@garrett.edu.
 - What is the basic research question or problem?
 - What is the purpose of the study? Explanatory, evaluative, exploratory, or descriptive?
 - Is a theoretical framework presented? What is it and does it seem appropriate or the research question addressed?
 - What prior literature is reviewed? Does the literature review appear to be adequate?
 - Does the study seem consistent with current ethical standards?
 - Are any hypotheses stated? What are the independent and dependent variables in the hypothesis or hypotheses?

- What are the major concepts in the research, and how clearly are they defined?
- Do the instruments used seem valid and reliable?
- Is a sample or the entire population of elements used in the study? What type of sample is selected? Do you think the sample is generally representative?
- Are any causal assertions made or implied in the hypotheses or subsequent discussions?
- Which type of research design is used? How well is this design suited to the research question posed and the specific hypotheses tested?
- Summarize the findings. How are statistical or qualitative data presented and discussed?
- Are conclusions well-grounded in the findings? Are any other interpretations possible?
- What additional research questions and hypotheses are suggested by the study's results?

♥ RESEARCH PROBLEM STATEMENT:

1. Choose your research topic:
 - What is the topic you are interested in?
 - Is it too broad, too narrow, or focused enough?
 - Why is your research topic important?
 - What do you want to get out of your research?
2. Develop a specific research question. Try to ask a question starting with “how” or “why” instead of “who,” “when,” or “where.” Think of what is at stake in your pastoral or community context and what you want to find a solution for.
3. Once you frame a research question, give some thought to the purpose of your research. Is this research for your interest or the better good of the community? What do you envision this research to bring to your ministry context? What's the nature of your research – descriptive, exploratory, analytic, or constructive?
4. Finally, give a brief description of the context from which your research problem arises. The context could be your local church, hospital, counseling center, or larger community.
5. In summary, this assignment should have four elements – a brief statement of the research problem, a research question, a purpose of the research, and a brief description of the context. The one-page, single-spaced document should be submitted on Moodle by July 8, 6 pm.

♥ ANNOTATED BIBLIOGRAPHY:

1. Consult with the webpage – “Guide to Annotated Bibliography” – as well as the document named “APA Annotated Bibliography” posted on Moodle.
2. Do the library research and select 5-7 resources in your topic area, which include but are not limited to peer-reviewed journal articles and book chapters. Use abstracts to see the relevance of articles. Try to mix quantitative and qualitative studies.

3. Each citation should be followed by a short (150-200 words) descriptive and evaluative paragraph, that is, the annotation. An annotation is different from an abstract, and should include the following:

- Explain the main points and/or purpose of the work, its thesis, which shows that you have read and thoroughly understand the source
- Evaluate its method, conclusions, or reliability
- Suggest the source's worth, effectiveness, and usefulness to your research
- Record your reactions to the source

4. Citations should be written in APA format.

5. This annotated bibliography assignment will be part of your research proposal.

6. Submit the assignment on Moodle by July 22, 6 PM.

♥RESEARCH PROPOSAL OUTLINE:

1. The purpose of writing the outline is to help organize thinking about the proposal and to spell out in a preliminary way the anticipated content of the proposal. It provides a basis for getting feedback from the instructor and peers on the planned research design and methods; a research question and proposed thesis; rationale for the project.

2. Refer to the "Instruction for Research Proposal" below to structure your outline.

3. Your outline should be two pages long, which will be part of your research proposal, and accompanied by the annotated bibliography.

4. The proposal outline assignment should be submitted on Moodle by July 29, 6 pm. Students will have an opportunity to present their work in the in-person session on Friday, July 30, 6-7 pm.

♥RESEARCH PROPOSAL:

I. Introduction

- The introduction provides a brief overview that tells a reader what the proposal is about. It might be as short as a single page, but it should be very clearly written.
- Problem/Question: What specific issue or question will your work address? How you will approach the work. What will we learn from your work?
- Objectives: What are your motives for studying this topic? What is the purpose of your research?

- Significance: Why is this work important? What are the implications of doing it? How does it link to other knowledge? This should show how this project is significant to our body of knowledge.
- Audience: Who is the audience for your study? How will that affect the content?

II. Literature Review [*You may choose to insert your annotated bibliography here]

- The purpose of the literature review is to situate your research in the context of what is already known about a topic. It should provide the theoretical basis for your work, show what has been done in the area by others, and set the stage for your work. It needs to be not exhaustive but thorough.
- Provide 5-7 resources that include paragraphs that summarize each article's contribution.
- How does literature/previous research lead you to your study?
- How will your study improve on, and/or add to current knowledge?
- Propose hypotheses that pertain to your research question.

III. Methodology

A. Overview of Approach:

- Make clear to the reader the way that you intend to approach the research question and the techniques and logic that you will use to address it.
- Comment on reliability and validity of the instrument.

B. Study Participants (Sampling)

- Who are your participants? Justify the projected size of your sample.
- How will you select or gather them?
- Will you need a consent form? Will you need IRB approval?

C. Research Design & Data Collection

- This section might include the field site description, a description of the instruments you will use, and particularly the data that you anticipate collecting. Part of the purpose of doing this is to detect flaws in the plan *before* they become problems in the research.
- How will you collect data for your study?
- What data will you be using in your study?
- What procedures will you employ to protect participants?
- Other ethical concerns?

D. Data Analysis

- This section should explain how you will manipulate the data that you assembled to get at the information that you will use to answer your question. It will include the statistical or other techniques and the tools that you will use in processing the data. It probably should also include an indication of the range of outcomes that you could reasonably expect from your observations.
- What type of analytic method will you use?

- Who can help you if necessary?

E. Interpretation

- In this section, you should indicate how the anticipated outcomes will be interpreted to answer the research question. It is beneficial to anticipate the range of outcomes from your analysis and know what it will mean in terms of the answer to your question.

IV. Expected Results

- This section will give a good indication of what you expect to get out of the research. It should join the data analysis and possible outcomes to the theory and questions that you have raised. It will be a good place to summarize the significance of the work.
- How generalizable will your results be?
- How and to whom will you communicate them?

V. References

In addition:

- The research proposal should be typed, double spaced, and 12-15 pages long excluding references.
- The project should follow APA format.
- The paper should be proofread before submission.
- Submit the assignment on Moodle by August 6, 6 pm.