ANTIOCH UNIVERSITY

SEATTLE

School of Applied Psychology, Counseling, and Family Therapy

COUN 7140: Research Methodology: Qualitative

Credits:	3
Prerequisite:	Open only to CES/Ph.D. students
Day/Date & Time:	Mondays, 11am–2pm; 4/6/20–6/20/20
Quarter:	Spring, 2020
Location:	Antioch University Seattle
	2400 3rd Avenue, Suite 200
	Seattle, WA 98121
	206.441.5352
Instructor:	Dusty Destler, Ph.D.
Contact Info:	ddestler@antioch.edu
Office Hours:	By appointment
Teaching Liaison:	Ned Farley
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	206.268.4814

COURSE DESCRIPTION

This course requests students to explore qualitative research modalities being conducted in the counseling profession, and to become aware of the kinds of studies chosen for publication in prominent counseling journals. Attention will be provided to methodologies and methodological issues, populations and diverse perspectives, ethical issues, and research outcomes. Students will strengthen their abilities to conceptualize, design, and conduct qualitative research studies.

PROGRAM COMPETENCIES AND OBJECTIVES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: *Teaching*, *Supervision*, *Research*, *Counseling*, and *Leadership & Advocacy*.

As such, the AUS CES Program is designed with curricula that addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES Program specifically addresses expectations for student learning and competency via the following program objectives:

Objective1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to, the needs of a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education, and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

COURSE AND STUDENT LEARNING OUTCOMES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences in Research in Counseling and Counselor Education must not only meet the Core Research Curriculum Requirements (CACREP 2.F.8) but must also meet the following Doctoral Professional Identity Standards (CACREP 6.B.4):

   a. research designs appropriate to quantitative and qualitative research questions
   b. univariate and multivariate research designs and data analysis methods
   c. qualitative designs and approaches to qualitative data analysis
   d. emergent research practices and processes
   e. models and methods of instrument design
   f. models and methods of program evaluation
   g. research questions appropriate for professional research and publication
   h. professional writing for journal and newsletter publication
   i. professional conference proposal preparation
   j. design and evaluation of research proposals for a human subjects/institutional review board review
   k. grant proposals and other sources of funding
   l. ethical and culturally relevant strategies for conducting research

As such, the AUS Ph.D./CES Program is designed with four courses to cover the necessary research and scholarship material. In this third course, *Research Methodology: Qualitative*, all areas will be introduced but with particular emphasis on parts a, c, d, g, h, and l.

Student Learning Outcomes (CACREP)	Key Performance Indicators	Direct Evaluative Methods
Demonstrate an understanding of qualitative research questions and how they inform qualitative designs appropriate for professional research and publication (CACREP Doctoral Professional Identity B.4.a; B.4.g)	A) *Course readings paired with thorough in-class discussion on the considerations of qualitative research that inform research questions.* B) *Active participation in class exercises and activities associated with qualitative research questions and their associated qualitative research designs, as identified through the interview and group transcripts.* C) *Thorough discussion of qualitative research questions and associated research designs appropriate for professional research and publication, as identified through the final paper.*	*Interview & Group Transcript* *Qualitative Study Paper*
Demonstrate an understanding of different qualitative designs and approaches, as well as emergent practices and processes, to qualitative data analysis (CACREP Doctoral Professional Identity B.4.c, B.4.d)	A) *Course readings paired with thorough in-class discussion on different and emergent qualitative methodologies and their respective processes of data analysis.* B) *Active participation in class exercises and activities associated with qualitative methodologies and their associated processes of data analysis, as identified through the interview and group transcripts.* C) *Thorough discussion of qualitative research questions, research designs, and their relationship to processes of data analysis, as identified through the final paper.*	*Reflexive Bullet Points* *Interview & Group Transcript* *Qualitative Study Paper*
Demonstrate the ability to synthesize qualitative research data into professional writing for journal and newsletter publication (CACREP Doctoral Professional Identity B.4.h)	A) *Course readings paired with thorough in-class discussion on professional reporting of qualitative research appropriate for journal and newsletter publication.* B) *Integration of theoretical knowledge with practical experience to present qualitative research data through professional writing, as identified through the final paper.*	*Qualitative Study Paper*
Demonstrate the ability to conduct qualitative research ethically and by using culturally relevant strategies (CACREP Doctoral Professional Identity B.4.l)	A) *Course readings paired with thorough in-class discussion on actions of credibility and reflexivity for the ethical practice of qualitative research.* B) *Documentation, and participation in dialogue, of culturally relevant strategies and their role in shaping and offering data to qualitative research studies.*	*Reflexive Bullet Points* *Interview & Group Transcript* *Qualitative Study Paper*

PEDAGOGICAL DESIGN

This course allows for continued integration of didactic and experiential concepts related to research consumption and creation. Attention will be provided to various qualitative research methods and the production of qualitative research inquiry. Various designs and practices of qualitative inquiry will be considered, with an emphasis on cultural awareness and researcher reflexivity.

PEDAGOGICAL APPROACH

I believe that learning takes place within individuals and among groups through socially constructed means. Therefore, somewhat equal emphasis will be provided to group discussion within class and the completion of tasks outside of class. Under the assumption that I am responsible for the preparation and facilitation of the course, I hold that students are in charge of their own learning.

REQUIRED TEXTS AND READING RESOURCES

1. Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods: 4th Edition.* Thousand Oaks, CA: SAGE (ISBN: 9781412972123).
2. Additional journal articles will be posted on Sakai.

COURSE ASSIGNMENTS

1. *REFLEXIVE BULLET POINTS*

In conjunction with the course readings and discussions, students will reflect on their own dispositions and consider how these may interact with and ultimately inform the (group or individual) research process and data. There will be eight (8) total instances of submitting bullet points, each containing at least three (3) points by answering the following *questions. Students will upload the bullet points to Sakai and be prepared to share and discuss in class on the day they are due.

   *Use these questions to guide your Reflexive Bullet Points: (*Awareness*) What self-perception(s) arose for you while considering/conducting qualitative research? (*Reflection*) How might the perception(s) be related to your cultural/personal identities and/or past experiences? (*Reflexivity*) How might the perception(s) have interacted with the group or individual learning/research process?

2. *INTERVIEW & GROUP TRANSCRIPT: CODING & THEMATIC DISCOVERY*

Students will each locate a research participant and conduct a short interview. The participants must have some form of personal or professional characteristic or experience in common (e.g., same/similar occupation, participate in same/similar recreational activities, hold same/similar identity, have a known same/similar experience, etc.), with the population or phenomenon of interest collectively conferred upon by students on the first day of class. In weeks five, six, and seven (5, 6, 7), students will bring to class a full transcription of the interview with their research participant for the group to collectively code and locate themes based on the methodology covered that week in class. Across the term, each student will be expected to provide one (1) transcript to the group and participate in the collective coding and thematic discovery for as many students are in the course. The initial interview questions will be uniform and decided upon collectively. Students should aim for the interview to last approximately ten (10) minutes.

3. *QUALITATIVE STUDY PAPER*

Students are to write an APA-style final paper which will build on the interviews, thematic discovery, and process of Assignment #2. Students will choose one of the interview transcripts, complete with group thematic discovery, based on individual methodology of interest. Beginning with a conceptual framework on the interviewed population/phenomenon, students will then offer background on the tenets of their chosen methodology, as well as the procedures of the project. Next, the group's discovery of themes will be presented backed by multiple forms of data. Informed by the methodology of choice, students will then individually conceptualize second-round interview thematic questions and provide rationale. Tentative implications (for the respective field/population), a discussion on limitations and future research, and conclusions will be offered. Final versions should be uploaded to Sakai.

An overview of the group themes, proposed second-round questions, and justification for the questions should be prepared for presentation on the last day class.

TENTATIVE COURSE SCHEDULE

CLASS	TOPIC	READING DUE	HOMEWORK DUE
1. 4/6/20	Syllabus, Introduction to *Qualitative Research*; Philosophical layers *interview demographic chosen *discuss interview logistics, timing*		
2. 4/13/20	Qualitative Design *insight on chosen demographic*	Patton: modules 28-30, 33, 36, 39-40 (ch.5) Sakai readings: TBD	**Due:** Week 1 Reflexive Points
3. 4/20/20	Qualitative Interviewing *insight on chosen demographic *set interview questions*	Patton: modules 57-63 (ch.7) Sakai readings: TBD	**Due:** Week 2 Reflexive Points
4. 4/27/20	Data Analysis & Interpretation *figure out platform and logistics of transcript/coding process*	Patton: modules 65-68 (ch.8) Sakai readings: TBD	**Due:** Week 3 Reflexive Points
5. 5/4/20	Method: Ethnography **Mid-Quarter Course Evaluations**	Patton: module 11 (ch.3) Sakai readings: TBD	**Due:** Week 4 Reflexive Points **Due:** Group Transcript
6. 5/11/20	Method: Phenomenology	Patton: module 14 (ch.3), 70 (ch.8) Sakai readings: TBD	**Due:** Week 5 Reflexive Points **Due:** Group Transcript
7. 5/18/20	Method: Grounded Theory	Patton: module 13 (ch.3); p. 587 (ch.8) Sakai readings: TBD	**Due:** Week 6 Reflexive Points **Due:** Group Transcript
8. 5/25/20	**NO CLASS** – Memorial Day		**Due:** Week 7 Reflexive Points

9. 6/1/20	Actionable Research; Method: Narrative Inquiry	Patton: modules 24, 25 (ch.4) + p. 597-598 (ch.8); module 15 (ch.3) + p. 590 (ch.8) Sakai readings: TBD	
10. 6/8/20	Credibility and Writing	Patton: modules 73 (ch.8), 76, 77, 80 (ch.9) Sakai readings: TBD	**Due:** Week 9 Reflexive Points
11. 6/15/20	Qualitative Study Presentations; Wrap up **Final Course Evaluations**		**Due:** QS Presentations **Due:** QS Paper

ASSESSMENT CRITERIA FOR PH.D. STUDENTS

In addition to the competencies specific to each course, CES students are also evaluated on five (5) areas of Professional Core Competencies (PCC) with subsidiary Skill or Knowledge Domains (SKD), across four (4) Competency Levels as defined below. The PCC are to be demonstrated in each course and throughout each student's experience with peers, faculty, students, supervisees, and colleagues.

DEFINITIONS OF PROFESSIONAL CORE COMPETENCIES

PCC – Professionalism and SKD – Professional:

Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and students/supervisees (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

PCC – Reflective Practice and SKD – Perceptual:

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

PCC – Applied Critical Thinking and SKD - Conceptual/Evaluative:

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

PCC – Diversity and Social Justice and SKD – Executive:

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally.

PCC – Written Communication and SKD – Conceptual/Evaluative:

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates doctoral level technical writing skills and APA style. Does not engage in plagiarism of any type.

DEFINITIONS OF COMPETENCY LEVELS

Below Competency: Fails to meet minimum graduate-level competency in terms of course attendance, class participation, scholarship, and performance standards in a manner which demonstrates a basic understanding of social justice advocacy pertaining to those within the counseling profession and those served by the profession.

Required Competency: Meets the minimum graduate-level competency in terms of course attendance, class participation, scholarship, and performance standards, and demonstrates a basic understanding of the importance of social justice advocacy in the counseling profession and its connection to professional leadership.

Intermediate Competency: Meets *Required Competency*, and demonstrates an ability to be reflective and think critically in terms of professional leadership and social justice advocacy.

Advanced Competency: Meets *Intermediate Competency*, expresses reflexivity related to personal identities and positionality within the counseling profession, demonstrates a theoretical understanding of the necessity of social justice within the counseling profession, and evidences practical ability to enact leadership and advocacy measures. *Advanced Competency* is indicative of entry-level counselor educators (that is, knowledge and skills that would be expected of a beginning-level counselor educator).

In order to be granted credit for a specific course, students must demonstrate an overall **minimum level of competency** (i.e., required or intermediate competency). In order to successfully move into the internship year, students must demonstrate an overall 50% **competency level** (required or intermediate) in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency (required or intermediate) level in at least 75% of course/learning assessments for their program.

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

   E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail

communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO- OR VIDEO-RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

ANTIOCH UNIVERSITY POLICIES

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to: Erica Holmes
                                                Associate Provost
                                                eholmes4@antioch.edu
                                                206.268.4422

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the

Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact:
Jill Haddaway
Disability Support Services Coordinator
206.268.4151
dss.aus@antioch.edu

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, http://www.antiochseattle.edu/library. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for *free* **writing support**:

> **AUS Writing Lab (room 323 Library/CTL):** Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultations (schedule directly online at http://www.antiochctl.mywconline/; call 206.268.4416; or email writinglab.aus@antioch.edu.) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check their website for future workshops on topics related to academic writing.

> **The Virtual Writing Center (VWC)**: The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

> **The Writers' Exchange (WEX; fee-based writing support):** The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of

graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.