



PSY 701 Psychological Research Methods Fall 2024

Professor: Margaret Clarke, PhD
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Course Dates: August 26-30, 2024
Course Delivery Method: Online Modular

3 Credit Hours

COURSE DESCRIPTION

This course will serve as an introduction to the approaches and techniques involved in research within applied social sciences, will provide an opportunity for firsthand experience in the use of these techniques, and will assist seminary students in the preparation of their SRP or Thesis proposal. Students will be required to participate in class research projects.

COURSE INTEGRATION

This course will equip students to think about how research can contribute to the larger mission of the Church and better prepare them to engage with research in a way that contributes to high quality counselling.

COURSE TEXTS

Required Reading (all to be read before the first day of class):

Brock, G.W., Whiting, J.B., Matern, B. and Fife, S.T. (2009), Integrity of the Marriage and Family Therapy research literature: Perceptions and recommendations. *Journal of Marital and Family Therapy*, 35: 248-252. <https://doi.org/10.1111/j.1752-0606.2009.00109.x> (available through library database)

Chen, R., Hughes, A. C. and Austin, J. P. (2017). The use of theory in family therapy research: Content analysis and update. *Journal of Marital and Family Therapy*, 43, 514- 525. doi: [10.1111/jmft.12217](https://doi.org/10.1111/jmft.12217) (available through library database)

Lambert-Shute, J. J., Nguyen, H. N., Peterson, P. W. and Pirasteh, A. B. (2019). Reflecting on the past: A content analysis of family therapy research from 2000-2015. *Journal of Marital and Family Therapy*, 45, 256- 274. <https://doi.org/10.1111/jmft.12334> (available through library database)

Levitt, H., Bamberg, M., Creswell, J., Frost, D., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA publications and communications board task force report. *American Psychologist*, 73(1), 26-46. (available on Canvas)

McMorrow, S. (2017). What gets in the way? Examining the breakdown between research and practice in counselling. *Counselling Today*. <https://ct.counseling.org/2017/03/gets-way-examining-breakdown-research-practice-counseling/>

Moberg, D. O. (1999). The great commission and research. *Perspectives on Science and Christian Faith*. 51(1), 8-17. **(available on Canvas)**

Ross, L. (2017). An account from the inside: Examining the emotional impact of qualitative research through the lens of "insider" research. *Qualitative Psychology*, 4(3), 326-337. **(available on Canvas)**

Smith, J. K. A. (2015). Science as cultural performance: Leveling the playing field in the theology and science conversation. In R. N. Williams and D. N. Robinson (Eds), *Scientism: The new orthodoxy* (pp.177-191). **(available on Canvas)**

Sprenkle, D. H., and Piercy, F. P. (2005). *Research methods in family therapy* (2nd Edition). Guilford.

Walter, M. and Suina, M. (2019). Indigenous data, indigenous methodologies and indigenous data sovereignty. *International Journal of Social Research Methodology*. 22, 3, 233-243. <https://doi.org/10.1080/13645579.2018.1531228> **(available on Canvas)**

Recommended Reading

Badke, W. (2021). *Research strategies: Finding your way through the information fog*. iUniverse.

Booth, W. C., Colomb, G. G., Williams, J. M., and Bizup, J. (2016) *The craft of research* (4th edition). University of Chicago Press Books.

Creswell, J. W. and Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Edition). American Psychological Association.

Students are expected to refer to Briercrest **APA Seminary's Format and Style Guides and Guide for Writing Research Papers**, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Successful completion of this course will help students to:

1. Become familiar with general principles of research and its value.
2. Become informed readers of the research literature, especially MFT research.
3. Sharpen their ability to identify research topics and identify the research methods, mainly qualitative, best suited to address research questions.
4. Prepare a written SRP proposal or Thesis topic approval.

5. Understand the role of research ethics and how to apply for Briercrest Research Ethics Board (REB) approval, if needed.

COURSE OUTLINE AND CONTENT

DATE	TOPIC	SUPPORTING RESOURCES
Monday	<ul style="list-style-type: none"> • The contribution of research to the Kingdom of God • Cross-cultural dialogue of theology and science 	Moberg, D. O. (1999). The great commission and research. Smith, J. K. A. (2015). Science as cultural performance: Leveling the playing field in the theology and science conversation.
	<ul style="list-style-type: none"> • Topics, problems, and research questions 	Booth, W. C., Colomb, G. G., Williams, J. M., and Bizup, J. (2016) <i>The craft of research</i> (4 th edition)
	<ul style="list-style-type: none"> • Paradigms of knowledge and principles of social science and psychological research 	Levitt, H., Bamberg, M., Creswell, J., Frost, D., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology.
	<ul style="list-style-type: none"> • MFT research literature 	Brock, G. Whiting, J. B., Matern, B., and Fife, S. T. (2009). Integrity of the marriage and family therapy research literature: Perceptions and recommendations. Chen, R., Hughes, A. C. and Austin, J. P. (2017). The use of theory in family therapy research: Content analysis and update. Lambert-Shute, J. J., Nguyen, H. N., Peterson, P. W. and Pirasteh, A. B. (2019). Reflecting on the Past: A Content Analysis of Family Therapy Research from 2000-2015. McMorrow, S. (2017). What gets in the way? Examining the breakdown between research and practice in counselling.
Monday/ Tuesday	<ul style="list-style-type: none"> • Research methodologies • Qualitative methods 	Sprenkle, D. H., and Piercy, F. P. (2005). Research methods in family therapy (2nd Edition)
Tuesday/ Wednesday	<ul style="list-style-type: none"> • Quantitative methods • Mixed methods 	Sprenkle, D. H., and Piercy, F. P. (2005). Research methods in family therapy (2nd Edition)
Thursday	<ul style="list-style-type: none"> • Conducting human research • Research ethics and the Tri-Council Policy 	Walter, M. and Suina, M. (2019). Indigenous data, indigenous methodologies and indigenous data sovereignty. Ross, L. (2017). An account from the inside: Examining the emotional impact of qualitative research through the lens of “insider” research. Booth, W. C., Colomb, G. G., Williams, J. M., and Bizup, J. (2016) <i>The craft of research</i> (4 th edition)
Friday	<ul style="list-style-type: none"> • Topics, problems, and research questions 	Booth, W. C., Colomb, G. G., Williams, J. M., and Bizup, J. (2016) <i>The craft of research</i> (4 th edition)

	<ul style="list-style-type: none"> • Preparing for and writing proposals 	https://www.mybriercrest.ca/doc/?ID=529 https://www.mybriercrest.ca/doc/?ID=528
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ASSIGNMENTS

Please submit all written assignments to Canvas using APA formatting.

**Please note: post-course assignments differ for students preparing to do a thesis. Students wanting to prepare for a thesis must request initial approval for this from Margaret Clarke two weeks prior to the course starting by submitting a copy of their transcript.*

Pre-Course Assignments:

Preliminary Topics Paper (4-pages): briefly describe three possible research topics you are considering for your SRP or thesis along with ONE preliminary source (book, article, etc.) for each that might be worth looking at for this topic. (Note: It is not necessary to have read the book or article in full but have some sense of its content). With each topic indicate why it is an issue for consideration. Upload your paper to Canvas and read all papers from your classmates, using the peer review feature. Please comment on each paper to indicate you have read it (no other feedback to your classmates is needed).

Due Date for submission of paper: August 18, 2024

Due date for reading of other student papers: August 25, 2024

Value: 15%

Reflection paper (3 pages). Reflect upon the following required articles:

- Walter, M. and Suina, M. (2019). Indigenous data, indigenous methodologies and indigenous data sovereignty.
- Ross, L. (2017). An account from the inside: Examining the emotional impact of qualitative research through the lens of "insider" research.

Write a 750-word reflection paper on the impact of research broadly and also personally on the researcher and how you hope to be aware of this in your own SRP or thesis.

Due Date: August 25, 2024

Value: 10%

Spirituality of scholarship reflection paper (4 pages). The paper will be divided into two parts:

Part I (2 pages): Considering these required articles:

- Moberg, D. O. (1999). The great commission and research.
- Smith, J. K. A. (2015). Science as cultural performance: Leveling the playing field in the theology and science conversation.

Articulate your theological understanding of scholarship and research relative to counselling. Discuss how Scripture informs an answer to the following question: What is the biblical/theological basis for why ongoing learning and research is vital to your ongoing spiritual development and vocation of counselling?

Part II (2 pages): Considering these required articles:

- Brock, G. Whiting, J. B., Matern, B., and Fife, S. T. (2009). Integrity of the marriage and family therapy research literature: Perceptions and recommendations.
- Chen, R., Hughes, A. C. and Austin, J. P. (2017). The use of theory in family therapy research: Content analysis and update.
- Lambert-Shute, J. J., Nguyen, H. N., Peterson, P. W. and Pirasteh, A. B. (2019). Reflecting on the Past: A Content Analysis of Family Therapy Research from 2000-2015.

- McMorrow, S. (2017). What gets in the way? Examining the breakdown between research and practice in counselling.

Reflect upon and report your own strengths and weaknesses as it pertains to your own attitudes, abilities, and habits of life-long learning and research. Articulate an answer to the following question: Given your own strengths and weaknesses in learning and research, how will you plan to engage in a life of research and learning (“scholarship”) as part of your life and counselling vocation?

Due Date: August 25, 2024

Value: 10%

Post-Course Assignments:

(Assignments are differentiated for those preparing to do an SRP from those preparing to do a thesis)

For SRP students only:

Annotated bibliography. Develop an annotated bibliography of approximately 12 credible sources related to the topic of your proposed SRP; seven of the sources must be from scholarly journals. This assignment must include:

- 3-4 sentence description of your SRP topic at the beginning of this paper.
- 12 annotations of 2 paragraphs (approx. 150 words) each. Annotations should include:
 - a brief summary of the content (for research articles this should include methodology, methods, findings, and conclusions drawn),
 - a *brief* critique of the strengths and the weaknesses of the source, and
 - usefulness of the source for your topic (If the source is not clearly relevant to your topic, it should not be included).

Due Date: September 18, 2024

Value: 25%

For SRP students only:

SRP proposal (5-pages):

- Read the SRP syllabus (<https://www.mybriercrest.ca/doc/?ID=529>) in its entirety.
- As per the requirements outlined in the SRP syllabus and aspects discussed in class, write a first draft of your SRP proposal.
- This initial draft will be assigned to 1-3 fellow students for peer review feedback.
- From peer feedback you will submit a 1-page plan for revision based on the feedback.
- Submit a revised proposal.

Draft SRP Proposal to Peer Reviewers Due Date: September 27, 2024

Value: 5%

Peer Reviewer Feedback to Writer Due Date: October 3, 2024

Revision Plan Due Date: October 6, 2024

Value: 10%

Revised SRP Proposal Due Date: October 16, 2024

Value: 25%

(Please note: the SRP proposal for this assignment is not being submitted for actual SRP approval. It can be revised or changed before submitting for approval, as per the process outlined in the syllabus).

**Please note: The below post-course assignments are for students preparing to do a thesis and who have obtained approval for this as indicated above under "Assignments" on page four.*

For Thesis students only:

Application of methods paper (8-9 pages): Outline three different *qualitative* research methods possible for your research topic of choice using 1-3 references for each method. Compare and contrast these methods and conclude by indicating which method you think is most appropriate for your research study and why.

Due Date: September 30, 2024

Value: 15%

For Thesis students only:

TCPS 2: CORE online course: Complete the eight modules of the Tri-Council Policy Statement Course on Research Ethics (<https://tcps2core.ca/welcome>) and submit your completion certificate to Canvas.

Due Date: October 7, 2024

Value: 10%

For Thesis students only:

Research design paper (4-5 pages): Having decided what method(s) you will use for your research study, provide a thorough description of your proposed research design outlining your methodology and methods, participant sample, data analysis plan, and how validity of your findings will be ensured. Please ensure that your design is referenced to credible sources.

Due Date: October 21, 2024

Value: 15%

For Thesis students only:

Topic approval paper (2-3 pages) Read the thesis syllabus in its entirety (<https://www.mybriercrest.ca/doc/?ID=528>). As per the requirements outlined in the thesis syllabus, write your initial topic approval paper.

(Please note: this is not being submitted for actual thesis topic approval. It can be revised or changed before submitting for approval as per the process outlined in the syllabus).

Due Date: October 21, 2024

Value: 10%

For Thesis students only:

Ethics application. Review the Briercrest ethics policies and procedures

(<http://media.briercrest.ca/documents/seminary/REB-Policies-and-Procedures-May2011.pdf>)

Draft a Briercrest REB application (<http://media.briercrest.ca/documents/seminary/REB-Application-for-Review.pdf>) for the project you propose in your topic approval. With the draft application you must also include the following appendices: information letter(s)/recruitment materials, informed consent form, data collection questions, and copy of your TCPS 2 certificate.

(Please note: this is not being submitted for actual REB approval. It can be revised or changed before submitting for approval as per the process outlined in the thesis syllabus).

Due Date: October 28, 2024

Value: 15%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of

academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).