



DMFT 8013 Course Syllabus

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: DMFT 8013

Course Title: DMFT 8013 Qualitative Methods & Analyses

Term: Spring 2023

Credits: Hybrid, 3 credits

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Virtual Office Hours: By appointment

University Course Catalog Description

This course identifies various strategies for utilizing qualitative research methodology in family studies, including differences in research design, sampling, and data collection. Prepares doctoral students to conduct qualitative research study or program evaluation relevant to family processes and/or clinical practice. Introduces qualitative research foundations and practical experience with qualitative research methods. Addresses philosophical foundations of research design, analysis, and interpretation, and evaluation and presentation of qualitative data and findings.

Mission Statement for Doctorate of Marriage and Family Therapy

The program's mission is based on Marianist values and focused on developing strong leaders within the burgeoning field of Marriage and Family Therapy, who value diversity, promote justice and peace, and embody adaptation and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program promotes continuous self-reflection and personal growth for the clinical student in their development as Clinical Practitioners in their roles as scholars, therapists, supervisors, and leaders.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

Upon completion of the Doctorate degree in Marriage and Family Therapy, students will be able to:

PLO1: develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding

(Addresses ACA 2 COAMFTE)

PLO2: synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice

(Addresses ACA 3 COAMFTE)

PLO3: synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity

(Addresses ACA 2&3 COAMFTE)

PLO4: use and evaluate quantitative and qualitative MFT clinical measures to improve clinical process and outcomes

(Addresses ACA 1 COAMFTE)

PLO5: cultivate a coherent and competent program of MFT supervision

(Addresses ACA 4 COAMFTE)

PLO6: utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation

(Addresses ACA 4 COAMFTE)

Competency Area	Program Learning Outcome
Advanced Relational/Systemic Clinical Theory	PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding (Addresses ACA 2 COAMFTE)
Advanced Relational/Systemic Applications to Contemporary Challenges	PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice (Addresses ACA 3 COAMFTE)
Diversity, Service, Justice, Wellness, and Peace	PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)
Introductory Research Methods Quantitative and Qualitative	PLO4: Students will use and evaluate quantitative and qualitative MFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)
Couple and Family Therapy Supervision	PLO5: Students will cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE)
Leadership/Consultation in Marriage/Couple and Family Therapy	PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation (Addresses ACA 4 COAMFTE)

Course Learning Outcomes (CLO)

At the completion of this course, MFT Doctoral students will be able to:

1. Utilize qualitative research techniques, methods, tools, and procedures for investigating research questions (PLO1; PLO4)
2. Recognize and assess quality and rigor in evaluating qualitative research studies (PLO4)
3. Describe a variety of research methods, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources (PLO4)
4. Give examples of several ethical issues that arise in qualitative research approaches (PLO3; PLO4)

Learning Materials

Required Readings

Bloomberg, L. D., & Volpe, M. (2018). Completing your qualitative dissertation: A road map from beginning to end.

Recommended readings

Creswell, J. W., & Poth, C. N. (2016). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.

Rossman, G. B., & Rallis, S. F. (2017). An introduction to qualitative research (4th ed.). SAGE Publications, Inc.

Moustakas, C. (1994). Phenomenological research methods. SAGE Publications, Inc. American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

**Other readings (chapters or articles) will be posted on the course learning site, Canvas.*

Assessment

Course Learning Outcomes (CLO)	Assessment & Description	Contribution (%) to Final Grade
CLO 1: Utilize qualitative research techniques, methods, tools, and procedures for investigating research questions (PLO1; PLO4)	Interview Paper This paper has a few steps: <ol style="list-style-type: none">1. Construct interview script and questions (Submit)2. Interview someone and record the interview3. Construct reflective memos (Submit)	25%
	Analysis Paper You will be provided with a transcribed interview to engage in initial analyses of the data. You will use coding methods and write a short reflection of your process. (2-3 pages)	20%
CLO2: Recognize and assess quality and rigor in evaluating qualitative research studies (PLO4)	Discussions and Reflections <i>For the first discussion you will introduce yourself to your colleagues and explore a little about your research topic interests.</i> <i>For the third discussion you will elaborate about the populations you most want to serve and the cultural and diversity considerations for qualitative research with this population. You will also offer perspectives and respond to a colleague's post.</i>	15%

<p>CLO3: Describe a variety of research methods, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources (PLO4)</p>	<p>Research proposal <i>For this assessment, you will construct a brief research proposal. An outline will be provided and you will have to select an epistemology and methodology that is congruent with your methods of inquiry. (4-6 pages)</i></p>	<p>25%</p>
<p>CLO4: Give examples of several ethical issues that arise in qualitative research approaches (PLO3; PLO4)</p>	<p>Discussions and Reflections <i>For the second discussion you will be provided with a qualitative study and you will conduct an evaluation of the qualitative methods for integrity, bias, trustworthiness, transferability, and rigor (using a table). You will post your critique of the methods and also comment on a colleagues critique.</i></p>	<p>15%</p>

Points Breakdown

Assignments	Max Points
Research Proposal	25
Interview Script and Reflection (2 submissions)	25
Analysis Paper	20
Qualitative Study Evaluation Table	15
Discussions and Reflections (3 discussion forums)	15
Total	108

Please submit assignments on time. If something comes up, give me notice in writing (email or text).

Grading scale

100-90%	A
89-80%	B
79-70%	C- Fail, retake

Schedule

Week	Topic	Readings & Tasks
Week 1 <i>Sync Class Meeting</i>	<i>Introductions, finding a research topic Overview of qualitative research</i>	<i>Cresswell & Poth (2016) Ch. 1 Boote & Beile (2005) Lei (2009) Introduction Discussions 1 due</i>
Week 2	<i>Philosophical Assumptions Designing a Qualitative Study</i>	<i>Cresswell & Poth (2016) Ch. 2-3 Rossman & Rallis (2017) Ch. 5 Jacob & Furgerson (2012). Moustakas (1994). Ch 1 & 3</i>
Week 3 <i>Sync Class Meeting</i>	<i>Qualitative Approaches</i>	<i>Cresswell & Poth (2016) Ch. 4-6 Salmi, Pietiläinen & Syväjärvi (2021) Taylor (2008) Helm et al. (2015) Submit Interview Script & Questions DUE</i>
Week 4	<i>Data collection: Interviewing Qualitative Research Ethics</i>	<i>Cresswell & Poth (2016) Ch. 7-8 Rossman & Rallis (2017) Ch. 2-3 Kara & Pickering (2017) Shaw (2003) Discussion 2 (Initial Post Thursday Response(s) to Colleague Sunday</i>
Week 5 <i>Sync Class Meeting</i>	<i>Observations and analysis</i>	<i>Rossman & Rallis (2017) Ch. 7 Interview Reflective Memos DUE</i>
Week 6	<i>Coding and memo-writing</i>	<i>Discussions 3 (Initial Post Thursday Response(s) to Colleague Sunday McLellan, MacQueen & Neidig (2003) Birks et al., (2008)</i>
Week 7	<i>Data analysis I</i>	<i>Rossman & Rallis (2017) Ch. 10 Liamputtong (2009) pg 133-137 Thomas (2003) Bowen (2009)</i>
Week 8 <i>Sync Class Meeting</i>	<i>Data analysis II</i>	<i>Analysis Paper DUE Sunday Srivastava & Hopwood (2009). St. Pierre & Jackson (2014).</i>
Week 9 <i>Sync Class Meeting</i>	<i>Positionality and role of the researcher</i>	<i>Yeong, et al. (2018) Damianakis & Woodford (2012) Milner (2007) Brayboy & Dehyle (2000)</i>
Week 10	<i>Closing reflections & course evaluations</i>	<i>Research Proposal DUE Friday</i>

Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events.

Writing Standards

All work submitted by Chaminade University students within the DMFT program must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism (see Plagiarism).

Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted the instructor 48 hours prior to the due date and have been granted an extension.

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit:

<https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: counselingcenter@chaminade.edu

Phone: 808-735-4845.

Kokua Ike: Tutoring & Learning Services

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at

<https://chaminade.edu/student-success/kokua-ike/>

Email: tutoring@chaminade.edu

Phone: 808-739-8305

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.