



McMaster Divinity
College

RESEARCH DESIGN AND IMPLEMENTATION
Spring-Summer 2017

Kelvin F. Mutter, Th.D.
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Monday May 8 to Friday May 12, 2017
9:00 am to 4:00 pm

COURSE DESCRIPTION:

In this course the student will extend their knowledge of and skills for application in the design of context-specific proposals for research projects. The student will explore a range of practice relevant research approaches and issues, professional and ethical applications to develop a proposal for an independent practice-led research project. The student will critically analyze, synthesize and evaluate theoretical, socio, cultural contexts to inform their particular practice context as well as position their research within local and global contexts.

LEARNING OBJECTIVES:

Knowing

- To critically analyze and discuss key characteristics and emerging issues in the practice of ministry.
- To define their field of research, delineate and delimit the field of study, and describe the rationale for the project.
- To differentiate between research methodologies and to select a methodology that may be adapted to the student's research.

Being

- To reflect on and evaluate the student's ministry practice and their contribution to the practice of ministry, making connections between academic knowledge and skills, and practical applications.
- To reflect in personal terms on the roles of the researcher and scholar as an expression of Christian identity and the student's relationship to specific academic and Christian communities.
- To include the role and practice of researcher within the student's identity as a Christian practitioner and scholar.

Doing

- To design and execute practice-led research projects using accepted research methodologies.
- To demonstrate ethical responsibility relating to the practice of research.

- To demonstrate skill in identifying and accessing the resources relevant to the student's practice and research, e.g., libraries, archives, collections, museums, galleries and web-based information.
- To be able to present and explain the student's research to others.
- To evaluate published research on issues of validity, reliability, sampling, data collection, and be an informed consumer of research relating to ministry practice and the social sciences.

COURSE TEXTS and READINGS:

Unless otherwise noted, required textbooks for this course are available from MDC's book service, **READ On Bookstore**. To purchase course texts, please contact **READ On Bookstore**, 5 International Blvd., Etobicoke, ON, M9W 6H3; email - books@readon.ca; phone - (416) 620-2934; fax - (416) 234-8840. Other book services may also carry these texts.

a. Required Texts:

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, December 2014.

Online: http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf

Creswell, John W. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd ed. Los Angeles: Sage, 2013.

Smith, Hazel, and Roger Dean. *Practice-led Research, Research-led Practice in the Creative Arts*, Edinburgh: Edinburgh University Press, 2009.

Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*, 2nd ed. London: SCM, 2016.

Woods, Jeff. *Designing Religious Research Studies: From Passion to Procedures*. Eugene, OR: Wipf & Stock, 2016.

b. Required Journal Articles:

The student is expected to download these articles on their own. If a URL is not provided, the student may download the article from the Mills Library web portal (<http://library.mcmaster.ca/>). Click on the tab "Articles/Databases" and enter "Scholars Portal" into the second box and select "Go." Note, students who are offsite will need a McMaster ID and password to access to these articles.

Albala, Ilene, et al. "The Evolution of Consent Forms for Research: A Quarter Century of Changes." *IRB: Ethics & Human Research* 32 (2010), 7–11. Online: http://www.thehastingscenter.org/irb_article/the-evolution-of-consent-forms-for-research-a-quarter-century-of-changes/

Arnold, Josie. "The Self as Data: A Qualitative Methodology." *Journal of Educational and Developmental Psychology* 1 (2011), 65–73.

Disclaimer: *This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

- Bennett, Catherine Ann. "Performing Phenomenology: A Practice-Led Investigation of Contemporary Performance." MA thesis, University of Bedfordshire, UK, 2013. Online: <http://uobrep.openrepository.com/uobrep/bitstream/10547/293803/1/catherineBennett.pdf>
- Bernard, Claudia. "Reflecting on a Journey: The Development of a Black Feminist Approach to Childhood Sexual Abuse in Black Families." PhD diss., Middlesex University, UK, 2004. Online: https://eprints.mdx.ac.uk/9903/1/Bernard_Claudia_2004.pdf (search for the URL to access this file)
- Hodge, David, and D. F. Gillespie. "Phrase completions: An alternative to Likert scales." *Social Work Research* 27 (2003) 45–55.
- Meyrick, Julian. "Reflections on the Applicability of Case Study Methodology to Performance as Research." *TEXT* 18 (2014). No pages. Online: <http://www.textjournal.com.au/oct14/Meyrick.htm> (search for the URL to access this file)
- Rutten, Kris, et al. "Revisiting the Ethnographic Turn in Contemporary Art." *Critical Arts* 27 (2013), 459–73.

c. Recommended:

- Attride-Stirling, Jennifer. "Thematic Networks: An Analytic Tool for Qualitative Research." *Qualitative Research* 1 (2001), 385–405.
- Clark, I. *Writing the Successful Thesis and Dissertation: Entering the Conversation*. Upper Saddle River, NJ: Prentice Hall, 2007.
- Elkington, R. L., and G. Lotter. "The Use of the Delphi Survey as a Research Tool in Understanding Church Trends." *Verbum et Ecclesia* 34 (2013), Art. #717, 12 pages. Online: <http://www.scielo.org.za/pdf/vee/v34n1/12.pdf>
- Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Quality Research Papers for Students of Religion and Theology*, 3rd ed. Grand Rapids, MI: Zondervan, 2014.
- Weston, Cynthia, et al. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24 (2001), 381–400.

INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an OAMFT/AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS). Dr. Mutter's ministry and counseling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

Availability: Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled. Otherwise, students may contact him at mutterk@mcmaster.ca.

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COURSE REQUIREMENTS and SCHEDULE:

This course will be delivered through a process of blended learning that incorporates readings, lectures, seminar discussions, and independent learning activities. These activities will introduce the student to the key concepts, approaches, and theories related to practice-led research.

1. Pre-Intensive Week Course Requirements

1.1. Read all Assigned Readings Due: May 8, 2017

Each student is to read the assigned readings prior to the beginning of the course and be prepared to integrate these readings with the relevant class discussions.

1.2. TCPS 2: CORE (Course on Research Ethics) (10%) Due: May 8, 2017

Each student is expected to complete the TCPS2 online training program in research ethics (<https://tcps2core.ca/welcome>) and to submit a copy of the completion certificate to the course instructor. This training program may be completed all at once or in parts. According to the TCPS 2 website, the average length of time required to complete this on-line training module is three (3) hours. Students are advised to allocate up to six (6) hours for completing this requirement.

1.3. Preliminary Research Formulation (10%) Due: May 8, 2017

Each student will prepare a brief (1–2 page) formulation of their proposed research project (cf. Creswell; Smith & Dean). This brief formulation will include the following elements.

- Statement of the research problem, topic or domain: e.g., “What type of practice will the research focus on?” “What artifact(s) will be developed or created?” “What artifact(s) from your ministry will the research focus on?”
- Contextual Description: e.g., the researcher’s practice setting, socio-cultural context, literature review.
- Purpose statement: e.g., a concise statement of the “big idea” or question that will guide the research.
- Statement of the Research Questions.
- Whether the researcher will be engaging input from “human subjects” with respect to the practice they are researching.
- Description of Research Methodology. Identify at least two possible methods of inquiry that may be relevant or adaptable to the artefact or practice to be studied.
- Description of the Method(s) of Data Analysis and Representation
- Description of the Method(s) of Data Validation and Evaluation

2. Schedule for Intensive Week Course

2.1. Monday, May 8, 2017

2.1.1. Introduction to Practice-Led Inquiry

Preparation: read Smith & Dean, chs. 1–2, 7, 11–13.

2.1.2. Student Presentations.

- Presentations will be made one at a time.

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- Each student will have 5–8 minutes to present their **Preliminary Research Formulation** (i.e., pre-course assignment 1.3).
- The class will have 10–12 minutes to ask questions based on the presentation.

2.2. Tuesday, May 8, 2017

2.2.1. Narrative Inquiry and Analysis in Practice-Led Research

Preparation: read the article by Arnold; read the portions in Creswell that pertain to Narrative Research (see index on p. xvi).

2.2.2. Phenomenological Inquiry and Analysis in Practice-Led Research

Preparation: read Bennett's thesis; read the portions in Creswell that pertain to Phenomenology (see index on pp. xvi–xvii).

2.2.3. Constructing Interviews and Surveys.

Preparation: read the article by Hodge & Gillespie.

2.3. Wednesday, May 8, 2017

2.3.1. Grounded Theory Inquiry and Analysis in Practice-Led Research

Preparation: read Bernard; read the portions in Creswell that pertain to Grounded Theory (see index on p. xvii–xviii).

2.3.2. Use of Consent Forms in Research

Preparation: read the article by Albala et al.

2.3.3. (afternoon) Independent Study.

Students will use this time to work on the first draft of the REB application for their research study (allow at least 3 hours).

NOTE: The course instructor will be available for consultation during this period.

2.4. Thursday, May 8, 2017

2.4.1. Ethnographic Inquiry and Analysis in Practice-Led Research

Preparation: read the article by Rutten et al.; read the portions in Creswell that pertain to Ethnography (see index on p. xviii).

2.4.2. Case Study Inquiry and Analysis in Practice-Led Research

Preparation: read the article by Meyrick; read the portions in Creswell that pertain to Case Study Research (see index on p. xviii–xix).

2.4.3. Independent Study.

Students will use this time to either further develop the first draft of the REB application for their research study or begin refining their research proposal (allow at least 3 hours).

NOTE: The course instructor will be available for consultation during this period.

2.5. Friday, May 8, 2017

2.5.1. Student Presentations.

Students will use the MREB application form as a guide to make a brief presentation that describes the type of information they will want from participants, how they plan to recruit participants, what information they will

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provide potential participants, number of possible participants, foreseeable risks that may be posed to the research participant, and how they will address and mitigate these risks, etc.

- Presentations will be made one at a time.
- Each student will have 8–10 minutes to present their draft **Research Ethics Application** (i.e., post-course assignment 3.1).
- The class will have 10–12 minutes to ask questions based on the presentation.

3. Post-Intensive Week Course Requirements

3.1. Research Ethics Application (40 %)

Due: May 26, 2017

This is a multi-step assignment:

- The student will prepare an application to obtain Research Ethics approval from the McMaster Research Ethics Board (MREB).
- The student will use the MREB application form as a guide to make a brief presentation on the last day of class that describes the type of information they desire to obtain from participants, how they plan to recruit participants, what information they will provide potential participants, number of possible participants, foreseeable risks that may be posed to the research participant, and how they will address and mitigate these risks, etc.
- The student will address any questions raised by their peers in a second draft of their MREB application which they will review with their primary supervisor.
- The student will incorporate the feedback of their primary supervisor in the version of the MREB application they will submit to the course instructor.
- The student will incorporate the instructor's feedback and edit the application.
- The course instructor will then guide the student through the application process.

3.2. Written Research Proposal (40 %)

Due: June 15, 2017

Each student will compile a draft research proposal that includes the following standard elements:

- Description of the topic and its importance
- Research methodology/model/framework of inquiry
- Type(s) of data to be gathered and methodology for data analysis and validation
- Outline/structure of the research study
- Work plan/timeline
- Preliminary bibliography

As a “work-in-progress,” the proposal will identify any difficulties that have been encountered or questions that remain unanswered, as well as explain the anticipated relevance of this research for the church, academy, and society. This assignment will be graded on the logic and clarity of the proposed research study, the extent to which it demonstrates a clear understanding of field-specific methodologies, and its integration with existing knowledge. Each student must discuss the proposal with their primary and secondary reader prior to submitting this assignment and indicate the scope and impact of these discussions in the submitted draft.

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COURSE ADMINISTRATION:

College Style for Submission of Written Work: All written work—unless informed otherwise by the course instructor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site (<http://www.mcmasterdivinity.ca/sites/default/files/documents/MacStyleGuideSept1312.pdf>).

Statement on Academic Honesty: Academic dishonesty is a serious offense that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

Submission of Written Work: All assignments are due on the day indicated (by email before 5 p.m. of the day due). *Late submission of assignments will be deducted one grade point for every late day.* All written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., *.rtf), or as an Open Office document. Graded papers will be returned to the student with comments in pdf format

Length: Students are expected to adhere to the page / word count.

Cell Phone/Computer Policy: Students are to refrain from texting or conducting cell phone conversations while class is in session. Should you need to maintain contact with family members and/or your church or ministry, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to all computer generated sound schemes, pagers, or other electronic announcement systems.

SELECT BIBLIOGRAPHY:

In addition to these sources, students may find it helpful to consult the archives of the following journals, *International Journal of Practical Theology*, *Journal of Empirical Theology*, and *Practical Theology*.

Almén, Byron. *A Theory of Musical Narrative*. Bloomington, IN: Indiana University Press, 2008.

Berg, Bruce L., and Howard Lune. *Qualitative Research Methods for the Social Sciences*. 8th ed. Upper Saddle River, NJ: Pearson, 1989. (any recent edition will be helpful)

Cameron, Helen, et al. *Talking about God in Practice: Theological Action Research and Practical Theology*. London: SCM Press, 2010.

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- Capps, Donald, and Gene Fowler. *The Pastoral Care Case: Learning about Care in Congregations*. Eugene OR: Wipf & Stock, 2010 (originally published in 2001 by Chalice Press).
- Christensen, Larry B., et al. *Research Methods, Design, and Analysis*, 12th ed. Boston: Allyn & Bacon, 2014. (any recent edition will be helpful)
- Creswell, John W. *Research Design: Qualitative, Quantitative. And Mixed Methods Approaches*, 2nd ed. Thousand Oaks, CA: Sage, 2003.
- Ferguson, Neil. *Practice-Led Theology or Thinking Theology through Practice*. PhD, College of Philosophy and Theology, University of Notre Dame Australia, 2014. Online: <http://researchonline.nd.edu.au/theses/99>
- Leadley, Marcus. "In Situ Listening: Soundscape, Site and Transphonia." PhD diss., Goldsmiths, University of London, London, UK, 2015. (Ethnographic methodology in PLR) Online: https://research.gold.ac.uk/15066/1/MUS_thesis_LeadleyM_2015.pdf
- Longley, Alys. "Moving Words: Five Instances of Dance Writing." PhD diss., School of Communication and the Arts, Victoria University, Melbourne, Australia, 2011. (Narrative methodology in PLR). Online: http://vuir.vu.edu.au/19355/1/Alys_Longley.pdf
- Moschella, Mary Clark. *Ethnography as a Pastoral Practice: An Introduction*. Cleveland, Ohio: The Pilgrim Press, 2008.
- Myers, William R. *Research in Ministry: A Primer for the Doctor of Ministry Program*. Chicago, IL: Exploration Press, 1997.
- Salkind, Neil J. *Exploring Research*, 8th ed. Upper Saddle River, NJ: Pearson, 2011. (any recent edition will be helpful)
- Salkind, Neil J. *Statistics for People Who (Think They) Hate Statistics*, 5th ed. Los Angeles: Sage, 2014. (any edition will be helpful)
- Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene, OR: Wipf & Stock, 2011.
- VandeCreek, Larry, et al. *Research in Pastoral Care and Counseling: Quantitative and Qualitative Approaches*. Eugene, OR: Wipf & Stock, 2008.

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