



PC511B1: Research Methods in Pastoral Care

Fall 2021

Monday, 6:30pm to 9:15pm

Online/Hybrid

### **PROFESSOR'S CONTACT INFORMATION**

Name: Prof. Raynard Smith, Ph.D.

Telephone: 848-237- 1727

E-mail: [rsmith@nbts.edu](mailto:rsmith@nbts.edu)

Office Hours: Monday and Tuesday 4:00pm-5:30pm; request for appointments at other times can be made by sending request to professor by email.

### **VIRTUAL OFFICE HOURS**

During the week I will check the discussion board several times a day. If you have a concern and send me a message, you can expect a response within 12 to 24 hours. ***All important announcements and communication for this class will take place through Sakai and the NBTS email addresses of the students.*** Make sure that you periodically check the course and your NBTS email inbox to stay informed and communicate with your professor and classmates. Students should always include their first and last name at the end of all e-mail messages. This will enable the professor to quickly identify the student and course, facilitating a timely response.

## **DESCRIPTION AND PURPOSE OF COURSE**

This course is a practical guide to conducting research in the field of pastoral care and counseling utilizing quantitative research, qualitative research and mixed methods research approaches, with extensive emphasis given to qualitative research methods. It will explore such topics as developing research question(s), collecting data, conducting a literature search, constructing research design, interpreting the data, the ethics of research, IRBs, and more. This course is designed to assist students with the organization and development of a research project. It is required for M.A. students concentrating in Pastoral Care and Counseling—MAPCC-- in preparation of the final M.A. project. It is an elective for MDiv and MTS students who desire to explore a pastoral care issue in more depth using social science research methods.

As a special emphasis of this year's class, students will be shadowing the professor in his quantitative social science research on COVID-19 and the Black Churches Response.

## **THE LEARNING OUTCOMES FOR THE PROGRAM ARE:**

### **For M.Div. students**

*As the student fulfills the requirements of this program, s/he will:*

- demonstrate personal development and spiritual formation, deepening their understanding and practice of faith. This involves reflection and promotes application of theological education for spiritual and social transformation.

### **For Academic MA students – Concentration in Pastoral Care and Counseling**

*As the student fulfills the requirements of this program, s/he will:*

Engage in research and critical reflection proper to the field of Pastoral Care and Counseling/Pastoral Theology.

### **For Professional MA students – Master's in Theological Studies**

*As the student fulfills the requirements of this program, s/he will:*

- Identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.

## **COURSE OBJECTIVES**

1. To develop a working knowledge of social science research design and analysis in the discipline of pastoral care and counseling/practical theology
2. To gain valuable tools for social science research in the discipline of pastoral care and counseling/pastoral theology

3. To understand the strengths and limitations of qualitative and quantitative methods
4. To explore the significance of contextual understandings necessary in conducting research in the discipline of pastoral care and counseling/pastoral theology
5. To explicate an understanding of the critical dialogue between theological reflection and field of social science research

## REQUIRED MATERIALS

We recommend you start building a library for your present and future ministries or vocations. The following are the books required for this course. All students are expected to have purchased the books by the first day of the class.

### Required Texts

- Larry VandeCreek, Hilary Bender & Merle Jordan, *Research in Pastoral Care and Counseling* 978-1556358890
- Mary Clark Moschella, *Ethnography as a Pastoral Practice: An Introduction* 978-0829817744
- Ruthellen Josselson, *Interviewing for Qualitative Inquiry* 978-1462510009
- John Swinton & Harriet Mowat, (2<sup>nd</sup> ed.) *Practical Theology and Qualitative Research* 978-0334029809
- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (8<sup>th</sup> ed.) 978-0226816388

### Supplementary Texts:

- John W. Creswell & J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 5<sup>th</sup> ed., 978-1-5063-8670-6
- Martyn Denscombe, *The Good Research Guide* 978-0335241385
- Richard A. Krueger & Mary Anne Casey, *Focus Groups: A Practical Guide for Applied Research* 978-1483365244
- Jane Maynard, Leonard Hummel, & Mary Clark Moschella, eds., *Pastoral Bearings* 978-0739123614
- Meredith B. McGuire, *Religion: The Social Context* (5th ed.) 978-0739123607
- Robert Yin, *Qualitative Research From Start to Finish* 978-1462517978
- Journal of Religion and Health*
- Journal of Pastoral Theology*

You may purchase the course textbooks at a local bookstore and/or utilize a book distributor such as [www.amazon.com](http://www.amazon.com); [www.bn.com](http://www.bn.com); <http://www.cokesbury.com>; or [www.bibliofind.com](http://www.bibliofind.com). Books may be purchased in physical or electronic form, but if in electronic form make sure it includes the physical page numbers. Since online purchases can take a week or longer, make sure to order the textbooks as soon as possible. Most required material may be found in our library and some of it also can be

downloaded from various academic websites. Any additional materials (e.g., articles, etc.) may be found on Sakai

## TECHNOLOGY NEEDED

### COMPUTER REQUIREMENTS

Access - To access this course on Sakai you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Chrome, or Safari). **Note: Most of the components in Sakai work best with Firefox, Chrome or Safari [see the website for a complete list of needed technology].**

### COMPUTER SOFTWARE REQUIREMENTS

You will need to make sure that you have an up-to-date version of your browser as well as an operating system and some additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader>, Microsoft Office products (or equivalent – Office 365 is included with a student's email account). Note: Students will have difficulty accessing and using course materials and communicating with faculty and staff if their equipment does not meet minimum standards. Students in online courses usually need both a webcam and microphone for communication with students and instructors.

### Sakai Use

SAKAI is the Learning Management System (LMS) for New Brunswick Theological Seminary. Course materials are available on the internet system. Please log-in and look over your classes on SAKAI as soon as you can. It is important that you familiarize yourself with how the course has been organized. Most of the class will be placed in this online system.

If you have problems and/or are not able to login, have questions concerning the use of Sakai or NetClassroom, send an email to [jcarrillo@nbts.edu](mailto:jcarrillo@nbts.edu). Describe the problem in detail and include your full name, your email address, and telephone number(s). For IT issues, send an email to [jchoi@nbts.edu](mailto:jchoi@nbts.edu). Describe the problem in detail and include your full name, your email address, and telephone number(s).

### Internet Service Providers (ISP)

A reliable Internet connection, which includes direct access to the worldwide web is needed.

## COURSE DELIVERY

### ONLINE COURSE

#### *HYBRID COURSE*

This course will be delivered partially online (synchronously and asynchronously) through New Brunswick Theological Seminary's Learning Management System (LMS) Sakai. This means that a portion of the class will meet face-to-face on specified dates during the semester with another portion of your participation conducted online on other dates.

In Sakai, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Sakai and alternative Internet-based technologies. Activities will consist of discussion forums, YouTube video clips, and online worksheets.

## COURSE COMMUNICATION

Announcements will be posted in Sakai on a regular basis. They will appear when you log in and/or will be sent to you directly through Sakai email. Please make certain to check them regularly as they will contain any important information about upcoming projects or class concerns. **Note: professors will only communicate information concerning the course using the NBTS mail system.** When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name, week and message subject. For example: YOURNAMEWK2ASSIGNMENT. Students should always include their first and last name at the end of all e-mail messages. This will enable the professor to quickly identify the student and course, facilitating a timely response. **Student can expect to receive a response from the professor within 24 hours.**
- Send email only to and from your NBTS email account and not your personal email. Also, do not send emails to my personal account, please submit all emails through the messaging (email) feature in Sakai.
- Do not submit your assignments by message. Submit assignments in Sakai through the "assignments" tab and "Dropbox."
- Make certain to check your messages frequently.

**QUESTIONS** - In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. **Please post these in the QUESTION FORUM which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.**

## NETIQUETTE

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette. You may also review the video on netiquette (<https://www.youtube.com/watch?v=7-HopTAFUm0>)

## COURSE PARTICIPATION POLICY

Participation is essential to your success in this class. In online courses you are required to participate just as if you were in a face-to-face classroom. To get full credit for participation, you will have to complete your discussion assignments, lesson assignments, quizzes, etc. on a timely basis. *Consistent failure to participate in class will result in being dropped from the course.*

Absences (excused or unexcused) may result in **course points deduction**.

Contact the professor before the absence (**or up to 2 days** after the absence if the reason for the absence prevented communication with the professor). The professor is not responsible to contact a student to inform him/her of a missed assignment.

## CLASS RECORDING POLICY

This policy only applies to synchronous meetings (instructor and students interact together in real-time), professor-generated pre-recorded videos, or podcasts.

Purpose and Scope of Class Recordings - The purpose of class recordings is for the expressed purpose of student learning and content review. Any use outside of the NBTS classroom in which the student is enrolled is strictly prohibited. Violation of the policy may result in disciplinary charges.

All materials presented in an NBTS class include

- Pre-recorded professor-created lectures
- Pre-recorded professor-created podcasts
- Any images, including PowerPoint presentations, whiteboards, and Jamboards, or other methods of sharing course information
- Any documents provided by the professor for student learning
- The curated set of course videos, articles, documents, and recordings indicated in the syllabus.

These are the professor's intellectual property and cannot be duplicated, reused or paraphrased without the professor's written permission.

## General Guidelines

### Class management

- The instructor or an assigned teaching assistant are the only ones authorized to initiate a class recording. Students are not permitted to record a class unless under a documented academic accommodation.
- The instructor may automatically record all classes and make the recordings available to all students using the integration with Zoom built into SAKAI.
- Class recordings containing the image or voice of students enrolled in a class will be removed from all platforms no earlier than 15 days after the term's last day.
- Class recordings cannot be used outside of the class without obtaining a release from each person in the video.
- Exceptions to this policy: recordings may be viewed for the express purpose of instructor or degree assessment as part of NBTS quality assurance work on a single-use basis. Recordings will be removed after this approved use.
- "Students are prohibited from making their own recording of lectures and classes unless the recording is an approved disability accommodation per NBTS policy."
- "Class sessions may be recorded and posted to SAKAI to accommodate students' needs in distant time zones or for content review. However, owing to the potential for technical difficulties, there can be no guarantee that all classes will successfully be recorded."
- "For discussions of sensitive topics, the instructor may pause the recording to promote free and open discussion. Students also have the option of turning off their webcam when the class is being recorded but should discuss this option with their instructor."

### Student Privacy

- The recording policies in the syllabus serve to notify the students that the class may be recorded. Zoom also informs all participants that recording is in use when the session is being recorded.
- Students who do not want to be visually identifiable in the recording may turn off their webcam. Students may also use the chat feature to ask questions if the instructor allows it.
- The Department of Education requires students to participate actively in an online class to certify attendance. Merely logging into an online class is not sufficient. Conducting Zoom polls in class or calling on students by name are ways to check that a student is attending, even if the student's camera is off.

## LIBRARY RESOURCES

All NBTS students have access to Sage Library. A library card will be provided free of charge to all students who have an NBTS ID. For further information on Sage Library and access to the online library catalog, visit <https://www.nbts.edu/sage-library/>. Students should also explore what library services are available in their local areas (i.e. St John's, Rutgers Library). College or community college libraries near the students are also good options. Students may register for borrowing privileges at Rutgers University libraries, inquire at the Sage Circulation Desk. For more information on how to use the Sage Library for research, contact the library directly. To learn more about theological writing, contact Rev. James Brumm at [jbrumm@nbts.edu](mailto:jbrumm@nbts.edu).

### **Library Resources at the St. John's Campus**

NBTS students studying on the St. John's campus have borrowing privileges at the University's library. The NBTS Registrar submits a list of current New York students to the St. John's library staff. Students go to the library, confirm their names are on the list, fill out an application and proceed to the Public Safety office on campus to receive the card. NBTS students taking St. John's electives have access to the St. John's databases (<http://campusguides.stjohns.edu/databasesA-Z>), the username is "nbts" and the password is "library." Students unable to locate what they need through St. John's Library may contact the Sage Library staff in New Jersey who will provide further assistance.

### **COURSE REQUIREMENTS & GRADING PERCENTAGES**

This is an online/hybrid course consisting of both synchronous and asynchronous online and in-person experiences. The dates that the class will be asynchronous are noted "asynchronous" in the course schedule. The dates that the class will be available for those students who chose in-person sessions will be designated "in person." This course will consist of lectures, online discussions, peer interactive activities, YouTube video clips, and oral presentations.

#### **Course Requirements:**

1. regular synchronous and asynchronous online and/in-person attendance (15%)
2. constructive participation in asynchronous, synchronous online and in-person discussions (15%)

For asynchronous online threaded discussions, initial post range of 250 to 350 words must be made by Friday 7:55pm. Response of 150 to 250 words to at least two of your classmates' posts (For MAPCC students at least three of your classmates' posts), must be made by Sunday 7:55pm. Failure to post during these times will result in zero credit for the discussion question.

3. completion of reading assignments:
  - a. as specified in the schedule
  - b. additional amount of reading sufficient to prepare for final project
4. completion of written assignments:



- a. annotated bibliography citing a minimum of 15 relevant sources: 8 books, 4 journal articles, and 3 internet sources (MDiv students must cite a minimum of 10 relevant sources: 7 books, 2 journal articles, and 1 internet source) (10%)
  - b. survey/questionnaire; must construct a 10 to 15 question survey (excluding demographics) (10%)
  - c. oral interview; must conduct an oral interview with a potential research participant (15%)
  - d. participant observation: must conduct a participant observation in a setting related to your research topic (15%)
  - e. final – oral presentation. The oral presentation is the summation of all work-- annotated bibliography, survey, oral interview, participant observation-- conducted on your topic. A detailed outline must be distributed to professor and class members day of your presentation (20%)
- All assignments are to be submitted on Sakai through both the “assignments” and “Dropbox” tab and labeled by name of assignment. Please make sure to include your name, the assignment, and your student mailbox number on each paper. Do not submit assignments as message.

## GRADING RUBRICS

### Online Discussions:

<b>Initial Post:</b> All key questions have been addressed in at least 250 words (not including quotes) and posted by deadline.	25pts
Major points are stated clearly Major points are supported by: 1.Appropriate research and resources (textbook, other relevant sources) 2.Good and relevant examples (appropriate conceptual and personal examples are acceptable) 3.Thoughtful analysis and good reasoning	15pts
Clear logical flow to the thread	20pts
Spelling, grammar, and style are correct	10pts
<b>Response:</b> Substantive response of at least 150 words (not including quotes) to another student’s thread (response needs to substantively contribute to the discussion; avoidance of simplistic “I agree with you” response; avoidance of emotional responses)	15pts
Appropriate attitude and etiquette is maintained (no derogatory comments to other students about assignment or the course in general)	5pts
Clear, logical flow to the reply	5pts

Spelling, grammar, and style are correct	5pts
Total: (Pertains to online discussion)	100pts

**Overall Assessment of Student Work**

There will be a letter grade for your work completed in this course. The criteria for your work will be evaluated according to the following rubric.

<p>90-100% A, A-[Exceptional] – a superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of the subject matter;</li> <li>• an ability to make insightful critical evaluation of the material given;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li> </ul>
<p>80-89% B+, B, B-[Excellent] – an excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> <li>• a comprehensive grasp of the subject matter;</li> <li>• an ability to make sound critical evaluation of the material given;</li> <li>• a very good capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.</li> </ul>
<p>70-79% C+, C, C- [Good] – a good performance with evidence of:</p> <ul style="list-style-type: none"> <li>• a substantial knowledge of the subject matter;</li> <li>• a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;</li> <li>• some capacity for original, creative and/or logical thinking;</li> <li>• a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.</li> </ul>
<p>60-69% D+, D, D- [Satisfactory] – a generally satisfactory and intellectually adequate performance with evidence of:</p> <ul style="list-style-type: none"> <li>• an acceptable basic grasp of the subject material;</li> <li>• a fair understanding of the relevant issues;</li> <li>• a general familiarity with the relevant literature and techniques;</li> <li>• an ability to develop solutions to moderately difficult problems related to the subject material;</li> <li>• a moderate ability to examine the material in a critical and analytical manner.</li> </ul>
<p>Under 59% F [Failure] – an unacceptable performance</p>

**E-portfolio Posting & Assessment**

The [outline of the Final Oral Presentation](#) will be loaded into the student's e-portfolio under outcome #3 by **December 30th**. Once papers are loaded, students are to email the professor confirming the upload (i.e. email or web receipt received after loading) to receive their grade for the course. Please note student assignments, projects or presentations may be randomly selected by NBTS for assessing our course and program effectiveness. **Such selections will in no way affect the student's grade.**

In <sup>□</sup> keeping with the Seminary's assessment practices, all required materials must be submitted to the student's portfolio at the end of the course. Instructions for uploading materials to your portfolio can be found here (need to add link). Note: Course grades will not be released to the student until this requirement has been met

### **ATTENDANCE/PARTICIPATION POLICY**

An absence is defined as missing class for any reason including sickness, work related travel, church meetings, services, or other church related events. Though class absences are sometimes necessary, each student's participation is beneficial for the whole class. It is critical for students to participate in all Sakai discussions and submit all assignments to accomplish the learning outcomes.

Four (4) unexcused absences in a full course may result in dismissal from the course. In extraordinary circumstances, and at the sole discretion of the professor, a student with four (4) unexcused absences may be allowed to continue (and obtain a passing grade) in the course, on condition of no further absences in the course (whether excused or unexcused), the completion of all missed course assignments, and the performance of additional work (if any) assigned by the professor. An Online Absence is equivalent to a missed week's assignment(s). Each missing posting will be equivalent to a tardee in class, and three tardees will be equivalent to an unexcused absence.

A student who exceeds the allowable number of absences may petition to withdraw and receive a "W" instead of failing the course (**Refer to Student Handbook**). The granting or denial of any such petition is within the purview of the Academic Affairs Committee.

Absences (excused or unexcused) result in the reduction of percentage points from the student's final grade. The professor may at her or his discretion offer a student an opportunity to gain back the lost percentage points through whatever means are appropriate to the situation. Any additional assignment given to the student as an option for replacing missed work must be completed within 7 days after the faculty member determines the work may be replaced.

Contact the professor before the absence (or up to 2 days after the absence if the reason for the absence prevented communication with the professor). The professor is not responsible to contact a student to inform him/her of a missed assignment.

**NBTS Course Policies** – All Students are required to review these policies and take a quiz upon completion. Course polices are available at (<https://sakai.lampschools.org/portal/site/6e8e3d88-6166-4aac-a996-ddb05a912fa5>). **Note:** Students only need to take the quiz once each semester as the policies apply to all courses taken at the Seminary. The registrar will receive notification that the course policies have been reviewed for documentation in the student's file.

## COURSE ASSIGNMENTS

**Weekly Assignments** - Each week you will need to complete the following:

- Read the weekly lesson.
- Post in the weekly Discussion Forum by **Friday 8:55pm**
- Respond to **three (MDiv. And MTS students will respond to two)** students' posts in the Discussion Forum by the following Sunday 8:55pm.
- Complete the lesson assignments in each course lesson by the designated time.

## SPECIAL PROJECTS, PAPERS OR ASSESSMENTS

In addition to your weekly assignments, there will be (include other assessments) together with a description of the item and due dates(s). Additional information about can be found under the ASSIGNMENTS button in the course navigation links. NBTS is committed to an ***inclusive*** theological agenda. The use of inclusive language is a *requirement* for *all* written work and encouraged in all other written or oral communications. Students are urged to develop greater sensitivity in their written work to issues of inclusion in all forms, but especially regarding humankind. Terms such as “mankind” or “sons of God” are not inclusive of women. Instead, students could say humanity and children of God. Students will be urged in classes to consider more inclusive ways of speaking about God as well.

## COURSE SCHEDULE

Come prepared for each online/in-person class session. This course will require an informed class interaction and the timely completion of all assignments. You may assume about fifteen hours of preparation for a three-credit hour class. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments.

It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. Follow it closely as late assignments may be subject to a grade reduction. Also, be sure you can complete this course in the scheduled period. Incompletes will only be granted for true emergency situations, not for poor planning (**see the NBTS Incomplete Grades Policy in the Student Handbook**).

## **Week One: (August 30th) Introduction to course/ brainstorm on pastoral care issues/topics**

Think about a pastoral care topic you wish to study in depth. What do you perceive is the problem you wish to address in your research? Why do you perceive this as a problem? What do you want to achieve by studying this topic? (see Selecting a Topic Worksheet on Sakai in Resources)

**Watch YouTube Video:** How to Develop a Good Research Topic  
<https://youtu.be/nXNztCLYgxc>

Professor's research topic will be introduced and discussed with students:  
COVID-19 and Black Churches Response

**Labor Day (September 6th) NO CLASS**  
(THIS CLASS WILL BE MADE UP DURING READING WEEK)

## **Week Two: (September 13th) Brainstorm on pastoral care issues/topics**

Read VandeCreek, Bender & Jordan, *Research in Pastoral Care and Counseling*, chs. 1&2

Read Swinton & Mowat, *Practical Theology and Qualitative Research*, ch. 1

**Online Discussion:** In their text, *Research in Pastoral Care and Counseling*, VandeCreek et al assert that ministers generally have an aversion to doing research. Why do you think this is so? What is your understanding of research? How has your previous understanding of research been informed? How does this reading inform, broaden or affirm what you already know about doing research? In what ways does the research addressed in the text differ from your previous understanding about research? What, if any, apprehensions do you have about doing research? Why? Why do you think research might be of importance to the church? What are some topics that might lend themselves to exploration? What could be the benefit of engaging in research in the church?

## **Week Three: (September 20th) Quantitative Methods**

Read VandeCreek, Bender & Jordan, *Research in Pastoral Care and Counseling*, chs. 3&4

Watch YouTube Video: Develop a Research Question That Works  
<https://youtu.be/8aYA1ooRce8>

Watch YouTube Video: Creating a Good Research Question  
[https://youtu.be/89NonP\\_izz0](https://youtu.be/89NonP_izz0)

**Class Discussion:** What are your research questions? Why are these questions of interest to you? What is it that you hope to gain/discover from exploring your research questions? Who in the field has already done some of this work?

Research Questions for professor's research topic will be explored as a guide for students to develop their own research question(s) for their respective topics

**Online Discussion:** Now that you have finalized selection of your pastoral care topic, reflect upon the following questions: What is the raw data needed for your research on your pastoral care topic? Who are the people whom you need as prospective research participants for your project? What stands between you and your research participants? Whose permission will you need to gain access to your research participants?

#### **Week Four: (September 27th) Quantitative Methods**

Read VandeCreek, Bender & Jordan, *Research in Pastoral Care and Counseling*, chs. 5-7

Watch YouTube Video: Quantitative Methods An Example [https://youtu.be/wSh\\_7h7BSU](https://youtu.be/wSh_7h7BSU)

**Online Discussion:** If you were to attempt to conceptualize researching your topic using quantitative methods what are some steps you would need to take? What would be the advantages of conducting your research as a quantitative research project? What are some factors which might be prohibitive in researching your topic as a quantitative research project?

#### **Week Five: (October 4th) Literature Review**

Read Turabian, *A Manual for Writers*, chs. 1-3  
Guest Lecturer: Rev. James Brumm,

**1<sup>st</sup> Assignment:** Construct an annotated bibliography citing a minimum of 15 relevant sources: 8 books, 4 journal articles, and 3 internet sources (M.Div. students must cite 10 relevant sources: 7 books, 2 journal articles, and 1 internet sources)

**Due October 20th**

**Online Discussion:** Share with your peers a brief summary of two of your sources. State why you have chosen these sources. State how will these sources contribute to the overall understanding of your pastoral care research topic.

#### **Week Six: (October 11th) Survey: Developing the Questionnaire**

Read Denscombe, *The Good Research Guide*, ch. 9 (on Sakai)

Watch YouTube Video: 7 Tips for Good Survey Questions

[https://youtu.be/lq\\_fhTuY1hw](https://youtu.be/lq_fhTuY1hw)

Watch YouTube Video: A Survey in 10 Steps <https://youtu.be/U1MYM35qUr8>

Watch YouTube Video: Questionnaires <https://youtu.be/7onVHlkS1YY>

Watch YouTube Video: Surveys <https://youtu.be/sp7Mj1EB3wo>

**Pew Research Center: Religious Landscape Study**

<http://www.pewforum.org/religious-landscape-study/>

<http://www.pewforum.org/2015/11/16/event-is-the-american-public-becoming-less-religious/>

Students will review and discuss professor's research tool for gathering data- 10 item likert scale questionnaire- COVID-19 and the Black Churches Response.

**2<sup>nd</sup> Assignment:** Construct a ten to fifteen question survey/questionnaire you might use to conduct research on your pastoral care topic. Be sure to include the necessary demographics along with using the appropriate types of questions to gain access to the your research participants and the data you need to collect (see "Types of Questions" in <http://www.socialresearchmethods.net/kb/questype.php>). Provide an explanation why you would ask these questions and what it is that you hope they would reveal to you about your pastoral care topic. **This assignment is due October 27th.**

**Online Discussion:** Share with your peers a sampling of your choice of survey questions. State why you have chosen these questions (your logic behind these questions), how do these questions contribute to the understanding of your pastoral care research topic?

**Week Seven: (October 18th) Quantitative Methods (asynchronous)**

Read Morgan, Green & Marta Elliott, "Religion, Health, and Psychological Well-Being" in *Journal of Religion and Health* (2010) 49: 149-163 (on Sakai)

**Online Experience:** Complete Worksheet #1

**Due: Annotated Bibliography**

**Week Eight: (October 25th) Introduction to Qualitative Methods**

Read Swinton & Mowat, chs. 2-3

Yin, *Qualitative Research from Start to Finish*, ch. 1 (on Sakai)

VandeCreek, Bender & Jordan, *Research in Pastoral Care and Counseling*, chs. 8-13

Watch YouTube Video: Overview of Qualitative Research <https://youtu.be/lsAUNs-loSQ>

Watch YouTube Video: Qualitative Data Collection <https://youtu.be/2oFnSAG576c>

**Online Discussion:** If you were to attempt to conceptualize researching your topic using qualitative methods what are some steps you would need to take? What would be the advantages of conducting your research as a qualitative research project? What are some factors which might be prohibitive in researching your topic as a quantitative research project?

**Due: Survey/Questionnaire**

**Week Nine: (November 1st) Qualitative Methods  
Constructing the Interview Questions**

Read Ruthellen Josselson, *Interviewing for Qualitative Inquiry*, chs.1- 4, 9-10

Swinton & Mowat, "Researching Personal Experience: Depression and Spirituality: ch. 4

Duane Bidwell & Donald Batsky, "Abundance in Finitude: An Exploratory Study of Children's Accounts of Hope in Chronic Illness" in *Journal of Pastoral Theology* (Summer 2009) 19: 38-59 (on Sakai)

Watch YouTube Video: Semi-Structure Interview Guide <https://youtu.be/8z8XV1S7548>

Online Discussion: Will focus on the reading of Swinton and Mowat ch. 4

**3<sup>rd</sup> Assignment: Conduct an Oral Interview  
Assignment is Due November 15th**

**Week Ten: (November 8th) Qualitative Methods (asynchronous)**

Read Janet Schaller, "Resisting Stares and Stereotypes: Affirming Life" in *Pastoral Bearings*, ch. 6 (on Sakai)

Read Swinton & Mowat, "Researching Ministry: What Do Chaplains Do?" ch. 6

**Online Experience-** Worksheet # 2

**Online Discussion:** Share your thoughts about Schaller's article- her methods used to gather her data, her sample, what this research can contribute to the church, etc.-- with your classmates.



Each student will administer COVID-19 and Black Churches Response survey to five people and observe the responses of the respondents (verbal and nonverbal) and their own feelings. This will be discussed in next week's class.

**Week Eleven: (November 15th) Ethnographic Method  
Conducting a Participant Observation**

Read Mary Moschella, *Ethnography as a Pastoral Practice*, Intro. and chs. 1-3

Read Swinton & Mowat, "Participatory Research: Researching with Marginalized People" ch. 8

Read Robert Yin, *Qualitative Research From Start to Finish*, ch. 5 (on Sakai)

Read Meredith McGuire, *Religion: The Social Context*, Appendix B "A Guide for Beginning Ethnographies of Local Religious Groups" (on Sakai)

**Online Discussion:** Share with your peers your choice of participant observation setting. State why you have chosen to observe this site, how does this observation contribute to the understanding of your pastoral care research topic?

Watch YouTube Video: <https://youtu.be/cGQz8hZQ8fU>

**4<sup>th</sup> Assignment: Conduct a Participant Observation  
Assignment is Due December 6th**

**Due: Oral Interview**

**Thanksgiving Week (November 22nd) NO CLASS**

**Week Twelve: (November 29th) Ethnographic Method (asynchronous)  
Lonnie Yoder, "Lively Choruses: Relational Dance with God" in *Pastoral Bearings*, ch. 9 (On Sakai)**

**Online Experience- Worksheet #3**

**Online Discussion: Share your findings with your peers on the online discussion.**

**Week Thirteen: (December 6th) The Ethics of Field Research**

Read Mary Moschella, *Ethnography as a Pastoral Practice*, chs. 4-9

Read Ruthellen Josselson, *Interviewing for Qualitative Inquiry*, ch. 6

Watch Youtube Video: Research Ethics <https://youtu.be/lr3VvYNzHeM>  
Watch YouTube Video: Human Subjects Research Training  
<https://youtu.be/174SkSszRVg>

***Due: Participant Observation***

**Week Fourteen: (December 13th)      Final Assignment: Oral Presentations**

**GUIDELINES FOR FINAL PRESENTATION: (SEE RESEARCH METHODS APPENDICES IN RESOURCES FILE)**

*From time to time, the professor may be dealing in greater depth with particular concerns or issues that emerge during the course of the semester, and adjusting items in the syllabus whenever necessary. The Professor will keep you informed of any changes.*