

The Bob Shapell School of Social Work at Tel-Aviv University

MA in Coping with Stress, Crisis and Trauma

Research paradigms and methods

Semester I, 2014-15

Wednesdays, 10.15-11.45

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COURSE OVERVIEW AND OBJECTIVES

Course Goal:

- Help students become critical consumers and users of research.

Course Objectives:

- Use research vocabulary correctly.
- Improve ability to critically read and evaluate research.

REQUIREMENTS

Attendance and participation - Attendance is mandatory. Active involvement in class discussion is encouraged.

Reading – For each class you will have to read the "required reading". The articles are accessible through the course internet site. Suggestions for additional reading are also offered.

Final paper (can be prepared alone or with another student)

Goal: To critically analyze qualitative and quantitative research articles (2 separate papers).

Deadline for submission: To be decided. Submit a hardcopy to Nili.

Length: Each of the papers should not exceed 12 pages (double space, not including references and appendices).

Style: All papers should be in APA format.

A. Chose two research articles – one qualitative and one quantitative, which deal with issues that are of interest to you. Make sure that the articles include a relatively detailed description of the research method. Attach a copy of the articles as an appendix to your paper.

B. Preparatory work (attach it as an appendix): For each of the articles, analyze in a table or in another systematic format the various components of the research article, referring to the following questions about each one of them:

- Is there information on it in the article?
- Is the information adequate?
- Is the approach/ procedure used by the researchers adequate? If not, why?
- What can be a more adequate alternative?

Refer to the following components:

1. Literature review and rationale for the study.
2. Research questions or hypotheses.
3. Research approach (paradigm, theory, genre).
4. Research design.
5. Population, sampling method and sample size.
6. Recruitment of participants.
7. Data collection tools / instruments.
8. Data collection procedures.
9. Data analysis.
10. Reflection on the role/ influence/ impact of the researcher(s).
11. Standards for assessing the quality of research.
12. Research ethics.
13. The results.
14. The discussion of the results.
15. The implications of the results for research, theory and practice.
16. Research limitations.

C. The paper: Based on the preparatory work you have done, analyze critically the overall methodological quality of each of the papers and demonstrate your claims. Include in your analysis a reference to the following points (not necessarily in this order):

- Is the essay coherent and systematic methodologically?
- What are the methodological strengths and weaknesses of the article?
- Does the research that the article describes meet the expected standards of the methodological approach?
- What is the relationship between the methodological quality of the article and the significance of the findings and their contribution?

EVALUATION

Grading – the course grade will be based on the final paper.

COURSE SCHEDULE, TOPICS, READINGS

29.10.14

Topics

- A class exercise: How do we know it is good?
- Questions we need to ask ourselves when we read a research report (PCDC).

Reading (Please bring a copy of these articles to the class)

Marshall, A. D., Robinson, L. R. & Azar, S. T. (2011). Cognitive and emotional contributors to intimate partner violence perpetration following trauma. *Journal of Traumatic Stress*, 24(5), 586–590.

Kaltman, S., Hurtado de Mendoza, A., Gonzales, F. A., Serrano, A., & Guarnaccia, P. J. (2011). Contextualizing the trauma experience of women immigrants from Central America, South America, and Mexico *Journal of Traumatic Stress*, 24(6), 635–642.

5.11.14

Topics

- What are research paradigms?
- Research paradigms I – Positivism and Post-Positivism

Required reading

Morris, T. (2006). *Social work research methods: Four alternative paradigms* (Introduction of each section, pp. 3-6, 71-76). Thousand Oaks, CA: Sage.

Additional Reading

Guba, E.G., & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, 16.
<http://www.iier.org.au/iier16/mackenzie.html>

19.11.14 class hours- 10.15-13.45!!!

A. Topics

- Research paradigms II - Constructivism

Required reading

Morris, T. (2006). *Social work research methods: Four alternative paradigms* (pp. 193-196). Thousand Oaks, CA: Sage.

Dalla, R. D. (2002). Night moves: A qualitative investigation of street-level sex worker. *Psychology of Women, 26*, 63-73.

Additional Reading

Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118-137). Thousand Oaks, CA: Sage.

B. Topics

- Research paradigms III – Critical Theory

Required reading

Morris, T. (2006). *Social work research methods: Four alternative paradigms* (pp. 131-136). Thousand Oaks, CA: Sage.

McKinnon, M., Davies, L., & Rains, P. (2001). Taking account of men in the lives of teenage mothers. *Affilia, 16*, 80-99.

Additional Reading

Olesen, V. (1994). Feminisms and models of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 158-174). Thousand Oaks, CA: Sage.

Gringeri, C. E., Wahab, S. & Anderson-Nathe, B. (2010). What makes it feminist?: Mapping the landscape of feminist social work research. *Affilia, 25*, 390-405.

26.11.14

Topics

- Quantitative research: Research questions and hypotheses, and research designs.

Required reading

Morgan, G., Gliner, J.A., & Harmon, R. (1999). Quantitative research approaches. *Journal of the American Academy of Child and Adolescent Psychiatry, 38*(12), 1595-1597.

Asukai, N., Saito, A. Tsuruta, N., & Kishimoto, J. (2010). Efficacy of exposure therapy for Japanese patients with Posttraumatic Stress Disorder due to mixed

traumatic events: A randomized controlled study. *Journal of Traumatic Stress*, 23(6), 744–750.

Additional Reading

Creswell, L.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd Edition). LA: Sage. (Research questions and hypotheses, pp. 129-143).

3.12.14

Topics

- Quantitative research: Sampling and measurement (instruments and data collection).

Required reading

Nugent, W.R. (2001). Probability and sampling. In B. A. Thyer (Ed.), *The handbook of social work research methods* (pp. 39-52). Thousand Oaks, CA: Sage.

Jordan, C., & Hoefler, R. A. (2001). Reliability and validity in quantitative measurement. In B. A. Thyer (Ed.), *The handbook of social work research methods* (pp. 53- 68). Thousand Oaks, CA: Sage.

10.12.14

Topics

- Class exercise: A critical reading of a quantitative research report

Required reading

Wallach, H. S., Weingram, Z., & Avitan, O. (2010). Attitudes toward domestic violence: A cultural perspective. *Journal of Interpersonal Violence*, 25(7), 1284–1297.

17.12.14

Topics

- Qualitative research – Research questions, reflexive standpoint and sampling

Required reading

Abrams, L. (2010). Sampling "hard to reach" populations in qualitative research: The case of incarcerated youth. *Qualitative Social work*, 9(4), 536-550.

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report*, 12(1), 82-101. <http://www.nova.edu/ssss/QR/QR12-1/watt.pdf>

Additional Reading

McCorkel1, J.A., & Myers, K. (2003). What difference does difference make? Position and privilege in the field. *Qualitative Sociology*, 26(2), 199-231.

7.1.15

Topics

- Qualitative research – Data collection and data analysis

Required reading

Padgett, D. (1998). *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage. (Data collection, Data management and analysis, pp. 55-88).

Dekel, R., Goldblatt, H., Keidar, M., Solomon, Z., & Polliack, M. (2005). Being a wife of a veteran with Posttraumatic Stress Disorder. *Family Relations*, 54, 24–36.

Additional Reading

Adler, P.A. & Adler, P. (1994). Observational techniques. In N.K. Denzin, & Y.S. Lincoln, (Eds.), *Handbook of qualitative research* (pp. 377-392). Thousand Oaks, CA: Sage.

Camposino, M. (2007). Homicide bereavement: Reflections on the therapeutic relationship in trauma research. *Qualitative Inquiry*, 13(4), 541-553.

Roulston, K. (2010). Considering quality in qualitative interviewing. *Qualitative Research*, 10(2), 199-228.

14.1.15

Topics

- Qualitative research – writing and quality standards

Required reading

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261-283.

Bhattacharya, H. (2009). Performing silence: Gender, violence, and resistance in women's narratives from Lahaul, India. *Qualitative Inquiry*, 15(2), 359-371.

Additional Reading

Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 959-978). Thousand Oaks, CA: Sage.

21.1.15

Topics

- Research ethics

Required reading

Peled, E. & Leichtentritt, R. (2002) The ethics of qualitative social work research? *Qualitative Social Work: Research and Practice*, 1(2), 145-170.

Additional Reading

Reamer, F. G. (2001). Ethical issues. In B. A. Thyer (Ed.), *The handbook of social work research methods* (pp. 429-444). Thousand Oaks, CA: Sage.

28.1.15

Topics

- Class exercise: A critical reading of a qualitative research report

Required reading

Goldblatt, H., Buchbinder, E., Eisikovits, Z., & Arizon-Mesinger, I. (2009). Between the professional and the private: The meaning of working with intimate partner violence in social workers' private lives. *Violence Against Women*, 15(3), 362-384.