1. COURSE DESCRIPTION

In this course, students will be introduced to methods, strategies, and techniques appropriate for qualitative research designs. Students will select a topic of inquiry (research topic) relevant to their individual practice setting. The history and philosophy of qualitative research in the social sciences will be briefly explored to provide the framework for designing a research plan appropriate to their selected research question.

The course guides students through the standard qualitative research processes, necessary to investigate the literature related to their topic of inquiry; the research design options; data collection and analysis strategies; and research report writing formats. In this way, EA 525 becomes a springboard for the AIP and other inquiry projects or studies. Students who wish to augment qualitative research with quantitative approaches are encouraged to do so through the MAEA Electives option.

2. LEARNING STRATEGIES & LEARNING RESOURCES
In this course you will not produce a full-fledged proposal for an inquiry project nor actually carry out a research study. Rather, this course lays the foundation for you to be able to design and conduct systematic inquiry in the future, whether for the MAEA program’s Applied Inquiry Project or a MAAPS program’s Integrating Project.

The focus of Practice-based Inquiry centers on problem-identification, crafting of research question, and selection of appropriate research methods and data collection and analysis strategies for a scholarly research study to address issues, questions, or problems in the student’s practice environment.

Students will investigate the literature related to a selected topic of inquiry. Within the qualitative paradigm, examination of values vis-à-vis the research issue and the inquiry process is essential and will include the review of varying historical and philosophical contexts, generally within a careful analysis of the existing knowledge base.

- Weekly readings and reflections of assigned texts, juxtaposing texts with experiences
- Analysis of assigned texts in small and large groups with debriefing
Classroom-based group instruction, with content delivered by participants, instructor, and guests
Guided self-assessment (in writing and/or other creative formats)
Teleconferenced exchanges with research practitioners – nationally and internationally
Onsite guided learning opportunities/exchanges with research practitioners are available
Upon student request to fulfill individualized learning goals (optional).

Texts & Readings:

Required

Optional Texts:

Other readings will be distributed in class, based on individual students’ area of interest.

Below are suggestions for readings prior to course begin:
http://www.calpro-online.org/eric/docs/pfile05.htm
http://eric.ed.gov/?id=ED472366
http://digitalcommons.unl.edu/dissertations/AAI9819689/

These books may be purchased through the DePaul Bookstore or other vendor.
NOTE: On a Budget? Check out: http://www.textbooks.com; Amazon has paperback and used versions; DL via Google Play are available for some texts.

Additional Suggested Resources
Don’t hesitate to ask the instructor for selection decision of texts from the list below
3. LEARNING OUTCOMES

NOTE for MAAPS program students: During the first session, please inform the instructor which of the MAAPS program focus area competencies you wish to satisfy with the completion of this course. The choices are:

1) AP-520 Methods of Research: “Can describe and analyze at least two methods of gathering data appropriate to my focus area and develop a detailed protocol for implementing one.”
2) AP-585, -586, -587, -588, -589 Supplemental Competence: “Can articulate and demonstrate the nature of the careful thinker as one engaged in the inquiry process.”
3) Another version of the above competencies. This choice is subject to advance approval from the instructor and faculty mentor.

Specifically, the Learning Outcomes will be presented within the following learning products

(1) Inquiry Process Log
(2) The literature
(3) Research Design
(4) Reflection Log. The complete Course Notebook is due no later than November 21.
Date each entry and do not edit preceding edits based on feedback --- create new ones to see your progress.

## 3. SCHEDULE, ASSIGNMENTS, and ASSESSMENT

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Resources</th>
</tr>
</thead>
</table>
| SESSION 1 | Introductions  
RA 525 overview  
Learning contracts & learning outcomes  
The research topic and questions  
History of the scientific method  
Overview of scholarly research  
A first look at literature reviews | Review the entire required text. Note questions  
Review handouts  
Review Session Summary  
Complete NIH Tutorial |
| SESSION 2 | Review Q&A  
Qualitative & quantitative research – Part 1  
Literature review approaches  
The research topic & research question  
Research designs in the social sciences  
Ethical considerations | Gray: Assigned Chapters  
Complete Learning Contract  
Review Session Summary |
| SESSION 3 | Review Q&A  
Qualitative & quantitative research: Research designs & data collection – Part 2  
Data collection strategies and data analysis  
Learning Studio | Gray: Assigned Chapters  
Review Session Summary |
| SESSION 4 | Review Q&A  
Qualitative & quantitative research: The Research design and data collection – part 3  
Qualitative & quantitative research: Findings, analysis, and reporting – Part 4  
Learning Studio | Gray: Assigned Chapters  
Review Session Summary |
| SESSION 5 | Reviews of seminar content  
Research Design Plans Presentations  
Group reflection  
Next Steps | Review Seminar Session Summary |

Chapter assignments will be finalized after syllabus review with all participants, and when each participant’s competences/learning activities are mutually approved in individual learning contracts.
ASSESSMENT OF STUDENT LEARNING & GRADE

Prerequisite:
Completion of library workshop (if needed, individual appointments can be scheduled with librarians)

Assignments:
1. Literature Review
2. Research Design
3. Draft Protocol/Proposal of Research Project
4. Reflection (written, oral, or other selected format)
5. NIH Certificate (Human Subject Module)

- Due Dates to be collaboratively determined during first course session.
- Personalized Learning Contracts will be completed by Session 2 with details on assignments
- Templates/Outlines for deliverables will be provided

Literature Review (25 points)
Present a review of the literature relevant to your selected topic and narrowed to your particular research question, leading to the need for your forthcoming study
- Each theme constitutes a section of the Literature Review should include: (a) what the primary authors say about this particular topic/theme; and, (b) the points on which the authors agree and disagree; and (c) your perspective on the finding in the knowledge bases.
- Investigate and cite sources that represent a mix with at least 60% from scholarly sources, include: Books, Articles in Scholarly journals, Current thinking-practice, e.g., conference proceedings, white papers, trade & association publications; social media sites

Research Design (25 points)
Select and name your research design and provide a rationale for this selection supported by citations from the research methods literature. The research design should align to the purpose of your forthcoming study.
- Describe and analyze the selected research design method and the corresponding research paradigm you plan on using in your study. Support these choices, citing from the literature.
- Select one data collection strategy that will be the primary one for your forthcoming study
- Draft a data gathering instrument (e.g., interviews, focus groups, surveys, observations)
- Sketch out additional components of your research plan (incorporating feedback from the instructor and your peers).

Draft Protocol or Proposal of Research Project (25)
SEE https://resident360.nejm.org/content_items/1839 A hard copy of an adapted template will be provided.

Reflection (10%)
Format to be selected by the student.
- Personal Narrative on the process of learning about the research process.
- Consideration of values, assumptions, and personal purpose for conducting research

**CITI Certificate of completion for Human Subjects Research** (15 points) through the DePaul IRB (Institutional Research Board).

**Participation** (0 points)
The success of a course builds upon on participants’ engagement. Notify the instructor of anticipated absences or needed accommodations if alternate arrangements for participation is needed (e.g., moderation of session activities; but alternate arrangements with Instructor are required if absent.

**GENERAL DPU POLICIES**

6. **EXPECTATIONS, POLICIES & OTHER RESOURCES**

a. **Adult/Professional Engagement:** All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniqueness while also modulating them for the sake of group learning. In this regard, professional engagement is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side-conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may be ‘yes’ or ‘no’---but, not to request is to leave the matter to chance. For additional information pertaining to DePaul’s Code of Student Responsibility, see: http://studentaffairs.depaul.edu/handbook/index.html

b. **Academic Integrity:** Students are expected to adhere to the University’s policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link: http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf.

c. **Attendance:** In accordance with adult-professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a grade of C- or lower which would necessitate reregistering for the course.

d. **Citation Format:** SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of Publication Manual of the American...
Psychological Association.

e. Classroom-based Research involving Human Subjects: Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see following link: http://research.depaul.edu/IRB/IRB_Home.html.
f. Incomplete Grade: Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University’s policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. Instructors are not obligated to accept all requests for incompletes. For additional information pertaining to “incompletes” (including required form), see following link: See http://snl/StudentResources/Graduate_Resources/Grades.asp.

g. Learning Disabilities: Students who have need of an accommodation based on the impact of a disability should contact the instructor as early in the course as possible for a private/confidential conversation. In addition, students should contact Plus Program (for LD, AD/HD) at 773-325-4239 or The Office for Students with Disabilities at 773-325-7290. See http://studentaffairs.depaul.edu/plus/index.asp

h. Writing Assistance:
Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance:

http://condor.depaul.edu/writing/index.html and/or
APPENDIX

Sample Research Protocol Template

Title:

Principal Investigator:

Other Investigators:

Institutional affiliations:

I. BACKGROUND AND SIGNIFICANCE

A. Background information on condition or problem to be studied: Include incidence, typical characterization of the condition, etc.

B. Previous studies looking at the same condition/problem: Include what has been looked at to this point, gaps in the literature, inconsistencies, and variations from what you will be proposing.

II. STUDY OBJECTIVE(S); INCLUDING SPECIFIC AIMS AND/OR HYPOTHESES

A. List the broad, long-term objectives and describe concisely and realistically what the research is intended to accomplish and the hypotheses to be tested. III. METHODS

A. Study Design

B. Study Population

C. Assessment of Resources

D. Study Procedures

IV. DATA COLLECTION

V. DATA ANALYSIS

VI. DATA AND SAFETY MONITORING PLAN (if applicable)

VII. STUDY LIMITATIONS
VIII. ETHICAL CONSIDERATIONS

D. Costs to Subject (Applies to studies using human subjects)

E. Compensation to Subject (Applies to studies using human subjects)

F. Provisions for vulnerable subjects (Applies to studies using human subjects)

G. Subject Privacy and Data Confidentiality (Applies to studies using human subjects)

IX. PLANS FOR DISSEMINATION OF FINDINGS

X. REFERENCES

XI. APPENDICES