

SYLLABUS
737: QUANTITATIVE RESEARCH METHODS
(R-Spring & Fall) Core Course
One-day residential & Distance Learning
FACULTY: David Eichler, PhD, and Monika Eichler, LMSW, MS.Ed.
Date Revised: 6/15/10

COURSE DESCRIPTION

This course is an introduction to quantitative research methods. As an innovative, hands-on approach for understanding basic research design and methodology, this course presents a conceptual overview that provides a broad understanding of scientific research in the emerging field of holistic and spiritual healing. The course includes learning about how research, in general, is conceived and accomplished. At one end of the continuum is the conception of the study. At the other end is the actual research design and protocol for carrying out the study. Doctoral Students and Masters students planning a research oriented degree need to take this course in the first twelve credit hours of course work.

FACULTY BIOGRAPHY

Dr. David Eichler earned his Bachelor degree in Psychology and Human Development and Family Life and a Masters in Human Development from the University of Kansas, with an emphasis in program evaluation. He also earned a Masters in Teaching from Pittsburg State University in Kansas, and is licensed as a Special Education teacher in Kansas. He received his PhD from Holos University Graduate Studies. He currently works on a multidisciplinary technical-support team called Project STAY with the public schools in Northeast Kansas, providing technical assistance to schools around students who exhibit challenging behaviors.

Monika Eichler earned her Bachelor degree in Psychology and Sociology from the State University of New York at Stony Brook and her Master of Social Work from the University of Kansas. She also earned a Masters of Education from Sunbridge College in New York. She is currently a Research Associate in the School of Social Welfare, Office of Mental Health Research and Training at the University of Kansas.

Both Monika and David co-founded the first Waldorf school in Kansas and are actively engaged in research on Waldorf education and anthroposophical endeavors.

FACULTY CONTACT INFORMATION

Faculty Name: David and Monika Eichler

E-mail Address: david4847@sbcglobal.net and monikae@sbcglobal.net

Phone Number: 785.841.3550 (between 8AM and 7PM Central time, and by appointment)

Address: Chrysalis Farm • 24900 Chieftain Road • Lawrence • KS • 66044

Conference Call # and Access Code will be provided each semester once the conference call is scheduled.

COURSE DELIVERY STYLE & PLAN OF ACTION

RESIDENTIAL REGISTRATION

Register with the HU Bursar, Marilyn McGehee (888-272-6109) for the residency portion of the course. There is an additional \$25.00 per day fee for residency classes held at Unity Village.

LEARNING OUTCOMES

Students will:

- Describe in writing what methodology is and why it is important to the field of spiritual healing;

- Analyze current limitations of methodological paradigms;
- Identify in writing empirical and non-empirical articles and relate those articles to a prototype research project;
- Identify in writing an appropriate research design and methodology for testing hypotheses, from a variety of group or single-case research designs;
- Devise in writing contextually-appropriate elements related to selection of research participants and a research setting;
- Synthesize in writing an understanding of internal and external threats to validity and strategies to minimize these threats;
- Evaluate in writing the clinical significance of a prototype research project;
- Demonstrate in writing a basic understanding of ethical considerations involved in research by creating an informed consent form appropriate to a prototype research project;
- Synthesize the elementary aspects of writing a research proposal by creating a Methods chapter around a prototype research project.

Required Materials and Texts:

- Benor, D. (2001). *Spiritual Healing: Scientific Validation of a healing revolution – professional supplement*. Southfield, MI: Vision Publications. ISBN: 1-886785-12-0;
- Supplemental Reading Packet. To be ordered by mail or purchased from instructors at residential (on CD).
- Kazdin, A.E. (2003). *Research Design in Clinical Psychology, 4th Edition*. Boston, MA: Allyn and Bacon. ISBN: 0-205-33292-7; and
- Lewith, G., Jonas, W.B., & Walach, H (Eds.) (2002). *Clinical research in complementary therapies: Principles, problems, and solutions*. New York, N.Y.: Churchill Livingstone. ISBN: 0-443-06367-2.

Recommended Texts:

- Benor, D. (2004). *Consciousness Bioenergy and Healing: Self-Healing and Energy Medicine for the 21st Century*. Medford, NJ: Wholistic Healing Publications. ISBN: 0-9754248-0-7.
- Braud, W., & Anderson, R. (1998). *Transpersonal research methods for the social sciences: Honoring human experience*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-1013-1; (NOTE: This is an outstanding resource for information on qualitative research, a topic which will not be covered in this course).
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Boston, MA: Houghton Mifflin Co. ISBN: 0-395-30787-2;
- Jonas, W. B. & Crawford, C. C. (Eds.) (2003). *Healing, Intention and Energy Medicine: Science, research methods and clinical implications*. New York: Churchill Livingstone. ISBN: 0-443-07237-X.
- Kazdin, A. E. (2003). *Methodological Issues & Strategies in Clinical Research, 3rd Edition*. Washington, DC: American Psychological Association. ISBN: 1-55798-958-3; and
- Rosenthal, R. & Rosnow, R. L. (1991). *Essentials of behavioral research: Methods and data analysis*. New York, NT: McGraw-Hill. ISBN: 0070539294.

HOLOS FACULTY-STUDENT COMMUNICATIONS POLICY

Students and instructor communicate frequently via email, and phone conferences create a collegial forum for sharing ideas among class participants. Telephone conferences and calls with instructors are the student's expense. Faculty should inform students of any times that they are not available for email or phone communication. Students should inform instructors if they will not be available for scheduled phone conferences. Students should allow three days for a response after emailing an instructor. If you have not received a response after three days, re-send the email, call the instructor and leave a voice message. If you

have still not received a response after two more days, forward your email communications with the instructor to the Dean of Faculty. Further action will be determined by the Dean of Faculty.

ASSIGNMENT FORMATS

- All written assignments must be **Microsoft Word** documents sent by email as attached files.
- All papers should be **double-spaced**.
- **FONT:** Times or Times New Roman.
- **E-MAIL SUBJECT LINE:** Always include your name and the Assignment number in the subject line of your E-mail and on the title page of your assigned papers.
- **END NOTES:** All referenced material must be cited using endnotes. Include the Author's name, the publication name, the publisher, the date of publication, and the page number.
- **FILE NAME:** **When you “save” your document**, you **MUST** use the following format to name your Word file: Or your file will be returned so that you can add the proper file name and format: The document you attach to your e-mail should be in the following format:

SmithJ_887#1.doc. (Last Name, First Initial_Course #, Assignment#.doc) Use Times, Times New Roman, or Helvetica fonts, 12 pt. and cite all referenced material using *Chicago Manual of Style* endnotes.

DETAILS OF ASSIGNMENTS

ASSIGNMENT #1 – Introduction to Research Perspectives

Due Date: April 5th (Spring Semester) or October 10th (Fall Semester)

Percentage of Grade: 8%

Learning Outcomes of Assignment:

- Describe in writing what methodology is and why it is important to the field of spiritual healing.
- Analyze current limitations of methodological research paradigms.

Required Texts and/or Materials: See Reading Schedule, Page 6 on syllabus.

Assignment Description: See Assignment 1 document on CD.

ASSIGNMENT #2 – Developing a Relationship to a Research Topic

Due Date: April 19th (Spring Semester) or October 24th (Fall Semester)

Percentage of Grade: 8%

Learning Outcomes of Assignment: Identify in writing empirical and non-empirical articles and relate those articles to a prototype research project.

Required Texts and/or Materials: See Reading Schedule, Page 7 on syllabus.

Assignment Description: See Assignment 2 document on CD.

ASSIGNMENT #3 – The Heart of the Matter: The Research Design

Due Date: May 17th (Spring Semester) or November 21st (Fall Semester)

Percentage of Grade: 8%

Learning Outcomes of Assignment: Identify in writing an appropriate research design and methodology for testing hypotheses, from a variety of group or single-case research designs.

Required Texts and/or Materials: See Reading Schedule, Page 7 on syllabus.

Assignment Description: See Assignment 3 document on CD.

ASSIGNMENT #4 – Who and Where: Identifying the Participants and Setting

Due Date: May 31st (Spring Semester) or December 5th (Fall Semester)

Percentage of Grade: 8%

Learning Outcomes of Assignment: Devise in writing contextually-appropriate elements related to selection of research participants and a research setting.

Required Texts and/or Materials: See Reading Schedule, Page 8 on syllabus.

Assignment Description: See Assignment 4 document on CD.

ASSIGNMENT #5 – Understanding Strengths and Limitations: Confounds, Artifacts, and Bias

Due Date: June 14th (Spring Semester) or December 19th (Fall Semester)

Percentage of Grade: 8%

Learning Outcomes of Assignment:

- Synthesize in writing an understanding of internal and external threats to validity and strategies to minimize these threats.
- Evaluate in writing the clinical significance of a prototype research project

Required Texts and/or Materials: See Reading Schedule, Page 8 on syllabus.

Assignment Description: See Assignment 5 document on CD.

ASSIGNMENT #6 – Moral and Ethical Consideration when Working with Human Participants

Due Date: June 28th (Spring Semester) or January 9th (Fall Semester)

Percentage of Grade: 8%

Learning Outcomes of Assignment: Demonstrate in writing a basic understanding of ethical considerations involved in research by creating an informed consent form appropriate to a prototype research project.

Required Texts and/or Materials: See Reading Schedule, Page 9 on syllabus.

Assignment Description: See Assignment 6 document on CD.

FINAL ASSIGNMENT – Writing of a Methods Chapter and ‘Discussion’

Due Date: July 19th (Spring Semester) or January 27th (Fall Semester)

Percentage of Grade: 42%

Learning Outcomes of Assignment: Synthesize the elementary aspects of writing a research proposal by creating a Methods chapter around a prototype research project.

Required Texts and/or Materials: See Reading Schedule, Page 9 on syllabus.

Assignment Description: See Final Assignment document on CD.

Complete and return the course evaluation form you will receive a course evaluation form in August and February. You will receive notification of your final course grades only after you have submitted an evaluation for all courses you completed this semester. Students who plan to take an Incomplete in a course must wait until finishing a course before returning the evaluation form for the course.

PHONE CONFERENCE CALL – Date and time to be determined after residential

Phone number, Access Code, and Time of call to be determined after consulting with all students initially enrolled in the course in any given semester.

Percentage of Grade: 10%

Required Texts and/or Materials: Will be covered via email prior to conference call.

Description of Conference: A 60-minute phone conference in which the students can submit via email to the instructors questions to be discussed during the conference call. If no questions are submitted ahead of time, the instructors will identify topics to discuss for the conference call.

Learning Outcomes of Conference: To provide students an opportunity to seek clarification on material presented in the course.

ADDITIONAL INFORMATION FOR THIS COURSE

A CD will be available at the residential which contains all supplemental reading material as well as samples of previous student work on various assignments with instructor comments. The CD will also include each of the assignments in MS Word .docx format.

PLEASE SEE READING SCHEDULE ON THE FOLLOWING THREE PAGES

737: Reading Schedule

All readings are taken from the three required texts or the supplemental reading packet provided at the residential. Revised July, 2010

WEEK	READINGS	ASSIGNMENT	DUE DATE
ASSIGNMENT 1 – INTRODUCTION TO RESEARCH PERSPECTIVES			
Weeks 1-4 Spring Semester: 3/8 3/15 3/22 3/29 Fall Semester: 9/14 9/21 9/28 10/5 Total Pages of Reading: 99	<p>O’Laoire, S. (2002). Prayer Research: Descriptors and outcome measures within perspectives of science and spirit. <i>International Journal of Healing and Caring – on line</i>, 2(1), p. 1-12</p> <p>Kazdin, A. E. (2003). Ch. 1: Methodology: What it is and why it is so important. p. 5-22. (in <i>Methodological Issues & Strategies in Clinical Research</i>, 3rd Ed.)</p> <p>Benor, D. <i>Spiritual Healing: Scientific Validation of a healing revolution – professional supplement</i>, p. 10-20.</p> <p>Dossey, L. (1995). How should alternative therapies be evaluated? An examination of fundamentals. <i>Alternative Therapies in Health and Medicine</i>, 1(2), 6-10; 79-85.</p> <p>Lewith, G., Jonas, W.B., & Walach, H. (2002). Chapter 1: Balanced research strategies for complementary and alternative medicine p. 3-27.</p> <p>Ai, A. L., Peterson, C., Gillespie, B., Bolling, S. F., Jessup, M. G., Behling, B. A., et al. (2001). Designing clinical trials on energy healing: Ancient art encounters medical science. <i>Alternative Therapies in Health and Medicine</i>, 7(4), 83-90.</p> <p>Lewith, G., Jonas, W.B., & Walach, H. (2002). Chapter 2: The role of outcomes research in evaluating complementary and alternative medicine. p. 29-45.</p>	Module 1 Assignment	Email completed Module 1 Assignment on or before 4/5 (Spring) or 10/10 (Fall) to Monika and David.

ASSIGNMENT 2 – DEVELOPING A RELATIONSHIP TO A RESEARCH TOPIC

Weeks 5-6 Spring Semester: 4/5 4/12 Fall Semester: 10/12 10/19 Total Pages of Reading: 14	Lewith, G., Jonas, W.B., & Walach, H. (2002). Chapter 3: Inspiration and perspiration: what every researcher needs to know before they start. p. 47-58.	Module 2 Assignment	Email completed Module 2 Assignment on or before 4/19 (Spring) or 10/24 (Fall) to Monika and David.
	Excerpts from Rosenthal, R. & Rosnow, R. L. (1991). Pages 71-74.		

ASSIGNMENT 3 – THE HEART OF THE MATTER: THE RESEARCH DESIGN

Weeks 7-10 Spring Semester: 4/19 4/26 5/3 5/10 Fall Semester: 10/26 11/2 11/9 11/16 Total Pages of Reading: 202	Gatchel, R. J., & Maddrey, A. M. (1998). Clinical outcome research in complementary medicine: An overview of experimental design and analysis. <i>Alternative Therapies in Health and Medicine</i> , 4(5), 36-42	Module 3 Assignment	Email completed Module 3 Assignment on or before 5/17 (Spring) or 11/21 (Fall) to Monika and David.
	Meisenhelder, J. B., & Chandler, E. N. (2000). Prayer and health outcomes in church members. <i>Alternative Therapies in Health and Medicine</i> , 6(4), 56-60.		
	Benor, D. Spiritual Healing: Scientific Validation of a healing revolution – professional supplement, p. 21-140.		
	Persons, J.B., & Silberschatz, G. (2003). Chapter 23: Are results of Randomized Controlled Trials Useful to Psychotherapists? p. 547-568. (in <i>Methodological Issues & Strategies in Clinical Research</i> , 3 rd Ed.)		
	Kazdin, A.E. (2003). Chapter 6: Experimental Research: Group Designs. p. 148-183.		
	Excerpts from Kazdin, A.E. (2003). Pages 137-140, 184-189 and 280-289.		

CONFERENCE CALL
TBA - Time to be announced

ASSIGNMENT 4 – WHO AND WHERE: IDENTIFYING THE SUBJECTS AND SETTING

<p>Weeks 11-12</p> <p>Spring Semester: 5/17 5/24</p> <p>Fall Semester: 11/23 11/30</p> <p>Total Pages of Reading: 39</p>	<p>Lewith, G., Jonas, W.B., & Walach, H. (2002). Chapter 9: The importance of patient selection. p. 155-169.</p> <hr/> <p>Rosenthal, R. & Rosnow, R. L. (1991). Chapter 10: Considerations in the Selection of Subjects and Stimuli p. 205-230.</p>	<p>Module 4 Assignment</p>	<p>Email completed Module 4 Assignment on or before 5/31 (Spring) or 12/5 (Fall) to Monika and David.</p>
---	---	----------------------------	---

ASSIGNMENT 5 – UNDERSTANDING STRENGTHS AND LIMITATIONS: CONFOUNDS, ARTIFACTS, & BIAS

<p>Weeks 13-14</p> <p>Spring Semester: 5/31 6/7</p> <p>Fall Semester: 12/7 12/14</p> <p>Total Pages of Reading: 98</p>	<p>Lewith, G., Jonas, W.B., & Walach, H. (2002). Excerpt from chapter 5: Evaluating complementary medicine: lessons to be learned from evaluation research. p. 100-106.</p> <hr/> <p>Lewith, G., Jonas, W.B., & Walach, H. (2002). Chapter 7: The placebo effect in complementary medicine. p. 129-137.</p> <hr/> <p>Lewith, G., Jonas, W.B., & Walach, H. (2002). Excerpt from Chapter 8: Conducting multicenter and large trials in complementary and alternative medicine. p. 139-145.</p> <hr/> <p>Kazdin, A.E. (2003). Chapter 2: Drawing Valid Inferences I: Internal and External Validity. p. 22-54.</p> <hr/> <p>Kazdin, A.E. (2003). Chapter 4: Sources of Artifact and Bias. p. 82-109.</p> <hr/> <p>Kazdin, A.E. (2003). Chapter 30: Clinical Significance: Measuring Whether Interventions Make a Difference? p. 691-710. (in Methodological Issues & Strategies in Clinical Research, 3rd Ed.)</p>	<p>Module 5 Assignment</p>	<p>Email completed Module 5 Assignment on or before 6/14 (Spring) or 12/19 (Fall) to Monika and David.</p>
---	---	----------------------------	--

ASSIGNMENT 6 – MORAL AND ETHICAL CONSIDERATION WHEN WORKING WITH HUMAN SUBJECTS

<p>Week 15 – 16</p> <p>Spring Semester: 6/14 6/21</p> <p>Fall Semester: 12/21 1/4</p> <p>Total Pages of Reading: 73</p>	<p>Kazdin, A.E. (2003). Chapter 17: Ethical Issues and Guidelines for Research. p. 497-544.</p> <p>Smith, M. B. (2003). Ch. 33: Moral Foundations in Research with Human Participants. p. 771-778. (in <i>Methodological Issues & Strategies in Clinical Research</i>, 3rd Ed.)</p> <p>Lewith, G., Jonas, W.B., & Walach, H. (2002). Chapter 10: Investigating the safety of complementary medicine. p. 171-186.</p> <p>Guinn, D. E. (2001). Ethics and integrative medicine: Moving beyond the biomedical model. <i>Alternative Therapies in Health and Medicine</i>, 7(6), 68-72.</p>	<p>Module 6 Assignment</p>	<p>Email completed Module 6 Assignment on or before 6/28 (Spring) or 1/9 (Fall) to Monika and David.</p>
--	--	----------------------------	--

FINAL ASSIGNMENT

<p>Weeks 17-19</p> <p>Spring Semester: 6/28 7/5 7/12</p> <p>Fall Semester: 1/11 1/18 1/25</p> <p>Total Pages of Reading: 10</p>	<p>Kazdin, A.E. (2003). Chapter 39: Methodology: General Lessons to Guide Research. p. 877-887. (in <i>Methodological Issues & Strategies in Clinical Research</i>, 3rd Ed.)</p>	<p>Final Assignment</p>	<p>Email completed final assignment on or before 7/19 (Spring) or 1/27 (Fall) to Monika and David.</p>
--	---	-------------------------	--