



Jacob Campbell, LICSW
Heritage University

SOWK 459 Fall 2019

HOW TO PREPARE AND WHAT TO DO AFTER

RESEARCH PROPOSALS & SHARING RESEARCH

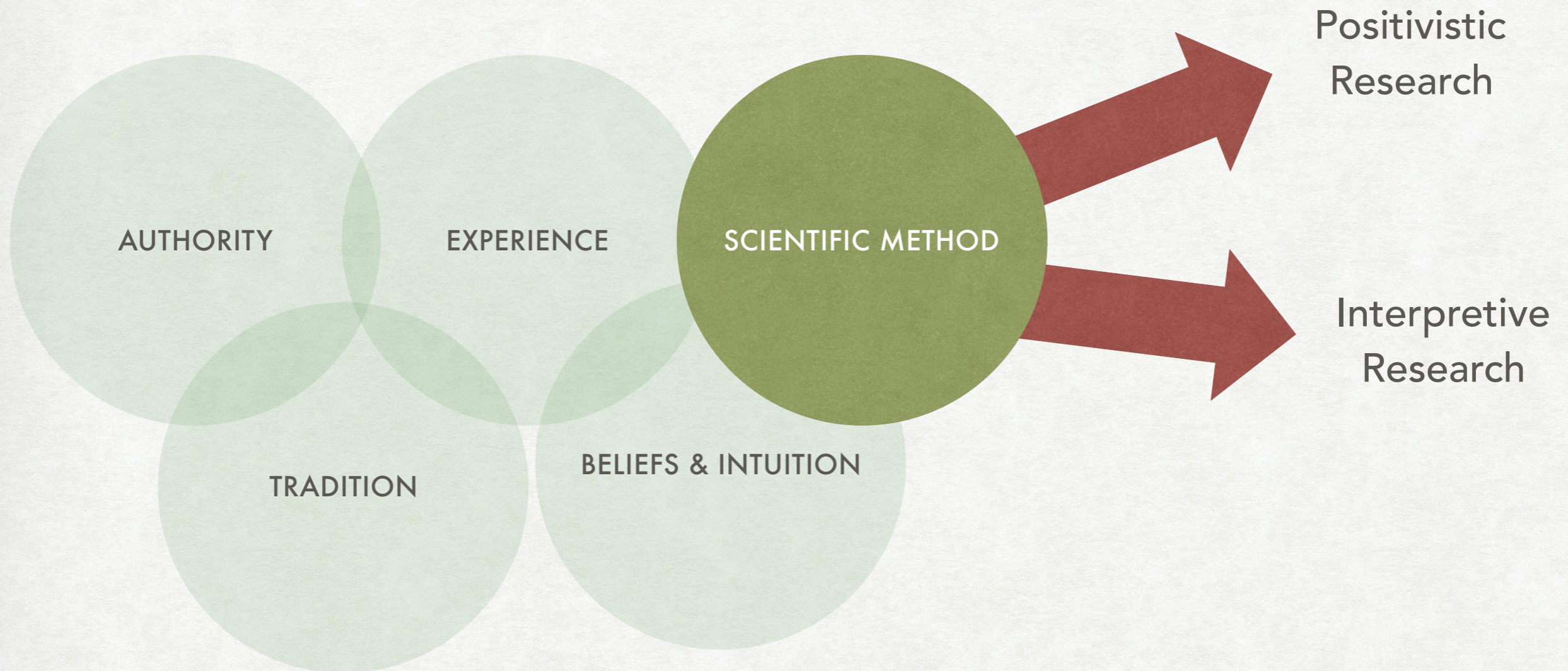
AGENDA

- Reminder regarding qualitative verses quantitative examples
- Practice determining a research proposal
- Your research proposal



APPROACHES TO RESEARCH

COMMONALITIES BETWEEN APPROACHES



APPROACHES TO RESEARCH

WHAT THEY LOOK LIKE

Positivistic (Quantitative)

- Objectivity
- Numbers (**quantitative**)
- Standard procedures that can be replicated
- Deductive (hypothesis testing)
- Less in-depth on many cases
- Fixed response options
- Statistical tests

Interpretive (Qualitative)

- Subjectivity (interpretation)
- Words (**qualitative**)
- Emerging procedures
- Inductive (generates hypotheses)
- More in-depth on a few cases
- Unstructured or semi-structured options
- No statistical tests



APPROACHES TO RESEARCH

EXAMPLES IN PRACTICE

Positivistic

- To test the hypothesis that inconsistent transportation is a key reason students are absent, I will provide new cars and gas cards to half the students, then measure if those students are absent less than those without new cars and gas cards.
- If they are absent less, I have evidence to support my hypothesis.

Interpretive

- To learn about why students are absent at Mt. Adams School District, I will conduct focus groups with students and parents and identify key themes.
- Those themes become hypotheses.
- Example: Inconsistent transportation is a key reason students are absent.



QUANTITATIVE EXAMPLE

METHODS

Cases (N = 7,996) were all active-duty male, enlisted Army spouse abusers identified in the Army's Central Registry (ACR) who had also completed an Army Health Risk Appraisal (HRA) Survey between 1991 and 1998. Controls (N = 17,821) were matched on gender, rank, and marital and HRA status.



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Spouse Abuse and Alcohol Problems Among White, African American, and Hispanic U.S. Army Soldiers

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Abstract

Background— Prior studies suggest racial/ethnic differences in the associations between alcohol misuse and spouse abuse. Some studies indicate that drinking patterns are a stronger predictor of spouse abuse for African Americans but not whites or Hispanics, while others report that drinking patterns are a stronger predictor for whites than African Americans or Hispanics. This study extends prior work by exploring associations between heavy drinking, alcohol-related problems, and risk for spouse abuse within racial/ethnic groups as well as variations associated with whether the perpetrator is drinking during the spouse abuse incident.

Methods— Cases (N = 7,996) were all active-duty male, enlisted Army spouse abusers identified in the Army's Central Registry (ACR) who had also completed an Army Health Risk Appraisal (HRA) Survey between 1991 and 1998. Controls (N = 17,821) were matched on gender, rank, and marital and HRA status.

Results— We found 3 different patterns of association between alcohol use and domestic violence depending upon both the race/ethnicity of the perpetrator and whether or not alcohol was involved in the spouse abuse event. First, after adjusting for demographic and psychosocial factors, weekly heavy drinking (>14 drinks per week) and alcohol-related problems (yes to 2 or more of 6 alcohol-related problem questions, including the CAGE) were significant predictors of domestic violence among whites and Hispanics only. Also for the white soldiers, the presence of family problems mediated the effect of alcohol-related problems on spouse abuse. Second, alcohol-related problems predicted drinking during a spouse abuse incident for all 3 race groups, but this relation was moderated by typical alcohol consumption patterns in Hispanics and whites only. Finally, alcohol-related problems predicted drinking during a spouse abuse incident, but this was a complex association moderated by different psychosocial or behavioral variables within each race/ethnic group.

Conclusion— These findings suggest important cultural/social influences that interact with drinking patterns.

Keywords

Alcohol; Violence; Intimate Partner Violence; Ethnicity; Race; Army

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QUANTITATIVE EXAMPLE

FINDINGS - TABLES AND CHARTS

Table 1. Demographic Characteristics of Cases and Controls: Enlisted Male Army Soldiers With HRA Completed Before the Event (1991–1998)

Characteristic	White		African American		Hispanic	
	Cases (<i>n</i> = 2,657) %	Controls (<i>n</i> = 10,594) %	Cases (<i>n</i> = 3,141) %	Controls (<i>n</i> = 5,119) %	Cases (<i>n</i> = 709) %	Controls (<i>n</i> = 2,108) %
<i>Alcohol problems</i> ^{a,b}						
1 symptom or less	86.2	89.6	85.3	87.2	85.7	90.8
2 or more symptoms	13.8	10.4	14.7	12.8	14.3	9.2
<i>Drinks per week</i> ^b						
None	32.2	33.4	33.8	35.2	32.9	37.4
1 to 7	46.3	49.1	53.1	53.6	52.1	51.8
8 to 14	12.3	11.0	8.6	7.7	9.4	8.2
15 or more	9.2	6.5	4.5	3.5	5.6	2.6
<i>Education</i> ^b						
Noncollege	95.0	86.8	93.3	86.5	91.6	84.5
College	5.0	13.2	6.7	13.5	8.4	15.5



QUALITATIVE EXAMPLE ABSTRACT

This study discusses the experiences of women who participated in a program for partner-violent women by understanding their views of the treatment process, outcomes and the meanings they attached to it. This study followed a Husserlian descriptive phenomenology. Interviews were conducted with seven English women who used physical intimate partner violence in heterosexual relationships. The data were analyzed using by the method developed by Colaizzi (1978). The qualitative findings suggest the women experienced the treatment as positive and meaningful and experienced personal transformations. Deeper analysis of the data, showed that there were two key areas of benefit to the women, one involving the connections and bonds formed with other women in the group and the facilitators, and the second including the skills and strategies the women learned for managing anger and negative emotions.



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CULTURAL FACTORS IN INTIMATE PARTNER VIOLENCE

Voices from the Group: Violent Women's Experiences of Intervention

Tammi Walker

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Abstract This study discusses the experiences of women who participated in a program for partner-violent women by understanding their views of the treatment process, outcomes and the meanings they attached to it. This study followed a Husserlian descriptive phenomenology. Interviews were conducted with seven English women who used physical intimate partner violence in heterosexual relationships. The data were analyzed using by the method developed by Colaizzi (1978). The qualitative findings suggest the women experienced the treatment as positive and meaningful and experienced personal transformations. Deeper analysis of the data, showed that there were two key areas of benefit to the women, one involving the connections and bonds formed with other women in the group and the facilitators, and the second including the skills and strategies the women learned for managing anger and negative emotions.

Keywords Domestic violence · Female perpetration · Treatment

Introduction

Intimate partner violence (IPV) occurs in all cultures, age groups, relationships and the conceptualizations of violence vary across cultures. IPV may be direct or indirect and can include physical and sexual violence, verbal attacks, threats of violence and psychological and emotional abuse (Flinck et al. 2008). Krug et al. (2002) state that IPV cannot be classified into homogeneous groups and both partners can be both perpetrators and victims of violence.

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Female partner violence is a phenomenon that was discounted in the 1970's and 1980's because of limited data and the recognition that women are more prone to injuries from IPV than men (Steinmetz 1980). However, since the 80s, statistics have revealed a rise in the number of women arrested for female violence against male partners (Flinck et al. 2008; Miller 2005). In part, because of these arrests, awareness and attention has increased, and an increasing number of publications have explored female partner violence.

In 2000, Archer (2000) undertook a meta-analysis of 82 studies that evaluated men and women's use of IPV. He concluded that women were more likely to use physical aggression than men and to resort to violence more often than men. Straus (1999) contends that men and women are equally violent in intimate relationships and have analogous motivations, anger and the need to resolve disagreements. Feminist theory-based research disputes the notion that men and women are equally violent and stresses that IPV is a reflection of a patriarchal, social and family system and the gender inequity that exist in such systems. In such theories, females are viewed exclusively as victims and males as perpetrators. When women do engage in IPV, their use is considered to be most likely in self-defense, in order to escape, or in an attempt to fight back against their partner's abuse (Dobash et al. 1992; Krug et al. 2002; Loseke and Kurz 2005; Miller 2001; Miller and Meloy 2006; Swan and Snow 2002).

Recently, Johnson (2006) attempted to reconcile these divergent viewpoints on IPV perpetrated by women and argued that IPV varies depending on the type of IPV relationship. He concluded there are at least four different kinds of IPV: intimate terrorism, violent resistance, mutual violent control, and situational couple violence. Intimate terrorism involves one partner using violence and control tactics to terrorize and dominate the other partner. In violent resistance,

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QUALITATIVE EXAMPLE

FINDINGS - TEXT AND NARRATIVE

The feelings and attitudes that colored the experience of group treatment can be characterized into two main areas. Firstly, the anxiety that characterized the participants before and during the group sessions; secondly the unique relationships that developed between the group members.

Some of the participants described feeling anxious and nervous about initially going to the program. Gill, for example, felt she was not good at being in groups and her interpersonal skills were quite poor while Julie felt it would unlock and release issues from her past which had been exceptionally difficult for her to confront. Nancy and Gill went on further to say they were extremely worried they may be 'labeled' or 'branded' in some way by the other group members, for example, as a "husband beater" or "psycho".

Many of the group members initially thought the program would help them gain insight and possibly understand what makes them violent. Mavis, for example, indicated she wanted more awareness of what caused or "triggered" her violent behavior. By developing this knowledge base and awareness several of the participants voiced that it might allow them to develop ways of controlling their violence or develop alternative ways of thinking about situations so that in the future the situation they are encountering does not end by them becoming violent with their partners. Nancy stated explicitly "...she wanted to stop it [violence to her partner] altogether, but I haven't got a magic wand have I? I need to know more about it!"



BASIC COMPONENTS OF THE METHODS SECTION

HOW TO CHOOSE WHICH STYLE

- **Data Collection:** How will you get your data?
- **Sampling/Participant Selection:** Who will you collect data from?
How will you select those people?
- **Data Analysis:** How will you process and draw conclusions from your data?



DEVELOPING A RESEARCH PROPOSAL

PRACTICE MAKING IT HAPPEN

Directions: In your group, discuss each of the examples provided below. For each example, discuss and determine the following:

- Would the research question be better answered using **quantitative or qualitative methods**?
- Which **data collection method** would be most appropriate (e.g., gathering archival data, surveys, interviews, focus groups, a combination)?
- Which **data analysis method** would be most appropriate (e.g., coding, mathematical analysis such as chi-square test, correlation analysis, t-test, etc.).
- Which **sampling method** would you use (simple random sampling, systematic random sampling, stratified random sampling, cluster random sampling, availability sampling, purposive sampling, quota sampling, snowball sampling, etc.)?
- What would be your desired **sample size**?



DEVELOPING A RESEARCH PROPOSAL

PRACTICE MAKING IT HAPPEN

EXAMPLE 1

The researcher has just started working for the Heritage Valley Sheriff's Department as an intern and since she's started, there have been two officer-involved shootings that received extensive news coverage. She has a hunch that people in Heritage Valley now have less trust in the Sheriff's Office than they do in the Heritage City Police Department, which hasn't had an officer-involved shooting in over ten years. She's developed the following research question: How have the recent officer-involved shootings affected citizens' views of the Heritage Valley Sheriff's Department?

- Quantitative or qualitative methods
- Data collection method
- Data analysis method
- Sampling method
- Sample size



DEVELOPING A RESEARCH PROPOSAL

PRACTICE MAKING IT HAPPEN

EXAMPLE 2

The researcher has just started working for the Heritage Valley Sheriff's Department as an intern and since she's started, there have been two officer-involved shootings that received extensive news coverage. She's noticed that, even though the officers have gone through the required post-shooting counseling, they seem different than before and she's not sure why. Maybe it's the negative press, maybe it's the way their families or coworkers are treating them, maybe it's guilt--she has so many ideas running through her head! She's developed the following research question: What are the experiences of Heritage Valley Sheriff's officers who have survived an officer-involved shooting?

- Quantitative or qualitative methods
- Data collection method
- Data analysis method
- Sampling method
- Sample size



DEVELOPING A RESEARCH PROPOSAL

PRACTICE MAKING IT HAPPEN

EXAMPLE 3

The researcher is working at Heritage Valley Behavioral Health as a crisis responder for victims of sexual assault and is curious as to how undocumented immigrants experience their services. She's developed the following research question: How do undocumented victims of sexual assault experience the services provided by Heritage Valley Behavioral Health?

- Quantitative or qualitative methods
- Data collection method
- Data analysis method
- Sampling method
- Sample size



DEVELOPING A RESEARCH PROPOSAL

PRACTICE MAKING IT HAPPEN

EXAMPLE 4

The researcher is working at Heritage Valley Behavioral Health as a crisis responder for victims of sexual assault and has noticed that there seems to be a relationship between immigration status and whether or not a client returns for follow-up care. Specifically, she believes that undocumented immigrants seem to be less likely to return for aftercare than documented immigrants. She's developed the following research question: How does immigration status affect a client's participation in aftercare following a sexual assault?

- Quantitative or qualitative methods
- Data collection method
- Data analysis method
- Sampling method
- Sample size



DEVELOPING A RESEARCH PROPOSAL

PRACTICE MAKING IT HAPPEN

EXAMPLE 5

The researcher has just started working as a social work intern at Heritage Valley Elementary School and has been invited to be part of the leadership team. During the last meeting, everyone (the principal, vice principals, counselors, and teachers) complained that nothing they're doing is working because the kids don't come to school regularly. The researcher looked at the OSPI website and discovered the the school does have one of the highest absence rates in the state. He believes that the parents have a great deal of influence over whether or not elementary students attend school regularly and wonders about their opinions and beliefs on attendance. He develops the following research question: What do the parents of Heritage Valley Elementary Schools students believe about attendance?

- Quantitative or qualitative methods
- Data collection method
- Data analysis method
- Sampling method
- Sample size



DEVELOPING A RESEARCH PROPOSAL

PRACTICE MAKING IT HAPPEN

EXAMPLE 6

The researcher has just started working as a social work intern at Heritage Valley Elementary School and has been invited to be part of the leadership team. During the last meeting, everyone (the principal, vice principals, counselors, and teachers) complained that nothing they're doing is working because the kids don't come to school regularly. The researcher looked at the OSPI website and discovered the the school does have one of the highest absence rates in the state. As part of his internship, he's been working as a success mentor for ten students. As a success mentor, he has five students assigned to him and meets with them three times a week. His goal is to build a relationship with those students, and he believes that that relationship makes those students more likely to come to school. He has developed the following research question: How does participation in the success mentor program affect student attendance?

- Quantitative or qualitative methods
- Data collection method
- Data analysis method
- Sampling method
- Sample size



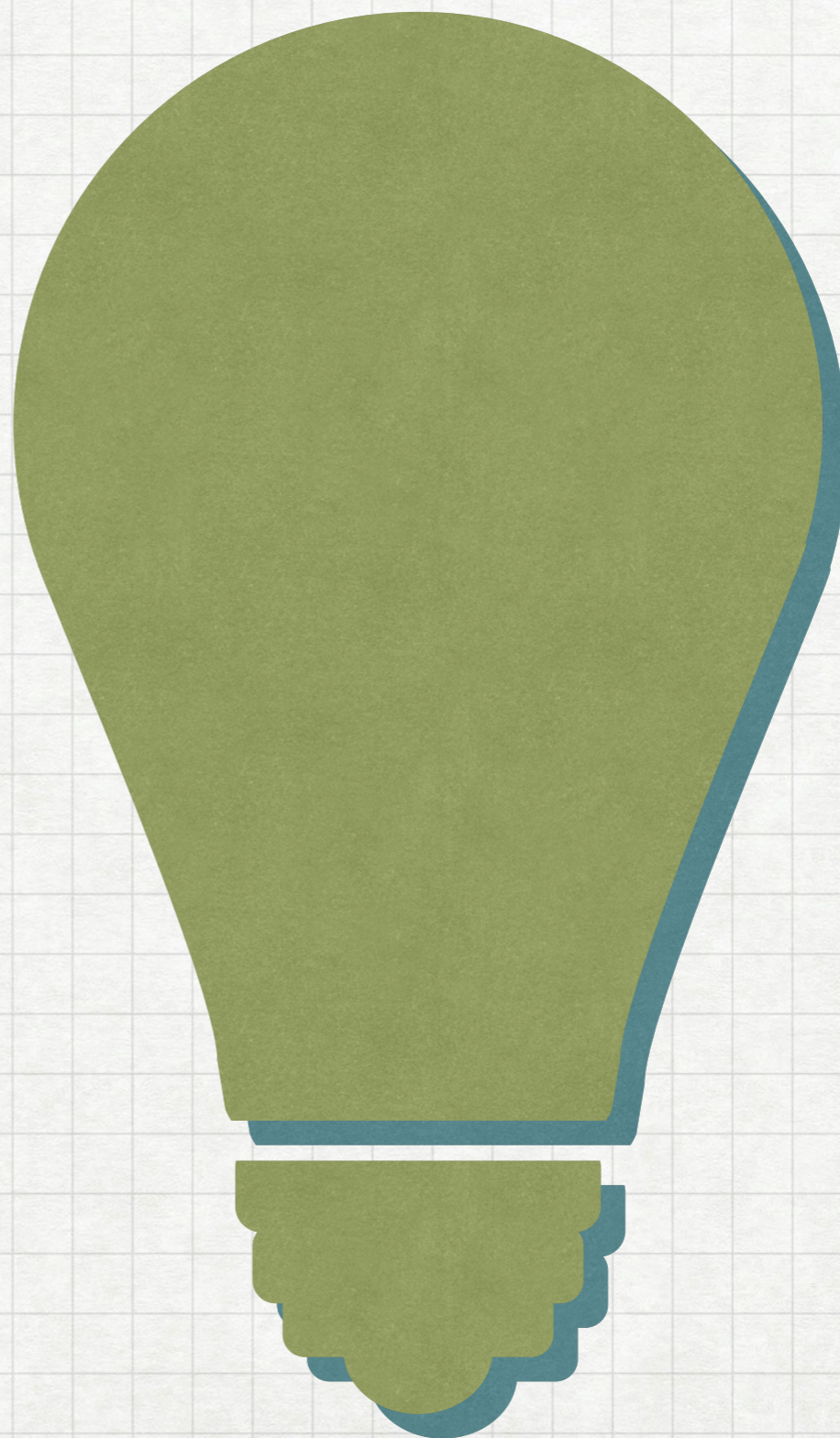
RESEARCH PROPOSAL RUBRIC

WHAT YOU GET GRADED ON

Initial	Emerging	Developed	Highly Developed
No research approach is identified	The selected research approach is weakly presented	The selected research approach is adequately presented and justified	The selected research approach is clearly presented and justified
Presentation of methods for data collection and/or participant selection/sampling are missing	Methods for data collection and participant selection/sampling are weakly presented	Methods for both data collection and participant selection/sampling are adequately presented and justified	Methods for both data collection and participant selection/sampling are clearly presented and justified
Methods for analyzing data are not presented	Proposed methods for analyzing the data are weakly presented	Proposed methods for analyzing the data are adequately presented	Proposed methods for analyzing the data are clearly presented



DISCUSSION
WHAT IS
YOUR
RESEARCH
ABOUT



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