

# THE UNIVERSITY OF TEXAS AT ARLINGTON

**School of Social Work**

**Semester/Year:** Spring 2017

**Course Title:** Seminar in Qualitative Research Methods **Course Prefix/Number/Section:** SOCW 6348-001 **Instructor Name:** Anne Nordberg, PhD, MSW

**Position:** Assistant Professor

**Office Number:** N/A

**Phone Number:** Email is the preferred mode of communication.

**Email Address:** [annenordberg@uta.edu](mailto:annenordberg@uta.edu)

**Office Hours:** by appointment

**Day and Time of Class (if applicable):** Tuesdays8-10:50am

**Location:** 114A (Subject to change)

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes. Blackboard: https://elearn.uta.edu/webapps/login/

1. **Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings)**

Explores a variety of qualitative approaches to knowledge building and research. Designed to prepare students to carry out research projects within their areas of interest. Content includes discussions of knowledge development, study designs, data collection, analysis, and report writing. Prerequisite: acceptance into the Ph.D. program.

# Measurable Student Learning Outcomes

At the conclusion of the course, students will be able to:

* 1. Demonstrate an understanding of qualitative approaches to knowledge building in social work practice.
  2. Critically examine qualitative studies with emphasis on issues regarding cultural diversity, gender, sexual orientation, and other sensitive topics (social and economic justice, oppression and populations at risk).
  3. Identify the differences and similarities in approaches between qualitative, quantitative and mixed method research as they are used in social work research.
  4. Understand the relevance of social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in qualitative research.
  5. Identify and use common methods of qualitative data collection.
  6. Analyze data collected using traditional and computer-based means.
  7. Interpret data, reach meaningful conclusions, and identify implications for social work practice, policy and future research.
  8. Understand the application of the Qualitative Interpretive Meta-Synthesis (QIMS) method for synthesizing qualitative studies.

# Required Text(s) and Other Course Materials

Creswell, J. W. (2007). Qualitative inquiry & research design: Choosing among five approaches (2nd ed.). Thousand Oaks: Sage Publications.

Biehl, J. G. (2005). Vita: Life in a zone of social abandonment. Berkeley: University of California Press.

Yin, R. K., & Ebooks Corporation. (2015). Qualitative research from start to finish (Second ed.). New York: Guilford Press.

# Additional General Text(s)

Charmaz, K. (2006). *Constructing grounded theory.* Thousand Oaks: Sage Publications. Moustakas, C. (1994). *Phenomenological research methods.* Thousand Oaks: Sage Publications.

Padgett, D.K. (2008). *Qualitative methods in social work research*. (2nd ed.). Thousand Oaks: Sage Publications. Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd ed.)*.* Thousand Oaks: Sage Publications.

Rubin, H.J., & Rubin, I.S. (2005). *Qualitative interviewing: The art of hearing data.* Thousand Oaks: Sage Publications.

Wertz, F., Charmaz, K., McMullen, L., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis.* New York: Guilford Press.

# Major Course Assignments & Examinations Course Assignments (Subject to Modification)

*Class assignments (except for the midterm exam) will build toward a comprehensive qualitative project that will end in a manuscript suitable for publication. Due dates are in the course calendar later in this document.*

**Skill building (20 points)**: Students will complete a series of short tasks including interviewing, transcription, coding, theme production, and an ethnography task. atlas.ti will be used for all appropriate tasks.

**Leading discussion and participation (20 points):** Students are expected to come to class prepared to fully discuss all the required readings. Assigned discussion leaders will have more thoroughly digested the assigned materials and integrated both required and supplementary materials to expand their colleagues understanding.

**Qualitative Interpretive Meta-Synthesis on your topic of study** **(40 points):** This will result in a publication where you are the first author (you will also triangulate with one of your classmates for a second authorship).

This should be written in journal article format including:

* 1. Introduction—about 1 page
  2. Literature Review—2-3 pages
  3. Method—1-3 pages including:
* Credibility Statement: Guidelines (Patton, 1999) and samples (e.g., Dillon, 1989; dissertations in blackboard; some assigned readings) are available via Blackboard.
* Quorum Chart
* Literature Search Narrative
* Data Analysis Narrative
  1. Results—10-15 pages (including tables, figures, etc.) including:
* Table 1—Demographics (see sample articles for how to format)
* Table 2—Original Themes (see sample articles for how to format)
* Table 3—New Themes (see sample articles for how to format)
* Figure(s)—as needed to demonstrate findings (e.g., concept maps)
* Narrative of Results with Quotations from Participants
  1. Discussion—2-3 pages

6. Reflective post-script—1 page or less

7. References—up to 5 pages

**NB This assignment is not complete unless it is submitted to a peer-reviewed journal before the end of the semester. Submission is worth 10 points. If you do not submit it, you cannot receive an “A”.**

**Midterm (20 points):** This is designed to provide students with an examination experience similar to the qualifying exam.

# Expectations for written work

All written work is to follow APA style. Text citations and reference lists must be in correct APA (6th ed.) format. Though the manual is helpful, it is not necessary to purchase it as two websites are available to you that are accurate. The Purdue University OWL APA website and the APA’s website are the only websites you should use to assist you with APA. The professor does not approve of other websites nor of computer programs which automatically construct citations for you. These usually have errors. The websites on the rubrics are hand-picked by the professor and match her grading criteria. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated from any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar.

# Grading Policy

*In most cases, expect the professor to grade assignments within 2-3 weeks of the due date.* If you have questions about your grade, check the grade book on Blackboard. *Do not ask when the professor will assign grades.* FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. *Do not email the professor about your grades, rather check Blackboard*. If you have questions about grades posted in Blackboard, send the professor an email to make an appointment.

**Final Grade Calculation** Total maximum pts. = 100 pts. A = 90+

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.

# Course Syllabus and Due Date Modifications

Modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made after consultation with students.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

# Make-Up Exam or Assignment Policy

This is handled on a case-by-case basis in consultation with the instructor.

# Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section. If situations arise (e.g., a sick child) that compromise your ability to attend class, please contact me and we will work out a reasonable plan.

# Course Schedule:

**Course Schedule (Subject to Modification)**

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| **Date** | **Topics (Readings are listed at the end of the syllabus)** | **Skill-building exercises** | **Assignments Due** |
| Jan 17  Week 1 | *Introduction and Course Overview* |  |  |
| Jan 24  Week 2 | *Epistemology and Ontology* |  | Draft research questions for QIMS to be presented in class |

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| Jan 31  Week 3 | *Ethical Issues and Social Responsibility in Qualitative Research* |  |  |
| Feb 7  Week 4 | *The Qualitative Research Process: How to Begin* |  | QIMS article search should be complete – draft search methods due |
| Feb 14  Week 5 | *Entering the Field: Gaining Access to Study Sites and Participants* |  | QIMS extractions due |
| Feb 21  Week 6 | *Interviewing Individuals* | Conduct interviews |  |
| Feb 28  Week 7 | *Interviewing groups* |  | Interview transcript due (4%) |
| Mar 7  Week 8 | *In-class Midterm Review* | | |
| Mar 14  Week 9 | *Spring Break!* | | |
| Mar 21  Week 10 | *In-Class Midterm (20%)* | | |

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| Mar 28  Week 11 | *Observations and Use of Documents or Other Forms of Existing Data* | Ethnography field trip to the university center |  |
| Apr 4  Week 12 | *Approaches to Qualitative Data Analysis* |  | Initial coding in atlas.ti due (4%)  AND  QIMS analysis and write up complete, sent to 2nd author for review |
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| Apr 11  Week 13 | *Data Analysis Continued* |  | Secondary coding due (4%)  AND  QIMS draft paper to me |
| Apr 18  Week 14 | *Analytical Rigor and Data Quality* |  | Field notes from ethnography due (4%) |
| Apr 25  Week 15 | *Exiting the Field and Telling the Story* |  | Themes due (4%) |
| May 2  Week 16 | *Wrapping it all up and how to incorporate qualitative papers into your career* |  | QIMS submitted and proof of submission submitted on BB (40%) |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

# Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course- related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

# Grade Grievance Policy

See BSW Program Manual at: <https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf> Or MSW Program Manual at: <http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf>

# Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses.

Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/ssw/extra/syllabus/www.uta.edu/resources)

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-2-

3-TALK or visit <http://www.suicidepreventionlifeline.org/>for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

# Librarian to Contact

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962, b**elow are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources: Library Home Page...................... <http://www.uta.edu/library>

Subject Guides............................ [http://libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians........................ <http://www.uta.edu/library/help/subject-librarians.php>

Course Reserves.......................... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Tutorials ......................... <http://www.uta.edu/library/help/tutorials.php> Connecting from Off- Campus....... <http://libguides.uta.edu/offcampus>

Ask a Librarian............................ [http://ask.uta.edu](http://ask.uta.edu/)

# Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

# Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend

after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

# Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

# Title IX

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

# Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

# Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after

graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

# Student Feedback Survey

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

# Final Review Week

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

1. **Course Readings**

***Week 1: Introduction and Course Overview***

Required Readings:

Creswell, J.W. (2007). Introduction. In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed., (chp. 1). Thousand Oaks, CA: Sage Publications.

Bein, A. & Allen, K. (1999). Hand in glove: It fits better than you think. Social Work, 44, 274- 277.

Heineman Pieper, M. & Tyson, K. (1999). Response to Padgett's "Does the glove really fit?” Social Work, 44, 278-279.

Padgett, D.K. (1998). Does the glove really fit? Qualitative research and clinical social work practice. Social Work, 43, 373-381.

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (chp. 1). New York: The Guilford Press.

Supplemental Readings:

Denzin, N.K. (2002a). Social work in the seventh moment. Qualitative Social Work, 1, 25-38.

Denzin, N.K. (2002b). Response to Gilgun and Abrams. Qualitative Social Work, 1, 57-58.

Fook, J. (2002). Theorizing from practice: Towards an inclusive approach for social work research. Qualitative Social Work, 1, 79-95.

Gilgun, J.F. & Abrams, L.S. (2002). The nature and usefulness of qualitative social work research: Some thoughts and an invitation to dialogue. Qualitative Social Work, 1, 39-55.

Shaw, I. & Ruckdeschel, R. (2002). Qualitative social work: A room with a view. Qualitative Social Work, 1, 5-23.

***Week 2: Epistemology and Ontology***

Required Readings:

Creswell, J.W. (2007). Introduction. In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed., (chp. 2). Thousand Oaks, CA: Sage Publications.

Baudrillard – Simulacra and Simulation excerpt posted to BB

Bryman, A. (2006). Paradigm peace and the implications for quality. International Journal of Social Research Methodology, 9, 111-126.

Haverkamp, B. E. & Young, R. A. (2007). Paradigms, purpose, and the role of the literature: Formulating a rationale for qualitative investigations. The Counseling Psychologist, 35, 265-294.

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (review pertinent parts of chp. 1). New York: The Guilford Press

Supplemental Readings:

Bryman, A. (1984). The debate about quantitative and qualitative research: A question of method or epistemology. The British Journal of Sociology, 35, 75-92.

Carter, S.M. & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies and methods in qualitative research. Qualitative Health Research, 17, 1316:1328.

Charmaz, K. (1990). ‘Discovering’ chronic illness: Using grounded theory. Social Science and Medicine, 30, 1161-1172.

Fassinger, R.F. (2005). Paradigms, praxis, problems, and promise: Grounded theory in counseling psychology research. Journal of Counseling Psychology, 52, 156-166.

Fraser, M. & Taylor, M.J. (1991). Social work and science: Many ways of knowing? Social Work Research and Abstracts, 27, 5-15.

Gerring, J. (2004). What is a case study and what is it good for? The American Political Science Review, 98, 341-354.

Houston, S. (2001). Beyond social constructivism: critical realism and social work. British Journal of Social Work, 31, 845-861.

King, G., Keohane, R., & Verba, S. (1996). Designing social inquiry. Princeton, NJ: Princeton University Press.

Lindenmeyer, A. et al. (2007). Assessment of the benefits of user involvement in health research from the Warwick Diabetes Care Research Users Group: a qualitative case study. Health Expectations, 10, 268-277.

Meyer, J. (2000). Using qualitative methods in health related action research. 12 British Medical Journal, 320, 171-181.

Ponterotto, J.G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. Journal of Counseling Psychology, 52, 126–136.

Steinmetz, G. (2004). Odious comparisons: Incommensurability, the case study, and “small N’s” in sociology. Sociological Theory, 22, 371-400.

Van Menen, M. (1990). Hermeneutic phenomenological reflection. In Van Menen, M. Research Lived Experience (pp. 77-109). Binghamton, NY: SUNY Press.

***Week 3: Ethical Issues and Social Responsibility in Qualitative Research***

Required Readings:

Anspach, R.R. & Mizrachi, N. (2006). The field worker’s fields: Ethics, ethnography and medical sociology. Sociology of Health and Illness, 28, 713-731.

Burke, T.K. (2007). Providing ethics a space on the page: Social work and ethnography as a case in point. Qualitative Social Work, 6, 177-195.

Shaw, I. (2008). Ethics and the practice of qualitative research. Qualitative Social Work, 7, 400- 414.

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. The Qualitative Report, 12, 82-101.

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (p. 40-51). New York: The Guilford Press

Supplemental Readings:

Dickson-Swift, V., James, E., Kippen, S. & Liamputtong, P. (2006). Blurring boundaries in qualitative health research on sensitive topics. Qualitative Health Research, 16, 853-871.

Dowling, M. (2006). Approaches to reflexivity in qualitative research. Nurse Researcher, 13, 178-223.

Finlay, L. (2002). ‘Outing the researcher’: The provenance, process, and practice of reflexivity. Qualitative Health Research, 12, 531-544.

Koenig, B. A., Back, A.L. & Crawley, L.M. (2003). Qualitative methods in end-of-life research: Recommendations to enhance the protection of human subjects. Journal of Pain and Symptom Management, 25, S43-52.

Kosygina, L.V. (2005). Doing gender in research: Reflection on experience in field. The Qualitative Report, 10, 87-95.

Mishna, F., Antle, B. J., & Regher, C. (2004). Tapping the perspectives of children: Emerging ethical issues in qualitative research. Qualitative Social Work, 3, 449-468.

Rosenblatt, P. C. (1995). Ethics of qualitative interviewing with grieving families. Death Studies, 19, 139-155.

van der Riet, M. (2008). Participatory research and the philosophy of social science: Beyond the moral imperative. Qualitative Inquiry, 14, 546-565.

***Week 4: The Qualitative Research Process: How to Begin***

Required Readings:

Creswell, J.W. (2007). Designing a qualitative study (chp. 3), Five qualitative approaches to inquiry (chp. 4), and Introduction and focusing the study (chp. 6). In Qualitative inquiry and research design: Choosing among five approaches, 3rd. Thousand Oaks, CA: Sage Publications.

Qualitative methods in health research: Opportunities and considerations in application and review. (Retrieved 12/7/2010 from http:/obsssr.od.nih.gov/pdf/Qualitative.PDF).14

Vivar, C. G. et.al. (2007). Getting started with qualitative research: Developing a research proposal. Nurse Researcher, 14, 60-73.

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (chp. 3 & 4). New York: The Guilford Press

Supplemental Readings:

Bagnoli, A. & Clark, A. (2010). Focus groups with young people: A participatory approach to research planning. Journal of Youth Studies, 13, 101-119. National Institutes of Health, Office of Behavioral and Social Science Research (2009).

Padgett, D., Henwood, B., Abrams, C. & Davis, A. (2008). Engagement and retention in services among formerly homeless adults with co-occurring mental illness and substance abuse: Voices from the margins. Psychiatric Rehabilitation Journal, 31, 326-333.

***Week 5: Entering the Field: Gaining Access to Study Sites and Participants***

Required Readings:

Creswell, J.W. (2007). Introduction. In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed., (pp. 145-157). Thousand Oaks, CA: Sage Publications.

Gibson, P. & Abrams, L. (2003). Racial difference in engaging, recruiting, and interviewing African American women in qualitative research. Qualitative Social Work, 2, 457-476.

Groenewald, T. (2004). A phenomenological research design illustrated. International Journal of Qualitative Methods, 3, 1-25.

Onwuegbuzie, A.J. & Leech, N.L. (2007). Sampling designs in qualitative research: Making the sampling process more public. The Qualitative Report, 12, 238-254.

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (p. 116-124). New York: The Guilford Press

Supplemental Readings:

Association for Qualitative Research (2002). Qualitative research recruitment: Best practice rules and guidelines. (Retrieved from <http://www.aqr.org.uk/refsection/recruitment-bestpract.shtml>).

Drauker, C.B., Martsolf, D.S., Ross, R. & Rusk, T.B. (2007). Theoretical sampling and category development in grounded theory. Qualitative Health Research, 17, 1137-1148.

Munford, R. & Sanders, J. (2004). Recruiting diverse groups of young people to research: Agency and empowerment in the consent process. Qualitative Social Work, 3, 469-482.

***Week 6: Interviewing Individuals***

Required Readings:

Creswell, J.W. (2007). Introduction. In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed., (pp. 163-166). Thousand Oaks, CA: Sage Publications.

Fichtman Dana, N., Dana, T.M., Kelsay, K.L., Thomas, D., & Tippin, D.J. (1992). Qualitative interviewing and the art of questioning: promises, possibilities, problems, and pitfalls. (Retrieved from <http://www.eric.gov/PDFS/ED349308.pdf>).

Penner, J.L. & McClement, S.E. (2008). Using phenomenology to examine the experiences of family caregivers of patients with advanced head and neck cancer: Reflections of a novice researcher. International Journal of Qualitative Methods, 7, 92-101.

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (p. 140-150). New York: The Guilford Press

Supplemental Readings:

Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. Family Practice, 25, 127- 131.

Best, A. (2003). Doing race in the context of feminist interviewing: Constructing whiteness through talk. Qualitative Inquiry, 9, 895-914.

Burke, L.A., & Miller, M.K. (2001). Phone interviewing as a means of data collection: Lessons learned and practical recommendations. Forum Qualitative Social Research, 2. (Retrieved http://www.qualitative-research.net/fqs-texte/2-01/2-01burkemiller-e.htm).

Byrne, B. (2003). Reciting the self: representations of the self in qualitative interviews. Feminist Theory, 4, 29-49.

Cawthorne, P. (2001). Identity, values and method: Taking interview research seriously in political economy. Qualitative Research, 1, 65-90.17

Clark-Ibañez, M. (2004). Framing the social world with photo-elicitation interviews. American Behavioral Scientist, 47, 1507-1527.

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Denzin, N.K. (2001). The reflexive interview and a performative social science. Qualitative Research, 1, 23-46.

DiCicco-Bloom, B. & Crabtree, B. (2006). The qualitative research interview. Medical Education, 40, 314-321.

Fox, N. (2009). Using interviews in a research project. The NIHR RDS for the East Midlands / Yorkshire & the Humber 2006.

Gavois, H., Paulsson, G., & Fridlund, B. (2006). Mental health professional support in families with a member suffering from severe mental illness: A grounded theory model. Scandinavian Journal of Caring Science, 2, 102-109.

Goldman, R. et al. (2003). The life history interview method: applications to intervention development. Health Education and Behavior, 30, 564-581.

Greenhalgh, T., et al. (2003). Transferability of principles of evidence based medicine to improve educational quality: Systematic review and case study of an online course in primary health care. British Medical Journal, 326, 143-145.

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Sinding, C. & Aronson, J. (2003). Exposing failures, unsettling accommodations: tensions in interview practice. Qualitative Research, 3, 95-117.

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***Week 7: Interviewing Groups***

Required Readings:

Freeman, T. (2006). ‘Best practice’ in focus group research: making sense of different views. Journal of Advanced Nursing, 56, 491-497.

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Owen, S. (2001). The practical, methodological and ethical dilemmas of conducting focus groups with vulnerable clients. Journal of Advanced Nursing, 36, 652-658.

Perlmutter, S. (2002). Listening to clients: A research strategy for influencing social policy. The Social Policy Journal, 1, 43-61.

Supplemental Readings:

Earley, L., Cushway, D. & Cassidy, T. (2007). Children’s perceptions and experiences of caregiving: A focus group study. Counselling Psychology Quarterly, 20, 69-80.

Earner, I. (2007). Immigrant families and public child welfare: Barriers to services and approaches to change. Child Welfare, 86, 63-91.

Flaherty, C., Collins-Carmargo, C. & Lee, E. (2007). Privatization of child welfare services: Lessons learned from experienced states regarding site readiness assessment and planning. Children and Youth Services Review, 30, 809-820.

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Koppelman, N.F. & Bourjolly, J. N. (2001). Conducting focus groups with women with severe psychiatric disabilities: A methodological overview. Psychiatric Rehab Journal, 25, 142-151.

Krueger, R.A. (1995). The future of focus groups. Qualitative Health Research, 5, 524-530.

Morgan, D.L. (1996). Focus groups. Annual Review of Sociology, 22, 129-152.

Willgerodt, M. (2003). Using focus groups to develop culturally relevant instruments. Western Journal of Nursing Research, 25, 798-814.

***Week 8: Midterm review***

Required Reading:

Biehl, J. G. (2005). Vita: Life in a zone of social abandonment. Berkeley: University of California Press.

***Week 9: Spring Break***

***Week 10: In class midterm***

***Week 11: Observations and Use of Documents or Other Forms of Existing Data***

Required Readings:

Creswell, J.W. (2007). Introduction. In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed., (pp. 166-176). Thousand Oaks, CA: Sage Publications.

Fox, N. (1998). How to use observations in a research project. (Retrieved from <http://www.trentfocus.org.uk/Resources>).

Holbrook, T.L. (1996). Document analysis: The contrast between official records and the journal of a woman on welfare. Marriage and Family Review, 24, 41-56.

Kawulich, B.B. (2005). Participant observation as a data collection method. Forum Qualitative Social Research, 6, Art. 43 (online). (Retrieved from <http://www.qualitative-research.net/fqstexte/2-05/05-2-43-e.htm>).

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (p. 128-131 & 150-158). New York: The Guilford Press

Supplemental Readings:

Floersch, J. (2000). Reading the case record: The oral and written narratives of social workers. Social Service Review, 74, 169-192.

Ware, N.C., Tugenberg, T., Dickey, B., & McHorney, C.A. (1999). An ethnographic study of the meaning of continuity of care in mental health services. Psychiatric Services, 50, 395-400. Supplemental Readings:

***Week 12: Approaches to Qualitative Data Analysis***

Required Readings:

Creswell, J.W. (2007). Introduction. In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed., (chp. 8). Thousand Oaks, CA: Sage Publications.

Hsieh, H. & Shannon, S.E. (2005). Three approaches to qualitative content analysis. Qualitative Health Research, 15, 1277-1288.

Leech, N.L. & Onwuegbuzie, A.J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. School Psychology Quarterly, 22, 557-584.

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Altheide, D. (1987). Ethnographic content analysis. Qualitative Sociology, 10, 65-77.

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Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. Quality and Quantity, 36, 391-409.

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3, 77-101.

Connolly, M. (2003). Qualitative analysis: A teaching tool for social work research. Qualitative Social Work, 2, 103-112.

Crist, J.D. & Tanner, C.A. (2003). Interpretation/analysis methods in hermeneutic interpretative phenomenology. Nursing Research, 52, 202-205.

DeSantis, L & Ugarruza, D. (2000). The concept of theme as used in qualitative nursing research. Western Journal of Nursing Research, 22, 351-372.

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. International Journal of Qualitative Methods, 5, 1-11.

Hycner, R.H. (1985). Some guidelines for the phenomenological analysis of interview data. Human Studies, 8, 279-303.

Li, S. & Seale, C. (2007). Learning to do qualitative data analysis: An observational study of doctoral work. Qualitative Health Research, 17, 1442-1452.

Lister, P.G. (2003). Feminist dilemmas in data analysis: Researching the use of creative writing by women survivors of sexual abuse. Qualitative Social Work, 2, 245-59.

Miles, M.B. & Huberman, A.M. (1984). Drawing valid meaning from qualitative data: Toward a shared craft. Educational Researcher, 13, 20-30.

Ochs, E. & Capps, L. (1996). Narrating the self. Annual Review of Anthropology, 25, 19-43.

Poindexter, C.C. (2002). Meaning from methods: Re-presenting narratives of an HIV-affected caregiver. Qualitative Social Work, 1, 59–78.

***Week 13: Data Analysis Continued***

Required Readings:

Jeong, H., & Othman, J. (2016). Using interpretative phenomenological analysis from a realist perspective.*The Qualitative Report, 21*(3), 558.

Walker, D., & Myrick, F. (2006). Grounded theory: an exploration of process and procedure. Qualitative Health Research, 16(4), 547-559.

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Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (chp. 8 & 9). New York: The Guilford Press

***Week 14: Analytical Rigor and Data Quality***

Required Readings:

Creswell, J.W. (2007). Introduction. In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed., (chp. 10). Thousand Oaks, CA: Sage Publications.

Freeman, M. DeMarrais, K., Preissle, J., Roulston, K., & St. Pierre, E.A. (2010). Standards of evidence in qualitative research: an incitement to discourse. Educational Researcher, 36, 25-32.

Morrow, S.L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. Journal of Counseling Psychology, 52, 250-260.

Tracy, S.J. (2010). Qualitative quality: Eight “Big-Tent” criteria for excellent qualitative research. Qualitative Inquiry, 16, 837-851.

Supplemental Readings:

Caelli, K., Ray, L., & Mill, J. (2003). ‘Clear as mud’: Toward greater clarity in generic qualitative research. International Journal of Qualitative Methods, 2, 1-13.

Drisko, J.W. (1997). Strengthening qualitative studies and reports: Standards to promote academic integrity. Journal of Social Work Education, 33, 185-187.

Forchuk, C. & Roberts, J. (1993). How to critique qualitative research articles. Canadian Journal of Nursing Research, 25, 47-56.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. The Qualitative Report, 8, 597-607.

Lietz, C.A., Langer, C.L., & Furman, R. (2006). Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. Qualitative Social Work, 5, 441-458.

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Power, E. (2004). Toward understanding in postmodern interview analysis: Interpreting the contradictory remarks of a research participant. Qualitative Health Research, 14, 858-865.

Seale, C. (2002). Quality issues in qualitative inquiry. Qualitative Social Work, 1, 97-110.

***Week 15: Exiting the Field and Telling the Story***

Required Readings:

Creswell, J.W. (2007). Writing a qualitative study (chp. 9) and Turning the story (chp. 11). In Qualitative inquiry and research design: Choosing among five approaches, 3rd ed. Thousand Oaks, CA: Sage Publications.

Ponterotto, J. G. & Grieger, I. (2007). Effectively communicating qualitative research. The Counseling Psychologist, 35, 404-430.

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (chp. 10 & 11). New York: The Guilford Press

Supplemental Readings:

Ausband, L. (2006) Qualitative research and quilting: Advice for novice researchers. The Qualitative Report, 11, 764-770.

Broom, A., Cheshire, L. & Emmison, M. (2009). Qualitative researchers' understandings of their practice and the implications for data archiving and sharing. Sociology, 43, 1163-1180.

Day, A., Riebschleger, J., Dworsky, A., Damashek, A., & Fogarty, K. (2012). Maximizing educational opportunities for youth aging out of foster care by engaging youth voices in a partnership for social change. Children and Youth Services Review, 34(5), 1007-1014.

Thompson, Robert (2002). Reporting the results of computer-assisted analysis of qualitative research data [42 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 3(2), Art. 25, http://nbn-resolving.de/urn:nbn:de:0114-fqs0202252.

Peters, V., & Wester, F. (2007). How qualitative data analysis software may support the qualitative analysis process. Quality & quantity, 41(5), 635-659. Please download a free copy onto your laptop prior to class but no sooner than a week prior to class (free demo is for one month) <http://www.qsrinternational.com/products_nvivo_free-trial-software.aspx>