DRAFT SYLLABUS

WAYNE STATE

School of Social Work
Challenging Minds, Leading Change, Transforming Lives

MASTER SYLLABUS
SOCIAL WORK 9400
SW 9400   (3 credit hours)

Professor: Debra Patterson, Ph.D.
Term: Winter 2014
CRN# 24132
Classroom: 0145 Old Main
Class Meeting Time:
Tuesdays 4:30-7:15 PM

Phone: 313-577- 5942
Office: 336 Thompson Home
Office Hours: By appointment

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(please put SW 9400 in subject line)

COURSE DESCRIPTION

Prereq: consent of advisor; doctoral student. Introduces students to the principles, methods, and analytical techniques utilized when conducting qualitative research in social work and social welfare. (Y)

COURSE COMPETENCIES AND PRACTICE BEHAVIORS FOR THIS COURSE

1. Have a beginning understanding of the philosophical issues and debates associated with qualitative research.

2. Identify the strengths and appropriate uses of qualitative research.

3. Compare and contrast the five major qualitative traditions (e.g., narrative, case study, ethnography, grounded theory, phenomenology) and appreciate how qualitative research design and procedures vary by the research tradition or approach employed.

4. Understand the prominent ethical issues and concerns in qualitative research.

5. Identify issues of academic rigor and understand how to critically evaluate and enhance the "quality" of qualitative research.

6. Identify and use the basic methods of data collection (e.g., in-depth interviews, focus groups, content analysis, and field observations).

7. Have a beginning understanding of how to prepare qualitative data for analysis and how to generate analysis units (e.g., codes, categories, memos) and procedures.

8. Understand how to summarize, compile and report qualitative research.

9. Be able to provide as well as to accept constructive critiques on qualitative research issues and decisions.

TEXTS AND REQUIRED MATERIAL

Padgett, D.K. (2008). *Qualitative methods in social work* research (2nd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

INTRODUCTION:

This doctoral-level seminar is designed to introduce students to the principles, methods, and analytical techniques utilized when conducting qualitative research in social work and social welfare. The course is designed to provide substantive methodological content for various phases of the qualitative research process accompanied by experiential learning opportunities. The purpose of this course is to prepare students to select and implement qualitative research designs that are appropriate and adequate for answering contemporary social work practice and social welfare policy research questions. Four domains of knowledge are addressed in the course: (1) the philosophical frameworks and ethical considerations that shape qualitative research; (2) considerations in the design and implementation of qualitative studies; (3) the major data collection techniques employed in qualitative research (e.g., observational/field research, interviews, and focus groups); and (4) strategies for analyzing and reporting qualitative data. Both post-positivist and constructivist philosophical approaches to the use of qualitative methods will be examined. Five models of qualitative research design and methodology (e.g., narrative, case study, ethnography, grounded theory and phenomenology) will be studied. The course is designed to provide students with the tools to critically evaluate as well as to enhance the academic rigor or "quality" of qualitative data.

PERFORMANCE CRITERIA:

Students are expected to demonstrate their progress in basic comprehension, integration, analysis, and application of the course material through class assignments (e.g., papers, poster presentations, discussions).

GRADING AND ASSIGNMENTS

This course will require each student to undertake a series of written assignments leading up to the final paper on a research topic of your choice, which will be (1) a small qualitative pilot study OR (2) a qualitative research proposal. Students are expected to inform the instructor by the second week of class of their research topic and work to be undertaken over the course of the

semester. The written assignments may include elements of the fully developed pilot study/research proposal and will help you stay on track in order to finish the final assignment by the end of the semester. Description of these assignments and their due dates are included in the course schedule described below. **Written assignments must be emailed to the instructor by 4:00 pm on their due date.** Papers **sent late will be graded down** unless arrangements have been made prior to the due date with the instructor due to a significant personal emergency. If a paper is submitted past the due date and time, it will be graded down as follows:

- Up to 12 hours late = ¼ grade down
- 12.01 to 24 hours = ½ grade down
- 24.01 to 48 hours = 1 grade down
- 48.01 to 72 hours = 1.5 grade down
- 72.01 to 96 hours = 2 grades down

Final grades will be determined in the following manner:

Assignment	Possible Points	Related Course Competency #
Preliminary Literature Review	20	#1, 2, 8
Comparison of Five Traditions	20	#2, 3
Data Collection, Coding, and Analysis	20	#3, 5, 6, 7
Qualitative Research Proposal/Qualitative Pilot Study	35	#2, 4, 5, 8, 9
In-class presentation	5	#2, 4, 5, 8, 9
Total Points	**100**	

Grades will be assigned as follows:

95-100	A Outstanding Performance
90-94.9	A- Excellent Performance
87-89.9	B+ Very Good Performance
83-86.9	B Good Performance
80-82.9	B- Less than expected for Graduate School
70-79.9	C Poor Performance

Grading Policy:
Students may pass the course with a grade of **C** but must maintain a **B** average
(See graduate Bulletin, Wayne State University
http://www.bulletins.wayne.edu/gbk-output/index.html)

Grade distribution:

100-95 A	94.9-90 A-	89.9-87 B+	86.9-83 B	82.9-80 B-	79.9-77 C+
79.9-77 C+	76.9-73 C	72.9-70 C-	69.9-67 D+	66.9-63 D	62.9-60 D-

ORGANIZATION OF THE COURSE

The course will be structured in a seminar format, with didactic lectures kept to a minimum. Course readings will include conceptual papers and empirical papers that illustrate the

application of these techniques. Each week we will discuss the assigned readings and assignments, share field experiences, work on designing a research project, and practice qualitative research techniques. Each week you should come prepared to discuss the class readings.

ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching - learning process
http://www.bulletins.wayne.edu/fib/fib2d.html

- **Classroom participation**. Your active participation is expected and welcomed. You are expected to arrive for class on time and stay until the end of the class session. Further, you are expected to attend all class sessions; it is your responsibility to make up any work for any missed sessions. In order to keep class discussion friendly and scholarly, each of us needs to be open to mutual critique and support within an atmosphere of trust and appreciation for diversity and disagreement. Mutual respect and civility are expected in the classroom as well as in any communication between students, and between students and instructor. It also requires that all of us take responsibility for completing all assigned readings, coming to class prepared to discuss the readings, sharing responsibility for leading and contributing meaningfully to class discussions, and for seeing that others have the opportunity to share their observations and insights. Students are expected to apply information discussed in class as it relates to the development of their own pilot qualitative research study or research proposal.

- **Incompletes**, i.e., "I" grades are only given in extreme circumstances. The instructor must be apprized of the circumstances that prohibit the student from completing course assignments as outlined in the syllabus. These situations must be discussed well in advance of the end of the semester. The instructor reserves the right to determine if the circumstances are sufficient to justify an incomplete in the course.

- **Email communication**: I will try to respond to your email in a timely manner (within 24 hours) but an immediate response is NOT guaranteed. I **may not reply to email sent after 5pm** until the next day.

- **Life Happens** – If you become seriously ill, experience the death of a loved one or have a life altering experience (e.g., divorce) that is negatively influencing your participation in our class, please contact me as soon as possible so we can discuss your options. If emergencies arise that require an absence from a session, be sure to get the information that was covered in class from a student you trust.

- **Technology in the Classroom** – Laptops and tablets are permitted in the classroom but please refrain from using the Internet. Please refrain from using cell phones in class.

- Papers should be turned in with no errors in spelling, punctuation, or grammar. The formal of the assignment should follow the Publication Manual of the American Psychological Association (6th ed.) Additional style information is available at www.apastyle.org. Also, a list of supplemental materials not found in the print manual is available at www.apastyle.org/suplement/index.aspx.

- **Student Disability Services** - If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University

- **Data confidentiality**. Please remember that any classroom discussion of practice and research experience needs to be mindful of the confidentiality of participants and clients. All students are **encouraged** to complete the CITI on-line training program for responsible conduct of research. If students choose to conduct a small qualitative pilot study for their final project, they **must complete** the CITI training and submit a copy of the documentation substantiating completion. If the student plans to publish the data, IRB approval must be sought early in the semester prior to data collection.

WSU STUDENT RESOURCES

Students with disabilities
http://studentdisability.wayne.edu/rights.php.

Academic integrity and student code of conduct
http://www.doso.wayne.edu/student-conduct/Academic_Integrity.html

Counseling and Psychological Services (CAPS) at Wayne State:
http://www.caps.wayne.edu/

Course Learning Units
Session 1 Introduction and Course Overview

Required Readings:
Creswell, J.W. (2012). Introduction. In *Qualitative inquiry and research design: Choosing among five approaches*, 3rd ed., (chp. 1). Thousand Oaks, CA: Sage Publications.

Padgett, D.K. (2008). The qualitative methods family. In *Qualitative methods in social work research,* 2nd ed., (pp. 1-27). 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.

Padgett, D.K. (1999). The research-practice debate in a qualitative research context. *Social Work, 44*, 280-282.

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.

Gould, N. (2010). Integrating qualitative evidence in practice guideline development: Meeting the challenge of evidence-based practice for social work. *Qualitative Social Work, 9,* 93-109.

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

Session 2 Epistemology and Ontology

Required Readings:
Creswell, J.W. (2012). Introduction. In *Qualitative inquiry and research design: Choosing among five approaches*, 3rd ed., (chp. 2). Thousand Oaks, CA: Sage Publications.

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.

Supplemental Readings:

Becker, H.S. (Forthcoming). The epistemology of qualitative research. In Jessor, R., Colby, A. & Schweder, R., Eds. *Essays on ethnography and human development.*

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.

Session 3 Ethical Issues and Social Responsibility in Qualitative Research

Required Readings:
Padgett, D.K. (2008). Ethical issues in qualitative research. In *Qualitative methods in social work research,* 2nd ed., (pp. 63-78). Thousand Oaks, CA: Sage Publications.

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.

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.

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.

Supplemental Readings:
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.

PART II: Considerations in the Design and Implementation of Qualitative Studies
Session 4 The Qualitative Research Process: How to Begin

Required Readings:
Creswell, J.W. (2012). 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.

Padgett, D.K. (2008). Choosing the right qualitative approaches (pp. 29-43) and Getting started: Choosing a topic and designing the study (pp. 45-52). In *Qualitative methods in social work research*, 2nd ed. Thousand Oaks, CA: Sage Publications.

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). *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.

Supplemental Readings:
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.

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

Required Readings:
Creswell, J.W. (2012). Introduction. In *Qualitative inquiry and research design: Choosing among five approaches*, 3rd ed., (pp. 145-157). Thousand Oaks, CA: Sage Publications.

Padgett, D.K. (2008). Entering the field and conducting observations. In *Qualitative methods in social work research*, 2nd ed. (pp. 53-58 and 79-87). Thousand Oaks, CA: Sage Publications.

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.

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.

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).

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.

PART III The Primary Data Collection Techniques Employed in Qualitative Research

Session 6 Interviewing Individuals

Required Readings:

Creswell, J.W. (2012). Introduction. In *Qualitative inquiry and research design: Choosing among five approaches*, 3rd ed., (pp. 163-166). Thousand Oaks, CA: Sage Publications.

Padgett, D.K. (2008). Interviewing (pp. 99-122); Sections in Ch. 7 on Data management: Dealing with volume early on, and Transcribing audio-taped interviews. In *Qualitative methods in social work research*, 2nd ed. Thousand Oaks, CA: Sage Publications.

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

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).

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.

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.

Supplemental Readings:
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.

Corbin, J. & Morse, J. (2003). The unstructured interactive interview: Issues of reciprocity and risk when dealing with sensitive topics. *Qualitative Inquiry, 9,* 335-354.

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.

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.

Owens, E. (2006). Conversational space and participant shame in interviewing. *Qualitative Inquiry, 12,* 1160-1179.

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

Tatano Beck, C. (2005). Benefits of participating in Internet interviews: Women helping women. *Qualitative Health Research, 15,* 411-422.

Session 7 Interviewing Groups

Required Readings:
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.

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

Kidd, P.S. & Parshall, M.B. (2000). Getting the focus and the group: Enhancing analytical rigor in focus group research. *Qualitative Health Research, 10*, 293-308.

Krueger, R. (2002). *Designing and conducting focus group interviews.* Unpublished manuscript.

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.

Huer, M.B. & Saenz, T.I. (2003). Challenges and strategies for conducting survey and focus group research with culturally diverse groups. *American Journal of Speech-Language Pathology, 12*, 209-220.

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.

Session 8 Observations and Use of Documents or Other Forms of Existing Data

Required Readings:
Creswell, J.W. (2012). Introduction. In *Qualitative inquiry and research design: Choosing among five approaches*, 3rd ed., (pp. 166-176). Thousand Oaks, CA: Sage Publications.

Padgett, D.K. (2008). Entering the field and conducting observations (pp. 87-98) and Using documents, archives and existing data (pp. 122-125). In *Qualitative methods in social work research*, 2nd ed. Thousand Oaks, CA: Sage Publications.

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/fqs-texte/2-05/05-2-43-e.htm).

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

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

PART IV: Strategies for Analyzing and Reporting Qualitative Data

Session 9 Approaches to Qualitative Data Analysis

Required Readings:
Creswell, J.W. (2012). Introduction. In *Qualitative inquiry and research design: Choosing among five approaches*, 3rd ed., (chp. 8). Thousand Oaks, CA: Sage Publications.

Padgett, D.K. (2008). Data analysis and interpretation. In *Qualitative methods in social work research*, 2nd ed. (pp. 131-178) Thousand Oaks, CA: Sage Publications.

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

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.

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.

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

Bitonti, C. (1993). Cognitive mapping: a qualitative method for social work. *Social Work Research and Abstracts, 29*, 9-14.

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.

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

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

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.

Session 10 – Spring Break

Session 11 Data Analysis Continued

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

Session 12 Analytical Rigor and Data Quality

Required Readings:
Creswell, J.W. (2012). Introduction. In *Qualitative inquiry and research design: Choosing among five approaches*, 3rd ed., (chp. 10). Thousand Oaks, CA: Sage Publications.

Padgett, D.K. (2008). Strategies for rigor. In *Qualitative methods in social work research*, 2nd ed. (pp. 179-198) Thousand Oaks, CA: Sage Publications.

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Session 13 Exiting the Field and Telling the Story

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

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Session 14 Overview and demonstration of Nvivo

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

Session 15 Presenting Qualitative Research Proposals/Research Paper

Poster presentations of pilot research study/research proposal

Note: Syllabus may be modified by instructor based on the needs of the class

COURSE ASSIGNMENTS
Please note that each assignment should be linked to a specific research topic selected by the student and that the topic will remain essentially the same for the duration of the course.

#1: Preliminary Literature Review	Due Week 4 January 28, 2014
Conduct a preliminary search of the research literature (8-10 articles) on a topic of interest to you. Examine both quantitative and qualitative studies but ensure that you have included key qualitative studies on your topic. Write a five page literature review (a synthesis of research studies on your research topic of interest. Your paper should address the following: I. A brief background of the topic (e.g., significance or prevalence of the problem) II. A synthesis of the previous research that has been conducted related to this topic and the gaps in the research III. Provide justification for how qualitative research methods can address those gaps. IV. Conclude the paper with your proposed research question and a discussion of how your research question is important to social work theory, practice, <u>or</u> policy? Include a reference list with all cited works. Please note that your reference list is not included in the five page limit.	

#2: Qualitative Research Strategies: Comparison of the Five Traditions	Due Week 7 February 18, 2014
Using the research topic you have selected to study this semester, write a 5-8 page paper that compares and contrasts the five qualitative traditions as they apply to the study of your chosen topic. I. Briefly summarize the major assumptions/premises of each tradition. How does **each** of these traditions influence: (a) the nature of the questions being asked on your particular topic; (b) the conceptualization of the research topic; (c) the selection of study participants and research sites; (d) the research design employed in the study; and (e) the ways in which data will be analyzed and interpreted? II. Which tradition do you propose to utilize for your pilot research study/research proposal? Why? (Provide a detailed rationale for selecting this particular design strategy). Be prepared to share with the class which tradition you will utilize for the pilot study/research proposal and why.	

#3: Qualitative Data Collection, Coding, and Analysis	Due Week 13 April 1, 2014
Full description of the assignment is posted on Blackboard.	

Using the research topic you have selected to study this semester, select one of the following data collection techniques:

1. In-depth interview: sampling plan, guide, transcript and summary of findings
2. Focus group interview: sampling plan, guide, transcript and summary of findings

Regardless of the data collection method chosen, you will be required to spend at least one hour gathering your data and several hours coding and analyzing the data in preparation for writing up the main findings. Prepare a five page paper that includes all of the elements outlined in the "Assignment 3" handout (under the Syllabus/Assignment tab in Blackboard).

#4: Final Paper and Presentation	Presentation due on Week 15 April 15, 2014
Option A: a pilot study Option B: a research proposal.	Written paper due on April 18, 2014

You will be given two options for your major assignment: a pilot study or a research proposal. Students also will be expected to prepare a poster presentation of their Pilot Research Study/Research Proposal.

The final assignment, building on a number of the individual written assignments, is the preparation of a manuscript depicting the results of a pilot research study or a research proposal, not to exceed 20 doubled spaced pages (excluding references and figures/tables).

Option A: Pilot Research Study Option

Students who select this option will be required to have multiple data points (minimum of three but these could vary by data collection technique employed; for example, three interviews). You may also consider the use of different sources of data (e.g., field observations or archival data). As is common in qualitative research, beyond these minimal requirements, it is not possible to gauge at the onset of a research project, what is required to even minimally address your research question(s). This will emerge during the course of your data collection and analysis. Please be aware of this as you plan your time for this course.

Use the suggested outline described below for the write-up of your pilot study as well as the oral presentation.

I. Abstract (One page maximum). This is brief description of the study

II. Specific Aims (Two pages maximum). What were the objectives of the research? What research question(s) was/were addressed? Why was this/were these (an) important question(s)?

III. Background and Rationale (Five pages maximum). Your preliminary literature review can be incorporated into this section, but you should make any revisions requested by the instructor. To recap, this section will include I-III from the literature review (brief background of the topic, synthesis of the prior research and gaps in the research, and justification of how qualitative research can address those gaps). In addition, you need to discuss the conceptual framework that was employed in your study? What is the justification or relevance for it (i.e., why is this a good fit for this research topic or project)? [Note that part of assignment #2 can be used to address these last two questions, but you must make any revisions requested by the instructor.]

IV. Research Design and Methods (Five pages maximum):

   a. Research Questions. What were the specific research questions that you studied?

   b. Data Collection Instrument or Protocol. Describe your interview/observation protocol and explain how the key constructs were captured in the protocol.

   c. Research Design. What qualitative method/design did you employ in your research? Describe in detail your data collection plan, including whether data were collected at multiple points in time. Be sure to explicitly discuss how your research plan was capable of answering your research questions. How did you establish trustworthiness of your data?

   d. Sampling. How was the study population defined? How did you know that you had sufficient cases in your sample (i.e., what helped you to determine the optimal number of cases)? How were participants recruited into the study? How does your sample affect the transferability of your findings? How did you address human subject issues?

V. Study Findings. (Five pages maximum). Summarize the key findings of your study.

VI. Conclusions and Discussion. (Two pages maximum). Synthesize the key "take-away" points from your study. What are the limitations of your study?

Option B: Research Proposal Option

You are asked to write a research proposal utilizing a qualitative design of your choice. The overall purpose of the research proposal is for students to have a "hands on" experience of writing a feasible research plan in the student's domain of knowledge. Specific goals are to (1) familiarize students with the research literature and the philosophical/theoretical frameworks that undergird research in the student's chosen area of study; and (2) to provide students with the opportunity to generate researchable questions, select an appropriate research design; and describe the data collection methods and analysis strategies that are best for conducting research on the chosen topic.

Use the suggested outline described below for the written proposal as well as the oral presentation.

I. Abstract (One page maximum). This is a brief description of the study

II. Specific Aims (Two pages maximum). What are the objectives of the research? What is (are) the research question(s) that will be addressed? Why is this/are these (an) important question(s)?

III. Background and Rationale (Six pages maximum). Your preliminary literature review can be incorporated into this section, but you should make any revisions requested by the instructor. To recap, this section will include I-III from the literature review (brief background of the topic, synthesis of the prior research and gaps in the research, and justification of how qualitative research can address those gaps). In addition, you need to discuss the conceptual framework that will be employed in your study? What is the justification or relevance for it (i.e., why is this a good fit for this research topic or project)? [Note that part of assignment #2 can be used to address these last two questions, but you must make any revisions requested by the instructor.]

IV. Research Design and Methods (Eight pages maximum):

a. Research Questions. What are the specific research questions to be studied?

b. Data Collection Instrument or Protocol. Describe your interview/observation protocol and explain how the key constructs will be captured in the protocol.

c. Research Design. What qualitative method/design will you employ in your research? Describe in detail your plan for collecting the data, including whether data will be collected at multiple points in time. Be sure to explicitly discuss how your research plan is capable of answering your research questions.

d. Sampling. How is the study population defined? What is your proposed sample size? When will you know you have sufficient cases in your sample? What will help you determine that optimal number of cases? How will participants be recruited into the study? What will you do to maximize participation? How will the sample you propose to use affect the transferability of

your findings?

e. Data Analysis. Describe how the data will be analyzed and how you will enhance the trustworthiness of the findings.

V. Protection of Research Participants. (Two page maximum). What are the potential risks to study participants? What are the benefits, if any, to study participants? How will you protect participant confidentiality?

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