

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course Number:** SW 395K

**Instructor's Name:** Holly Bell, Ph.D.,  
LCSW

**Unique Number:** 62900

**Office Number:** SWB 3.212CA

**Semester:** Spring, 2012

**Office Phone:** 232-5540

**Meeting Time/Place:** Wednesday, 9:00 –  
12:00 , SWB 2.140

**Office Hours:** Wednesdays after class,  
Thursdays 9-11 or by appointment

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**SEMINAR IN ADVANCED QUALITATIVE DATA ANALYSIS**

**I. COURSE DESCRIPTION**

This is an elective course for doctoral students who want additional training in qualitative methods. Most introductory courses offer students the opportunity to work on the early phases of a qualitative project, for example, developing a research question, choosing an approach, constructing an interview or observation guide, entering the field and collecting data; but students typically have little time to focus on the later phases of data analysis and writing. This course is designed to take up where introductory courses leave off by focusing on the epistemological and practical issues of analyzing qualitative data and writing up the results.

This course will be conducted in seminar fashion, allowing students to tailor the learning experience to their particular needs. Students must have permission of the instructor and have successfully completed SW 388R3 (Introduction to Qualitative Methods) or a similar course. They must have access to pre-collected data for analysis or consult with the instructor about a suitable project.

While targeted to social work students, this course is appropriate for advanced doctoral students in any of the social and behavioral sciences.

**II. COURSE OBJECTIVES**

By the end of the semester, the student will complete analysis and writing on a qualitative study and should be able to:

- Identify the similarities and differences between types of qualitative analysis including template, framework, content, grounded theory, narrative, discourse, phenomenology, visual analysis and meta-synthesis.
- Demonstrate a working knowledge of at least one of these methods, and apply it to a specific data set.
- Assess the potential uses of qualitative data analysis software and, if appropriate, demonstrate its use in their particular project.

- Apply different analytic strategies such as coding, memo-writing, and data displays.
- Identify threats to trustworthiness in their particular project and be able to apply appropriate strategies to enhance rigor. In particular, all students will maintain an audit trail of decisions made during the analytic process.
- Critically examine the limitations of their project.
- Communicate the results of analysis through oral presentation and written work.

### III. TEACHING METHODS

In this seminar, the instructor will function as a guide and facilitator. Students are expected to be active participants in their own and each others' learning. Other than the prescribed assignments, students are free to read and conduct their research based on their interests and to suggest additional readings and classroom activities that will facilitate that process. Instruction will focus on key concepts and practice, and class time will be an opportunity to share "aha" moments and successes, as well as to seek guidance, ask questions, and offer critique and suggestions for addressing challenges in their individual projects.

### IV. REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

#### Required Texts:

Coffey, A. & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage Publications.

Grbich, C. (2007). *Qualitative data analysis: An introduction*. Thousand Oaks, CA: Sage Publications.

Saldana, J. (2009). *The coding manual for qualitative researchers*. London: Sage Publications.

Students will also be required to purchase a course pack of additional readings, available at Speedway Copying in Dobie Mall, 2025 Guadalupe, Suite 140, phone 478-3334.

**Recommended Text:**

Wolcott, H.F. (1990). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications.

**Qualitative Data Analysis Software:**

We will discuss the various pros and cons of using software, our experiences with different kinds of software, and when software might be most beneficial, but will not require a specific software package during this course. Software is neither required nor recommended for all projects. If you are considering purchasing software, be aware that software changes quickly, and reviews and information in print media are nearly always obsolete. For up-to-date reviews of a number of data analysis software programs, as well as links to all kinds of other information about qualitative data analysis, see:

<http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/>

There are two free programs, both for Windows:

Weft QDA: <http://www.pressure.to/qda/>

AnSWR:

<http://www.cdc.gov/hiv/topics/surveillance/resources/software/answr/index.htm>)

The Blackboard site also contains an ever-expanding list of websites and listservs on qualitative research that students are encouraged to browse and consult.

**V. COURSE REQUIREMENTS**

The focus of the course will be a series of assignments that will lead the student to a completed report of data analysis and findings on a topic of their choice, and an audit trail of decisions made during that process. Due dates for each assignment are listed on the course schedule below. Additional information about each assignment will be posted on the course website.

<b>Assignment</b>	<b>Points</b>
<b>Final Report or Manuscript</b>	70
<b>Audit Trail</b>	25
<b>Class Participation</b>	<u>5</u>
<b>TOTAL POINTS</b>	100
<b>Extra Credit -- Formal Class Presentations</b>	Up to 10 points

Grading focuses on mastery. Students will be asked to turn in drafts of the report and audit trail during the semester for ungraded feedback. Addressing the instructor’s comments on drafts should result in a high quality final product.

The class participation grade will be based on attendance (including arriving on time) and showing evidence of being prepared to discuss the topic of the day, either through discussion of the assigned readings, suggesting additional ideas or readings, or bringing an example of a problem or a successful strategy from their own project. On the last day

of class, each student is required to do a 10-15 minute presentation of their method and/or findings as part of their class participation grade. Students may choose to do a traditional PowerPoint, poster, or oral presentation, but are encouraged to experiment with more creative approaches to presenting their data.

Students may earn extra credit by doing a short (15 – 30 minute) presentation/exercise on a topic that you feel will contribute to our learning or by organizing data for an in-class exercise. More detail about the options for extra credit is available on the Blackboard site.

### **Grade Distribution**

93-100 points = A  
90-92 points = A-  
87-89 points = B+  
84-86 points = B  
80-83 points = B-  
70-79 points = C  
60-69 points = D  
59 and below = F

As this is an elective course, students are encouraged to take the course pass/fail.

### **VI. CLASS POLICIES**

Students are encouraged to propose a project that will both challenge you and that you will be able to finish by the end of the semester. Incompletes will be given only in the case of a medical emergency.

Discussions research data in class needs to be mindful of the confidentiality of research participants.

Assignments are to be typed, in non-sexist language. Please spell-check all assignments.

In this class the instructor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, and to give students online surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

During this course the instructor will ask students to provide feedback on their learning in formal and informal ways. Your feedback is important for creating the optimum learning environment.

### **VII. UNIVERSITY OF TEXAS POLICIES**

#### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

## **Professional Conduct in Class**

Students should display professional conduct in class by arriving on time, paying attention to speakers and activities, and arriving prepared to participate in class activities. We will not, nor should we, always agree with one another. As a class, we want to foster an environment of openness, encouragement, and mutual respect.

## **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

## **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the instructor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

## **Religious Holidays**

By UT Austin policy, students must notify the instructor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

## **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

## **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the instructor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instructor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## VIII. COURSE SCHEDULE

We will attempt to stay on the following schedule, but may adjust somewhat to meet student needs.

<b>Week/ Date</b>	<b>Please read assigned readings BEFORE the class period for which they are assigned. Items with an asterisk are in the course pack. Additional readings may also be assigned for each week.</b>
Week 1 1/18/12	Introduction to course, assignments, instructor, and fellow students. Discussion of possible research topics. Overview of strategies for qualitative analysis.
Week 2 1/23/12	Choosing an analytic strategy.  <b>Due: Data Collection</b>  Required reading: Coffey and Atkinson, Ch. 1-4 Grbich Ch. 2 Skim Grbich book chapters 3-13 and pick one or two options that seem appropriate for your project. Do some additional reading, either from the course pack or on your own. Come prepared to discuss what you've learned.
Week 3 2/1/12	Preparing data for analysis. Choosing to use analysis software or not. Methodological rigor: Creating an audit trail. Writing memos  Required reading: Coffey and Atkinson, Ch. 7 OR Grbich, Ch. 17 *Rogers & Cowles Saldana, Ch. 2 Browse the following website: <a href="http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/">http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/</a>  Download free version of HyperResearch and work tutorials at <a href="http://www.researchware.com/products/hyperresearch.html">http://www.researchware.com/products/hyperresearch.html</a>
Week 4 2/8/12	Does epistemology make a difference? Codes and Coding. Moving from codes to themes.  Required reading: Grbich, Ch. 1 Review Coffey and Atkinson, Ch. 2 Browse Saldana, Ch. 3 *Richards *Carter & Little
Week 5	Analyzing narratives, language, and signs.

2/15/12	<p><b>Due: Analysis method and audit trail</b></p> <p>Required reading:  Review Coffey and Atkinson, Ch. 3 &amp; 4  *Jones</p>
Week 6 2/22/12	<p>Data Display.</p> <p>Required reading:  Grbich, Ch. 16  Coffey and Atkinson, Ch. 5</p>
Week 7 2/29/12	<p>Thinking theoretically. Analytic memos. Visual analysis.</p> <p>Required reading:  Coffey and Atkinson, Ch. 6  Grbich, Ch. 14  Saldana, Ch. 2  Browse Saldana, Ch. 4</p>
Week 8 3/7/12	<p>Methods for enhancing rigor.</p>
Week 9 3/14/12	<p>SPRING BREAK – NO CLASS</p>
Week 10 3/21/12	<p>Writing as analysis.</p> <p>Required reading:  Review Coffey &amp; Atkinson, Ch. 5  Review Grbich, Ch. 16  *Lofland et al.</p>
Week 11 3/28/12	<p>Analysis continued.</p>

Week 12 4/4/12	Alternative ways of presenting qualitative research.  Required reading: *Caulley
Week 13 4/11/12	<b>Due: Findings and audit trail</b>
Week 14 4/18/12	Feedback on findings—responding to reviews
Week 15 4/25/12	Writing continued.
Week 16 5/2/12	Class presentations.  <b>Due: Final paper, Audit Trail</b>  Final course evaluation

## TOPICAL BIBLIOGRAPHY

### Overview of Analysis Methods

- Bernard, H. R. & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic approaches*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Coffey, A. & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage Publications
- Denzin, N.K. & Lincoln, Y.S. (Eds). (2008). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage Publications.
- Grbich, C. (2007). *Qualitative data analysis: An introduction*. Thousand Oaks, CA: Sage Publications.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Richards, L. (2005). *Handling qualitative data: A practical guide*. Thousand Oaks, CA: Sage.
- Schwandt, T. (2007). *The dictionary of qualitative inquiry* (3rd Ed). Thousand Oaks, CA: Sage Publications.
- Silverman, D. & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide* ). Thousand Oaks, California: Sage Publications.
- Wolcott, H.F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage Publications.

### Generic or General Qualitative Analysis

- \*Grainger, B.B., Sandelowski, M., Tahshjain, H., Swedberg, K., Ekman, I. (2009). A qualitative descriptive study of the work of adherence to a chronic heart failure regimen: Patient and physician perspectives. *Journal of Cardiovascular Nursing* 24(4), 308-315.
- \*Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23, 334-340.
- \*Sandelowski, M. (2001). Real qualitative researchers do not count: The use of numbers in qualitative research. *Research in Nursing & Health* , 24, 230-240.

### Thematic Analysis

- \*Braun, V. & Clark, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3(2), 77-101.
- \*Pack, M. (2010). Transformation in progress: The effects of trauma on the significant others of sexual abuse therapists. *Qualitative Social Work*, 9(2), 249-265. doi: 10.1177/1473325009361008.
- \*Ryan, G. W. & Bernard, H. R. Techniques to identify themes in qualitative data. (2003). *Field Methods*, Vol. 15, No. 185–109. doi: 10.1177/1525822X02239569

### **Meta-Synthesis**

- \*Nelson, A. M. (2002). A metasynthesis: Mothering other-than-normal children. *Qualitative Health Research, 12*(4), 515-530.
- Noblit, G. & Hare, R. (1988). *Meta ethnography: Synthesizing qualitative studies*. Thousand Oaks, CA: Sage Publications.
- \*Sandelowski, M., Cocherty, S. & Emden, C. (1997). Qualitative metasynthesis: Issues and techniques. *Research in Nursing & Health, 20*, 385-371.
- Sandelowski, M., & Barroso, J. (2007). *Handbook for synthesizing qualitative research*. New York: Springer.
- \*Yick, A. G. (2008). A metasynthesis of qualitative findings on the role of spirituality and religiosity among culturally diverse domestic violence survivors. *Qualitative Health Research, 18*, 1289-1306. doi: 10.1177/1049732308321772.

### **Coding and Memo Writing**

- \*Richards, L. (2005). Chapter 5: Coding. In L. Richards, *Handling qualitative data: A practical guide* (pp. 93-113). Thousand Oaks, CA: Sage.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. London: Sage Publications.

### **Template Analysis**

- \*Crabtree, B.F. & Miller, W.L. (1999). Chapter 9: Using codes and code manuals: A template organizing style of interpretation. In B.F. Crabtree & W.L. Miller, *Doing qualitative research* (pp. 163-177). Retrieved from EBSCO Publishing-NetLibrary via University of Texas.
- \*King, N., Carroll, Ca. Newton, P., & Dornan, T. (2002). You can't cure it so you have to endure it: The experience of adaptation to diabetic renal disease. *Qualitative Health Research, 12*(3), 329-346.
- \*Wong, S. & Goodwin, R. (2009). Experiencing marital satisfaction across three cultures: A qualitative study. *Journal of Social and Personal Relationships, 26*(8), 1011-1028. doi: 10.1177/0265407509347938.

### **Case Study**

- \*Dordick, G. (2002). Recovering from homelessness: Determining the "quality of sobriety" in a transitional housing program. *Qualitative Sociology 25*(1), 7-32.
- \*Stake, R.E. (1995). Chapter 5: Analysis and interpretation. In Stake, R.E., *The Art of Case Study Research* (pp. 71-90). Thousand Oaks, CA: Sage.
- \*Yin, R.K. (2009). Chapter 5: Analyzing case study evidence: How to start your analysis, your analytic choices, and how they work. In Yin, R.K., *Case Study Research: Design and Methods* (pp. 127-163). Thousand Oaks: CA: Sage.
- \*Zucker, D. M. (2001). Using case study methodology in nursing research. *The Qualitative Report, 6*(2). Retrieved from: [www.nova.edu/ssss/QR/QR6-2/zucker.html](http://www.nova.edu/ssss/QR/QR6-2/zucker.html)

### **Ethnography and Autoethnography**

- \*Ellis, C. (1999). Heartful autoethnography. *Qualitative Health Research*, 9 (5). 669-683. doi: 10.1177/10493299129122153.
- \*Halley, J. (2003). To speak of my mother. *Qualitative inquiry*, 9(1), 49-56.
- \*Newman, K.S. (2001). Hard times on 125<sup>th</sup> street: Harlem's poor confront welfare reform. *American Anthropologist*, 103(3), 762-778.

### **Grounded Theory**

- \*Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J.F. Gubrium & J.A. Holstein (eds), *Handbook of interview research: Context and method* (pp. 675-693). Thousand Oaks, CA: Sage Publications.
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- \*Walton, J. & Sullivan, N. (2004). Men of prayer: Spirituality of men with prostate cancer: A grounded theory study. *Journal of Holistic Nursing*, 22(2), 133-151. doi: 10.1177/08980104264778

### **Phenomenology**

- \*Arman, M., Rehnsfeldt, A., Lindholm, L., & Hamrin, E. (2002). The face of suffering among women with breast cancer—being in a field of forces. *Cancer Nursing*, 25(2), 96-103.
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- \*Rivaux, S., Sohn, S., Armour, M.P., & Bell, H. (2008). Women's early recovery: Managing the dilemma of early recovery and intimate partner relationships. *Journal of Drug Issues* 38(4), 957-979.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. London, Ontario, Canada: State University of New York.
- \*Wojnar, D. M. & Swanson, K. M. (2007). Phenomenology: An exploration. *Journal of Holistic Nursing*, 25(3), 172-180.

### **Content Analysis**

- \*Hsieh, H-F. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- \*Weitzer, R. & Kubrin, C. E. (2009). Misogyny in rap music: A content analysis of prevalence and meanings. *Men and Masculinities*, 12(1), 3-29.

### **Narrative Research**

- \*Jones, R. (2002). 'That's very rude, I shouldn't be telling you that': Older women talking about sex. *Narrative Inquiry*, 12(1), 121-142.
- \*Mischler, E. G., (1995). Models of narrative analysis: A typology. *Journal of Narrative and Life History*, 5(2), 87-123.
- \*Reynolds, J. & Taylor, S. (2004). Narrating singleness: Life stories and deficit identities. *Narrative Inquiry* 15(2), 197-215.
- Riesmann, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage Publications.

### **Ethnomethodology**

- \*Baker, C.D. (2002). Ethnomethodological analyses of interviews. In J.F. Gubrium & J.A. Holstein (eds.), *Handbook of interview research: Context and method* (pp. 777-795). Thousand Oaks, CA: Sage Publications.
- \*Jimerson, J.B. & Oware, M.K. (2006). Telling the code of the street: An ethnomethodological ethnography. *Journal of Contemporary Ethnography*, 35(1), 24-50. **Note: this study combines ethnomethodology and ethnography**
- \*Paoletti, I. (2002). Caring for older people: A gendered analysis. *Discourse & Society*, 13(6), 805-817. **Note: this study combines feminist research, ethnomethodology and conversation analysis.**

### **Discourse Analysis**

- \*Benford, R. & Gough, B. (2006). Defining and defending 'unhealthy' practices: A discourse analysis of chocolate 'addicts' accounts. *Journal of Health Psychology*, 11(3), 427-440.
- \*Cheek, J. (2004). At the margins? Discourse analysis and qualitative research. *Qualitative Health Research*, 14(8), 1140-1150.
- \*Rolfe, A., Orford, J. & Dalton, S. (2009). Women, alcohol and femininity: A discourse analysis of women heavy drinkers' accounts. *Journal of Health Psychology* 14, 326-335.

### **Visual Analysis**

- \*Haines, R.J., Bottorff, J.L., McKeown, S.B., Ptolemy, E., Carey, J., & Sullivan, K. (2010). Breast cancer messaging for younger women: Gender, femininity, and risk. *Qualitative Health Research*, 20(6), 731-742.
- \*Riessman, C.K. (2008). Chapter 6: Visual analysis. In C.K. Riessman, *Narrative methods for the human sciences*, (pp. 141-182). Thousand Oaks, CA: Sage Publications.

### **Postmodernism**

- \*Blakeborough, D. (2008). "Old people are useless": Representations of aging on *The Simpsons*. *Canadian Journal of Aging*, 27(1), 57-67.

### **Qualitative Data Analysis Software**

- \*La Pelle, N. (2004). Simplifying qualitative data analysis using general purpose software tools. *Field Methods*, 16, 85-108.
- \*Macmillan, K. (2005). More than just coding? Evaluating CAQDAS in a discourse analysis of news texts. *Forum: Qualitative Social Research* 6 (3). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/28/60>
- \*Meyer, D. Z. & Avery, L. M. (2009). Excel as a qualitative data analysis tool. *Field Methods*, 21(1), 91-112. doi:10.1177/1525822X08323985.

### **Rigor**

- \*Armour, M.P., Rivaux, S. & Bell, H. (2009). Using context to build rigor: Application to three hermeneutic phenomenological studies. *Qualitative Social Work* 8(9), 101-122.
- \*Miles, M.B. & Huberman, A.M. (1994). Chapter 10: Making good sense – drawing and verifying conclusions. In *Qualitative data analysis: An expanded sourcebook* (2<sup>nd</sup> ed.) (pp. 245-287). Thousand Oaks, CA: Sage Publications.
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- \*Saini, M. (2011). Handout: Qualitative Research Checklist. Unpublished.

### **Epistemology**

- \*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, doi: 10.1177/1049732307306927.
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- \*Reid, W. J. (2002). In the land of the paradigms, method rules. *Qualitative Social Work* 1 (3), 291-295.

### **Writing and (Re)presenting Data**

- \*Banks, S. P. (2000). Five holiday letters: A fiction. *Qualitative Inquiry*, 6(3), 392-405.
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- \*Saldana, J. (2003). Dramatizing data: A primer. *Qualitative Inquiry*, 9(2), 218-236.
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\*articles and book chapters included in course pack