

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

Course Number: SW 395K **Instructor's Name:** Rowena Fong, Ed.D, MSW
Unique Number: 63545 **Office Number:** SWB 3.122G
Semester: Fall, 2014 **Office Phone:** 512 471-1393
Meeting Time: Tuesdays, 9:00 –12:00 **Meeting Location:** Social Work Building 2.118
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SEMINAR IN ADVANCED QUALITATIVE DATA ANALYSIS

The Advance Qualitative Analysis class will focus on epistemological and practical issues of analyzing qualitative data and writing up results. A range of topics will be discussed such as, selecting appropriate coding methods, controlling validity threats of bias and reactivity, designing matrix and network displays, using computers in qualitative research, and monitoring ethical issues in analysis. As a seminar, it will tailor the learning experience to the needs of the particular student. Students must have taken an Introduction to Qualitative Methods class and have access to pre-collected data for analysis or can consult with the professor about a suitable project.

I. COURSE DESCRIPTION

This is an elective course for doctoral students who want additional training in advanced 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 thematic, grounded theory, narrative, discourse,

phenomenology, 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 a particular project and be able to apply appropriate strategies to enhance rigor.
- 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 Text:

Miles, M., Huberman, A. & Saldana, J. (2014) *Qualitative data analysis: A methods sourcebook*. Los Angeles, CA: Sage Publications

Saldana, J. (2013). *The coding manual for qualitative researchers*. 2nd ed. Los Angeles, CA: Sage Publications

Qualitative Data Analysis Software and Websites

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.

Dr. Jim Drisko at Smith College has a Qualitative Research website and Robert Wood Johnson Foundation : <http://www.qualres.org/index.html> has information on Qualitative Research.

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 . Critical review of readings as well as leading class discussions on the readings will be a part of the course requirement. Dates to be determined.

Course Assignments

1. Critical Review of Readings	15 points
2. Lead Class Discussions	10 points
3. Qualitative Data Analysis (Oral Presentation)	15 points
4. Qualitative Data Analysis (Final Paper)	55 points
5. Attendance/Participation	5 points
Total	100 points

1. Students will choose 5 journal articles and do a critical review of the methodologies or content in the context of the readings from both the MHS and Saldana textbooks. This will be a 6-8 page APA format paper. DUE October 14, 2014
2. Students will choose 2 class sessions to present the reading materials and facilitate class discussion.
3. Students will do an oral presentation on their qualitative study (November 25 or December 2, 2014)
4. Students will write up a 20 page final paper on the methodology of their qualitative study. DUE December 2, 2014

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. To encourage reading, the instructor will periodically ask a short answer question at the beginning of class. Student responses will factor into the class participation grade.

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.

GRADING POLICY/GRADING CRITERIA:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-

67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

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.

Using laptop computers in class to conduct tasks that are not related to the course contents (e.g., working on papers for other classes, checking e-mail, surfing Internet news) and cell-phone texting while in class is unprofessional and disruptive to other students and the instructor.

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

1. Participation and Attendance

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Attending the entire class period (i.e., being on time and staying till the end of class) is expected in order to receive credit for attending class that day.

Students will be allowed two (2) unexcused absences. These unexcused absences will include absences due to medical problems or other emergencies. Attendance will be taken each class period. In cases where a student misses more than the allotted two unexcused absences, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the first unexcused absence. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

2. Late Assignments

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) points each day late. If the due date is a problem, then the student should see the professor and negotiate another due

date well in advance.

VII. UNIVERSITY 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. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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 professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor 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 professor 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 professor 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 professor 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 professor in writing during the first week of class.

In the event of an evacuation, follow the professor’s instructions.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. COURSE SCHEDULE

Please read assigned readings BEFORE the class period for which they are assigned. Items with an asterisk (*) are the REQUIRED READINGS in the course pack. Additional readings may also be assigned for each week.

Date	Class Content	Readings/Assignments
Week 1 Sept 2	Introductions and Course Overview Discussion Qualitative Research Projects Review Traditions of Qualitative Research: Grounded Theory, Phenomenology, Case Study, Ethnography, Narrative Analysis	
Week 2 Sept 9	Research Design and Management Codes and Coding	MHS Chap 1 and 2 *Braun & Clarke (2006) *Ryan & Bernard (2003) *Patton (2002) Saldana Chap 1
Week 3 Sept 16	Team-based Qualitative Research GUEST SPEAKER: DR. LAUREN GULBAS	MHS Chap 4 *McQueen (2008) *McQueen, McClellan-Lemal, Bartholow & Milstein (2008) *Hruschka, Schwartz, St. John, Picone-Decaro, Jenkins & Carey (2004)
Week 4 Sept 23	Ethical Issues and Analysis Writing Analytic Memos First Cycle Coding Method	MHS Chap 2 Saldana Chap 2 Saldana Chap 3 *Kanuha (2000) *Lipp(2010)
Week 5 Sept 30	Second Cycle Coding Method Grounded Theory	Saldana Chap 4 Saldana Chap 5 Saldana Chap 6 *Fong & Wang (2001) *Walton & Sullivan (2004)
Week 6 Oct 7	Matrix and Network Displays Phenomenology	MHS Chap 5 *Berger Cardoso, Gomez, Padilla (2009) *Armour(2002) *King Carroll, Newton& Dorman(2002) *Riveaux Sohn, Armour, & Bell (2008)

Week 7 Oct 14	Exploring Fieldwork, Variables and Reports Narrative Analysis Discourse Analysis CRITICAL REVIEW PAPERS DUE	MHS Chap 6 *Cheek (2004) *Reynolds & Taylor (2004) *Small (2009) *Wells (2010)
Week 8 Oct 21	Data Analysis Tools and Software Metasynthesis Approaches to Content Analysis	*LaPelle (2004) *Meyer & Avery (2009) *Yick (2008) *Nelson (2002) *Hsieh & Shannon (2005)
Week 9 Oct 28	Conceptual Cluster Matrices Framework GUEST SPEAKER: DR. LAUREN GULBAS	MHS Chap 7 *Gale, Heath, Cameron, Rashid, & Redwood (2013) *Namy, Guest, Thairu, & Johnson (2008)
Week 10 Nov 4	Ordering Processes: Time Ordered Matrixes Case Studies Epistemology	MHS Chap 8 *Dordick (2002) *Carter & Little(2007) *Staller (2012) *Parker & Lynn (2002)
Week 11 Nov 11	Explaining Interrelationship, Change, Causation Mixed Methods Studies Reflexivity/Researcher Bias	MHS Chap 9 *Haines et. al. (2010) *Norum (2000) *Watt (2007)
Week 12 Nov 18	Methods of Predicting: Testing Predictions and Causal-Prediction Models Enhancing Analytical Rigour	MHS Chap 10 *Gibson & Abrams (2013) *Morrow(2005) *Kidd & Parshall(2003)
Week 13 Nov 25	Drawing and Verifying Conclusions Student Presentations	MHS Chap 11 *Caulley (2008) *Sandelowski (2000) *Sword (1999)
Week 14 Dec 2	Writing Qualitative Research/Reflections Student Presentations FINAL PAPER DUE	MHS Chap 12 MHS Chap 13 *Drisko (2005) *Staller & Krumer-Nevo (2013) *Gilgun (2005)

TOPICAL BIBLIOGRAPHY

OVERVIEW OF ANALYSIS METHODS

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- Bernard, H. R. & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic approaches*. Thousand Oaks, CA: Sage Publications.
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- Richards, L. (2005). *Handling qualitative data: A practical guide*. Thousand Oaks, CA: Sage Publications.

GENERAL QUALITATIVE ANALYSIS

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ROLE OF RESEARCHER

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THEMATIC ANALYSIS

- *Braun, V. & Clark, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3(2), 77-101.
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META SYNTHESIS

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CODING AND MEMO WRITING

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TEMPLATE ANALYSIS

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CASE STUDY

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CONTENT ANALYSIS

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NARRATIVE RESEARCH

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DISCOURSE ANALYSIS

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USING COMPUTERS IN QUALITATIVE DATA ANALYSIS

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RIGOR

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