

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

**Course Number:** SW 395K

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

**Unique Number:** 64525

**Office Number:** SWB 3.212D

**Semester:** Fall, 2013

**Office Phone:** 232-5540

**Meeting Time/Place:** Tuesdays, 9:00 –  
12:00 , SWB 2.118

**Office Hours:** Tuesdays after class, 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 thematic, template, 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. 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 Text:

Wertz, F.J., Charmaz, K. McMullen, L. M. Josselson, R., Anderson, R. and McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. New York: Guilford Press.

Students will also be required to purchase a course pack of additional readings, available at Speedway Copying at University Towers, 715 West 23<sup>rd</sup> Street, Suite N, phone 478-3334. Ask for packet #47.

#### Recommended Text:

Grbich, C. (2007). *Qualitative data analysis: An introduction*. 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/>

This course will include an introduction to *dedoose*, a low cost program available for both Macs and PCs:

<http://www.dedoose.com/>

## 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.

Assignment	Points
Final Report or Manuscript	70
Audit Trail	25
Class Participation	<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. 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.

Students may earn extra credit by doing a short (15 – 30 minute) presentation/exercise on a topic that 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 course web 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.

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.

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

In this class the instructor uses Canvas -- 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. To protect the confidentiality of student work, all assignments should be submitted online. Students can find support in using Canvas by checking out the following guides: <http://edutech.ctl.utexas.edu/students/> or by contacting the ITS Help Desk at 475-9400 or <https://www.utexas.edu/its/canvas-project/forms>.

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 by being prepared to participate in class activities. Class discussions should be conducted with respect for others' opinions. 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>.

To protect the confidentiality of student communications, the instructor will communicate with students within the Canvas website. Students are encouraged to check the website regularly or configure their preferences so that Canvas can notify you via your personal email, Facebook, or Twitter.

## 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.

Week/ Date	<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 9/3/13	Introduction to course, assignments, instructor, and fellow students. Discussion of possible research topics. Developing a research question. Overview of strategies for qualitative analysis. Assessing your data.
Week 2 9/10/13	Thematic and template analysis. "Entering" data. Coding. Moving from codes to themes. Introduction to Teresa interview. Qualitative metasynthesis.

	<p><b>Due: Assignment 1: Data collection</b></p> <p>Required reading:  Wertz et al. (2011) (this is the required textbook), Ch. 4  *Braun &amp; Clark (2006)  *Ryan &amp; Bernard (2003)  *Richards (2005)  *Pack (2010)</p> <p>Suggested reading:  Wertz et al. (2011) Ch. 1  *Grainger et al. (2009)  *Wong &amp; Goodwin (2009)  *Sandelowski, Cocherty, Emden (1997)  *Yick, (2008).</p>
Week 3 9/17/13	<p>Preparing data for analysis. Choosing to use analysis software or not.  Introduction to rigor: Creating an audit trail.</p> <p>Required reading:  *Rogers &amp; Cowles (1993)  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 version of <i>dedoose</i> and work tutorials at:  <a href="http://www.dedoose.com/">http://www.dedoose.com/</a></p> <p>Suggested reading:  *LaPelle (2004)  *Meyer &amp; Avery (2009)</p>
Week 4 9/24/13	<p>Phenomenology and Grounded theory. Writing analytic memos.</p> <p>Required reading:  Wertz et al. (2011) Ch. 2, 5 and 6  *Arman, Rehnfeldt, Lindholm, &amp; Hamrin (2002)  *Lipp, A. (2010)</p> <p>Suggested reading:  * Saldana (2011) Ch. 2  *Walton &amp; Sullivan (2004)  *Rivaux et al. (2008)  *Wojnar &amp; Swanson (2007)</p>
Week 5 10/1/13	<p>Narrative and discourse analysis.</p> <p>Required reading:  Wertz et al. (2011) Ch. 6 and 7  *Jones (2002)  * Benford &amp; Gough (2006)</p> <p>Suggested reading:</p>

	<p>*Mischler (1995)          *Reynolds &amp; Taylor (2004)          *Rolfe, Orford &amp; Dalton (2009)          *Cheek (2004)</p>
<p>Week 6          10/8/13</p>	<p>Other approaches to analyzing qualitative data. Comparing and contrasting methods. Does epistemology make a difference?</p> <p>Required reading:          *Carter &amp; Little (2007)          *Staller (2012)          Wertz et al. (2011) Ch. 10</p>
<p>Week 7          10/15/13</p>	<p>Data display.</p> <p><b>Due: Assignment 2: Analysis method and audit trail.</b></p> <p>Required reading:          *Grbich (2007), Ch. 16</p>
<p>Week 8          10/22/13</p>	<p>Using theory/making theory</p> <p>Required reading:          *Coffee and Atkinson (1996), Ch. 6</p>
<p>Week 9          10/29/13</p>	<p>Rigor. Writing a findings section.</p> <p>Required reading:          *Patton (2002)          *Saini, M. (2011)</p> <p>Suggested reading:          *Miles and Huberman (1994)</p>
<p>Week 10          11/5/13</p>	<p>Ethics of presentation.</p> <p>Feedback on findings—responding to reviews</p> <p><b>Due: Assignment 3: Findings and audit trail.</b></p> <p>Required reading:          Wertz et al. (2011) Ch. 11 and 12</p>
<p>Week 11          11/12/13</p>	<p>Writing qualitative analysis.</p> <p>Required reading:          *Staller &amp; Krumer-Novo (2013)          *Lofland et al. (2006)</p>
<p>Week 12          11/19/13</p>	<p>Writing qualitative analysis continued. Making qualitative research less boring.</p>

	Required reading: *Caulley (2008)
Week 13 11/26/13	Writing the discussion section.
Week 14 12/3/13	Class presentations. Course evaluation. <b>Due: Final paper and audit trail.</b>

## 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. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</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

- \*Granger, 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.

### 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. (2003). Techniques to identify themes in qualitative data. *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.
- \*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. (2011). Chapter 2: Writing analytic memos. *The coding manual for qualitative researchers*, 2<sup>nd</sup> Ed. 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, C. 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.

## **Ethnography**

- \*Newman, K.S. (2001). Hard times on 125<sup>th</sup> street: Harlem's poor confront welfare reform. *American Anthropologist*, 103(3), 762-778.
- Wolcott, H.F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.

## **Grounded Theory**

- Charmaz, K. (2008). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.
- \*Lipp, A. (2010). Conceding and concealing judgement in termination of pregnancy; a grounded theory study. *Journal of Research in Nursing*, 15(4), 365-378.  
doi: 10.1177/1744987109347043.
- Straus, A. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage Publications.
- \*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.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications.
- \*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.

### **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.

### **Using Computers in Qualitative Data Analysis**

- \*La Pelle, N. (2004). Simplifying qualitative data analysis using general purpose software tools. *Field Methods*, 16, 85-108.
- \*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.
- \*Patton, M. Q. (2002). Two decades of developments in qualitative inquiry. *Qualitative Social Work*, 1(3), 261-283.
- \*Rogers, B. & Cowles, K. V. (1993). The qualitative research audit trail: A complex collection of documentation. *Research in Nursing & Health*, 16, 219-226.
- \*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.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications.
- \*Staller, K. M. (2012). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy. *Qualitative Social Work.*, 395-413.

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

- \*Caulley, D. N. (2008). Making qualitative reports less boring: The techniques of writing creative nonfiction. *Qualitative Inquiry*, 14(2), 424-449. doi: 10.1177/1077800407311961
- \*Coffey, A. A., & Atkinson, P. (1996). Chapter 6: Beyond the data. *Making sense of qualitative data: Complementary research strategies*. Sage.
- \*Grbich, C. (2012). Chapter 16: Writing up and data display. *Qualitative data analysis: An introduction*. Sage.
- \*Lofland, J., Snow, D., Anderson, L., Lofland, L. H. (2006). Chapter 10: Writing Analysis. In *Analyzing Social Settings* (pp. 220-240). Belmont, CA: Wadsworth Thompson.
- \*Staller, K. M., & Krumer-Nevo, M. (2013). Successful qualitative articles: A tentative list of cautionary advice. *Qualitative Social Work*, 12(3), 247-253.
- Wolcott, H.F. (1990). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications.

\*articles and book chapters included in course pack