THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 388R3	Instructor:	M. Armour, Ph.D.
Unique Number:	61480	E-mail:	marmour@utexas.edu
Semester:	Spring 2018	Office Room:	3.212D
Meeting Time:	Tues. 8:30-11:30 Jan. 17 – May 2	Phone:	471 3197
Meeting Place:	2.140	Office Hours:	Friday 3:30-5:00 By appointment

RESEARCH III: QUALITATIVE RESEARCH METHODS

1. COURSE DESCRIPTION

The purpose of this course is to introduce doctoral students to the philosophical and methodological issues of qualitative research. Students are introduced to epistemologies and theoretical perspectives that inform five qualitative approaches. They conduct a small qualitative study based on one of five approaches that best answers their research question. As part of their individual studies, they apply knowledge about reflectivity, sampling, methods of data collection, analysis using different coding techniques and qualitative software, strategies for strengthening rigor and credibility, and the presentation of results including writing for professional publication. Students are introduced, as well, to mixed methods research and the systematic ways that both quantitative and qualitative research can be used together to provide more comprehensive answers to research questions.

II. COURSE OBJECTIVES

By the end of the semester, students will complete a small qualitative study and should be able to:

1. Identify the strengths and appropriate uses of qualitative research.
2. Have a beginning understanding of the philosophical issues and debates in the field.
3. Understand different epistemological traditions and theoretical perspectives that inform specific qualitative approaches
4. Understand the closeness of fit between research questions, qualitative approaches, research design, and presentation of results.
5. Compare and contrast five major qualitative approaches.
6. Work competently within one qualitative approach.

7. Understand and use reflexivity to manage subjectivity.
8. Identify and use the basic methods of data collection including interviewing.
9. Apply different analytic schemes associated with specific qualitative approaches for coding data and extracting emerging themes.
10. Understand how and when to use qualitative data software.
11. Understand the purpose of mixed methods research and the models for combining qualitative and quantitative data.
12. Appreciate the ethical issues involved in qualitative research and measures to enhance rigor.
13. Understand the concept of performance in the writing of qualitative studies.

III. TEACHING METHODS

The course uses a seminar and tutorial format comprised of brief lectures, presentations by guest lecturers on specific qualitative approaches, article summaries by students, exercises for applied learning, and hands on practice with qualitative software. Students meet regularly with the instructor for consultation on their individual studies. Student in-class reports on the progress of their studies provides an additional avenue for discussion and exposure to a variety of concerns related to qualitative methods.

IV. REQUIRED TEXTS AND MATERIALS

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd Edition)*. Thousand Oaks, CA: Sage.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Saldana, J. (2016). *The coding manual for qualitative researchers (3nd edition)*. London: Sage.

Brinkmann, S. & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing (3rd edition)*. Thousand Oaks, CA: Sage.

Each student will be **required** to read ONE of the following texts relevant to your selected research approach.

Case Study:
Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Ethnography:
Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis (4th edition)*. Belmont, CA: Wadsworth/Thompson.

Grounded Theory:
Charmaz, K. (2008). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Narrative Research:
Riesmann, C. K. (2008). *Narrative methods for the human sciences.* Thousand Oaks, CA: Sage.

Phenomenology:
Moustakas, C. (1994). *Phenomenological research methods.* Thousand Oaks, CA: Sage.

Additional required and recommended readings for each week will be available on the Canvas site for this class. Additional readings may be assigned throughout the semester.

Required Equipment:
Students will need an audio recorder and transcribing equipment or software. Reviews of various audio recording and transcriptions options are available at:
http://sophia.smith.edu/~jdrisko/recording_audio.htm and
http://sophia.smith.edu/~jdrisko/transcription.htm.
Transcriva is a free software transcription program for Mac computers.
http://transcriva.en.softonic.com/mac

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/

While not required, students may wish to use qualitative research software (QRS) for analyzing their data. A list of QSR programs can be found at
http://www.qualitativeresearch.uga.edu/QualPage/multimedia,qda.html
In addition, there is a free program that works on both PC and MAC called RQDA. The URL for downloading is http://rqda.r-forge.r-project.org/
Another low cost program available for both Macs and PCs: http://www.dedoose.com/

NVivo 10 Research Software is installed on the computer in the doctoral student room for your use.

Information Resources:
A list of qualitative journals is available from
http://www.slu.edu/organizations/qrc/QRjournals.html

Additional websites for qualitative methods:
- *www.nsf.gov/pubs/2004/nsf04219/start.htm* (excellent proceedings from workshop on qualitative methods at the National Science Foundation)
- *http://www.qualitativeresearch.uga.edu/QualPage/* (comprehensive site from Univ. of Georgia.
- http://www.nova.edu/ssss/QR/ (on-line journal "The Qualitative Report")
- http://ejournals.library.ualberta.ca/index.php/IJQM/index (*International Journal of Qualitative Methods)*
- www.researchtalk.com (training/workshop company on Long Island)

V. COURSE REQUIREMENTS

The grade for this course will be based on the student's ability to understand, apply and critique qualitative research methods. The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the semester. All assignments and papers should be typed and double-spaced and <u>follow the APA format 6th edition</u>.

<u>Formatting</u>: Papers must be printed on white paper in black ink. Papers must be stapled. Each page must be numbered at the bottom. You must use 1.25" margins all around. Papers should be double spaced in Times New Roman or Times 12-point font. All papers should be turned in electronically, as well as hard copy.

1. Research Project

Each student will conduct a small qualitative research study on a topic of their choice using one of the five main research approaches (ethnography, grounded theory, narrative, case study, or phenomenology). Assignments for the study are due throughout the semester culminating in a final paper. Feedback on each assignment should be incorporated into the final paper to assure a satisfactory grade on the final paper. The assignments include:
1. A statement of your research problem.
2. Completion of IRB Class Projects Review form, available on Canvas and at http://www.utexas.edu/research/rsc/humansubjects/class_project.html. Students must also complete the 4-part HRPP training available at http://www.utexas.edu/research/rsc/humansubjects/training/.
3. A brief literature review (5-8 articles including an article using qualitative methods). Include conceptual/theoretical framework, if known. (5 pts)
4. Proposed methodology including recruitment, access, eligibility criteria, data collection and sources such as observations and archival data, and information about interviewing including interview guides, length of interviews and/or observations, informed consent procedures, use of qualitative software, data analysis (to the extent known) and plan for ensuring quality and methodological rigor. (5 pts)
5. Fieldnotes from interviews and/or observations. (2.5 points)
6. A verbatim transcribed interview.
7. Sample analysis, including a statement of how the analysis is conducted within the selected qualitative research approach. (2.5 points)
8. Final paper. (65 pts.)
9. Class presentation.

2. Final Exam

Students will complete a take home, open book final exam based on their selection of 3 out of 10 questions. Students may use any books, articles, websites and personal notes to show what they have learned in the course.   Students are not to consult with anybody else about how to answer the questions or look at anyone else's answers. Answers to each question are limited to 750 words. (15 points)

3. **Article Reviews**

Each student will give a detailed presentation in class of articles or chapters assigned to the class. Students will prepare 1-2 page handout for class members summarizing the article/chapter, exploring the usefulness of the material, and proposing questions and issues for class discussion. Please bring handouts to class to distribute (5 points).

VI. COURSE GRADING CRITERIA

Small study assignments	15 points
Final exam	15 points
Article reviews	5 points
Small study	65 points
TOTAL	100 points

GRADING SCALE

A total of 100 points may be earned for the above assignments. Grades will be assigned as follows.

100-94.0 = A 93.999-90.0= A- 89.999-87.0= B+	86.999-84.0= B 83.999-80.0= B- 79.999-77.0= C+	76.999-74.0= C 73.999-70.0= C- 69.999-67.0= D+	66.999-64.0= D 63.999-60.0= D- 59.999 and below = F

VII. CLASS POLICIES

1. 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. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Students are expected to complete all assignments and all parts of an assignment regardless of whether or not they earn an assigned grade.

2. Constructive feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students may be asked to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the instructor's teaching strategies are helping or hindering student learning. Students are encouraged to provide feedback during office hours and by appointment if they desire. Students are also expected to provide the feedback in time for the instructor to make changes that will benefit them. If students have concerns about the instructor, the course, or the classroom environment, students are expected to communicate their concerns directly and constructively to the instructor first.

3. Confidentiality**.** Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.

5. At times, the instructor may ask students for a copy of their papers to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample fill in the following information and return it to the instructor.

VIII. UNIVERSITY POLICIES

1. **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.

2. **Professional Conduct and Civility in the Classroom.** 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. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

3. **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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

4. **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.

5. **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/).

6. **Use of Course Materials.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to

websites for the purpose of distributing those materials to other current or future students.

7. **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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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/.

8. **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, examination, work assignment, or 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.

9. **Title IX Reporting**. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

10. **CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

11. **Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

12. **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 for keeping the university informed

about a change of 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.

13. **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.

14. **Behavioral 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 between 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.

15. **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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

Course Schedule

Date	Description	Text/Readings/ Assignments
Week 1 Jan. 16	Overview of syllabus & course expectations Philosophy of Science: Defining & framing qualitative research Research topics & research questions	Denzin, & Lincoln, "Introduction: The discipline and practice of qualitative research." Brun, "The process and implications of doing qualitative research: An analysis of 54 doctoral dissertations." **http://www.ted.com/talks/brene_brown_on_vulnerability.html** **IRB Training**
Week 2 Jan. 23	Theory, Approaches & Methods: Qualitative Research Approaches Review of 5 approaches	Creswell, Chapters 1-5, Appendices A-F (Read Appendices first) <u>Read 2 from the following list:</u> Charmaz, "Stories of suffering: Subjective tales and research narratives" (grounded theory) Dordick, "Recovering from homelessness" (case study) Fischer, "A phenomenological study of being criminally victimized" (phenomenology) Mancini, Hardiman, & Lawson, "Making sense of it all: Consumer providers' theories about factors facilitating and impeding recovery from psychiatric disabilities" (grounded theory) Riessman, "Making sense of marital violence" (narrative analysis) Ware et al., "An ethnographic study of the meaning of continuity of care in mental health services" (ethnography)
Week 3 Jan. 30	Theory, Approaches & Methods: Paradigms & Theoretical Perspectives	Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process.* Thousand Oaks, CA: Sage Publications. Creswell, Chapter 6 **Handout and review of selected chapter** **Problem Statement due**

Week 4 Feb. 6	Theory, Approaches & Methods: Procuring the Sample	Creswell, Chapter 7 Small, "How many cases do I need?" Textbook on individual approach
	Sample, access, reflexivity and ethics Reflexivity 9:00 **Jemel Aguilar**	Read 2 from the following list: Waldrop, "Ethical issues in qualitative research with high risk populations" Padgett, "Ethical issues in qualitative research" Gibson & Abrams, "Racial differences in engaging, recruiting, and interviewing African American women in qualitative research" Kanuha, "Being 'native' versus going 'native'" Miller, "Researching violence against street prostitutes" Parker & Lynn, "What's race got to do with it?" Norum, "Black(w)holes: A researcher's place in her research." Watt, "On becoming a qualitative researcher: The value of reflexivity." Sword, "Accounting for presence of self: Reflections on doing qualitative research."
Week 5 Feb. 13	Narrative **Paula Gerstenblatt** Grounded Theory **Shannon Johnson**	Gerstenblatt, 2013 "Collage portraits as a method of analysis in qualitative research. Warren & Karner, "The textual and the visual as qualitative data." Martin, F. E. (1998). "Tales of transition: Self-narrative and direct scribing in exploring care-leaving. " Wells, "A narrative analysis of one mother's story of child custody loss and regain." Johnson, S & Armour, M. (in review). Living with paradox: Finding strength, comfort, and purpose in spirituality after homicide. Kvale, *Interviews*, pp. 2-122 Charmez, "Qualitative interviewing and grounded theory analysis." **Human Subjects form and consent**

Week 6 Feb. 20	Ethnography **Angela Nonaka** Phenomenology **Marilyn Armour** Interview Schedule/Guide	Article from Welfare, Children & Families: Three-City Ethnography 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. Armour, "Journey of family members of homicide victims: A qualitative study of their posthomicide experience." (phenomenology) Taylor & Bogdan, Chapter 4 **Literature Review**
Week 7 Feb. 27	Case Study Participant Observation Documents/ Archival materials	Armour, "Alternative routes to professional status: Social work and the new careers program under the office of economic opportunity" Adler & Adler. "Observational techniques." Patton, *Qualitative evaluation and research methods*, pp.199-244. Bogdan & Biklen, Qualitative data. **Methodology**
Week 8 March 6	Theory, Approaches & Methods: Data Collection Interviewing Focus groups	Poland, "Transcription quality as an aspect of rigor in qualitative research" Kvale, *InterViews*, 123-202, 203-214 Berg, B.L. "Focus group interviewing." Kidd & Parshall, "Getting the focus and the group: Enhancing analytical rigor in focus group research." Jarrett. "Living poor: Family life among single parent, African-American women." **Memoing and field notes from interview or observation**
		SPRING BREAK
Week 9 March 20	Theory, Approaches & Methods: Analysis 1 Interpreting, coding & making sense of the data. Memoing.	Creswell, Chapter 8 Saldana, *The coding manual for qualitative researchers,* 1-65 Ryan & Bernard, "Techniques to identify themes." Kvale, 215-275 **Transcript**
Week 10 March 27	Theory, Approaches & Methods: Analysis 2 Qualitative Research Software	Gibbs, "Getting started with computer-assisted qualitative data analysis." Gibbs, "Searching and other analytic activities using software." Drisko, "Qualitative Data Analysis Software: A user's appraisal." Grbich, "An overview of qualitative computer programs."

		Soldana: 29-37
		Sample Analysis
Week 11 April 3	Theory, Approaches & Methods: Analysis 3 Work groups on analysis (small groups scheduled)	Saldana: Grounded Theory open coding (process coding) 110-124, 186-198, 239-255;Narrative 145-159, 260-268Ethnography 174-186; Phenomenolohy 198-204; **Final Exam**
Week 12 April 10	Findings, Rigor & Quality	Creswell, Chapter 10 Drisko, "Strengthening qualitative studies and reports: Standards to promote academic integrity." Morrow, "Quality and trustworthiness in qualitative research in counseling psychology." Kvale, 277-300
Week 13 April 17	Mixed Methods	Padgett, "Multimethod research: The synergy of combining qualitative and quantitative methods." Johnson and Onwuegbuzie, "Mixed methods research: A research paradigm whose time has come." Burke Johnson, Onwuegbuzie & Turner, "Toward a definition of mixed methods research." Morgan, "Pragmatism as a paradigm for mixed methods research" Negi, "Battling discrimination and social isolation; Psychological distress among Latino day laborers." Schwartz, McRoy & Downs, (2004). "Adolescent mothers in a transitional living facility." Creswell & Clark "Chapter 4: Choosing a mixed methods design." Creswell & Clark, "Chapter 5: Introducing a mixed methods study"
Week 14 April 24	Writing Wrap up Presentations	Creswell, Chapters 9 & 11 Lofland et al., Chapter 10 Gilgun, "'Grab'" and good science: Writing up the results of qualitative research." Drisko, "Writing up qualitative research." Kvale, 301-356 **Presentations**
Week 15 May 1	Presentations	**Presentations** **Paper Due**

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