

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

Course Number:	SW 388R3	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	62815	E-mail:	marmour@mail.utexas.edu
Semester:	Spring 2012	Phone:	471 3197
Meeting Time:	Tues. 8:30-11:30 Jan. 17 –May 1	Office Room:	3.212EB
Meeting Place:	2.132	Office Hours:	Friday 3:30-5:00 By appointment

**RRESEARCH III: QUALITATIVE RESEARCH METHODS**

**I. COURSE DESCRIPTION**

The purpose of this course is to introduce doctoral students to the philosophical and methodological issues of qualitative research. It will be a “hands-on” class, with a focus on practicing various methods with the goal of producing a small qualitative study.

**II. COURSE OBJECTIVES**

By the end of the semester, students will be 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. Compare and contrast five major qualitative approaches.
4. Work competently within one qualitative approach.
5. Identify and use the basic methods of data collection and analysis.
6. Appreciate the ethical issues involved in qualitative research.
7. Identify issues of academic rigor and assess the quality of qualitative studies

**III. TEACHING METHODS**

The activities of this course will include lecture, class participation, in-class group exercises and guest lectures by qualitative researchers. Class time will be an opportunity to synthesize reading and lecture material, to share experiences in the field, ask questions and seek guidance, offer critique and suggestions, and practice various methods.

#### **IV. REQUIRED TEXTS**

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches (2<sup>nd</sup> 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. (2009). *The coding manual for qualitative researchers* London: Sage.

Kvale, S. (2009). *InterViews: Learning the task of qualitative research interviewing (2nd edition)*. Thousand Oaks, CA: Sage.

The required readings are available as a bundle for this class. The ISBN number is 9781412997966. In addition, 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 (4<sup>th</sup> 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 Blackboard 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](http://sophia.smith.edu/~jdrisko/recording_audio.htm) and  
<http://sophia.smith.edu/~jdrisko/transcription.htm>.

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>

**information Resources:**

Dr. James Drisko of Smith College School of Social Work maintains a webpage with links to other qualitative research websites as well as a list of qualitative-friendly journals at: <http://sophia.smith.edu/~jdrisko/qualres.html>.

Additional websites for qualitative methods:

- [www.nsf.gov/pubs/2004/nsf04219/start.htm](http://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](http://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 papers should be typed and double-spaced and follow the APA format.

Formatting: 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.

**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 at [http://www.utexas.edu/research/rsc/humansubjects/class\\_project.html](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 (3-5 articles including an article using qualitative methods). (5 pts)
4. Proposed methodology including setting, participants, other sources of data such as observations and archival data, and information about 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 three 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. (5 points).

## VI. COURSE GRADING CRITERIA

Small study assignments	15 points
Final exam	15 points
Article reviews	5 points
Small study	<u>65 points</u>
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 = A	73 - 70 = C- (Class failed/no credit: 73 and below)
93 - 90 = A-	69 - 67 = D+
89 - 87 = B+	66 - 64 = D
86 - 84 = B	63 - 60 = D-
83 - 80 = B-	59 and below = F
79 - 77 = C+	
76 - 74 = C	

## **VII. CLASS 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. UT Professional Conduct in Class** The professor expects students to act like 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.
  
- 2. UT 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/>).
  
- 4. 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/>. Special Accommodations for Students with a Disability.
  
- 5. 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.
  
- 6. 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>.

- 7. 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.
- 8. 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>.
- 9. 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
- 10.** 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.
- 11.** 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.

- 12. 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.
- 13.** 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.
- 14.** 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.

## Course Schedule

Date	Description	Text/Readings/ Assignments
<b>Week 1</b> Jan. 17	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."  <a href="http://www.ted.com/talks/brene_brown_on_vulnerability.html">http://www.ted.com/talks/brene_brown_on_vulnerability.html</a>  <b>IRB Training</b>
<b>Week 2</b> Jan. 24	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)
<b>Week 3</b> Jan. 31	Theory, Approaches & Methods: Paradigms & Theoretical Perspectives	Crotty, M. (1998). <i>The foundations of social research: Meaning and perspective in the research process</i> . Thousand Oaks, CA: Sage Publications.  Creswell, Chapter 6  <b>Handout and review of selected chapter</b> <b>Problem Statement due</b>
<b>Week 4</b> Feb. 7	Theory, Approaches & Methods: Procuring	Creswell, Chapter 7 Small, "How many cases do I need?"



	<p>the Sample</p> <p>Sample, access, &amp; reflexivity</p> <p>Grounded Theory</p>	<p>Textbook on individual approach Holleran-Steiker et al, "The value of cultural adaptation processes: Older youth participants as substance abuse preventionists."</p> <p><u>Read 2 from the following list:</u> Gibson &amp; 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 &amp; 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."</p>
<p><b>Week 5</b> Feb. 14</p>	<p>Ethics</p> <p>Phenomenology</p> <p>Interview Schedule/Guide</p>	<p>Waldrop, "Ethical issues in qualitative research with high risk populations" Padgett, "Ethical issues in qualitative research"</p> <p>Armour, "Journey of family members of homicide victims: A qualitative study of their posthomicide experience." (phenomenology) Taylor &amp; Bogdan, Chapter 4 Kvale, <i>Interviews</i>, p.1-177 Charmez, "Qualitative interviewing and grounded theory analysis."</p> <p><b>Human Subjects form and consent</b></p>
<p><b>Week 6</b> Feb. 21</p>	<p>Ethnography</p> <p>Case Study</p> <p>Participant Observation</p> <p>Documents/ Archival materials</p>	<p>Article from Welfare, Children &amp; Families: Three-City Ethnography Armour, "Alternative routes to professional status: Social work and the new careers program under the office of economic opportunity" Adler &amp; Adler. "Observational techniques." Patton, <i>Qualitative evaluation and research methods</i>, pp.199-244. Bogdan &amp; Biklen, <i>Qualitative data</i>.</p> <p><b>Literature Review</b></p>
<p><b>Week 7</b> Feb 28</p>	<p>Narrative</p> <p>Visual materials</p>	<p>Warren &amp; 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. "</p>

		Wells, “A narrative analysis of one mother’s story of child custody loss and regain.”  <b>Methodology</b>
<b>Week 8</b> March 6	Theory, Approaches & Methods: Data Collection Interviewing  Focus groups	Poland, “Transcription quality as an aspect of rigor in qualitative research” Kvale, <i>InterViews</i> , 177-187. 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.”  <b>Memoing and field notes from interview or observation</b>
<b><i>SPRING BREAK</i></b>		
<b>Week 9</b> March 20	Theory, Approaches & Methods: Analysis 1  Interpreting, coding & making sense of the data. Memoing.	Creswell, Chapter 8 Saldana, <i>The coding manual for qualitative researchers</i> Ryan & Bernard, “Techniques to identify themes.”  <b>Transcript</b>
<b>Week 10</b> 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.”  <b>Sample Analysis</b>
<b>Week 11</b> April 3	Theory, Approaches & Methods: Analysis 3  Work groups on analysis (small groups scheduled)	<b>Final Exam</b>
<b>Week 12</b> 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.”

<p><b>Week 13</b> April 17</p>	<p>Mixed Methods</p>	<p>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 &amp; Turner, “Toward a definition of mixed methods research.”  Negi, “Battling discrimination and social isolation; Psychological distress among Latino day laborers.”  Schwartz, McRoy &amp; Downs, (2004). “Adolescent mothers in a transitional living facility.”  Creswell,&amp; Clark “Chapter 4: Choosing a mixed methods design.”  Creswell &amp; Clark, “Chapter 5: Introducing a mixed methods study”</p>
<p><b>Week 14</b> April 24</p>	<p>Writing Wrap up  Presentations</p>	<p>Creswell, Chapters 9 &amp; 11  Lofland et al., Chapter 10  Gilgun, ““Grab” and good science: Writing up the results of qualitative research.”  Drisko, “Writing up qualitative research.”</p> <p><b>Presentations</b></p>
<p><b>Week 15</b> May 1</p>	<p>Presentations</p>	<p><b>Presentations</b> <b>Paper Due</b></p>

## REFERENCES

- Adler, P.A. & Adler, P. (1998). Observational techniques: In N.K. Denzin & Y.S. Lincoln (Eds.). *Collecting and interpreting qualitative materials* (pp. 79-109). Thousand Oaks, CA: Sage.
- Armour, M.P. (2002). Alternative Routes to Professional Status: Social Work and the New Careers Program Under the Office of Economic Opportunity. *Social Service Review* 76(2), 229-255.
- Armour, M. (2002). Journey of family members of homicide victims: A qualitative study of their posthomicide experience. *American Journal of Orthopsychiatry* 72 (3), 372-382.
- Berg, B.L. (2004). *Qualitative research methods for the social sciences (5<sup>th</sup> ed.)*. Boston: Pearson.
- Bogden, R.R. & Biklen, S.K. (2003). *Qualitative research in education: An introduction to theories and methods (4<sup>th</sup> ed.)*. Boston: Allyn & Bacon.
- Brun, C. (1997). The process and implications of doing qualitative research: An analysis of 54 doctoral dissertations. *Journal of Sociology and Social Welfare* 24(4), 95-112.
- Charmaz, K. (1999). Stories of suffering: Subjective tales and research narratives. *Qualitative Health Research* 9(3), 362-382.
- Charmaz, K. (2008). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J.F. Gubrium and J.A. Holstein (Eds.) *Handbook of interview research: Context and method* (pp. 675-693). Thousand Oaks: CA.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches (2<sup>nd</sup> Edition)*. Thousand Oaks, CA: Sage Publications.
- Creswell, J.W. & Clark, V.L. P. (2007). Chapter 4: Choosing a mixed methods design. IN J.W. Creswell and V.L.P. Clark, *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Creswell, J.W. & Clark, V.L. P. (2007). Chapter 5: Introducing a mixed methods study. In J.W. Creswell and V.L.P. Clark, *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. (2005a). Introduction: The discipline and practice of qualitative research. In N.K. Denzin and Y.S. Lincoln (eds.). *The Sage handbook of qualitative research*, 3<sup>rd</sup> ed. (pp. 1-32). Thousand Oaks, CA: Sage.
- Denzin, N.K. & Lincoln, Y.S. (2005b). Paradigmatic controversies, contradictions and emerging confluences.. In N.K. Denzin and Y.S. Lincoln (eds.). *The Sage handbook of qualitative research*, 3<sup>rd</sup> ed. (pp. 191-215). Thousand Oaks, CA: Sage.
- Dordick, G.A. (2002). Recovering from homelessness: Determining the “quality of sobriety” in a transitional housing program. *Qualitative Sociology* 25 (1), 7 – 31.
- Drisko, J.W. (2005). Writing up qualitative research. Writers at Work series, *Families in Society* 86 (4), 589-593
- Drisko, J. (2004). Qualitative Data Analysis Software: A user's appraisal. In D. Padgett (Ed.). *The qualitative research experience* [revised edition, (pp. 193-209). Belmont, CA: Wadsworth.
- Drisko, J.W. (1997). Strengthening qualitative studies and reports: Standards to promote academic integrity. *Journal of Social Work Education* 33(1), 186-197.
- Fisher, C. T. (1984). A phenomenological study of being criminally victimized: Contributions and constraints of qualitative research. *Journal of Social Issues* 40(1), 161-178.
- Gibbs, G. (2007). *Analyzing qualitative data*. Thousand Oaks, CA: Sage.
- Gibson, P. & Abrams, L. (2003). Racial difference in engaging, recruiting, and interviewing African American women in qualitative research. *Qualitative Social Work* 2(4), 457-476.
- Gilgun, J. F. (2005). “Grab” and good science: Writing up the results of qualitative research. *Qualitative Health Research* 15(2), 256-262.
- Grbich, C. (2009). An overview of qualitative computer programs. In C. Grbich, *Qualitative data analysis* (pp. 225-235), Thousand Oaks: Sage.
- Holleran-Steiker, L.K., Goldbach, J., Hopson, L.M. & Powell, T. (2011). The value of cultural adaptation processes: Older youth participants as substance abuse preventionists. *Child and Adolescent Social Work Journal*. (available online)
- Jarrett, R.L. (1994). Living poor: Family life among single parent, African-American women. *Social Problems* 41(1), 30-49.

- Johnson, R. B. and Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher* 33(7), 14-26.
- Johnson, R. B, Onwuegbuzie, A. J. & Turner, L.A. (2007). Toward a definition of mixed methods research *Journal of Mixed Methods Research* 1, 112-133
- Kidd, P.S. and Parshall, M.B. (2006) Getting the focus and the group: Enhancing methodological rigor in focus group research. *Qualitative Health Research* 10(3), 293-308.
- Kanuha, V. K. (2000). “Being” native versus “going native”: Conducting social work research as an insider. *Social Work* 45(5), 439-447.
- Kvale, S. and Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. Los Angeles, CA: Sage.
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (1993). *Proposals that work: A guide for planning dissertations and grant proposals. (3<sup>rd</sup> edition)*. Newbury Park, CA: Sage Publications.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis (4<sup>th</sup> edition)*. Belmont, CA: Wadsworth/Thompson.
- Mancini, M.A., Hardiman, E.R., & Lawson, H.A. (2005). Making sense of it all: Consumer providers’ theories about factors facilitating and impeding recovery from psychiatric disabilities. *Psychiatric Rehabilitation Journal* 29(1), 48-55.
- Martin, F. E. (1998). Tales of transition: Self-narrative and direct scribing in exploring care-leaving. *Child and Family Social Work* 3(1), 1–12.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage.
- Morrow, S.L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology* 52(2), 250-260.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Negi, N. (in review). Battling discrimination and social isolation; Psychological distress among Latino day laborers.
- Norum, K.E. (2000). Black (w) holes: A researcher’s place in her research. *Qualitative Sociology* 23(3), 319-340

- Parker, L. & Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry* 8(7), 7-22.
- Padgett, D.K. (1998). *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA:Sage.
- Padgett, D.K. (1998). Multimethod research: The synergy of combining qualitative and quantitative methods. In D.K. Padgett, *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage.
- Patton, M.Q. (1990t). *Qualitative evaluation and research methods*, 2<sup>nd</sup> ed. Newbury Park: Sage.
- Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative Inquiry* 1(3), 290-310.
- Riessman, C. K. (1994). Making sense of marital violence: One woman's narrative. In C. K. Riessman (Ed.), *Qualitative studies in social work research*, (pp. 113-132). Thousand Oaks, CA:Sage.
- Riesmann, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.
- Ryan, G.W. & Bernard, H.R. (2003). Techniques to identify themes. *Field Methods* 13(1), 85-109.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. Los Angeles, CA; Sage.
- Small, M. L. (2009). "How many cases do I need?" On science and the logic of case selection in field-based research. *Ethnography* 10(1), 5-38.
- Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Schwartz,A.E., McRoy,R.G. & Downs, A.C. (2004). Adolescent mothers in a transitional living facility. *Journal of Adolescent Research* 19(1), 85-112.
- Sword, W. (1999). Pearls, pith and provocation. Accounting for presence of self: Reflections on doing qualitative research. *Qualitative Health Research* 9(2), 270-278.
- Taylor, S.J. & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3<sup>rd</sup> ed.). N.Y: John Wiley & Sons.

- Waldrop, D. (2004). Ethical issues in qualitative research with high-risk populations. In Padgett, D.K. (Ed.) *The qualitative research experience* (pp. 240-253). Belmont, CA: Wadsworth/Thomson Learning.
- Ware, N. C., Turenberg, T., Dickey, B., & McHorney, C.A. (1999). An ethnographic study of the meaning of continuity of care in mental health services. *Psychiatric Services* 50(3), 395-400.
- Warren, C.A.B. & Karner, T.X. (2010). The textual and the visual as qualitative data. In C.A.B. Warren & T.X. Karner, *Discovering qualitative methods: Field research, interviews analysis*, 2<sup>nd</sup> ed. (177-214). New York: Oxford.
- Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report* 12(1), 82-101.
- Wells, K. (2010). A narrative analysis of one mother's story of child custody loss and regain *Children and Youth Services Review*.