

# SW 388R8 Advanced Qualitative Data Analysis

UNIQUE NUMBER: 61030

Semester: Spring 2023

**CLASS MEETS:** Thursday; 2:00 pm – 5:00pm; SSW 2.116

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**Pronouns:** she, her, hers

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**Office hours:** Thursday; 3:30 pm – 5:00 pm, or by appointment

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## 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 the 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 major paradigms and traditions of text analysis.
- Demonstrate a working knowledge of how to select and apply appropriate methods for analyzing texts, based on the aims and research questions of a given project.
- Assess the potential uses of qualitative data analysis software and, if appropriate, demonstrate its use in their particular project.
- Apply different analytic strategies for identifying themes in qualitative data, coding, building data displays, and making comparisons within and between cases in a qualitative data set.
- 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 an oral presentation and written work

### III. TEACHING METHODS

**This class uses a “flipped” approach.** Instead of the traditional “sit and listen” lecture, you will engage with video-recorded lectures and other materials outside of class to prepare for an active learning experience in the classroom. During in-person class session, we will utilize a combination of whole class discussion and small group sessions. You can use this in-person class time to ask questions, request support, get feedback, and put into practice many of the things we will be learning throughout the semester. We will meet in SSW 2.116 for in-person meetings.

**What does this mean for you?** You will have a lot of flexibility to decide when and where you want to do your coursework. However, there are still deadlines to submit your work throughout the semester. As your professor, I will act as a guide and facilitator. Assignments and synchronous class time will be hands-on, giving you an opportunity to *learn by doing*. Whereas recorded lectures will focus on key concepts and skill development, 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 qualitative data analysis.

**This class takes as its starting point the principles of universal design.** Each of us learns differently, and my goal is to facilitate your success by supporting your learning needs. For example, many of us need time to process our thoughts orally, thus, you can select to submit a video for the class to watch in lieu of an n-vivo presentation. Perhaps the act of writing is difficult. If “talking out” your paper is a strategy that works best, I can help you access dictation and transcription software. Feel free to take breaks throughout class as needed (but do try to arrive on time). Just remember – I can support you best when you let me know your needs.

### IV. TEXTS AND MATERIALS

Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Thousand Oaks, CA: Sage Publications, Inc.

- Please note that this book is available electronically through UT’s library system
- Additional required readings listed in the Course Schedule will be made available electronically on Canvas

**SOFTWARE.** Throughout the class, we will discuss the pros and cons of using software, our experiences with different kinds of software, and when software might be most beneficial. Software is neither required nor recommended for all projects, but if you are interested in using QDA software in this class, there are several free versions of QDA software available, including:

- QDAMiner Lite (<http://provalisresearch.com/products/qualitative-data-analysis-software/freeware/>)
- Coding Analysis Toolkit (<http://cat.ucsur.pitt.edu/>)
- Also, several programs offer free trial uses, including MAXQDATA, ATLAS.ti, and QSR NVivo
- Finally, don’t underestimate the power of Microsoft Word and Excel for engaging in qualitative data analysis!

**SUPPLEMENTARY READINGS.** The following supplementary texts are recommended as supplementary reference materials, if you wish to deepen your skills in methods for analyzing qualitative data:

- Bernard, R. H., Wutich, A., & Ryan, G. W. (2016). *Analyzing qualitative data: Systematic approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Beck C. T. (2020). *Introduction to Phenomenology: Focus on Methodology*. Thousand Oaks, CA: Sage

Publications.

- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage publications.
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications.
- Reissman, C. K. (1993). *Narrative Analysis*. Thousand Oaks, CA: Sage Publications.

## V. COURSE REQUIREMENTS

In this class, you have an opportunity to practice methods of analyzing qualitative data in a substantive area of interest to you. Each of the assignments detailed below aim to support you develop the requisite skills and knowledge to organize and analyze your qualitative data, and audit and disseminate your methods and findings. You must decide and inform me of the data set you will use no later than our **second meeting of the semester**. In choosing this data set, you have the following three options for choice of a data set to analyze:

- Qualitative data you have collected from your own research
- Secondary analysis of existing data available from another researcher or through a data archive such as Qualidata (<http://www.esds.ac.uk/qualidata/>)
- A new data set collected from naturally occurring text (e.g., publicly-available documents, published speeches, Internet discussion boards or blogs, published research articles, memoir).

**WEEKLY SHORT ESSAYS (3% each; 18% total).**<sup>1</sup> One of the requirements of a Ph.D. is that you develop methodological expertise as it relates to carrying out your dissertation research. Thus, an implicit objective of this class is that, through your own work, you will become a budding expert in qualitative data analysis. To help you build and expand your knowledge to accomplish this objective, each week, you will write two paragraphs that describe your reflections, reactions, questions, or comments regarding the week's assigned readings. The content of your essay is up to you. For example, you could engage in a close reading and reaction to one of the readings, or compare and contrast or draw connections across readings. **Each essay is due at 10 am before class.** You must submit at least six short essays to achieve maximum credit. Please see sample essay on Canvas.

**AUDIT TRAIL (45%).**<sup>2</sup> The purpose of this assignment is to help you develop a reflexive understanding of your learning process and of the strengths and limitations of your analytic process. To complete this assignment, you are expected to keep a running journal (e.g., field notes, research memos, audit trails) of your learning experience as you work on your independent research project. Each week, you should add *at least* one new entry that details new steps you have taken in terms of the organization, management, and analysis of your data. As data analysis progresses, your audits should become more thorough as you describe new and ongoing analytical reflections, and/or delineate challenges, difficulties, or "aha" moments. You will be required to submit a minimum of 10 entries, which are due on **the last day of class at 2pm**. A draft of your audit trail (to date) is due **Thursday, March 2 at 10pm**. Please see sample audit entry and grading rubric on Canvas.

Although the format of your audit trail is up to you, each entry should address **each of the following elements**:

- The date of your entry
- Specific steps taken in your data analysis **and** why you carried out those steps. *Go one step further. Base your justification in the literature.*

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<sup>1</sup> This assignment is adapted from Jarosz, L. (2014). *Advanced Qualitative Methods in Geography*.

<sup>2</sup> This assignment draws from the following sources: 1) Gravlee, C. C. (2010). Text analysis. Available at: [www.gravlee.org/aqd](http://www.gravlee.org/aqd); and 2) Wright, M. C. (2007). Making sense of data: How public health graduate students build theory through qualitative research techniques. *Qualitative health research*, 17(1), 94-101.

- The product or outcome of taking those steps
- Emergent ideas, interpretations, or findings about your data
- Your emotional reaction, either to your data or the process of analysis

The final component of your audit trail should be a one-page reflection. To complete your reflection, re-read your audit trail. What feedback would you give yourself? What did you learn? What would you do differently? Your reflection should address each of these questions.

**THREE WORKSHOP PRESENTATIONS (5% each; 15% total).** You will be expected to carry out practice exercises on your own data outside of class to gain hands-on experience carrying out certain analytical tasks and prepare you for the completion of your final report. You will be required to present your progress in the form of a 5-minute presentation for constructive feedback and critique. Use this as an opportunity to “workshop” ideas, questions, or challenges you are having with your data set. Use this time strategically! If there is a specific element on which you wish to receive feedback, make sure that it is part of your presentation (e.g., drafts of codebooks, matrices, etc.). Following your 5 minutes, the class will engage in a critical discussion to advance your own thinking and analysis on the topic.

**FINAL REPORT (22%).** You will produce a final report that details your analytical methods and findings. It is not my expectation that your final product be an article ready for publication. However, to prepare you for the steps necessary in publishing qualitative work, you should identify a peer-reviewed journal that would be appropriate for your research and prepare the paper according to the journal’s submission guidelines. If you have questions about how to select an appropriate journal for publication, you might find the following resources helpful:

- “How to choose an academic journal for your article.” <http://getalifephd.blogspot.com/2011/09/how-to-choose-academic-journal-for-your.html>
- “Publishing strategies.” <https://nequalone.wordpress.com/2011/12/24/publishing-strategies-generally/>
- “How to write a journal article in 6 steps: Step 1-Analyze a model.” <https://nequalone.wordpress.com/2014/03/09/how-to-write-a-journal-article-in-a-currently-unnumbered-number-of-steps-step-1-analyze-a-model/>

Although your report should include a *brief* introduction and discussion section, your report—as a methods paper—should prioritize a description of: (1) the epistemological foundations of your methodology and analytic approach; (2) why and how your approach permits you to answer the specific research questions that you are asking of your data; (3) the methods of your approach, including sampling strategy, data collection, data management, and data analysis; (4) an assessment of the rigour and limitations of your methods; and (5) a description of your findings. The main text (excluding references, tables, figures) should be between 5000 and 6000 words. Complete drafts of your paper are due for professor review on **Thursday, April 13 at 10pm**. To receive maximum credit on this assignment, you need to submit a complete draft and revise your final paper according to peer and professor feedback. Final papers are **due Thursday, April 27 at 10 pm**.

### VI. GRADES

A 94.0 +	C+ 77.0 – 79.999	D- 60.0 – 63.999
A- 90.0 – 93.999	C 74.0 – 76.9991	F Below 60.0
B+ 87.0 – 89.999	C- 70.0 – 73.999	<i>Please Note: Grades will not</i>
B 84.0 – 86.999	D+ 67.0 – 69.999	<i>be rounded.</i>
B- 80.0 – 83.999	D 64.0 – 66.999	

## VII. CLASS POLICIES

**NAMES AND PRONOUNS.** At UT, we aim to facilitate advocacy, dialogue, and learning around issues related to gender equity. The ways in which we choose to address one another, through the use of preferred names and pronouns, can be a strategy that fosters an inclusive learning environment. Accordingly, each of us will honor and respect an individual's request to be addressed according to their preferred name, with correct pronunciation, and gender pronoun.

**LATE ASSIGNMENTS.** Sometimes, life rears its ugly head, making it difficult for us to complete our requisite responsibilities. Thus, for one major assignment—defined here as an individual assignment that contributes more than 5% of your grade—you get a week extension without penalty. After that week, I will deduct 5% from the assignment grade every 24 hours until the assignment is submitted. For minor assignments, I will deduct 5% from the assignment grade until it is submitted. Please note that my goal is to help facilitate your success. To this end, if you use your extension and then submit another major assignment late, or miss several class meetings and/or minor assignments, I will schedule a meeting with you to strategize how best to ensure your success. Please, if you anticipate being unable to meet an assignment deadline, let me know in advance so we can work together!

**OFFICE HOURS.** I strongly encourage you to reach out to me so that I can support your engagement and performance in this course. The best way to do this is to come to office hours! If you have questions about assignments, course content, accessibility accommodations, or academic life (e.g., career trajectory, research, mentorship), please reach out to me. I have office hours weekly. You do not bother me by coming to office hours—instead, I view this as an opportunity to facilitate your success in this course and as a doctoral student.

**PARTICIPATION.** As is the case in most doctoral-level seminars, you are expected to participate actively in classroom discussions. This means coming to class having completed the readings for that day and bringing both your questions and ideas/thoughts/reflections concerning those readings. I also encourage you to bring “additional” sources of information to share with the class as pertaining to the topic(s) of discussion. This may include sharing information you have learned from other classes, or simply relating your own experiences and observations as it relates to qualitative research. We will be discussing a variety of theoretical ideas and empirical issues that may hold special significance to students. It is important to discuss ideas in a supportive and respectful manner, acknowledging that others may have different opinions. I encourage you to see things from a different point of view and use feedback from each other to augment your ideas. And while I encourage debate and disagreement as a productive aspect of classroom discussion, all students will be expected to always act in a respectful manner toward members of our class. Respect also extends to the ways in which we talk about and discuss our participants' lives. ***It is never acceptable to adopt a manner of speech you think represents the ways your participants speak.*** Doing so contributes to stereotyping and bias. Always use your own voice and speaking mannerisms when representing the voices of your participants.

**TRIGGERING AND CHALLENGING MATERIALS.** In this course, you will be immersed in a qualitative data set that, depending on the topic, might be triggering or emotionally challenging. Each of us brings to qualitative research our unique personal experiences, making it difficult to predict how your data will affect you. If you anticipate that certain data might be triggering, please come meet with me so that we can discuss possible strategies to put in place that will allow you to engage in the course to your fullest potential. Sometimes, however, we cannot anticipate what will be triggering. To this end, listen to your body and your needs. You can

always leave class to take a break.

## VIII. SCHOOL OF SOCIAL WORK & UNIVERSITY POLICIES

### LAND ACKNOWLEDGMENT

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**DOCUMENTED DISABILITY STATEMENT.** The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

**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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

**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 <https://cmhc.utexas.edu/>.

**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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY.** A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to recorded lectures, 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.

**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.

**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 timesensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLIDAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity (<http://equity.utexas.edu/>).

**TITLE IX REPORTING.** Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms 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.

**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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

**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.

## IX. COURSE SCHEDULE

*Note: The course schedule is a guide for the course and is subject to change with advanced notice.*

### Week 1 | January 12 | Introduction and Overview

#### Required Reading:

- Guest, G., Namey, E., Mitchell, M. L. (2013). Qualitative data management. *Collecting qualitative data: A field manual for applied research* (pp. 275-316). Thousand Oaks, CA: Sage Publications, Inc.  
*Need a refresher? I recommend the following articles:*
  - Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. *Qualitative research practice: A guide for social science students and researchers*, 2(7), 52-55. **I strongly recommend this article if you continue to have questions about epistemology and ontology.**
  - Guest, G., Namey, E. E., & Mitchell, M. L. (2013). Qualitative research: Defining and designing. *Collecting qualitative data*, 1-40.

### Week 2 | January 19 | Developing an Analytic Plan

**DUE:** Weekly Short Essay at 10am

#### Required Reading:

- Carter, S. M. & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.
- Guest et al. (2012). Planning and Preparing the Analysis. *Applied thematic analysis* (pp. 21-48). Thousand Oaks, CA: Sage Publications, Inc.
- Mantzoukas, S. (2008). Facilitating research students in formulating qualitative research questions. *Nurse*

*Education Today*, 28(3), 371-377.

- Birks, M., Chapman, Y., & Francis, K. (2008). Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing*, 13(1), 68-75.
- Rodgers, B. L., & Cowles, K. V. (1993). The qualitative research audit trail: A complex collection of documentation. *Research in Nursing & Health*, 16, 219-226.

### **Week 3 | January 26 | Thematic Analysis and Descriptive Coding**

**DUE:** Weekly Short Essay at 10am

#### Required Reading:

- Elliott, V. (2018). Thinking about the Coding Process in Qualitative Data Analysis. *The Qualitative Report*, 23(11), 2850-2861.
- Guest et al., (2012). Themes and Codes. *Applied thematic analysis* (pp. 49-78). Thousand Oaks, CA: Sage Publications, Inc.
- Guest et al., (2012), "Optimizing Focus Group Data," in Supplemental Analytic Techniques. *Applied thematic analysis* (pp. 118-123). Thousand Oaks, CA: Sage Publications, Inc.
- Miles, M. B., Huberman, A. M. & Saldaña, J. (2014). Fundamentals of Qualitative Data Analysis. *Qualitative Data Analysis: A Methods Sourcebook*, 3rd Ed (p.69-104). Thousand Oaks, CA: Sage Publications, Inc.
- **Choose one case study to read:**
  - o Individual Interviews: Butcher, H. K. (2001). Thematic analysis in the experience of making a decision to place a family member with Alzheimer's disease in a special care unit. *Research in Nursing & Health*, 24, 470-480.
  - o Focus Groups: Shannon, P. J., Wieling, E., McCleary, J. S., & Becher, E. (2015). Exploring the mental health effects of political trauma with newly arrived refugees. *Qualitative Health Research*, 25(4), 443-457.
  - o Observations/Ethnography: Worby, P. A., Organista, K. C., Kral, A. H., Quesada, J., Arreola, S., & Khoury, S. (2014). Structural vulnerability and problem drinking among Latino migrant day laborers in the San Francisco Bay Area. *Journal of health care for the poor and underserved*, 25(3), 1291-1307.
  - o Document Analysis: Kalogirou, M. R., Dahlke, S., Davidson, S., & Yamamoto, S. (2021). Integrating planetary health into healthcare: A document analysis. *Health Policy*.

### **Week 4 | February 2 | Achieving Qualitative "Power"**

**DUE:** Weekly Short Essay at 10am

#### Required Reading:

- Hennink, M. M., Kaiser, B. N., & Marconi, V. C. (2017). Code saturation versus meaning saturation: How many interviews are enough?. *Qualitative Health Research*, 27(4), 591-608.
- Nelson, J. (2017). Using conceptual depth criteria: Addressing the challenge of reaching saturation in qualitative research. *Qualitative Research*, 17(5), 554-570.
- 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.
- Namey, E., Guest, G., McKenna, K., & Chen, M. (2016). Evaluating bang for the buck: A cost-effectiveness comparison between individual interviews and focus groups based on thematic saturation levels. *American Journal of Evaluation*, 37(3), 425-440.
- Guest, G., Namey, E., & Chen, M. (2020). A simple method to assess and report thematic saturation in qualitative research. *PLoS One*, 15(5), e0232076.

## **Week 5 | February 9 | WORKSHOP I**

**DUE:** Workshop Presentation #1 (*Suggested: one-third of your data coded*)

*To make sure everyone has a chance to present, we will meet synchronously for the entire class time (2:00 pm to 5:00 pm)*

## **Week 6 | February 16 | Grounded Theory**

**DUE:** Weekly Short Essay at 10am

### Required Reading:

- Glaser, B. G. (1965). The constant comparative method of qualitative analysis. *Social problems*, 12(4), 436-445.
- Clarke, A. E. (2007). Grounded theory: Critiques, debates, and situational analysis. In W. Outhwaite & S. P. Turner (Eds.), *The SAGE Handbook of Social Science Methodology* (p. 423-442). Thousand Oaks, CA: Sage Publications Ltd.
- Charmaz, K. (2017). The power of constructivist grounded theory for critical inquiry. *Qualitative Inquiry*, 23(1), 34-45.
- Draucker, C. B., Martsof, D. S., Ross, R., & Rusk, T. B. (2007). Theoretical sampling and category development in grounded theory. *Qualitative Health Research*, 17(8), 1137-1148.
- **Choose one case study to read:**
  - o Individual Interviews: Charmaz, K. (1996). The body, identity, and self: Adapting to impairment. *The Sociological Quarterly*, 36(4), 667-680.
  - o Focus Groups: Basinger, E. D., Wehrman, E. C., Delaney, A. L., & McAninch, K. G. (2015). A grounded theory of students' long-distance coping with a family member's cancer. *Qualitative health research*, 25(8), 1085-1098.
  - o Observations/Ethnography: Laitinen, H., Kaunonen, M., & Åstedt-Kurki, P. (2014). Methodological tools for the collection and analysis of participant observation data using grounded theory. *Nurse researcher*, 22(2).
  - o Document Analysis: Ralph, N., Birks, M., & Chapman, Y. (2014). Contextual positioning: Using documents as extant data in grounded theory research. *Sage Open*, 4(3), 2158244014552425.

## **Week 7 | February 23 | Narrative & Phenomenological Analysis**

**DUE:** Weekly Short Essay at 10am

### Required Readings:

- Dowling, M., & Cooney, A. (2012). Research approaches related to phenomenology: Negotiating a complex landscape. *Nurse researcher*, 20(2): 21-27.
- **Choose one case study to read:**
  - o Individual Interviews: Martiny, K. M. (2015). How to develop a phenomenological model of disability. *Medicine, Health Care and Philosophy*, 18(4), 553-565.
  - o Focus Groups: Tomkins, L., & Eatough, V. (2010). Reflecting on the use of IPA with focus groups: Pitfalls and potentials. *Qualitative Research in Psychology*, 7(3), 244-262.
  - o Observation/Ethnography: Rouse, C. (2004). "If she's a vegetable, we'll be her garden": Embodiment, transcendence, and citations of competing cultural metaphors in the case of a dying child. *American Ethnologist*, 31(4), 514-529.
  - o Document Analysis: Gorichanaz, T., & Latham, K. F. (2016). Document phenomenology: a framework for holistic analysis. *Journal of Documentation*, 72(3), 1114-1133.

- Bold, C. (2012). Analysing narrative data. In *Using Narrative in Research* (p. 120-142). London: Sage.
- **Chose on case study to read:**
  - o Individual Interviews: Kafka, J. M., Morocco, K. E., Barrington, C., & Mortazavi, A. L. (2019). Judging domestic violence from the bench: A narrative analysis of judicial anecdotes about domestic violence protective order cases. *Qualitative health research*, 29(8), 1132-1144.
  - o Focus Groups: Stacey, G., Felton, A., Morgan, A., Stickley, T., Willis, M., Diamond, B., ... & Dumenya, J. (2016). A critical narrative analysis of shared decision-making in acute inpatient mental health care. *Journal of Interprofessional Care*, 30(1), 35-41.
  - o Observations/Ethnography: Crepeau, E. B. (2000). Reconstructing Gloria: A narrative analysis of team meetings. *Qualitative Health Research*, 10(6), 766-787.
  - o Document Analysis: Price, K. (2011). The quest for purity: The role of policy narratives in determining teen girls' access to emergency contraception in the USA. *Sexuality Research and Social Policy*, 8(4), 282-293.

### **Week 8 | March 2 | No Class**

**DUE:** Draft of to-date audit trail due at 10pm

### **Week 9 | March 9 | WORKSHOP II**

**DUE:** Workshop Presentation #2 (*Suggested: two-thirds of your data coded*)

*To make sure everyone has a chance to present, we will meet synchronously for the entire class time (2:00 pm to 5:00 pm)*

### **Week 10 | March 23 | Making Comparisons & Second Cycle Coding**

**DUE:** Weekly Short Essay at 10am

#### Required Reading:

- Guest et al., (2012). Comparing Thematic Data. *Applied thematic analysis* (pp. 161-186). Thousand Oaks, CA: Sage Publications, Inc.
- Ayres, L., Kavanaugh, K., & Knafl, K. A. (2003). Within-case and across-case approaches to qualitative data analysis. *Qualitative Health Research*, 13(6), 871-883.
- Miles, Huberman, & Saldaña, (2014). Designing matrix and network displays. *Qualitative Data Analysis: A Methods Sourcebook*, 3rd Ed (p.107-119). Thousand Oaks, CA: Sage Publications, Inc.
- Sandelowski, M. (2001). Real qualitative researchers do not count: The use of numbers in qualitative research. *Research in Nursing & Health*, 24(3), 230-240.
- Saldaña, J. (2013). Second Cycle Coding Methods. In *The Coding Manual for Researchers* (pp. 207-246). London: SAGE.

### **Week 11 | March 30 | Toward Qualitative Rigour**

**DUE:** Weekly Short Essay at 10am

#### Required Reading:

- Guest et al., (2012), Chapter 4: Validity and Reliability in Qualitative Research and Data Analysis, pp. 79-106.
- Hamilton, J. B. (2020). Rigor in qualitative methods: An evaluation of strategies among underrepresented rural communities. *Qualitative Health Research*, 30(2), 196-204.
- Kidd, P. S., & Parshall, M. B. (2000). Getting the focus and the group: enhancing analytical rigor in focus group research. *Qualitative health research*, 10(3), 293-308.
- Stoecker, R. (1991). Evaluating and rethinking the case study. *The sociological review*, 39(1), 88-112.

- Tong, A., Sainsbury, P, & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal of Quality in Health Care*, 19(6), 349-357.

### **Week 12 | April 6 | Writing up Qualitative Research**

**DUE:** Weekly Short Essay at 10am

#### Required Reading:

- Guest et al., Chapter 10: Writing Up Thematic Analyses, pp. 241-278
- Kaiser, K. (2009). Protecting respondent confidentiality in qualitative research. *Qualitative Health Research*, 19(11), 1632-1641.
- Krumer-Nevo, M., & Sidi, M. (2012). Writing against othering. *Qualitative Inquiry*, 18(4), 299-309.
- Morse, J. M., & Coulehan, J. (2015). Maintaining confidentiality in qualitative publications. *Qualitative Health Research*, 25(2), 151.
- Gopaldas, A. (2015). A front-to-back guide to writing a qualitative research article. *Qualitative Market Research*, 19(1), 115-121.

### **Week 13 | April 13 | WORKSHOP III**

**DUE:** Complete draft of final report at 10pm

**DUE:** Workshop Presentation #3 (*Suggested: All coding finished*)

*To make sure everyone has a chance to present, we will meet synchronously for the entire class time (2:00 pm to 5:00 pm)*

### **Week 14 | April 20 | Conclusion and Reflection**

**DUE:** Audit Trail at 2pm

**\*\*\* Final Reports due Thursday, April 27 at 10 pm \*\*\***