

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

Course Number:	SW 388R8	Instructor:	Lailea Noel, PhD
Unique Number:	61095	E-mail:	<a href="mailto:lailea.noel@austin.utexas.edu">lailea.noel@austin.utexas.edu</a> <i>preferred method of contact</i>
Semester:	Fall 2024	Office Room:	WWH Office 325
Meeting Time:	Mon 8:30-11:30 am	Phone:	616-516-0887 (cell)
Meeting Place:	WWH Room 418	Office Hours:	By appointment

**ADVANCED QUALITATIVE DATA ANALYSIS**

**I. COURSE DESCRIPTION**

This course takes up where the Qualitative Methods course leaves off by focusing on the epistemological and practical issues of analyzing qualitative data and writing up the results. The students will gain expertise in analyzing qualitative data through four major approaches: thematic analysis, phenomenological analysis, grounded theory, and narrative analysis. They will become proficient in using software to conduct qualitative data analysis. The course will be conducted in seminar fashion, allowing students to tailor the learning experience to their particular needs. They must have access to pre-collected data for analysis.

**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:

1. Identify the similarities and differences between major paradigms and traditions of qualitative analysis.
2. Demonstrate a working knowledge of how to select and apply appropriate methods for analyzing qualitative data based on the aims and research questions of a given study.
3. Assess the potential uses and ethics of using qualitative data analysis software and artificial intelligence.
4. Apply different analytic strategies for identifying themes in qualitative data, coding, building data displays, and making comparisons in a qualitative data set.
5. Identify threats to trustworthiness in a particular study and be able to apply appropriate strategies to enhance rigor.
6. Maintain an audit trail of decisions made during the analytic process.
7. Examine the limitations of their study.
8. Communicate the results of analysis through oral presentations and written work.
9. Understand the ways qualitative research can highlight the lived experiences of diverse populations.

**III. TEACHING METHODS**

**This class uses a “flipped” approach.** Instead of the traditional “sit and listen” lecture, much of the work for this class will be conducted outside of class time. Class time will be designated for lectures on key components of qualitative analysis and student feedback on their ongoing projects. The instructor will meet regularly with students individually or in small group sessions; you can use this time to ask questions, request support, get feedback, and practice many of the things we will be learning throughout the semester. We will meet in WWH room 418 for in-person meetings or via Zoom for virtual meetings.

**What does this mean for you?** You will have a lot of flexibility in deciding when and where you want to do your analysis outside of in-class time. 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, allowing you to learn by doing. Whereas 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 to your classmates for addressing challenges in qualitative data analysis.

Students will meet regularly outside of class time with the instructor for consultation on their individual studies.

#### **IV. REQUIRED TEXTS AND MATERIALS**

##### Required

- 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
- Saldana, J. (2021). *The coding manual for qualitative researchers (4<sup>th</sup> edition)*. London: Sage.
- Additional required readings listed in the Course Schedule will be made available electronically on Canvas

##### Optional Supplemental 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
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. Thousand Oaks, CA: Sage publications

##### 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 Dedoose, ATLAS.ti, and NVivo
- Finally, don’t underestimate the power of Microsoft Word and Excel for engaging in qualitative data analysis!

#### **V. COURSE REQUIREMENTS**

In this class, you can practice methods of analyzing qualitative data in a substantive area of interest to you. Each of the assignments detailed below aims to support you in developing the requisite skills and knowledge to organize and analyze your qualitative data and audit and disseminate your methods and findings.

##### Qualitative Data

**You must decide and inform the instructor 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:

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

Let the instructor know if you are having trouble identifying a data set.

### **REQUIRED ASSIGNMENTS**

1. **AUDIT TRAIL** (Journal) (15%) Due November 18<sup>th</sup> (journal returned by December 9<sup>th</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. The instructor will give you a journal in which to write your reflections. This journal will be turned in to the instructor on Monday, November 11<sup>th</sup>, at 8:30 am and returned to you by December 9<sup>th</sup>.**

Although the format of your audit trail is up to you, each entry should address 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.
  - 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.
2. **THREE WORKSHOP PRESENTATIONS** (5% each; 15% total). (Completed by November 11<sup>th</sup> class)

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 THREE 5-minute in-class presentations for constructive feedback and critique. Completed by Monday, November 18, 2024.

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.

3. **FINAL MANUSCRIPT** (40%) Due December 2nd

You will produce a final report that details your analytical methods and findings. Your final report should be as ready for publication as possible, based on your progress with your project throughout the semester. 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. We will discuss the selection of a journal during class.

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 rigor and limitations of your methods; and (5) a description of your findings.

While the page length will depend on the journal chosen, the main text (excluding references, tables, and figures) can be between 3000 and 6000 words. Final papers are due December 2<sup>nd</sup> by 11:59 pm on Canvas to allow the instructor time to read them and give you feedback before grades are due.

4. **PRESENTATION OF RESEARCH PROJECT** (20%) Due Dec 2 or Dec 9

Each student will present their work to the class at the end of the semester. Details of the presentation format will be provided later. Each student will be asked to complete a PowerPoint and turn it in on the presentation day. A template will be provided later. This assignment aims to give the student practice with presenting their work in front of a conference audience. In this case, it will be your classmates and the professor. PowerPoint presentations are due on the day of the presentation on Canvas by 11:59 pm.

5. **Class Participation** (10%)

Class participation is very important. You will get out of this class what you put into it. Our class discussions will be enriched by sharing everyone's unique experiences, thoughts, inquiries, and comments. The student will be expected to come to class prepared to share their thoughts on the topic and its relevance to their doctoral studies, their anticipated areas of research interest, or faculty development. Please email the professor if you expect to be absent from class.

**COURSE GRADING CRITERIA**

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
1. Audit Trail Journal	15 points	11-11-24
2. Three 5-minute Workshop Presentations	15 points	11-11-24
3. Final Project Presentation	20 points	12- 02-24 and 12-09-24
4. Final Paper	40 points	12- 02-24
5. Class Participation	<u>10 points</u>	12-09-24
<b>TOTAL</b>	<b>100 points</b>	

**V. GRADES**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-

77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## 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. 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

### Academic Policies

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#### Grading Scale

[No A+]	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
			<i>*minimum to pass course</i>		Below 60.0	F

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** 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 **Center for Access and Restorative Engagement** at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**Policy on Academic Integrity.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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>.

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#### **Steve Hicks School of Social Work Policies**

**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.

**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.

**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 and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information:

<https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns and Covid-19 Advice Line (BCCAL).** 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

**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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**Campus Carry Policy.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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.

**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**

Date	Description	Text/Readings/ Assignments
<p><b>Week 1</b> Aug 26</p>	<p>Introduction and Overview</p> <p>Developing an Analytic Plan</p> <p>Review of Qualitative Inquiry and Thinking like a Qualitative Researcher</p>	<p>Required Reading: Guest et al. (2012). Introduction to Applied Thematic Analysis. <i>Applied thematic analysis</i> Chapter 1 (pp. 3-20). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Required Reading: Guest et al. (2012). Planning and Preparing the Analysis. <i>Applied thematic analysis</i> Chapter 2 (pp. 21-48). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>(on Canvas) Bowen, G. A. (2009). Supporting a grounded theory with an audit trail: An illustration. <i>International Journal of Social Research Methodology</i>, 12(4), 305-316.</p> <p>Optional Recommended Reading (For review of Qualitative Methodology) Creswell, J. W., &amp; Poth, C. N. (2016). <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Sage publications.</p> <p>(on Canvas) Dodgson, J. E. (2017). About research: Qualitative methodologies. <i>Journal of Human Lactation</i>, 33(2), 355-358</p>
Sept 2	<b>No Class (Holiday)</b>	
<p><b>Week 2</b> Sept 9</p>	<p>No In-Class Session</p> <p><b>Set Up individual interviews with the instructor</b></p>	<p>Review analytic plan with the instructor</p>
<p><b>Week 3</b> Sept 16</p>	<p>Thematic Analysis and Descriptive Coding</p>	<p>Required Reading: Guest et al., (2012). Themes and Codes. <i>Applied thematic analysis</i> Chapter 3 (pp. 49-78). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Miles, M. B., Huberman, A. M. &amp; Saldaña, J. (2014). Fundamentals of Qualitative Data Analysis. <i>Qualitative Data Analysis: A Methods Sourcebook</i>, 3rd Ed Chapter 4 (p.61-99).</p>

		Thousand Oaks, CA: Sage Publications, Inc. (Instructor will scan and place on Canvas)
<b>Week 4</b> Sept 23	<b>Workshop I</b>	<b>Due Presentation #1</b> <b>5-minute presentation per student</b> <b>(suggested one-third of your data coded)</b>
<b>Week 5</b> Sept 30	Making Comparisons & Second Cycle Coding & Upper level-coding  Grounded Theory  Achieving Qualitative “Power”	Required Reading Guest et al., (2012). Comparing Thematic Data. <i>Applied thematic analysis</i> Chapter 7 (pp. 161-186). Thousand Oaks, CA: Sage Publications, Inc.  (on Canvas) Nelson, H. J., Bally, J. M., Spurr, S., Foulds, H., & de Padua, A. (2023). Integrating constructivist grounded theory with a patient-oriented research approach to enhance health promotion research. <i>International Journal of Qualitative Methods</i> , 22, 16094069231218657.  (on Canvas) Threlfall, J. M. (2018). Parenting in the shadow of Ferguson: Racial socialization practices in context. <i>Youth &amp; Society</i> , 50(2), 255-273.  (on Canvas) Hennink, M. M., Kaiser, B. N., & Marconi, V. C. (2017). Code saturation versus meaning saturation: How many interviews are enough?. <i>Qualitative Health Research</i> , 27(4), 591-608.  Recommended Reading: Guest et al., (2012). Validity and Reliability in Qualitative Research and Data Analysis. <i>Applied thematic analysis</i> Chapter 4 (pp. 79-106). Thousand Oaks, CA: Sage Publications, Inc.  Guest et al., (2012). Supplemental Analytic Techniques. <i>Applied thematic analysis</i> Chapter 5 (pp. 107-127). Thousand Oaks, CA: Sage Publications, Inc.  Guest et al., (2012). Data Reduction Techniques. <i>Applied thematic analysis</i> Chapter 6 (pp. 129-159). Thousand Oaks, CA: Sage Publications, Inc.
<b>Week 6</b> Oct 7	Phenomenology  Narrative	Recommended Reading (based on your chosen approach): (on Canvas) Dowling, M., & Cooney, A. (2012). Research approaches related to phenomenology: Negotiating a complex landscape. <i>Nurse researcher</i> , 20(2): 21-27.  Dissertations: Noel, L. J. (2016). <i>A phenomenological approach to understanding how women make breast cancer treatment decisions within the context of communities</i> . Washington University in St. Louis Chapter 4 (42-60). (Dr. Noel’s Dissertation) (Instructor will scan and place on Canvas)  Recommended Reading (based on your chosen approach): Riesmann, C. K. (2008). <i>Narrative methods for the human sciences</i> . Thousand Oaks, CA: Sage.

		Goffney, L. M. (2011). <i>Perceptions of Race and Gender in the Superintendency: A Feminist Poststructural Narrative Inquiry of an African American, Hispanic, and White Novice Female Superintendent</i> . ProQuest LLC. (available at search.proquest.com)
<b>Week 7</b> Oct 14	No In-class session	Work on Coding and Analysis
<b>Week 8</b> Oct 21	<b>Workshop II</b>	<b>Due Presentation #2</b> 5-minute presentation per student (suggested the start of second line coding)
<b>Week 9</b> Oct 28	No In-class Session  <b>Set up Individual meetings with Instructor</b>	Review coding and analysis progress with instructor
<b>Week 10</b> Nov 4	<b>Workshop III</b>	How to get Published: Writing Up Qualitative Research Training by Dr. Lailea Noel  Required Reading: Guest et al. (2012). Planning and Preparing the Analysis. <i>Applied thematic analysis</i> Chapter 10 (pp. 241-278). Thousand Oaks, CA: Sage Publications, Inc
<b>Week 11</b> Nov 11	<b>Workshop IV</b>	<b>Due Presentation #3</b> 5-minute presentation per student (suggested completed analysis)  <b>Due Turn in Audit Trail Journals to the Instructor</b> (I will return these to you)
<b>Week 12</b> Nov 18	No In-class Session	Work on manuscripts
<b>Nov 25</b>	<b>No Class (Fall Break)</b>	
<b>Week 13</b> Dec 2	<b>Workshop V</b>	<b>Student Project Oral Presentations (6 people)</b>  Assignment Due PowerPoints are due on day of presentation by 11:59 pm (on Canvas)  *** <b>Final papers</b> due by 11:59 pm (on Canvas)
<b>Week 14</b> Dec 9	<b>Workshop VI</b>	<b>Student Project Oral Presentations (5 people)</b>  Assignment Due PowerPoints are due on day of presentation by 11:59 pm (on Canvas)

## **X. Bibliography**

- Bernard, R. H., Wutich, A., & Ryan, G. W. (2016). *Analyzing qualitative data: Systematic approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications
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