

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

Course Number:	SW 388R3	Instructor:	Lailea Noel, PhD, MSW
Unique Number:	61195	E-mail:	lailea.noel@austin.utexas.edu <i>preferred method of contact</i>
Semester:	Spring 2025	Office Room:	3 rd Floor WWH Office #325
Meeting Time:	Tues. 8:30-11:30 am	Phone:	616-516-0887 (cell)
Meeting Place:	WWH 102A	Office Hours:	By appointment

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

II. COURSE OBJECTIVES

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

1. Identify the strengths and appropriate uses of qualitative research.
2. Have a beginning understanding of the philosophical issues and debates in the field.
3. Understand different epistemological traditions and theoretical perspectives that inform specific qualitative approaches
4. Understand the closeness of fit between research questions, qualitative approaches, research design, and presentation of results.
5. Compare and contrast five major qualitative approaches.
6. Work competently within one qualitative approach.
7. Understand and use reflexivity to manage subjectivity.
8. Identify and use the basic methods of data collection including interviewing.
9. Apply different analytic schemes associated with specific qualitative approaches for coding data and extracting emerging themes.
10. Understand how and when to use qualitative data software.
11. Understand the purpose of mixed methods research and the models for combining qualitative and quantitative data.
12. Appreciate the ethical issues involved in qualitative research and measures to enhance rigor.
13. Understand the concept of performance in the writing of qualitative studies.

III. TEACHING METHODS

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

IV. REQUIRED TEXTS AND MATERIALS

Required

- Creswell, J. W. and Poth, Cheryl N. (2017). *Qualitative inquiry and research design: Choosing among five approaches (4th 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. (2021). *The coding manual for qualitative researchers (4th edition)*. London: Sage.
- Brinkmann, S. & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing (3rd edition)*. Thousand Oaks, CA: Sage.

Additional Requirement

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

Case Study:

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

Ethnography:

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

Or

Fetterman, DM (2010) *Ethnography: Step-by-Step (3rd edition)*. Thousand Oaks, CA: Sage

Grounded Theory:

Charmaz, K. (2014). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Narrative Research:

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

Phenomenology:

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

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

Recommended Equipment:

Students will need an audio recorder. You can code by hand or use transcribing equipment or software. Transcriba is a free software transcription program for Mac computers.

<http://transcriba.en.softonic.com/mac>

While not required, students may wish to use qualitative research software (QRS) for analyzing their data. NVivo Research Software is installed on the computer in the doctoral student room for your use. Another low cost program available for both Macs and PCs: <http://www.dedoose.com/>. For up-to-date reviews of a number of data analysis software programs, as well as links to all kinds of other information about qualitative data analysis, see:

<https://www.surrey.ac.uk/computer-assisted-qualitative-data-analysis/resources/choosing-appropriate-caqdas-package>.

V. COURSE REQUIREMENTS

The grade for this course will be based on the student's ability to understand, apply and critique qualitative research methods. The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the semester. All assignments and papers should be typed and double-spaced and follow the APA format 6th edition. All assignments are due on a Tuesday at 11:59 pm and should be uploaded onto Canvas.

1. **Research Project (32 points)**

Each student will design 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 ensure a satisfactory grade on the final paper. The research project must be approved by the professor

The assignments include:

Part I: (5 points) Due January 28

Students must also complete the 4-part HRPP training available at

<http://www.utexas.edu/research/rsc/humansubjects/training/>.

Part II: Background and Literature Review (10 points) Due February 11

- A statement of your research problem
- A brief literature review
- Include conceptual/theoretical framework, if known
- Identification of gaps in the science
- Justification for qualitative research
- Research question and/or research purpose statement

Part III: Methodology (10 points) Due March 11

- Proposed methodology including recruitment, access, eligibility criteria, data collection and sources such as observations and archival data, and information about interviewing including interview guides, length of interviews and/or observations,
- Human subjects considerations and informed consent procedures
- use of qualitative software, data analysis (to the extent known) and
- plan for ensuring quality and methodological rigor.
- Completion of IRB Class Projects Review form, available on Canvas

2. **Project Abstract (Conference worthy) (10 points) Due April 29**

Each student will be required to submit an abstract for their manuscript. Details and formatting will be given to the student at a later time. The purpose of this assignment is to give students the opportunity to learn how to write a conference-worthy abstract. These abstracts will be used to promote the final presentations.

3. **Presentation of Research Project (10 points) Due April 15 or April 22**

Each student will present their work to the class at the end of the semester. Details of the presentation format will be given at a later time. Each student will be asked to complete a PowerPoint and turn it in on the day of presentation. A template will be given at a later time. The purpose of this assignment is to give the student practice with presenting their work in front of a conference audience. In this case it will be your classmates, the professor.

4. Final Project Manuscript (35 points) Due April 29

The final project should follow APA guidelines.

The final project manuscript should include:

Background and Literature Review (From #1, Part II)

Methodology (From #1, Part III)

Plus:

Findings from the pilot testing of the instrument guide

Discussion

Limitations/ Rigor

Implications/significance for the field

5. Article Reviews and class discussion (10 points)

Each student will be assigned a week to give a 20-30 minute presentation in class of articles relevant to their area of interest. Each student will be asked to identify one qualitative paper, one quantitative paper and one mixed methods paper. The student will present to the class a review of how these approaches have been used to advance the science in their field and where the gaps in the research are apparent. The student will be asked to create 2-3 discussion questions for the class. A 1-2 page summary and the articles should be uploaded on Canvas following your class presentation and discussion.

6. Class Participation (10 points)

Class participation is very important. You will get out of this class what you put into it. Our class discussions will be enriched by the sharing of 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 how it is relevant 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. Research Project (32 points)		
a. IRB	5 points	1-28-25
b. Background and Literature Review	10 points	2-11-25
c. Methodology	10 points	3-11-25
2. Presentation of Final Research Project	10 points	4-15-25 & 4-22-25
3. Final Project Manuscript	35 points	4-29-25
4. Project Abstract	10 points	4-29-25
5. Article reviews and class discussion	10 points	TB Assigned
6. Class Participation	<u>10 points</u>	4-29-25
TOTAL	100 points	

VI. GRADES

[No A+]	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+	
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	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	

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

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	A	84.0 to 86.999	B	74.0 to 76.999	C*	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	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](https://community.utexas.edu/care/) 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>.

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

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://disability.utexas.edu/>. 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 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>.

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
Part I: Understanding the Landscape of Qualitative Research		
Week 1 Jan. 16	Thinking Like a Qualitative Researcher Overview of syllabus & course expectations Qualitative Research Dissertations	Brun, “The process and implications of doing qualitative research: An analysis of 54 doctoral dissertations.” http://www.ted.com/talks/brene_brown_on_vulnerability.html
Week 2 Jan. 23	Considering Preliminary Elements Using Philosophy and Theory in Qualitative Research Defining & framing qualitative research Research topics & research questions	Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i> . Thousand Oaks, CA: Sage Publications. Chapter 1 and Chapter 2 Additional Recommended Readings: Crotty, M. (1998). <i>The foundations of social research: Meaning and perspective in the research process</i> . Thousand Oaks, CA: Sage Publications. Brinkmann, S and Kvale, S. (2009). <i>InterViews: Learning the craft of qualitative research interviewing</i> . Los Angeles, CA: Sage Chapters 1 and 2 Assignment Due: Complete Citi Training

<p>Week 3 Jan 30</p>	<p>Understanding your Audience</p> <p>Writing a good introduction, opening sentence, and purpose statement</p> <p>Understanding Search Criteria, Key Words, Titles</p> <p>Overview of the 5 Qualitative Research Approaches</p>	<p>Student Led Article Presentation and Discussion (TBD)</p> <p>Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i>. Thousand Oaks, CA: Sage Publications. Chapter 4 - 6</p> <p><u>Read 2 from the following list:</u> Charmaz, “Stories of suffering: Subjective tales and research narratives” (grounded theory)</p> <p>Dordick, “Recovering from homelessness” (case study)</p> <p>Fischer, “A phenomenological study of being criminally victimized” (phenomenology)</p> <p>Mancini, Hardiman, & Lawson, “Making sense of it all: Consumer providers’ theories about factors facilitating and impeding recovery from psychiatric disabilities” (grounded theory)</p> <p>Riessman, “Making sense of marital violence” (narrative analysis)</p> <p>Ware et al., “An ethnographic study of the meaning of continuity of care in mental health services” (ethnography)</p>
<p>Part II: Choosing Among Five Qualitative Approaches</p>		
<p>Week 4 Feb 6</p>	<p>Ethnography</p> <p>Narrative</p>	<p>Student Led Article Presentation and Discussion (TBD)</p> <p>Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i>. Thousand Oaks, CA: Sage Publications. Appendix B and Appendix E</p> <p>Additional Recommended Readings: Gerstenblatt, 2013 “Collage portraits as a method of analysis in qualitative research. Warren & Karner, “The textual and the visual as qualitative data.” Martin, F. E. (1998). “Tales of transition: Self-narrative and direct scribing in exploring care-leaving. “ Wells, “A narrative analysis of one mother’s story of child custody loss and regain.”</p> <p>Dissertations (available at search.proquest.com): Bolivar, A. (2018). " <i>We Are a Fantasía: Violence, Belonging, and Potentiality in Transgender Latina Sexual Economies</i>. Washington University in St. Louis. (Ethnography)</p> <p>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. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106. (Narrative)</p> <p>Assignment Due: Purpose/Introduction/Background/Literature Review Sections</p>

<p>Week 5 Feb 13</p>	<p>Case Study</p> <p>Phenomenology</p>	<p>Student Led Article Presentation and Discussion (TBD)</p> <p>Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i>. Thousand Oaks, CA: Sage Publications. Appendix C and Appendix F</p> <p>Additional Recommended Readings: Armour, “Alternative routes to professional status: Social work and the new careers program under the office of economic opportunity” Armour, “Journey of family members of homicide victims: A qualitative study of their posthomicide experience.”</p> <p>Dissertations (available at search.proquest.com): Powell, B. J. (2014). <i>A mixed methods multiple case study of implementation as usual in children's Social service organizations</i>. Washington University in St. Louis. (Mixed Methods Case Study)</p> <p>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. (Phenomenology)</p>
<p>Week 6 Feb. 20</p>	<p>Grounded Theory</p>	<p>Student Led Article Presentation and Discussion (TBD)</p> <p>Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i>. Thousand Oaks, CA: Sage Publications. Appendix D</p> <p>Additional Recommended Readings: Johnson, S & Armour, M. (in review). Living with paradox: Finding strength, comfort, and purpose in spirituality after homicide.</p> <p>Walton, J. & Sullivan, N. (2004). Men of prayer: Spirituality of men with prostate cancer: A grounded theory study. <i>Journal of Holistic Nursing</i>, 22(2), 133-151.</p> <p>Charmez, “Qualitative interviewing and grounded theory analysis.”</p> <p>Dissertations (available at search.proquest.com): Bollinger, S. (2013). <i>An Exploration of the Lives of Young, African American Women with Triple-Negative Breast Cancer</i>. Washington University in St. Louis. (Grounded Theory)</p> <p>Threlfall, J. M. (2018). Parenting in the shadow of Ferguson: Racial socialization practices in context. <i>Youth & Society</i>, 50(2), 255-273. (Grounded Theory)</p>

Part II: Collecting Qualitative Data		
Week 7 Feb 27	Procuring the sample Access Reflexivity Ethics	Student Led Article Presentation and Discussion (TBD) Student Led Article Presentation and Discussion (TBD) Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i> . Thousand Oaks, CA: Sage Publications. Chapter 7 Brinkmann, S and Kvale, S. (2009). <i>InterViews: Learning the craft of qualitative research interviewing</i> . Los Angeles, CA: Sage Chapters 3 and 4 Additional Recommended Readings: Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. <i>Journal of nursing scholarship</i> , 33(1), 93-96.
Week 8 March 5	Methods Individual Interviews Focus groups Participatory/Non-Participatory Observation Documents/Archival material Interview Schedule/Guide	Student Led Article Presentation and Discussion (TBD) Student Led Article Presentation and Discussion (TBD) Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i> . Thousand Oaks, CA: Sage Publications. Chapter 7 Brinkmann, S and Kvale, S. (2009). <i>InterViews: Learning the craft of qualitative research interviewing</i> . Los Angeles, CA: Sage Chapters 5-9 Berg, B.L. "Focus group interviewing."
SPRING BREAK March 12		
Part III: Data Analysis		
Week 9 March 19	The Art of Interviewing In Class Practice	Brinkmann, S and Kvale, S. (2009). <i>InterViews: Learning the craft of qualitative research interviewing</i> . Los Angeles, CA: Sage Chapters 5-9 Assignment Due: Methods Section Review Sections
Week 10 March 26	No Class Data Collection	Individual Meetings with Professor to review project details and Q&A Data Collection
Week 11 April 2	No Class Data Collection	Individual Meetings with Professor to review project details and Q&A Data Collection
Week 12 April 9	An overview of Data Analysis, Findings, Rigor, Limitations	Readings Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (4th Edition)</i> . Thousand Oaks, CA: Sage Publications. Chapters 8 and 10

Week 13 April 16	Presentations	Student Project Oral Presentations Assignment Due (PowerPoints are due on day of presentation)
Week 14 April 23	Presentations	Student Project Oral Presentations (PowerPoints are due on day of presentation)
April 30	No Class	Final Project Manuscript Due Project Abstract Due

X. Bibliography

- Adlakha, D. (2016). " *Can We Walk?*" *Environmental Supports for Active Travel in India*. Washington University in St. Louis.
- 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 (5th ed.)*. Boston: Pearson.
- Bogden, R.R. & Biklen, S.K. (2003). *Qualitative research in education: An introduction to theories and methods (4th ed.)*. Boston:Allyn & Bacon.
- Brinkmann, S and Kvale, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. Los Angeles, CA: Sage.
- 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.
- Charmez, 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 (2nd 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.
- Denscombe, M. (2008). Communities of practice: A research paradigm for the mixed methods approach. *Journal of mixed methods research*, 2(3), 270-283.
- 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*, 3rd 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*, 3rd 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.
- Gerstenblatt, P. (2013). Collage portraits as a method of analysis in qualitative research. *International Journal of Qualitative Research*.
<https://journals.sagepub.com/doi/10.1177/160940691301200114>
- 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.

- 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.
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (1993). *Proposals that work: A guide for planning dissertations and grant proposals. (3rd 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 (4th 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 (2nd ed.)*. Thousand Oaks, CA: Sage.
- Morgan, D. (2014). Pragmatism as a paradigm for mixed methods research. In *Integrating qualitative and quantitative methods: A pragmatic approach* (pp. 25-44). 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.
- Noel, L. J. (2016). *A phenomenological approach to understanding how women make breast cancer treatment decisions within the context of communities*. Washington University in St. Louis.
- Norum, K.E. (2000). Black (w) holes: A researcher’s place in her research. *Qualitative Sociology* 23(3), 319-340

- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of nursing scholarship*, 33(1), 93-96.
- 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). 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*, 2nd ed. Newbury Park: Sage.
- Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative Inquiry* 1(3), 290-310.
- Powell, B. J. (2014). *A mixed methods multiple case study of implementation as usual in children's Social service organizations*. Washington University in St. Louis.
- 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* (3rd 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.
- Walton, J. & Sullivan, N. (2004). Men of prayer: Spirituality of men with prostate cancer: A grounded theory study. *Journal of Holistic Nursing*, 22(2), 133-151.

- 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*, 2nd 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*.