

**SW 388R3 RESEARCH METHODS III  
QUALITATIVE METHODS IN SOCIAL WORK RESEARCH  
SPRING 1993**

**UNIQUE #: 53820  
WEDNESDAY 1:00 - 4:00 P.M.  
SWB 2.120G**

INSTRUCTOR

**Cynthia Franklin, Ph.D., CSW-ACP-PR**

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Office Room: 3.116D  
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**QUALITATIVE METHODS IN SOCIAL WORK RESEARCH**

**COURSE INTRODUCTION:**

This doctoral level seminar serves as an introductory course in qualitative research methodologies. Students will be introduced to various qualitative research paradigms, their epistemologies, theories, and methods. A major focus of the course will be given to a survey of specific data collection methods, and analysis and interpretive procedures used in qualitative studies. Emphasis will also be given to an integration of the qualitative and quantitative research methodologies.

**COURSE OBJECTIVES**

1. Students will become familiar with the qualitative research paradigms, their epistemologies and theories, and will be able to discuss and critique the underlying assumptions of the qualitative approaches to research.
2. Students will understand a variety of qualitative data collection methods including interviewing, case studies, observation, and document analysis.
3. Students will become cognizant of the unique contributions of the qualitative approach to research and the appropriate applications of the different qualitative methods to the study of social work practice. Including the flexibility of qualitative methods and the significance of gender and cultural diversity factors in understanding human meaning.
4. Students will demonstrate that they can appropriately critique qualitative research methodologies and provide appropriate feedback to their colleagues.
5. Students will understand the advantages of triangulation of methods in research studies and the importance of the integration of qualitative and quantitative methods in social work research.
6. Students will be able to conceptualize, design and implement a qualitative research study.

**PREREQUISITES:** Graduate Student Standing & Consent of Instructor

**REQUIRED TEXTS**

Berg, B. L. (1989). Qualitative research methods for the social sciences. Boston: Allyn and Bacon.  
Crabtree, B. F., & Miller, W. L. (Eds.). (1992). Doing qualitative research. Newbury Park, CA: Sage.  
Feagin, J. R., Orum, A. M., & Sjoberg, G. (Eds.). (1991). A case for case study. Chapel Hill: North Carolina Press.  
Fielding N. G., & Lee, R. M. (Eds.). (1992). Using computers in qualitative research. Newbury Park, CA: Sage.  
Gilgun, J. F., Daly, K., & Handel, G. (Eds.). (1992). Qualitative methods in family research. Newbury Park, CA: Sage.

**RECOMMENDED TEXTS**

Constantine, L. L. (1986). Family paradigms: The practice of theory in family therapy. New York: Guilford Press.  
Fetterman, D. M. (1989). Ethnography: Step by step. Newbury Park, CA: Sage.  
Guba, E. G. (Ed.). (1990). The paradigm dialog. Newbury Park, CA: Sage.

- Jorgensen, D. L. (1989). Participant observation: A methodology for human studies. Newbury Park, CA: Sage.
- Simon, R. (1992). One on one: Conversations with the shapers of family therapy. New York: The Guilford Press.
- Yin, R. K.. (1989). Case study research: Design and methods. Newbury Park, CA: Sage.

### **COURSE REQUIREMENTS**

This is a fun but challenging class. Students will be required to attend class sessions regularly and to participate in an interactive learning framework between collegiate students and professor. Students are expected to complete all the assigned readings and should be well prepared to participate in discussions, and experiential learning assignments. Failure to regularly attend the class, demonstrate through discussion that one has comprehended the assigned readings, or enthusiastically prepare for the experiential learning methods is not acceptable in a doctoral seminar and will be strongly considered in assigning the final grade.

Students will be expected to turn in all required assignments on the agreed upon due date. If the due date is a problem for you, see the professor and negotiate another due date.

Students will be expected to both learn and apply methods of qualitative research. This requires frequent experiential homework assignments in the form of creative applications of data collection and interpretive methods, as well as library work and in-class group assignments.

Students will be required to learn how to evaluate the research of their colleagues and give constructive feedback to help them improve their research proposals. This means students must be invested in the learning process ( both theirs and others) and be willing to work with others in an egalitarian manner as members of a team to help improve research understanding.

Students will be expected to uphold the highest standards of ethical research as they conduct their research studies.

### **ASSIGNMENTS**

1. **Study Notebook on Qualitative Methods.** Each student is required to identify, copy, and read five research studies from each of the major qualitative methods covered in the class: interviewing, case study, observation and document analysis. Articles should be annotated with a special emphasis on the design and applications of the data collection methods and interpretive procedures. In other words tell me how and why the researchers used the data collection methods (i.e., in-depth interviewing) and explain what procedures that they used to analyze and interpret the data. Be specific in your explanation!

2. **Qualitative Research Proposal.** Each student is required to conceptualize, design and implement a qualitative research study on social work practice. The first part of this process will be preparing a research proposal that will be critiqued by a board of reviewers from the class and the professor who will act as an editor during the review. Research proposal should have the first four sections described on the outline for the research manuscript (see below). The review process will give students an opportunity to improve the conceptualization and design of their study before they implement it. Students will be divided into review boards and every review board will be assigned a grade based on their ability to appropriately evaluate the research of colleagues and respond cogently with concise and specific written feedback. Both the strengths and weaknesses of the study should be provided to colleagues along with concrete suggestions for improving the study. Further directions on the evaluation process will be provided in the class.

3. **Qualitative Research Study.** Students will conduct, analyze and write-up the findings on a qualitative research study that they must complete by the end of the class. Students may work individually or in teams to conduct this research. Teamwork is an important set of skills and is encouraged. However, individually conducted research studies will be given the same consideration as group ones. Research must be on a subject relevant to social work practice but may be selected according to the student's expertise or interest. Students must follow the University ethics concerning conducting research studies. All permissions and waivers must be obtained in written form. This will be discussed further in the class. The final product will be a well written scholarly manuscript of journal length (approximately 15-25 pages) that must include the sections outlined below.

### Qualitative Research Study Manuscript

- I. Abstract.
- II. Scholarly "state of the art" literature review that has been well conceptualized and cogently written.
- III. Research questions guiding the study and how they were derived from other research, theory and practice experience.
- IV. Description of data collection methods and rationale for why they are being used in the study. Triangulation is encouraged and/or the combining of qualitative with quantitative methods.
- V. Description of data analysis and interpretive procedures used to examine the data.
- VI. Results and analytic section that describes the major findings from the study.
- VI. Implications for social work practice section that interprets the findings into a framework that is consistent with previous research and also discusses the pragmatic validity of the research by making specific recommendations to the practice community.

#### **COURSE GRADING CRITERIA**

Study Notebook on Methods	20%	90 - 100 points = A
Research Proposal Review	20%	80 - 89 points = B
<u>Qualitative Research Study</u>	<u>60%</u>	70 - 79 points = C
		60 - 69 points = D
Total	100	Below 60 points = F

Grading Scale: (Grades are rounded up to the next number at .5).

Grading of all written assignments will take into account the quality of the writing as well as the content. The APA format should be followed. Written material should be carefully proof-read and corrected for errors in punctuation, typographical errors, and spelling errors. Good writing requires a reiterative process that must be followed if quality is to improve. No late papers or assignments will be accepted except in emergencies, and then only with the permission of the instructor.

#### **ASSIGNMENT DUE DATES**

Proposals due	March 3
Review and feedback of proposal due	March 10
Notebook due	May 6
Research Manuscript due	May 6

#### **COURSE OUTLINE**

<b>Date</b>	<b>Topics/Readings</b>
<b>January 20</b>	<b>QUALITATIVE PARADIGMS, EPISTEMOLOGIES AND THEORIES</b> CLASS OVERVIEW: AN INTRODUCTION TO QUALITATIVE RESEARCH PARADIGM. REQUIRED READINGS: Course Syllabus.
<b>January 27</b>	EPISTEMOLOGIES AND THEORIES UNDERGIRDING QUALITATIVE RESEARCH. REQUIRED READINGS: Atkinson, B., Heath, A., Chenail, R. (1991). Qualitative research and the legitimization of knowledge. <i>Journal of Marital and Family Therapy</i> , <i>17</i> (2), 175-180. Borden, W. (1992). Narrative perspectives in psychosocial intervention following adverse life events. <i>Social Work</i> , <i>37</i> (2),135-141. Borgen, F. H. (1984). Reaction: Are there necessary linkages between research practices and the philosophy of science? <i>Journal of Counseling Psychology</i> , <i>31</i> (4), 457-460. Davis, L. V. (1986). A feminist approach to social work research. <i>Affilia</i> , <i>1</i> , 32-47. Feixas, G., Proctor, H. G., Neimeyer, G. J. (1992). Convergent lines of assessment: Systemic and constructivist contributions. In G. J. Neimeyer (Ed.), <i>Constructivist assessment: A case book</i> (pp. 143-178). Newbury Park, CA: Sage. Fetterman, D. M. (1988). Qualitative approaches to evaluating education. <i>Educational Researcher</i> , <i>November</i> , 17-23.

**January 27  
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- Gergen, K. J. (1986). Correspondence versus autonomy in the language of understanding human action. In D. W. Fiske & R. A. Shweder (Eds.), Metatheory in social science (pp. 136-162). Chicago: The University of Chicago Press.
- Gibbs, L. E. (1983). Evaluation research: Scientist or advocate? Journal of Social Service Research, 7(1), 81-92.
- Goldstein, H. (1986). Toward the integration of theory and practice; A humanistic approach. Social Work, 31(5), 352-357.
- Haworth, G. O. (1984). Social work research, practice, and paradigms. Social Service Review, 58(3), 343-357.
- Jacob, E. (1987). Qualitative research traditions: A review. Review of Educational Research, 57(1), 1-50.
- Jacob, E. Clarifying qualitative research: A focus on traditions. Educational Researcher, 17(1), 16-24.
- Jacob, E. (1989). Qualitative research: A defense of traditions. Review of Educational Research, 59(2), 229-235.
- Landfield, A. W., Epting, F. R. (1987). The personal construct. Personal construct psychology: Clinical and personality assessment (pp.13-29). New York: Human Sciences Press.
- Mahoney, M. J., Lyddon, W. J. (1988). Recent developments in cognitive approaches to counseling and psychotherapy. The Counseling Psychologist, 16(2), 190-234.
- Moon, S. M., Dillon, D. R., Sprenkle, D. H. (1990). Family therapy and qualitative research. Journal of Marital and Family Therapy, 16(4), 357-373.
- Peshkin, A. (1988). In search of subjectivity-One's Own. Educational Researcher, 17(7), 17-21.
- Polkinghorne, D. E. (1984). Further extensions of methodological diversity for counseling psychology. Journal of Counseling Psychology, 31(4), 416-429.
- Polkinghorne, D. E. (1991). Two conflicting calls for methodological reform. The Counseling Psychologist, 19(1), 103-114.
- Rubin, A., & Babbie, E. (1993). Qualitative research methods. Research methods for social work (pp.357-403). Pacific Grove, CA: Brooks/Cole.
- Taylor, James B. (1993). The naturalistic research approach. In R. M. Grinnell, Jr., Social work research and evaluation (4th ed.) (pp. 53-78). Itasca, IL: Peacock Publishers.

**February 3**

- EPISTEMOLOGIES AND THEORIES UNDERGIRDING QUALITATIVE RESEARCH: DEBATES AND MORE DEBATES.
- REQUIRED READINGS:
- Anderson, C. M. (1986). The all-to-short trip from positive to negative connotation. Journal of Marital and Family Therapy, 12( ), 351-354.
- Berlin, S. B. (1990). Dichotomous and complex thinking. Social Service Review, 64(1), 46-59.
- Berg, Chapter 1, Introduction.
- Bloom, M., Wood, K., & Chambon, A. (1991). The six languages of social work. Social Work, 36(6), 530-535.
- Brekke, J. S. (1987). Author's reply. Social Service Review, 61(2), 370-373.
- Cheetham, J. (1992). Evaluating social work effectiveness. Research on Social Work Practice, 2(3), 265-287.
- Crabtree & Miller, Chapter 1, Primary care research: A multimethod typology and qualitative road map.
- Duncan, B. L. (1992). Strategic therapy, eclecticism, and the therapeutic relationship. Journal of Marital and Family Therapy, 18(1), 17-24..
- Duncan, B. L. (1992). Strategy and reality: A comment on Goolishian, Anderson, and Held. Journal of Marital and Family Therapy, 18(1), 39-40.
- Goolishian, H. A., & Anderson, H. (1992). Strategy and intervention versus nonintervention: A matter of theory. Journal of Marital and Family Therapy, 18(1), 5-16.

**February 3  
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- Goolishian, H. A., & Anderson, H. (1992). Some afterthoughts on reading Duncan and Held. Journal of Marital and Family Therapy, 18(1), 35-38.
- Harrison, D. F., Hudson, W. W., & Thyer, B. A. (1992). On a critical analysis of empirical clinical practice: a response to Witkin's revised views. Social Work, 37(5), 461-464.
- Heineman, M. B. (1981). The obsolete scientific imperative in social work research. Social Service Review, 55(3), 371-397.
- Held, B. S. (1992). The problem of strategy within the systemic therapies. Journal of Marital and Family Therapy, 18(1), 25-34.
- Hudson, W. W. (1982). Scientific imperatives in social work research and practice. Social Service Review, 56(2), 246-258.
- Hudson, W. W. (1983). Author's Reply. Social Service Review, 57(2), 339-341.
- Karger, H. J. (1983). Science, research, and social work: Who controls the profession? Social Work, 28(3), 200-205.
- Liddle, H. A. (1991). Empirical values and the culture of family therapy. Journal of Marital and Family Therapy, 17(4), 327-348.
- Patton, M. J., & Jackson, A. P. (1991). Theory and meaning in counseling research: Comment on Strong (1991). Journal of Counseling Psychology, 38(2), 214-216.
- Penka, C. E., & Kirk, S. A. (1991). Practitioner involvement in clinical evaluation. Social Work, 36(6), 513-518.
- Pieper, M. H. (1985). The future of social work research. Social Work, 21(4), 3-11.
- Pieper, M. H. (1987). Comments on "Scientific imperatives in social work research: Pluralism is not skepticism. Social Service Review, 61(2), 368-370.
- Pieper, M. H. (1989). The heuristic paradigm: A unifying and comprehensive approach to social work research. Smith College Studies in Social Work, 60(1), 8-34.
- Raynor, P. (1984). Evaluation with one eye closed: The empiricist agenda in social work research. British Journal of Social Work, 14, 1-10.
- Rosenberg, G., & Holden, G. (1992). Social work effectiveness: A response to Cheetham. Research on Social Work Practice, 2(3), 288-296.
- Schuerman, J. R. (1982). Debate with authors: The obsolete scientific imperative in social work research. Social Service Review, 56(1), 144-146. Also read Heineman, Author's reply.
- Selvini, M. P. (1986). Toward a general model of psychotic games. Journal of Marital and Family Therapy, 12(4), 339-349.
- Selvini, M. P. (1986). Rejoinder to Anderson. Journal of Marital and Family Therapy, 12(4), 355-357.
- Sheldon, B. (1984). Evaluation with one eye closed: The empiricist agenda in social work research-A reply to Peter Raynor. British Journal of Social Work, 14(6), 635-637.
- Sheldon, B. (1986). Social work effectiveness experiments; Review and implications. British Journal of Social Work, 16, 223-242.
- Shore, M. F. (1989). The perversion of research and the paralysis of action. American Journal of Orthopsychiatry, 59(4), 482.
- Smith, J. K. (1989). The origins of the current discussion. The nature of social and educational inquiry: Empiricism versus interpretation (pp.37-62). Norwood, NJ: Ablex.
- Smith, J. K. (1989). The relationship of the investigator to what is investigated. The nature of social and educational inquiry: Empiricism versus interpretation (pp.63-86). Norwood, NJ: Ablex.
- Strong, S. R. (1991). Theory-driven science and naive empiricism in counseling psychology. Journal of Counseling Psychology, 38(2), 204-210.
- Thyer, B. A. (1989). First principles of practice research. British Journal of Social Work, 19, 309-323.
- Thyer, B. A. (1989). Letters to the Editor: Exploring epistemologies: The debate continues. Journal of Social Work Education, 25(2), 174-176.
- Tyson, K. B. (1992). A new approach to relevant scientific research for practitioners: The heuristic paradigm. Social Work, 37(6), 541-556.

**February 3  
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- Witkin, S. L. (1989). Towards a scientific social work. Journal of Social Service Research, 12(3/4), 83-98.
- Witkin, S. L. (1991). Empirical clinical practice: A critical analysis. Social Work, 36(2), 158-163.
- Witkin, S. L. (1992). Empirical clinical practice or Witkin's revised views: Which is the issue? Social Work, 37(5), 465-468.
- RECOMMENDED READINGS:
- Constantine, L. L. (1986). Family paradigms. New York: The Guilford Press.
- Guba, E. G. (Ed.). (1990). The paradigm dialog. Newbury Park, CA: Sage.
- Simon, R. (1992). One on one: Conversations with the shapers of family therapy. New York: The Guilford Press.

**February 10**

**QUALITATIVE RESEARCH METHODOLOGIES**

INTERVIEWING AND CASE STUDIES: LECTURE AND DISCUSSION

Homework: Experiential Learning Assignment: Collect data using interviewing and case study methods.

REQUIRED READINGS:

- Crabtree & Miller, Chapter 1, 2, 4.
- Feagin et al. (1991). A case for case study. Chapel Hill: North Carolina Press.
- Fleuridas, C., Nelson, T. S., Rosenthal, D. M. (1986). The evolution of circular questions: Training family therapists. Journal of Marital and Family Therapy, 12(2), 113-127.
- Gilgun et al., Chapters 1-3.

**February 17**

INTERVIEWING AND CASE STUDIES: PRESENTATION AND DISCUSSION OF EXPERIENTIAL LEARNING ASSIGNMENTS

REQUIRED READINGS:

- Berg, Chapters 2, 3, 6.
- Crabtree & Miller, Chapter 11.
- Gilgun et al., Chapters 4-11.

**February 24**

INTERVIEWING AND CASE STUDIES: DISCUSSION OF ANALYSIS AND INTERPRETIVE PROCEDURES. GROUP EXERCISES ON APPLICATIONS OF INTERPRETIVE PROCEDURES TO DATA COLLECTED IN EXPERIENTIAL LEARNING ASSIGNMENT.

REQUIRED READINGS:

- Crabtree & Miller, Chapter 8, 12.
- Viney, L. V. (1992). Listening to what my clients and I say: Content analysis categories and scales. In G. J. Neimeyer (Ed.), Constructivist assessment: A case book (pp. 104-142). Newbury Park, CA: Sage.
- Yin, R. K. (1989). Analyzing case study evidence. Case study research: Design and methods. Newbury Park, CA: Sage.

RECOMMENDED READING:

- Yin, R. K. (1989). Case study research: Design and methods. Newbury Park, CA: Sage.

**March 3**

OBSERVATION: LECTURE AND DISCUSSION

**PROPOSAL DUE**

Homework Assignment: Collect data using observation methods

REQUIRED READINGS:

- Crabtree & Miller, Chapter 3.
- Gilgun et al., Chapters 12, 13.

**March 10**

OBSERVATION: PRESENTATION AND DISCUSSION OF EXPERIENTIAL LEARNING ASSIGNMENTS

**REVIEW AND FEEDBACK OF PROPOSAL DUE**

REQUIRED READINGS:

- Hoshmand, L. T. (1992). The personal narrative in the communal construction of self and life issues. In G. J. Neimeyer (Ed.), Constructivist assessment: A casebook (pp. 179-205). Newbury Park, CA: Sage.

- March 17** HAPPY SPRING BREAK!!! DO NOT WORK TOO HARD. COLLECT YOUR DATA WHILE YOU PARTY!
- March 24** OBSERVATION: DISCUSSION OF ANALYSIS AND INTERPRETIVE PROCEDURES. GROUP EXERCISES ON APPLICATIONS OF INTERPRETIVE PROCEDURES TO DATA COLLECTED IN EXPERIENTIAL LEARNING ASSIGNMENT.  
 REQUIRED READINGS:  
 Berg, Chapter 4  
 Fetterman, Chapter 5  
 Jorgensen Chapter 8  
 RECOMMENDED READINGS:  
 Fetterman, Ethnography, Jorgensen Participant Observation
- March30** DOCUMENT ANALYSIS: LECTURE AND DISCUSSION HOMEWORK ASSIGNMENT:  
 COLLECT DATA USING DOCUMENT ANALYSIS  
 Required Readings:  
 Berg, Chapter 4.  
 Crabtree & Miller, Chapter 4.  
 Gilgun et al., Chapter 14.
- April 1** DOCUMENT ANALYSIS: PRESENTATION AND DISCUSSION OF EXPERIENTIAL LEARNING ASSIGNMENTS  
 REQUIRED READINGS:  
 DeChillo N., Matorin, S., & Hallahan, C. (1987). Children of psychiatric patients: Rarely seen or heard. Health and Social Work, 12(4), 296-302.  
 Larossa R., & Wolf, J. H. (1985). On qualitative family research. Journal of Marriage and the Family, 47(3), 531-541.
- April 8** DOCUMENT ANALYSIS: DISCUSSION OF ANALYSIS AND INTERPRETIVE PROCEDURES. GROUP EXERCISES ON APPLICATIONS OF INTERPRETIVE PROCEDURES TO DATA COLLECTED IN EXPERIENTIAL LEARNING ASSIGNMENT.  
 REQUIRED READINGS:  
 Crabtree & Miller, Chapter 5, 6, 9.
- April 15** **INTEGRATIONS OF THE QUALITATIVE AND QUANTITATIVE RESEARCH METHODOLOGIES**  
 INTEGRATIONS OF METHODS: TOWARD A SYNTHESIS OF RESEARCH PARADIGMS:  
 LECTURE AND DISCUSSION  
 REQUIRED READINGS:  
 Allen-Meaers, P., & Lane, B. A. (1990). Social work practice: Integrating qualitative and quantitative data collection techniques. Social Work, 35(3), 452-458.  
 Berg, Chapter 7  
 Crabtree, Chapter 13  
 Fielding & Lee, Using computers in qualitative research.  
 Gilgun et al, Chapters 15, 16.  
 Hartman, A. (1990). Editorial: Many ways of knowing. Social Work, 35(1), 3-4.  
 Heinemann, A. W. (1985). Methods of studying persons. The Counseling Psychologist, 13(1), 111-125.  
 Howe, K. R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. Educational Researcher, 17(8), 10-16.  
 Peile, C. (1988). Research paradigms in social work: From stalemate to creative synthesis. Social Service Review, 62(1), 1-19.  
 Shields, C. G. (1986). Critiquing the new epistemologies: Toward minimum requirements for a scientific theory of family therapy. Journal of Marital and Family Therapy, 12(4), 359-372.  
 Smith, J. K. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. Educational Researcher, 12(3), 6-13.

- April 22** INTEGRATIONS OF METHODS IN SOCIAL WORK AND COUNSELING RESEARCH:  
DISCUSSION AND EXAMPLES  
REQUIRED READINGS:  
Neimeyer, R. A. (1992) Constructivist approaches to the measurement of meaning. In G.  
J. Neimeyer (Ed.), Constructivist assessment (pp. 58-103). Newbury Park, CA: Sage.
- April 29** INTEGRATIONS OF METHODS IN SOCIAL WORK AND COUNSELING RESEARCH:  
DISCUSSION AND EXAMPLES  
REQUIRED READINGS:  
Franklin, C. (1992). Family and individual patterns in a group of middle class dropout  
youth. Social Work, 37(4), 338-344.
- May 6** CLASS WRAP UP AND COURSE EVALUATION! RESEARCH STUDY MANUSCRIPT DUE  
**RESEARCH MANUSCRIPT DUE**  
**NOTEBOOK DUE**

CF/ng: 01/20/93