

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

Course Number: SW 388R3

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Semester: Spring 1999

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SSW 2.140

Office Hours: T 4:00–5:00 p.m.
or by appointment

QUALITATIVE METHODS IN SOCIAL WORK RESEARCH

I. Standardized Course Description

This doctoral level seminar serves as an introductory course in qualitative research methodologies. Students are introduced to qualitative research paradigms, their epistemologies, theories, and methods. The major focus of the course will be to survey qualitative methods of inquiry including research designs, specific data collection methods, and analytic and interpretive procedures. Several different approaches to qualitative data collection and analysis are discussed.

II. Standardized Course Objectives

1. Students will become familiar with qualitative research paradigms, their epistemologies and theories, and will be able to discuss and critique the underlying assumptions of qualitative research.
2. Students will understand different research designs and procedures for collecting data in qualitative research.
3. Students will understand a variety of qualitative data collection methods including interviewing, participant observation, and document analysis.
4. Students will become cognizant of the unique contributions of qualitative research and the appropriate applications of the different qualitative methods to the study of practice, including the depth and flexibility of qualitative methods, and the significance of context in understanding human meaning.
5. Students will demonstrate that they can appropriately critique qualitative research methodologies and provide appropriate feedback to their colleagues.
6. Students will learn methods for increasing validity and reliability in qualitative research designs.
7. Students will learn methods for analyzing, interpreting, and writing up qualitative research.
8. Students will be able to conceptualize, design and implement a qualitative research study.

PREREQUISITES: Graduate Student Standing & Consent of Instructor

III. Required Texts

Bogdan, R. C. & Biklen, S. K. (1998). Qualitative research for education: An introduction to theory and methods. Boston: Allyn & Bacon. ISBN: 0-205-27564-8

Gilgun, J. F. & Sussman, M. B. (1996). The methods and methodologies of qualitative family research. Binghamton, NY: Haworth Press.

Denzin, N. K. & Lincoln, Y. S. (1998). Strategies of qualitative inquiry. Thousand Oaks, CA: Sage. ISBN: 0-7619-1435-8

Denzin, N. K. & Lincoln, Y. S. (1998). Collecting and interpreting qualitative materials. Thousand Oaks, CA: Sage. ISBN: 0-7619-1434-X

Recommended

Strauss, A. & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory (2nd ed.). Thousand Oaks, CA: Sage.

IV. Course Requirements

This is a fun but challenging class. Students are expected to attend class sessions regularly and to participate in an interactive learning framework between collegiate students and professor. Students are expected to make a serious attempt to complete the suggested readings, and should be well prepared to participate in discussions, and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade.

Students are 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 are expected to both learn and apply methods of qualitative research. This requires a search of the literature in a defined area, conceptualizing research design and methods, practice at data collection, interpretive methods, and writing-up the findings of a study.

Students are expected to cooperate with their colleagues and give constructive feedback to help them improve their knowledge of research designs and methods. 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 are expected to uphold the highest standards of ethical research as they conduct their research studies.

1. **Qualitative Research Study.** Qualitative research like clinical practice is mastered by the doing and practice of it's methods and procedures. Each student is required to conceptualize, design, and implement a small, manageable qualitative research study that can realistically be completed in one semester. Students will conduct the study, and analyze and write-up the findings. Students may work individually or in teams to complete this assignment. Teamwork is an important set of skills and is encouraged. Individually conducted research studies, however, will be given the same consideration as group ones. Research must be on a subject relevant to practice but may be selected according to the student's expertise,

interests or life experiences. Students must follow the University ethics concerning conducting research studies. All permissions and waivers must be obtained in written form. For the purposes of this class you may only choose research assignments that do not have to go through the full IRB approval and are exempt. This usually means for example, interviews and observations of professionals and not clients. No sensitive material can be waived. This will be discussed further in the class. The final product will be a well written manuscript of journal length (approximately 15-25 pages). The sections outlined below are provided as guidelines for how to write-up the study.

Qualitative Research Study Manuscript

- I. Abstract.
- II. Literature review that has been well conceptualized and cogently written. A reflexive section that describes core assumptions, biases and values guiding the study.
- III. Research questions and/or analytic frameworks guiding the study, and how they were derived from other research, theory, practice experiences, or personal interests, etc..
- IV. Description of research design and data collection methods, and rationale for why they are being used in the study. Processes and steps taken in the design implementation, and data collection should be highlighted, including the researchers role and reflexive understanding of one's impact on the participants and setting.
- V. Description of data analysis and interpretive procedures used to examine the data, and why methods were chosen.
- VI. Results and analytic section that describes the major findings from the study.
- VII. Implications for practice section that interprets the findings into a framework that compares or contrasts the results with previous research, and also discusses the pragmatic/clinical utility of the study.

Course Grades

<u>Qualitative Research Study</u>	<u>100%</u>		90–100 points=A
Total	100		80–89 points = B
			70–79 points = C
			60–69 points = D
			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. It is a good idea to read your paper several times and if possible have someone else read it.

Course Schedule

Jan. 19 Course Overview and Introduction

Read syllabus

Jan. 26 Qualitative Research Paradigms and Traditions

Bogdan & Biklen, Chapter 1

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.

Moon, S.M., Dillon, & Sprenkle, D.H. (1991). On balance and synergy: Family therapy and qualitative research revisited. Journal of Marital and Family Therapy, 17 (2), 173-178.

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.

Polkinghorne, D. E. (1991). Two conflicting calls for methodological reform. The Counseling Psychologist, 19 (1), 103-114.

Sherman, E. & Reid, W.J. (1994). Introduction: Coming of age in social work — The emergence of qualitative research. In E. Sherman, & W.J. Reid (Eds.). Qualitative research in social work. New York: Columbia Univ. Press.

Smith, J. K. (1989). The origins of the current discussion. The nature of social and educational inquiry: Empiricism versus interpretation (37-62). Norwood, NJ: Ablex.

Strong, S. R. (1991). Theory-driven science and naive empiricism in counseling psychology. Journal of Counseling Psychology, 38 (2), 204-210.

Feb. 2 Theories and Methods Guiding Qualitative Research

Bogdan & Biklen, Chapters 2 & 7

Atkinson, B., Heath, A. & Chenail, R. (1991). Qualitative research and the legitimization of knowledge, Journal of Marital and Family Therapy, 17 (2), 161-166.

Denzin & Lincoln, Strategies of qualitative research, Chapters 1-3 & 10

Denzin & Lincoln, Methods of collecting and analyzing qualitative materials, Chapter 1

Franklin, C. & Jordan, C. (1997). Qualitative research methods. In R.M. Grinnell, Jr. (Ed.) Social work research and evaluation: Quantitative and qualitative approaches (5th ed.). Itasca IL: Peacock.

Gambrill, E. (1995). Less marketing and more scholarship. Social Work Research, 19, 38-48.

Gilgun, J. F. (1995). We shared something special: The moral discourse of incest perpetrators. Journal of Marriage and the Family, 57, 265-281.

Gilgun & Sussman Chapter 1

Handel, G. (1996). In Sussman & Gilgun book

King, Keohane, & Verba (1994) Chapters 1, 2 & 3

Wakefield, J.C. (1995). When an irresistible epistemology meets an immovable ontology. Social Work Research, 19, 9-17.

Feb. 9 Ethnography/Ethnomethodology

Bogdan & Biklen, Chapter 3

Denzin & Lincoln, Strategies of qualitative research, 5 & 6

Gilchrist, V.J. (1992). Key Informant Interviews. In B.F. Crabtree & W.L. Miller, Doing qualitative research. Newbury Park CA: Sage.

Goldstein, et. al. (1996). In Sussman & Gilgun book

Halmi, A. (1996). The qualitative approach to social work: An epistemological basis. International Social Work, 39, 363-375.

Hamon, R.R. (1996). In Sussman & Gilgun

- Newfield, N, Sells, S.P., Smith, T.E., Newfield, S. & Newfield, F. (1996). Ethnographic research methods: Creating a clinical science of the humanities. In D.H. Sprenkle & S.M. Moon (Eds.) Research methods in family therapy (25-63). New York: Guilford.
- Newfield, N.A. Kuel, B. P., Joanning, H.P. & Quinn, W.H. (1990). A mini ethnography of the family therapy of adolescent drug abuse: The ambiguous experience. Alcoholism Treatment Quarterly, 7 (2), 57-79.
- Newfield, N.A., Joanning, H.P. Kuel, B. P., & Quinn, W.H. (1991). We can tell you about “psychos” and “shrinks”: An ethnography of the family therapy of adolescent drug abuse. In T.C. Todd & M.D. Selekman (Eds.), Family therapy approaches with adolescent substance abuse. Boston: Allyn & Bacon.
- Padgett, D. K. (1998). Does the glove really fit? Qualitative research and clinical social work practice. Social Work, 43 (4), 373-381.

Recommended

Miller, G. (1997). Becoming miracle workers. Aldine de Gruyter

Feb. 16 Case Studies

- Buston, K. (1997). NUD*IST in action: Its use and its usefulness in a study of chronic illness in young people [15 pages]. Sociological Research Online [Online Serial], 2 (3). Available <http://www.socresonline.org.uk/socresonline/2/3/6.html>.
- Denzin & Lincoln, Strategies of qualitative research, Chapter 4 & 11
- Franklin, C. (1996). (1996). In Sussman & Gilgun book
- Franklin, C. & Jordan, C. (1995). Qualitative assessment: A methodological review. Families in Society.
- Guba (1985). Establishing trustworthiness. Naturalistic inquiry. Newbury Park California: Sage.
- Handel, G. (1991). Case study in family research. In J.R. Feagin, A.M. Orum, & G. Sjoberg, A case for the case study (244-268). Chapel Hill, NC: The University of North Carolina Press.
- Jarrett, R. (1992). A family case study: An examination of the underclass debate. In Gilgun, J., Daly, K. & Handel, G (Eds.). Qualitative methods in family research. (172-197). Newbury Park: Sage.
- Kelle, U. (1997). Theory building in qualitative research and computer programs for the management of textual data [16 pages]. Sociological Research Online [Online Serial], 2(2). Available <http://www.socresonline.org.uk/socresonline/2/2/1.html>.
- Lewins, A. CAQDAS networking project [Online, 8 pages]. Available <http://www.soc.surrey.ac.uk/caqdas>.
- Matocha, L. (1992). Case study interviews: Caring for persons with AIDS. In Gilgun, J., Daly, K., & Handel, G (Eds.). Qualitative methods in family research (66-84). Newbury Park: Sage.
- Moon, S.M. & Trepper, T. (1996). Case study research. In D.H. Sprenkle & S.M. Moon (Eds.) Research methods in family therapy (393-410). New York: Guilford.
- Orum, A.M. Feagin, J.R., & Sjoberg, G. (1991). Introduction, The nature of the case study. In J.R. Feagin, A.M. Orum, & G. Sjoberg. A case for the case study (1-26). Chapel Hill NC: The University of North Carolina Press.

Feb. 23 Grounded Theory

- Denzin & Lincoln, Strategies of qualitative research, Chapter 7
- Firestone, W. A. (1993). Alternative arguments for generalizing from data as applied to qualitative research. Educational Researcher, 22 (4), 16-23.
- Gilgun, J. (1994). Hand into Glove: The grounded theory approach and social work practice Research. In E. Sherman, & W.J. Reid (Eds.). Qualitative research in social work (115-125). New York: Columbia Univ. Press.

- Mizrahi, T. & Abramson, J.S. (1994). Collaboration between social workers and physicians: An emerging typology.
- Rafuls, S.E. & Moon, S.M. (1996). Grounded theory methodology in family therapy research. In D.H. Sprenkle & S.M. Moon (Eds.) Research methods in family therapy (64-80). New York: Guilford.
- Spitzer, A. Webster-Stratton, & Hollinsworth, T. (1991). Coping with conduct-problem Children: Parents gaining knowledge and control. Journal of Clinical Child Psychology, 20 (4), 413-427.

Recommended

- Strauss, A. (1998). Basics of qualitative research, (2nd ed.). Thousand Oaks, CA: Sage. Chapters 1-7.

Mar. 2 Data Collection Methodologies

- Bogdan & Biklen, Chapter 4
- Denzin & Lincoln (1998) Methods of collecting and analyzing qualitative materials, Chapter 2
- Farnsworth, E.B. (1996). In Sussman & Gilgun book.
- Hall, L.D. & Zvonkovic, A.M. (1996). In Sussman & Gilgun book
- Kivnick, H.Q. & Jernstedt, H.L. (1996). In Sussman & Gilgun book
- Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. Thousand Oaks, CA: Sage. (83-108)
- Olsen, C..S. (1996). In Sussman & Gilgun book
- Meadows, L.M. (1996). In Sussman & Gilgun book.
- Piercy, F.P. & Nickerson, V. (1996). Focus groups in family therapy research. In D.H. Sprenkle & S.M. Moon (Eds.) Research methods in family therapy (173-185). New York: Guilford.

Mar. 9 Observations

- Denzin & Lincoln (1998) Methods of collecting and analyzing qualitative materials, Chapters 3 & 6
- Gilgun, J. (1992). Observations in a clinical setting: Team decision-making in family incest treatment. In Gilgun, J., Daly, K., & Handel, G. (Eds.). Qualitative methods in family research (236-259). Newbury Park: Sage.
- Jorgensen, D. L. (1989). The methodology of participant observation. Participant observation: A methodology for human studies. Newbury Park, CA: Sage.
- Lightburn, A. (1992). Participant observation in special needs adoptive families: The mediation of chronic illness and handicap. In Gilgun, J., Daly, K., & Handel, G. (Eds.). Qualitative methods in family research (217-235). Newbury Park: Sage.
- Solomon, C. (1994). Welfare workers' response to homeless welfare applicants. In Riessman, C. (Ed.). Qualitative studies in social work research (153-168). Thousand Oaks, CA: Sage.

Mar. 16 HAPPY SPRING BREAK!!!

Mar. 23 Documents, Personal Accounts, and Narratives

- Denzin & Lincoln (1998) Methods of collecting and analyzing qualitative materials, Chapter 4 & 5
- Hanawalt, B.A. (1996). In Sussman & Gilgun book
- Holbrook, T.L. (1996). In Sussman & Gilgun
- Hyden, M. (1994). Woman battering as a marital act: Interviewing and analysis context. In Riessman, C. (Ed.). Qualitative studies in social work research (95-112). Thousand Oaks, CA: Sage.

- Robinson, R. (1994). Private pain and public behaviors: Sexual abuse and delinquent girls. In Riessman, C. (Ed.). Qualitative studies in social work research (73-94). Thousand Oaks, CA: Sage.
- Walker, J.A. (1996). In Sussman & Gilgun

Mar. 30 Data Analysis: Analytic and Interpretive Procedures

DEVELOPING CODES AND CATEGORIES: LECTURE AND DISCUSSION SUGGESTED READINGS:

- Barry, C. A. (1998). Choosing qualitative data analysis software: Atlas/ti and Nudist compared [15 pages]. Sociological Research Online [Online serial], 3(3). Available <http://www.socresonline.org.uk/socresonline/3/3/4.html>.
- Bazeley, P. (1999). The bricoleur with a computer: Piecing together qualitative and quantitative data. Qualitative Health Research, 9 (2), 279-287.
- Bazeley, P. (1998, October). Shifting data between N4 and SPSS: Some tricks of the trade. QSR NUD*IST XI Newsletter, 9.
- Bogdan & Biklen (1998) Chapter 5
- Crabtree, B. F. & Miller, W.L. (1992). A template approach to text analysis: Developing and using codebooks. In B. F. Crabtree & W.L. Miller (Eds.) Doing qualitative research (93-109).
- Denzin & Lincoln (1998) Methods of collecting and analyzing qualitative materials, Chapter 7
- Gale, et. al. (1996). In Sussman & Gilgun book
- Gee, J.P. & Green, (1998). Discourse analysis, learning and social practice: A methodological study. In P. David Pearson & Ashgar Iran-Nejad (Eds.). Review of research in education, Volume 23. (119-170). Washington DC: AERA.
- Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. (187-228). Thousand Oaks, CA: Sage.
- Lang, N. C. (1994). Integrating the data processing of qualitative research and social work practice to advance the practitioner as knowledge builder: Tools for knowing and doing. In E. Sherman, & W.J. Reid (Eds.). Qualitative research in social work (265-278). New York: Columbia Univ. Press.
- Singh, S. (1996). In Sussman & Gilgun book

Apr. 6 Developing Codes and Categories

- Denzin & Lincoln (1998) Methods of collecting and analyzing qualitative materials, Chapter 8
- Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing (229-252). Thousand Oaks, CA: Sage.
- Strauss, A. & Corbin, J. (1998). Chapter 8, Open Coding. Basics of qualitative research: Grounded theory procedures and techniques, (2nd ed.). Newbury Park, CA: Sage.
- Straus, A. & Corbin, J. (1990). Chapter 9, Axial Coding. Basics of qualitative research: Grounded theory procedures and techniques, (2nd ed.). Newbury Park, CA: Sage.

Apr. 13 Constructing and Linking Codes and Categories

- Denzin & Lincoln. (1998). Methods of collecting and analyzing qualitative materials, Chapter 9
- Straus, A. & Corbin, J. (1998) Basics of qualitative research: Grounded theory procedures and techniques, (2nd ed.). Newbury Park, CA: Sage. Chapter 10, Selective Coding, Chapter 11, Coding for Process, Chapter 12 The Conditional/Consequential Matrix.

Apr. 20 Developing Analytic Themes

- Straus, A. & Corbin, J. (1998). Basics of qualitative research: Grounded theory procedures and techniques, (2nd ed.). Newbury Park, CA: Sage. Chapter 13. Theoretical

Sampling, Chapter 14. Memos and Diagrams

Apr. 27 Writing-Up Your Study

Bogdan & Biklen, (1998) Chapter 6

Denzin & Lincoln (1998) Methods of collecting and analyzing qualitative materials, Chapter 14

Straus, A. & Corbin, J. (1998) Basics of qualitative research: Grounded theory procedures and techniques, (2nd ed.). Chapter 15, Writing Theses and Monographs and Giving Talks
About Your Research

May 4 Class Evaluation and Wrap Up

Research Manuscript due