

University of Wisconsin - Madison School of Social Work  
1350 University Avenue  
Madison, WI 53706

**Social Work 949**  
**Qualitative Methods for Social Science Research**  
**Fall 2018**

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Class Days: Mondays Time: 8:30-11:30am  
Credits: 3 Location: Social Work 114  
Instructional Mode: Face-to Face  
Canvas URL: <https://canvas.wisc.edu/courses/67688>

## **I. COURSE DESCRIPTION**

This course is designed to: introduce the principles, methods and practice of qualitative social science research.

Attributes and Designations: This course fulfills a requirement for the PhD in social welfare. Students are required to complete Foundation Research Methods Seminars on quantitative and qualitative methods for social science research.

Requisites: The course is required for PhD students in social welfare and open to interested PhD students from other departments with instructor consent.

How credit hours are met: This class meets for one 3 hour class period each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, data collection and analysis exercises, studying) for approximately 3 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

## **II. COURSE OVERVIEW**

This interactive, intensive seminar is designed to introduce the principles, methods and practice of qualitative social science research. The course is structured to address four domains: 1) philosophical underpinnings and ethical considerations in qualitative research; 2) considerations in designing a qualitative study and getting it off the ground; 3) major techniques for gathering evidence (e.g., observational/field research, interviews, and focus groups); and 4) fundamental strategies for analyzing and reporting qualitative data. Both positivist and interpretive approaches to the use of qualitative methods will be examined. A variety of research traditions of inquiry (e.g., ethnography, grounded theory, and phenomenology) and methods of analysis will be introduced. The course will enable students to critically evaluate and enhance the “quality” of qualitative data (i.e., understand the essential strategies for ensuring analytic rigor), and learn how to integrate qualitative and quantitative methods.

The “seminar” format offers a collaborative learning environment allowing for an exchange of ideas. The purpose of this seminar is to achieve a deeper understanding about the use of qualitative methods for social science research. This course will provide substantive methodological content for various phases of the research process, accompanied by experiential learning opportunities, as well as student generated discussion. Students will be introduced to a variety of qualitative methods of inquiry as well as basic skills utilized by qualitative researchers, and students are expected to come to class prepared to discuss the implications for the development of their current and/or future research. Students are encouraged to bring design and implementation questions to class.

### III. LEARNING OUTCOMES

By the end of the semester, students should have increased:

1. Knowledge about the history, purposes, and underpinning philosophies of qualitative methods, and when such methods are appropriate.
2. Awareness of ethical issues and concerns salient in qualitative research.
3. Appreciation regarding how qualitative research design and procedures vary by the research tradition or approach (e.g., narrative, phenomenology, grounded theory, ethnography, case study).
4. Understanding of how to conduct qualitative interviews, focus groups, and field observations.
5. Understanding of how to gather and utilize documents and archival data.
6. Understanding of how to prepare field notes and research logs.
7. Understanding of how to critically evaluate the strengths and weaknesses of a qualitative design and enhance the quality of qualitative data.
8. Knowledge about how to prepare qualitative data for analysis and how to generate analysis units (codes, categories, memos) and procedures.
9. Understanding of how to critique, summarize, compile and report qualitative research.
10. Awareness of purposes and design considerations of mixed methods research.

### IV. TEXTS AND READING MATERIAL

The following **required texts** may be purchased at University Bookstore, 711 State Street, [ (800) 993-2665 or (608) 257-3784 ] and are also available on reserve in the Social Work Library.

- 1) Padgett, D. K. (2017). *Qualitative methods in social work research* (3<sup>rd</sup> Edition). Thousand Oaks, CA: Sage Publications.
- 2) Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Ed.). Thousand Oaks, CA: Sage Publications

Additional required and recommended readings are available on Canvas.

### V. COURSE REQUIREMENTS AND GRADING

- ❑ **Attendance and active leadership and participation in class discussions and exercises (20 Points).** This is a seminar in which your ability to contribute and engage in class exercises counts. Participation in discussion and critique of class readings and how course content relates to your research interests is essential to your success in the course.
- ❑ Participation credit will include submission of a typed weekly brief reflection paragraph (beginning week 2) and at least one discussion question arising from the readings that may become part of the basis for class discussion during the seminar period. Each student has one “pass” to be used during the semester, meaning that you may choose one week to not submit a weekly reflection and discussion question(s). *Weekly reflection and question(s) should be posted to Canvas by 9:00pm each Sunday.*

- The *weekly reflection paragraph* may address any of the following: 1) a personal response or reaction to the weekly readings; 2) a discussion of prior or current experience that relates to a topic from the reading; or 3) implications of some aspect of the reading for one’s dissertation or research interests; or 4) integration of insights from the current week’s reading and prior weeks’ readings and class discussion. The typed *question(s) for discussion* should be open-ended question, stemming from the readings and in some way related to the course objectives. Consider different types of questions such as interpretive (i.e., that ask for interpretations of the reading), literal (i.e., that elicit factual information that may be answered directly from readings to ensure comprehension), or evaluative (i.e., that elicit positions, or opinions about the reading). When relevant, write down the exact page and paragraph from the required reading that stimulated the question. Below are some examples of the types of questions that may be posed, but feel free to design different questions as long as they are relevant to the course objectives:
  - I’d like to talk with people about....
  - Don’t you think this is similar to...?
  - How does this compare to...?
  - Do you agree that the big ideas seem to be...?
  - I have questions about...
  - How would this method be applied to a different topic or area of interest?
  - What does it mean when the author says...?
  - Do you agree with the assumptions that...?
  - What does this word or phrase mean?
  - Why is this point important?
  
- Participation credit will also include mini “Class Prep” assignments noted on the syllabus. These may include topics to reflect upon while you are reading, questions to consider or activities to complete in advance of class (e.g., you will be asked to do a public observation with a class mate in advance of our meeting on week 6).
  
- **Assignments (80 Points):** With respect for doctoral student’s diverse learning needs, a variety of assignments are provided from which students may choose their area of foci. Students will be required to review the course assignments and turn in a learning contract indicating the choice of assignments and dates for completion by the third week of class. See “Learning Contract” and description of course assignments for further information. Students will select from the following assignments for a total of 80 points. Students must select two major or one major and two minor assignments from the following chart.

Select One Major Assignment (40 points each)	Select Two Minor Assignments (20 points each)
Presentation-Facilitated Workshop (45 minute)	Interview Guide and Consent Form
Major Paper	In-depth interview, Summary, and Transcript
Qualitative Research Proposal	Field Observation and Field notes
Research Portfolio Notebook	Coded Transcript and Analysis report
Design your own Assignment (must obtain instructor approval)	Content Analysis
	Critique of Qualitative Research Reports

**Grades will be assigned using the following conversion table.**

100 point scale	Final Grade	Criteria of Work Quality
94-100	A	Outstanding
90-93	AB	Very good
84-89	B	Good
80-83	BC	Fair
74-79	C	Poor

## VI. EXPECTATIONS OF STUDENTS AND INSTRUCTOR

### Students are expected to:

- Attend each class session, actively participate in the in-class discussions;
- Carefully and critically read all required readings before coming to class;
- Complete all assignments by the due dates and times;
- Inform the instructor during the first week of the semester of any special accommodations needed for meeting class expectations (as approved by the McBurney Center);
- Be respectful of other class members--a diversity of views and opinions may be articulated during discussions.

### The instructor is expected to:

- Assure that course objectives are being met;
- Be available to students by appointment and to answer questions through email during business hours;
- Give reasonable guidance on preparing assignments;
- Be open to discussing concerns about the course;
- Evaluate and return assignments in a timely manner.

### Please note that for any seminar to be successful, seminar members must:

- Complete weekly readings and be prepared to participate
- Engage with the whole group, not just the leader
- Develop thoughtful questions and come prepared with questions to ask (see above)
- Actively and respectfully listen to one another and seek to understand what is being communicated
- Actively share one's own insights, reactions, thoughts and ideas that are stimulated from the readings or the observations and comments of others
- Address an idea or argument by connecting it to what someone else has said; summarize the point you are responding to and then provide your own idea
- Invite others into the discussion
- Be appropriate, respectful, and focused on topic
- Be comfortable with silence (Silence gives time to process thoughts)
- NOTE: Everyone should speak during each seminar, and this will require natural talkers to work on listening and quiet individuals to work on sharing their insights.

## VII. COURSE CONTENT

\*\* **Required Reading (In Course Texts or Available Online)**

\* **Recommended Reading (Online)**

### **COURSE OUTLINE: TOPICS AND READINGS**

#### **Introduction: Philosophical Underpinnings and Ethical Considerations in Qualitative Research**

#### **Week 1: Monday, September 10**

##### **INTRODUCTION AND COURSE OVERVIEW**

Welcome and introductions

Syllabus and assignment review

Getting oriented: Theoretical and disciplinary origins of qualitative methods.

Myths about qualitative research

Distinguishing qualitative from quantitative methods and qualitative methods from practice

Challenges and opportunities

Students will introduce their research interests and projects.

## Week 2: Monday, September 17

### EPISTEMOLOGY AND ONTOLOGY

Ways of looking at the world and research design

Assumptions about what can be known and how to go about knowing

Epistemological stances for qualitative inquiry

Five qualitative traditions

Philosophical and theoretical frameworks

#### Class Preparation:

- Remember to bring your *weekly reflection* paragraph and *discussion questions* to class
- Review the learning contract and bring any questions you have about assignments to class
- As you do the readings for this week, think about what worldview, frameworks, perspectives and assumptions you resonate with or that inform your ways of knowing and how these will influence how you approach the research process

- \*\* (Text) Padgett, D. K. (2017). "The Qualitative Methods Family." In *Qualitative methods in social work research* (pp. 1-27). Thousand Oaks, CA: Sage Publications.
- \*\* (Text). Creswell, J. W. (2013). "Introduction." and "Philosophical, paradigm, and interpretive frameworks." In *Qualitative inquiry and research design: Choosing among five approaches* (pp. 1-38). Thousand Oaks, CA: Sage
- \*\* Crotty, M. (2003). "Chapter 1 – Introduction: The research process." In *The Foundations of Social Research: Meaning and perspective in the research process* (pp. 1-17). Thousand Oaks: Sage.
- \*\* Haverkamp, B. E., & Young, R. A. "Paradigms, purpose, and the role of the literature: Formulating a rationale for qualitative investigations. *The Counseling Psychologist*, 35, 265-294.
- \* Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.
- \* Fraser, M., & Taylor, M.J. (1991). "Social work and science: Many ways of knowing?" *Social Work Research & Abstracts*, 27(4), 5-15.
- \* Meyer, J. (2000). "Qualitative research in health care: Using qualitative methods in health related action research." *British Medical Journal*, 320, 171-181.
- \* Weinberg, D. (2008). "Ch. 2: The philosophical foundations of constructionist research." In J.A. Holstein & J.F. Gubrium (Eds.), *Constructionist Research* (pp.13-39). New York: Guilford Press.

**Week 3: Monday September 24****ROLE OF RESEARCHER AS INSTRUMENT: ETHICAL ISSUES AND SOCIAL RESPONSIBILITY**

Importance of reflexivity: Critical self-reflection

Self and relations in the field

Issues of gender, culture, social class, and vulnerable populations

Ethical issues in qualitative research

Informed consent, confidentiality and loss of privacy in the field

**Class Preparation:**

- Remember to bring your *weekly reflection* paragraph and *discussion questions* to class.
- Be prepared to talk about the meaning and purpose of reflexivity and the dimensions of reflexivity that may be particularly important to your program of research
- Be prepared to discuss the ethical issues that you anticipate will need to be taken into consideration that are particularly relevant to your research interests.

- \*\* (Text) Padgett, D. K. (2017). "Ethical and emotional issues in qualitative research." In *Qualitative methods in social work research* (Ch. 4, pp. 79-96). Thousand Oaks, CA: Sage Publications.
- \*\* Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity." *The Qualitative Report*, 12(1), 82-101.
- \*\* Corbin, J. & Morse, J.M. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *Qualitative Inquiry* 9 (3), 335-354.
- \*\* Dickson-Swift, V., James, E., Kippen, S., & Liamputtong, P. (2006). Blurring boundaries in qualitative health research on sensitive topics. *Qualitative Health Research*, 16, 853-871.
- \*\* (Research Report) Burke, T. K. (2007). Providing ethics a space on the page: Social work and ethnography as a case in point.
- \* (Research Report) Anspach, R. R., & Mizrachi, N. (2006). The field worker's fields: Ethics, ethnography and medical sociology. *Sociology of Health & Illness*, 28(6), 713-731.
- \* Shaw, I. (2008). Ethics and the practice of qualitative research. *Qualitative Social Work*, 7, 400-414.
- \* Koenig, B.A., Back, A.L., & Crawley, L.M. (2003). Qualitative methods in end-of-life research: Recommendations to enhance the protection of human subjects. *Journal of Pain and Symptom Management*, 25(4), S43-52. (For those interested in end-of-life care research).
- \* Mishna, F., & Antle, B. J. & Regehr, C. (2004). Tapping the perspectives of children: Emerging ethical issues in qualitative research. *Qualitative Social Work*, 3(4), 449-468. (For those interested in research with children)
- \* Kosygina, L. V. (2005). "Doing gender in research: Reflection on experience in field." *The Qualitative Report*, 10(1), 87-95

## Considerations in Designing a Qualitative Study and Getting it off the Ground

### Week 4: Monday, October 1

#### THE QUALITATIVE RESEARCH PROCESS: GETTING STARTED

Selecting a topic: Formulating and framing the research questions

Literature review

The debate on the role of theory (or lack thereof)

Designing a qualitative study: Developing a research strategy

Developing a qualitative research proposal

#### Class Preparation:

- Bring *weekly reflection* paragraph and *discussion questions* to class.
- Be prepared to discuss the following questions: What do we mean by the “research design”? What are the characteristics of good research designs? Where do you start? How does the approach to inquiry (e.g., grounded theory, case study, narrative research...) influence the study design?
- Creswell (2013) discusses the importance of the statement of purpose of one’s study and the value of developing central and sub-questions for one’s research study. After reviewing this content, think about a qualitative research study that you believe would make a contribution to your substantive area of interest. This may be a study you intend to carry out, or a completely hypothetical study that you think would be of value. Write a one sentence statement of purpose (see pp. 137 for examples), and possible central and sub questions that would be appropriate to explore. Bring the Creswell text to class for reference.

- \*\* (Text) Padgett, D. K. (2017). “Choosing the right qualitative approach(es).” In *Qualitative methods in social work research* (Ch. 2, pp. 31-53). Thousand Oaks, CA: Sage Publications.
- \*\* (Text). Creswell, J. W. (2013). “Designing a qualitative study,” “Five qualitative approaches to inquiry,” and “Introducing and focusing the study/” In *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Ed, Ch. 3, pp. 42-66; Ch. 4, pp. 69-107; and Ch. 6, 129-143). Thousand Oaks, CA: Sage Publications.
- \*\* Vivar, C.G. (2007). Getting started with qualitative research: Developing a research proposal. *Nurse Researcher*, 14(3), 60-73.
- \*\* NIH: Office of Behavioral and Social Science Research. (1999). *Qualitative methods in health research: Opportunities and considerations in application and review*.
- \*\* (Research Report) Bagnoli, A., & Clark, A. (2010). Focus groups with young people: A participatory approach to research planning. *Journal of youth studies*, 13, 101-119.
- \* (Research Report) Padgett, D., Henwood, B., Abrams, C., & Davis, A. (2008). Engagement and retention in services among formerly homeless adults with co-occurring mental illness and substance abuse: Voices from the margins. *Psychiatric Rehabilitation Journal*, 31(3), 326-233.

**Week 5: Monday, October 8****ENTERING THE FIELD: GAINING ACCESS**

Selecting the site; selecting the case  
 Developing rapport  
 Sampling strategies in qualitative enquiry  
 Recruiting informants

**Class Preparation:**

- Bring your *weekly reflection* paragraph and *discussion questions* to class.
- As you do the readings think about what researchers should take into consideration when selecting a site, what might increase chances of being successful at negotiating access to participants, how to determine the sample plan, sample size, how sampling considerations vary by research design and how you might approach site selection and sampling for the hypothetical study you proposed in class last week.

**Important Assignment to do in advance of next week's class:** Memo for Field Observations for Next week.

Next week we will be talking about ethnographic research and the value of "observational" research. I would like you to have the opportunity to engage in an "unstructured observation" (i.e., focused on what is deemed relevant as events unfold) using the "*complete observer*" role (see Kawulich reading) so that we can discuss the experience of observation research in class. Please identify a partner and make plans to meet sometime during the next week in a public place to conduct a 15 minute observation independent of one another.

Remain as unobtrusive as possible, while taking notes of your observations. After the 15 minute observational period, review your written notes and write a memo recording the following:

- A summary of what you observed during the 15 minute period.
- A description of any analytic insights you might make based on your observations
- A personal reaction of thoughts and/or feelings of being an observer.

Please do not talk with one another about your plan for the observation, your reactions to the observation, or share anything about your analytic insights and reactions. You will have opportunity to share notes and discuss in class.

- \*\* (Text) Padgett, D. K. (2017). "Designing the study and getting started." In *Qualitative methods in social work research* (Ch. 3, pp. 57-77). Thousand Oaks, CA: Sage.
- \*\* (Text). Creswell, J. W. (2013). "Data collection." In *Qualitative inquiry and research design: Choosing among five approaches* (Ch. 7, focus on pp. 145-157). Thousand Oaks, CA: Sage Publications.
- \*\* Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12(2), 238-254.
- \*\* (Research Report). Ward, E.C. (2005). Keeping it real: A grounded theory study of African American clients engaging in counseling at a community mental health agency. *Journal of Counseling Psychology*, 52, 471-481.
- \*\* (Research Report) Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1).
- \* Draucker, C. B., Martsof, D. S., Ross, R., & Rusk, T. B. (2007). Theoretical sampling and category development in Grounded theory. *Qualitative Health Research*, 17, 1137-1148.
- \* Munford, R., & Sanders, J. (2004). Recruiting diverse groups of young people to research: Agency and empowerment in the consent process. *Qualitative Social Work*, 3(4), 469-482.
- \* Association for Qualitative Research (2002). "Qualitative research recruitment: Best practice rules and guidelines. <http://www.aqr.org.uk/refsection/recruitment-bestpract.shtml>

## Major Techniques for Gathering Evidence

### Week 6: Monday October 15

#### OBSERVATION AND USE OF DOCUMENTS/OTHER EXISTING DATA

Types of observational research and planning

Role of the researcher (observer, participant, member?) , setting, ethics

Field note strategies and record keeping

Developing observational skills

Video and audio media in qualitative research

Ethnography

Analyzing texts (e.g., newspaper articles, agency case records, policy) and material artifacts

#### Class Preparation:

- Bring your *weekly reflection* paragraph and *discussion questions* to class.
- Complete your 15 minute observation with another student and bring your memo to class (see instructions on p. 8).

- \*\* (Text) Padgett, D. K. (2017). "Data collection – Observation in qualitative studies." In *Qualitative methods in social work research* (Ch. 5, pp. 99-103 only.) Thousand Oaks, CA: Sage Publications.
- \*\* (Text). Creswell, J. W. (2013). "Data collection." In *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Ed, Ch. 7, pp.157-178, focus on observations, documents, audiovisual materials). Thousand Oaks, CA: Sage Publications.
- \*\* Kawulich, B.B. (2005). Participant observation as a data collection method [81 paragraphs]. *Forum Qualitative Social Research*, [Online Journal] 6(2), Art. 43. Available at: <http://www.qualitative-research.net/fqs-texte/2-05/05-2-43-e.htm> [Date of access: August, 2010]
- \*\* (Research Report) Palinkas, L.A. Schoenwald SK, Hoagwood K, Landsverk J, Chorpita BF, Weisz JR, and the Research Network on Youth Mental Health. (2008). An ethnographic study of implementation of evidence-based treatment in child mental health: First steps. *Psychiatric Services*, 59, 738-746.
- \*\* (Research Report) Ware, N. C., Tugenberg, 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.
- \* Fox, Nick. (1998). How to Use Observations in a Research Project. Produced by Trent Focus Group. [Note: this is a workbook of sorts with exercises related to observational research. No need to do exercise, but you may find helpful to skim through]
- \* (Research Report). Bail, K., Cook, R., Gardner, A., & Grealish, L. (2009). Writing ourselves into a web of obedience: A nursing policy analysis. *International Journal of Nursing Studies* 46, pp. 1457-1466.
- \* (Research Report) Holbrook, T.L. (1996) Document Analysis: The Contrast between Official Records and the Journal of a Woman on Welfare. *Marriage & Family Review*, vol. 24, no ½, pp. 41-56.
- \* Becker, H.S. (1958). Problems of inference and proof in participant observation. *American Sociological Review* 23(6), 652-660.
- \* Staller, K.M., Buch, E.D., & Birdsall, W.C. (2006). House of mirrors: The messy worlds of interdisciplinary community based research. *Reflections: Narratives of Professional Helping*, 12(1), 86-98.

**Week 7: Monday, October 22****THE ART AND SCIENCE OF INTERVIEWING INDIVIDUALS**

Types of interviews

Preparing for the interview

Considerations for before, during and after the interview

Interview quality: Interviewer qualifications

Transcribing interviews: Preparing the data

**Class Preparation:**

- Bring your *weekly reflection* paragraph and *discussion questions* to class.
- After reviewing the suggestions for crafting questions for the interview guide in the Fichtman & Dana article and reviewing the info on developing the interview protocol/guide in Creswell, draft a simple interview guide that is relevant to the hypothetical study purpose and central/sub questions you worked on a few weeks ago (What questions would you actually ask informants? ).
- Bring three copies of a document that provides your concise statement of study purpose, one or more of the specific central and/or sub research questions you are interested in and the interview guide relevant to those study questions to class. Please don't worry if this is perfected. After we have a chance to talk about the kinds of things to consider in developing the guide, and what good questions look like, you can reflect on the guide you created and get feedback from others as well.

- \*\* (Text) Padgett, D. K. (2017). "Interviewing." In *Qualitative methods in social work research* (Ch. 5, read sections on interviewing, pp. 108-133). Thousand Oaks, CA: Sage Publications.
- \*\* (Text). Creswell, J. W. (2013). "Data collection." In *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Ed, Ch. 7, pp. 157-278, focus on interviewing). Thousand Oaks, CA: Sage Publications.
- \*\* Fichtman and Dana. Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. Accessed August 30, 2010 at: <http://www.coe.uga.edu/quig/dana92.html>
- \*\* Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. *Family Practice Advance Access*, 25, 127-131. Access online through PsychINFO.
- \*\* MacDonald, K., & Greggans, A. (2008) Dealing with chaos and complexity: the reality of interviewing children and families in their own homes. *Journal of Clinical Nursing*, 17, 2123- 2130.
- \* (Research Report) Penner, J. L., & McClement, S. E. (2008). Using phenomenology to examining the experiences of Family caregivers of patients with advanced health and neck cancer: Reflections of a novice researcher. *International Journal of Qualitative Methods*, 7(2), 92-101
- \* (Research Report). Gavois, H., Paulsson, G., & Fridlund, B. (2006). Mental health professional support in families with a member suffering from severe mental illness: A grounded theory model. *Scandinavian Journal of Caring Science*, 20, 102-109.
- \* Burke, L., A., & Miller, M. K. (2001). Phone interviewing as a means of data collection: Lessons learned and practical recommendations. *Forum Qualitative Social Research*, 2(2). <http://www.qualitative-research.net/fqs-texte/2-01/2-01burkemiller-e.htm>
- \* (Research Report). Walsh, T.B., Tolman, R.M., Davis, R.N., Palladino, C.L., Romero, V.C., & Singh, V. (2014). Moving up the 'magic' moment: Fathers' experience of prenatal ultrasound. *Fathering 12(1)*, 18-37.

**Week 8: Monday, Oct. 29****THE ART AND SCIENCE OF INTERVIEWING GROUPS**

Focus group methodology: Advantages and disadvantages

Uses and abuses of focus groups

Sampling

Planning and facilitating focus groups

Analytic challenges in focus group research

Transcribing focus groups: Preparing the data

**Class Preparation:**

- Bring your *weekly reflection* paragraph and *discussion questions* to class.
- After we have time for lecture and discussion, we will break into two groups so that students you will have the opportunity to experience designing the interview guide for a focus group, and moderating or participating in a focus group. Please prepare 3-5 questions that might be used in an Interview Guide for a focus group relevant to the study purpose below.
- Please consider the following: 1) *Are you interested in being a group moderator?* You would have the opportunity to practice running a focus group, ask questions, encourage diversity of perspectives and keep the group on task. 2) *Are you interested in being an assistant moderator?* You would take careful notes, provide an oral summary at the end of the group for the participants, and provide synthesized comments to highlight main points when we reconvene as a large group.

**STUDY PURPOSE:**

The purpose of this study is to understand the reality television viewing habits of graduate students.

- \*\* Freeman, T. (2006). "Best practice' in focus group research: Making sense of different views." *Journal of Advanced Nursing*, 56(5), 491-497.
- \*\* Kidd, P. S., & Parshall, M. B. (2000). "Getting the focus and the group: Enhancing analytical rigor in focus group research." *Qualitative Health Research*, 10(3), 293-308.
- \*\* Owen, S.. (2001). The practical, methodological and ethical dilemmas of conducting focus groups with vulnerable clients. *Journal of Advanced Nursing*, 36(5), p. 652-658.
- \*\* (Research Report). Perlmutter, S. (2002). Listening to clients: A research strategy for influencing social policy. *The Social Policy Journal*, 1(4), 43-61. Access through Academic Search Elite.
- \* (Research Report). Flaherty, C., Collins-Camargo, C., & Lee, E. (2007). Privatization of child welfare services: Lessons learned from experienced states regarding site readiness assessment and planning. *Children and Youth Services Review*, 30, 809-820. Access through PsychINFO.
- \* Huer, M. B., & Saenz, T. I. (2003). "Challenges and strategies for conducting survey and focus group research with culturally diverse groups. *American Journal of Speech-Language Pathology*, 12, 209-220.
- \* (Research Report). Lee, S.J., Neugut, T.B., Rosenblum, K.L., Tolman, R.M., Travis, W.J., & Walker, M.H. (2013). Sources of parenting support in early fatherhood: Perspectives of United States Air Force Members. *Children & Youth Services Review* 35, 9058-915.
- \* Research Report). Lee, S.J., Neugut, T.B., Rosenblum, K.L., Tolman, R.M., Travis, W.J., & Walker, M.H. (2013). Sources of parenting support in early fatherhood: Perspectives of United States Air Force Members. *Children & Youth Services Review* 35, 9058-915.

**Fundamental Strategies for Analyzing and Reporting Qualitative Data**
**Week 9: Monday, Nov. 5**
**RIGOR AND QUALITY**

Assessing the quality of the data

Trustworthiness and credibility

Guidelines for enhancing rigor

Standards of quality and verification within traditions of inquiry

Triangulation

**Class Preparation:**

- Bring your *weekly reflection* paragraph and *discussion questions* to class.
- After we have a chance to talk about strategies to evaluate qualitative research and methods of ensuring quality and rigor we will spend some time critiquing research reports from this week. Please bring the three research reports and the Creswell text with you to class.
- After reading the research reports, select two of them and be prepared to share your thoughts regarding the following questions:
  - i. To what extent do you see evidence of methodological congruence in study purpose, design, methods and research tradition? Is the study purpose and research methods consistent with the type of study (e.g., grounded theory, ethnography...see Creswell)?
  - ii. Is there any evidence and how sufficient is it that the authors have employed strategies to enhance the quality and rigor of the study and trustworthiness? Do they explicitly discuss these?
  - iii. What are the strengths and weaknesses?

- \*\* (Text) Padgett, D. K. (2017). "Strategies for rigor and trustworthiness." In *Qualitative methods in social work research* (Ch. 8, pp. 209-227). Thousand Oaks, CA: Sage Publications.
- \*\* (Text). Creswell, J. W. (2013). "Standards of validation and evaluation." In *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Ed, Ch. 10, pp. 243-266). Thousand Oaks, CA: Sage Publications.
- \*\* Ospina, S., M. Esteve & S. Lee. (2018). Assessing Qualitative Studies in Public Administration Research. *Public Administration Research* 78(4), 593-605.
- \* (Research Report). Caron, C.D., Ducharme, F., & Griffith, J. (2006). Deciding on institutionalization for a relative with dementia: The most difficult decision for caregivers. *Canadian Journal on Aging*, 25(2), 193-205.
- \*\* (Research Report). Ryan, F., Coughlan, M., & Cronin, P. (2006). Step by step guide to critiquing research. Part 2: Qualitative research. *British Journal of Nursing* 16(13), 738-745.
- \*\* (Research Report). Kayser-Jones, J. (2002). The experience of dying: An ethnographic nursing home study. *The Gerontologist*, 42, 11-19.
- \*\* (Research Report) Cochrane, J. (2003). The experience of uncertainty for individuals with HIV / AIDS and the palliative care paradigm. *International Journal of Palliative Nursing*, 9, 382-388.

- \* Morrow, S.L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52, 250-260.
- \* Caelli, K., Ray, L., & Mill, J. (2003). 'Clear as mud': Toward greater clarity in generic qualitative research. *International Journal of Qualitative Methods*, 2 (2), 1-9.
- \* Freeman, M., DeMarrais, K., Preissle, J., Roulston, K., & St. Pierre, E.A. (2010). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, 36, 25-32.
- \* Drisko, J. W. (1997). Strengthening qualitative studies and reports: Standards to promote academic integrity. *Journal of Social Work Education*, 33(1), 185-187.
- \* Forchuk, C., & Roberts, J. (1993). How to critique qualitative research articles. *Canadian Journal of Nursing Research*, 25(4), 47-56.
- \* Riessman, C.K., & Quinney, L. (2005). Narrative in Social Work: A critical review. *Qualitative Social Work* 4(4), 391-412.
- \* Ragin, C., J. Nagel and P. White. (2004). Workshop on Scientific Foundations of Qualitative Research. Washington DC: NSF <http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf> ]

**Week 10: Monday, November 12****ANALYSIS: OVERVIEW OF APPROACHES & BEGINNING CODING**

Analysis within approaches to inquiry (comparison of five research traditions)

Developing codes and coding hierarchies

Thematic coding and categorizing

Grounded theory and dimensional analysis

Use of Qualitative Data Analysis Tools (e.g., NVivo, Atlas.TI)

**Guest Speaker (10:00 – 11:30am):** Christian Schmieder, Qualitative Research Specialist, UW Colleges and UW-Extension

**Class Preparation:**

- Bring your *weekly reflection* paragraph and *discussion questions* to class.
- We will do a coding exercise in class. Nothing special to prepare other than the weekly readings.

- \*\* (Text) Padgett, D. K. (20). "Data analysis. and "Interpretation" In *Qualitative methods in social work research* (pp 141-207). Thousand Oaks, CA: Sage Publications.
- \*\* (Text). Creswell, J. W. (2013). "Data analysis and representation." In *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Ed, Ch. 8, Ch. 8, pp. 179-211) Thousand Oaks, CA: Sage Publications.
- \*\* Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly*, 22(4), 4447-584. [This article provides some illustrations of different examples of analytic approaches; You can skip sections on Domain analysis, Taxonomic Analysis, Componential Analysis}
- \* Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- \* Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analyzing qualitative data. *British Medical Journal*, 320, 114-116.
- \* Hsieh, H., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- \* Li, S., & Seale, C. (2007). Learning to do qualitative data analysis: An observational study of doctoral work. *Qualitative Health Research*, 17(10), 1442-1452.
- \* Starks, H. & Trinidad, S.B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research* 17(10), 1372-1380.

**Week 11: Monday November 19**

**LAB: APPLICATION OF QUALITATIVE RESEARCH METHODS– Class will not meet this week** so that you will have adequate time for the applied research experiences you must gain for the integration of your learning to enrich and complete the methods assignments. Please email the instructor to provide a one paragraph description of what you intend to work on. You may use this time to conduct and/or transcribe your interviews, complete your field observations or work on your major paper or research proposal. Students who are developing proposals may want to schedule time to meet with the Instructor to discuss their projects. Time may also be spent on critiquing qualitative research reports, or if you have contracted to do the coded transcript and analysis report you may use the time to review your transcript several times to become familiar with it, give serious thought to identifying the analytic method that you intend to utilize, and begin the analysis process.

## Week 12: Monday November 26

### LEAVING THE FIELD AND TELLING THE STORY

Writing up the qualitative study

Organizing the report

Diverse structures for writing qualitative reports based on research tradition.

#### Class Preparation:

- Bring *weekly reflection* paragraph and *discussion questions* to class.
- Be prepared to discuss your thoughts on how reporting a qualitative research study might be similar or different to reporting a quantitative investigation.
- You will have time in class to work in small groups and talk about your various projects with one another, so think about what feedback would be useful and be prepared to discuss your work with your classmates.

\*\* (Text) Padgett, D. K. (2017). "Telling the story: Writing up the qualitative study." In *Qualitative methods in social work research* (pp. 231-252). Thousand Oaks, CA: Sage Publications.

\*\* (Text). Creswell, J. W. (2013). "Telling the story: Writing a qualitative study." In *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Ed, Ch. 9, pp. 177-200; 231-252). Thousand Oaks, CA: Sage Publications.

\*\* Ponterotto, J. G., & Grieger, I. (2007). Effectively communicating qualitative research. *The Counseling Psychologist*, 35(3), 404-430.

\*\* Pratt, M. (2009). From the Editors: For the lack of a boilerplate: tips on writing up (and reviewing) qualitative research. *Academy of Management Journal* 52(5), 856-862.

\* Burnard, P. (2004). Writing a qualitative research report. *Accident and Emergency Nursing*, 12, 176-181.

\* Thomson, R. (2002). Reporting the results of computer-assisted analysis of qualitative research data. [42 Paragraphs]. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* [Online Journal], 3(2).

\* (Ausband, L. (2006). "Qualitative research and quilting: Advice for novice researchers. *The Qualitative Report*, 11(4), 764-770.

### Week 13: Monday December 3

#### MIXED METHODS: INTEGRATING QUALITATIVE & QUANTITATIVE APPROACHES

What is “mixed methods” research?

Types of mixed method strategies

Design considerations

Data collection procedures

**Guest Speaker (8:30 – 10:00am):** Karen Staller, PhD, JD; Associate Professor of Social Work, University of Michigan, and Editor, *Qualitative Social Work* (a Sage Journal)

#### Class Preparation

- Bring *weekly reflection* paragraph and *discussion questions* to class.
  - Please bring the two research articles assigned this week (Lindhorst et al., 2008; Brazier et al., 2008). After we review mixed methods designs and design decisions, we will examine these manuscripts to see if we can identify the designs they employed and critique them.
- \*\* (Text) Padgett, D. K. (2017). “Mixed methods.” In *Qualitative methods in social work research* (pp 255-277). Thousand Oaks, CA: Sage Publications.
- \*\* Creswell, J. W, & Plano-Clark, V. L. (2007). “Questions often raised about mixed methods research.” In *Designing and conducting mixed methods research* (Ch. 9, pp. 167-183). Thousand Oaks, CA: Sage Publications.
- \*\* Creswell, J. W. (2003). “Mixed methods procedures.” In *Research design: Qualitative, quantitative and mixed methods approaches* (2<sup>nd</sup> Ed; Ch. 11, pp. 208-227). Thousand Oaks, CA: Sage Publications.
- \*\* (Research Report) Lindhorst, T., Meyers, M., & Casey, E. (2008). Screening for domestic violence in public welfare offices. *Violence Against Women*, 14(1), 5-28. Access via Academic Search Elite.
- \*\* (Research Report). Brazier, A., Cooke, K., & Moravan, V. (2008). Using mixed methods for evaluating an integrative approach to cancer care: A case study. *Integrative Cancer Therapies*, 7(1), 5-17. Access via Academic Search Elite
- \* Creswell, J.W., Klassen, A.C., Plano Clark, V.L., & Clegg Smith, K. (2012). Best practices for mixed methods research in health sciences. Office of Behavioral and Social Science Research, National Institutes of Health. Accessed September 3, 2012, from [http://obssr.od.nih.gov/mixed\\_methods\\_research/pdf/Best Practices for Mixed Methods Research.pdf](http://obssr.od.nih.gov/mixed_methods_research/pdf/Best_Practices_for_Mixed_Methods_Research.pdf)
- \* Onwuegbuzie, A. J., & Leech, N. L. (2004). Enhancing the interpretation of “significant” findings: The role of mixed methods research. *The Qualitative Report*, 9(4), 770-792.
- \* Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, 12(2), 281-316.
- \* Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1, 8-22.

**Week 14: Monday December 10****INTEGRATION AND SYNTHESIS**

Putting it all together

Course Review

Looking Ahead

Class Evaluation

**Class Preparation:**

- No need to do reflection paragraph or discussion questions.
- As we will attempt to integrate and synthesize the course material please be prepared to share your thoughts on the following question:
  - i. Now that we are at the end of the semester, what questions remain that you will want to further explore?
  - ii. What have you gotten out of this class (i.e., most important thing you learned) and what was the most valuable learning experience for you (e.g., in class activity, an assignment, the reading...)?
  - iii. Do you have any suggestions for course modifications that we didn't address at midterm?

\*\* Bowen, G. A. (2005). "Preparing a qualitative research-based dissertation: Lessons learned." *The Qualitative Report*, 10(2), 208-222.

\*\* Baker, L. (2006). "Ten common pitfalls to avoid when conducting qualitative research." *British Journal of Midwifery*.

**Additional Recommended Resources:**

Crotty, Michael (1998). *The Foundations of Social Research: Meaning and Perspective in Research Process*. Thousand Oaks: Sage Publications.

Grbich, Carol (2013). *Qualitative Data Analysis: An introduction* (2<sup>nd</sup> Edition). Thousand Oaks, CA: Sage Publications.

Pascale, Celine-Marie (2011). *Cartographies of Knowledge: Exploring Qualitative Epistemologies*. Thousand Oaks, CA: Sage Publications.

Saldana, Johnny (2016). *The Coding Manual for Qualitative Researchers* (3<sup>rd</sup> Edition). Thousand Oaks, CA: Sage Publications.

## VIII. RULES, RIGHTS, AND RESPONSIBILITIES

See the Guide's [Rules, Rights and Responsibilities](#)

### Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

### Accommodations for students with disabilities

**McBurney Disability Resource Center syllabus statement:** "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### Diversity and inclusion

**Institutional statement on diversity:** "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>