

<b>Course Title/Number</b>	SWK 642 Advanced Social Work Research I
<b>Semester/Year</b>	Fall 2016
<b>Days/Time</b>	
<b>Location</b>	
<b>Instructor</b>	
<b>Office</b>	
<b>Phone</b>	
<b>E-Mail</b>	
<b>Office Hours</b>	
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a> . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

#### **Course Description: From Catalog**

The purpose of this course is to introduce students to the philosophical and methodological issues of qualitative research. It will be a "hands-on" class, with a focus on practicing various methods with the goal of producing a small qualitative study

#### **Course Overview**

Research is a critical component of the professional practice of social work. Practice on any level must be based on sound and empirically validated concepts and theory. This course, applying a problem-solving approach, introduces the student to the scientific, analytic approach in social work practice and service delivery. It focuses on its role in knowledge building. This course, along with the second course, Advanced Methods of Social Work Research, seeks to prepare the practitioner to carry out three research roles: 1) consumer of research; 2) evaluator of practice; and 3) producer of research. The basic course, which takes students through the entire research process, encompasses the following areas: posing a research question; conducting a literature review; generating a hypothesis; identifying the different kinds of variables, ethical and political issues, gender and ethnic issues, measurement issues, questionnaire construction, sampling, data collection, coding, data analysis, and communication of results. Students are expected to participate in several exercises that will provide them "hands on" experience in conducting key research activities. This includes computer aided data analysis and electronic literature searching. Students are also expected to

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will...Identify the strengths and appropriate uses of qualitative research. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Have a beginning understanding of the philosophical issues and debates in the field. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Compare and contrast five major qualitative approaches. Competency 7 – Assessment	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Work competently within one qualitative approach. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Identify and use the basic methods of data collection and analysis. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Appreciate the ethical issues involved in qualitative research. Competency 1– Ethical and Professional Behavior	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Identify issues of academic rigor and assess the quality of qualitative studies Competency 9 – Evaluation	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study

**Required Texts, Additional Reading, and Other Materials**

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd Edition). Thousand Oaks, CA: Sage..

Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. Thousand Oaks, CA: Sage.

Saldana, J. (2013). The coding manual for qualitative researchers (2nd edition). London: Sage.

Kvale, S. (2013). InterViews: Learning the task of qualitative research interviewing (2nd edition). Thousand Oaks, CA: Sage.

### **Course Requirements/Due Dates**

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

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

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

Grounded Theory: Charmaz, K. (2008). Constructing grounded theory: A practical guide through qualitative analysis. Thousand Oaks, CA: Sage.

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

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

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

### **Required Equipment:**

Students will need an audio recorder and transcribing equipment or software. Reviews of various audio recording and transcriptions options are available at:

[http://sophia.smith.edu/~jdrisko/recording\\_audio.htm](http://sophia.smith.edu/~jdrisko/recording_audio.htm) and  
<http://sophia.smith.edu/~jdrisko/transcription.htm>.

Transcriva is a free software transcription program for Mac computers.

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

For up-to-date reviews of a number of data analysis software programs, as well as links to all kinds of other information about qualitative data analysis, see:

<http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/>

While not required, students may wish to use qualitative research software (QRS) for analyzing their data. A list of QSR programs can be found at <http://www.qualitativeresearch.uga.edu/QualPage/multimedia,qda.html>

In addition, there is a free program that works on both PC and MAC called RQDA. The URI for downloading is <http://rqda.r-forge.r-project.org/>

Another low cost program available for both Macs and PCs: Another low cost program available for both Macs and PCs: <http://www.dedoose.com/>

#### **Information Resources:**

A list of qualitative journals is available from <http://www.slu.edu/organizations/qrc/QRjournals.html>

#### **Additional websites for qualitative methods:**

[www.nsf.gov/pubs/2004/nsf04219/start.htm](http://www.nsf.gov/pubs/2004/nsf04219/start.htm) (excellent proceedings from workshop on qualitative methods at the National Science Foundation)

<http://www.qualitativeresearch.uga.edu/QualPage/> (comprehensive site from Univ. of Georgia)

<http://www.nova.edu/ssss/QR/> (on-line journal "The Qualitative Report")

<http://ejournals.library.ualberta.ca/index.php/IJQM/index> (International Journal of Qualitative Methods)

[www.researchtalk.com](http://www.researchtalk.com) (training/workshop company on Long Island)

#### **COURSE REQUIREMENTS**

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

**Formatting:** Papers must be printed on white paper in black ink. Papers must be stapled. Each page must be numbered at the bottom. You must use 1.25" margins all around. Papers should be double spaced in Times New Roman or Times 12-point font. All papers should be turned in electronically, as well as hard copy.

#### **Research Project**

Each student will conduct a small qualitative research study on a topic of their choice using one of the five main research approaches (ethnography, grounded theory, narrative, case study, or phenomenology). Assignments for the study are due throughout the semester culminating in a final paper. Feedback on each assignment should be incorporated into the final paper to assure a satisfactory grade on the final paper. The assignments include:

1. A statement of your research problem.
2. Completion of IRB Class Projects Review form, available BlackBoard also complete the CITI Certificate Training for Behavioral Sciences
3. A brief literature review (5-8 articles including an article using qualitative methods). Include conceptual/theoretical framework, if known. (5 pts)
4. Proposed methodology including setting, participants, access, data collection and sources such as observations and archival data, and information about interviewing including interview guides, length of interviews and/or observations, informed

consent procedures, use of qualitative software, data analysis (to the extent known) and plan for ensuring quality and methodological rigor. (5 pts)

5. Fieldnotes from interviews and/or observations. (2.5 points)
6. A verbatim transcribed interview
7. Sample analysis, including a statement of how the analysis is conducted within the selected qualitative research approach. (2.5 points)
8. Final paper. (65 pts.)
9. Class presentation.

### Final Exam

Students will complete a take home, open book final exam based on their selection of 3 out of 10 questions. Students may use any books, articles, websites and personal notes to show what they have learned in the course. Students are not to consult with anybody else about how to answer the questions or look at anyone else's answers. Answers to each question are limited to 750 words. (15 points)

### Article Reviews

Each student will give a detailed presentation in class of five articles or chapters assigned to the class. Students will prepare 1-2 page handout for class members summarizing the article/chapter, exploring the usefulness of the material, and proposing questions and issues for class discussion. Please bring handouts to class to distribute (5 points).

Late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Students are expected to complete all assignments and all parts of an assignment regardless of whether or not they earn an assigned grade.

### Grading Policy

Small study assignments	15 points	100-90 = A
Final exam	15 points	80-89 = B
Article reviews	5 points	70-79 = C
Small study	65 points	60-69 = D
TOTAL 100 points		<69 = F

### Attendance Policy

Participation in class discussion is a vital part of the learning process. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an "F" for the course. This is generally considered 6 or more hours of class time.

## Course Schedule

Date	Description	Text/Readings/ Assignments
<b>Week 1</b>	<p>Overview of syllabus &amp; course expectations</p> <p>Philosophy of Science: Defining &amp; framing qualitative research</p> <p>Research topics &amp; research questions</p>	<p>Denzin, &amp; Lincoln, "Introduction: The discipline and practice of qualitative research."</p> <p>Brun, "The process and implications of doing qualitative research: An analysis of 54 doctoral dissertations."</p> <p><a href="http://www.ted.com/talks/brene_brown_on_vulnerability.html">http://www.ted.com/talks/brene_brown_on_vulnerability.html</a></p> <p><b>IRB Training CITI Certificate</b></p>
<b>Week 2</b>	<p>Theory, Approaches &amp; Methods: Qualitative Research Approaches</p> <p>Review of 5 approaches</p>	<p>Creswell, Chapters 1-5, Appendices A-F (Read Appendices first)</p> <p><u>Read 2 from the following list:</u></p> <p>Charmaz, "Stories of suffering: Subjective tales and research narratives" (grounded theory)</p> <p>Dordick, "Recovering from homelessness" (case study)</p> <p>Fischer, "A phenomenological study of being criminally victimized" (phenomenology)</p> <p>Mancini, Hardiman, &amp; Lawson, "Making sense of it all: Consumer providers' theories about factors facilitating and impeding recovery from psychiatric disabilities" (grounded theory)</p>

		<p>Riessman, "Making sense of marital violence" (narrative analysis)</p> <p>Ware et al., "An ethnographic study of the meaning of continuity of care in mental health services" (ethnography)</p>
<b>Week 3</b>	<p>Theory, Approaches &amp; Methods: Paradigms &amp; Theoretical Perspectives</p>	<p>Crotty, M. (1998). <i>The foundations of social research: Meaning and perspective in the research process</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, Chapter 6</p> <p><b>Handout and review of selected chapter</b></p> <p><b>Problem Statement due</b></p>
<b>Week 4</b>	<p>Theory, Approaches &amp; Methods: Procuring the Sample</p> <p>Sample, access, reflexivity and ethics</p> <p>Reflexivity</p>	<p>Creswell, Chapter 7</p> <p>Small, "How many cases do I need?"</p> <p>Textbook on individual approach</p> <p>Waldrop, "Ethical issues in qualitative research with high risk populations"</p> <p>Padgett, "Ethical issues in qualitative research"</p> <p>Gibson &amp; Abrams, "Racial differences in engaging, recruiting, and interviewing African American women in qualitative research"</p> <p>Kanuha, "Being 'native' versus going 'native'"</p> <p>Miller, "Researching violence against street prostitutes"</p> <p>Parker &amp; Lynn, "What's race got to do with it?"</p> <p>Norum, "Black(w)holes: A researcher's place in her research."</p> <p>Watt, "On becoming a qualitative researcher: The value of reflexivity."</p> <p>Sword, "Accounting for presence of self: Reflections on doing</p>
<b>Week 5</b>	<p>Narrative Paula Gerstenblatt</p> <p>Grounded Theory Shannon Johnson</p> <p>Interview</p>	<p>Gerstenblatt, (in press) "Collage portraits as a method of analysis in qualitative research.</p> <p>Warren &amp; Karner, "The textual and the visual as qualitative data."</p> <p>Martin, F. E. (1998). "Tales of transition: Self-narrative and direct scribing in exploring care-leaving. "</p>

	Schedule/Guide	<p>Wells, “A narrative analysis of one mother’s story of child custody loss and regain.”</p> <p>Walton, J. &amp; Sullivan, N. (2004). Men of prayer: Spirituality of men with prostate cancer: A grounded theory study. <i>Journal of Holistic Nursing</i>, 22(2), 133-151.</p> <p>Taylor &amp; Bogdan, Chapter 4</p> <p>Kvale, <i>Interviews</i>, p.1-177</p> <p>Charmez, “Qualitative interviewing and grounded theory analysis.”</p> <p><b>Human Subjects form and consent</b></p>
<b>Week 6</b>	<p>Ethnography Angela Nonaka</p> <p>Case Study</p> <p>Participant Observation</p> <p>Documents/ Archival materials</p>	<p>Article from Welfare, Children &amp; Families: Three-City Ethnography</p> <p>Armour, “Alternative routes to professional status: Social work and the new careers program under the office of economic opportunity”</p> <p>Adler &amp; Adler. “Observational techniques.”</p> <p>Patton, <i>Qualitative evaluation and research methods</i>, pp.199-244. Bogdan &amp; Biklen, <i>Qualitative data</i>.</p> <p><b>Literature Review</b></p>
<b>Week 7</b>	<p>Phenomenology</p> <p>Visual materials</p>	<p>Armour, “Journey of family members of homicide victims: A qualitative study of their posthomicide experience.” (phenomenology)</p> <p><b>Methodology</b></p>
<b>Week 8</b>	<p>Theory, Approaches &amp; Methods: Data Collection Interviewing</p> <p>Focus groups</p>	<p>Poland, “Transcription quality as an aspect of rigor in qualitative research” Kvale, <i>InterViews</i>, 177-187. Berg, B.L. “Focus group interviewing.” Kidd &amp; Parshall, “Getting the focus and the group: Enhancing analytical rigor in focus group research.” Jarrett. “Living poor: Family life among single parent, African-American women.”</p> <p><b>Memoing and field notes from interview or observation</b></p>
<b>SPRING BREAK</b>		
<b>Week 9</b>	<p>Theory, Approaches &amp; Methods: Analysis 1</p>	<p>Creswell, Chapter 8 Saldana, <i>The coding manual for qualitative researchers</i></p>



	Interpreting, coding & making sense of the data. Memoing.	Ryan & Bernard, "Techniques to identify themes."  <b>Transcript</b>
<b>Week 10</b>	Theory, Approaches & Methods: Analysis 2  Qualitative Research Software	Gibbs, "Getting started with computer-assisted qualitative data analysis." Gibbs, "Searching and other analytic activities using software." Drisko, "Qualitative Data Analysis Software: A user's appraisal." Grbich, "An overview of qualitative computer programs."  <b>Sample Analysis</b>
<b>Week 11</b>	Theory, Approaches & Methods: Analysis 3  Work groups on analysis (small groups scheduled)	<b>Final Exam</b>
<b>Week 12</b>	Findings, Rigor & Quality	Creswell, Chapter 10 Drisko, "Strengthening qualitative studies and reports: Standards to promote academic integrity." Morrow, "Quality and trustworthiness in qualitative research in counseling psychology."
<b>Week 13</b>	Mixed Methods	Padgett, "Multimethod research: The synergy of combining qualitative and quantitative methods." Johnson and Onwuegbuzie, "Mixed methods research: A research paradigm whose time has come." Burke Johnson, Onwuegbuzie & Turner, "Toward a definition of mixed methods research." Negi, "Battling discrimination and social isolation; Psychological distress among Latino day laborers." Schwartz, McRoy & Downs, (2004). "Adolescent mothers in a transitional living facility." Creswell & Clark "Chapter 4: Choosing a mixed methods design." Creswell & Clark, "Chapter 5: Introducing a mixed methods study"

<b>Week 14</b>	Writing Wrap up  Presentations	Creswell, Chapters 9 & 11 Lofland et al., Chapter 10 Gilgun, “Grab” and good science: Writing up the results of qualitative research.” Drisko, “Writing up qualitative research.”  <b>Presentations</b>
<b>Week 15</b>	Presentations	<b>Presentations</b> <b>Paper Due</b>

## REFERENCES

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