

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

Qualitative Data Analysis (SWK 8416)

Fall 2019

Instructor: Dr. K. Mitchell

... qualitative exploration is not new to social work. In the early years, our professional journals were filled statements of practice wisdom, illustrated or supported by two or three case narratives. Much of the knowledgebase of social work was thus painstakingly constructed of the experience-near report of those deeply immersed in practice with individuals, families, groups, and communities. With the coming of the scientific approach and the struggle of social work scholars and academics to gain recognition and validation in the universities, the old ways of knowing were discredited, and social work embarked on its romance with empiricism.

Ann Hartman

Course Description

This one semester course is devoted to qualitative research methods. It is intended for all doctoral students so that they will be able to assess whether qualitative, quantitative, or mixed research methods will better serve their dissertation; and so they will be prepared to use sophisticated qualitative methods should they choose to proceed in that direction.

During this semester each student will conduct a small-scale practice research project using either individual interviews, or a focus group, coding it using Atlas TI, and writing it up in a form that will be acceptable for publication by a journal such as Qualitative Social Work Research. At the end of the semester they will present their research to the class, as if presenting it at a conference. For the purpose of this in class educational project, the research topic and participants is limited to with the school using other WSSW masters or doctoral students.

In addition, each student will also choose a qualitative social work dissertation from a list provided by the professor, carefully analyze it, and report to the class on their impressions.

Students are expected to use a laptop with Atlas TI installed on it, and to **bring it to every class**. Atlas TI can be purchased here: <http://www.atlasti.com/students.html>
A student license for one semester is \$51.00. It is valid for six months. However, if you are considering doing qualitative research for your dissertation or later in your career, it makes more sense to buy a two year license for \$99 and renew it regularly. You can also purchase a semester long student license and then upgrade later on if you decide to do a qualitative dissertation.

Students will also be expected to own a **flash drive, keep a copy of all their current course work on it, and to bring it to every class.**

Learning Objectives

Students who have taken this course...

1. will know when to use qualitative methods and when to quantitative methods,
2. will know how to organize and conduct a focus group, so as to encourage discussion, keep the discussion on topic, and generate synergistic responses between group members,
3. will be able to conduct a-one-on one interview using open-ended questions and follow-up questions to elicit the emic reality,
4. will understand the process and point of textual analysis in investigating policy and ideology in print media,
5. will understand how to code raw non-quantitative data (e.g. read it multiple times, transcribe it, and create a relevant code hierarchy in Atlas TI,)
6. will be able to identify emerging themes in their research, and use it to build theory when appropriate, and
7. will be able to plan, conduct and write a qualitative dissertation, should they so choose.

Required texts

Miles, M; Huberman, AM and Saldana, J (2020) *Qualitative Data Analysis: A Methods Sourcebook* 4th Edition. Sage Publications. ISBN-13: 13978-1506353074

Friese, Susanne (2019). *Qualitative Data Analysis with Atlas Ti*, 3rd Edition. Sage Publications ISBN-13: 978-1526458926

Recommended Texts:

Biklen, S. K., & Casella, R. (2007). *A Practical Guide to the Qualitative Dissertation*. Teachers College Press, Teachers College, Columbia University. **ISBN-10:** 0807747602, **ISBN-13:** 978-0807747605 Retail \$20.95, Amazon \$15.49

Fast, J. (2009). *Ceremonial Violence: Understanding Columbine and Other School Shootings*. New York: The Overlook Press. **ISBN-10:** 1590202538, **ISBN-13:** 978-1590202531 Retail \$15.95, Amazon \$4.99

Venkatesh, S. A. (2006). *Off the Books: The Underground Economy of the Urban Poor* (p. 448). Harvard University Press. **ISBN-10:** 0674030710 **ISBN-13:** 978-0674030718. Retail \$18.95, Amazon \$13.60.

Creswell, J. W. (2006). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis* (1st ed.). Sage Publications Ltd.

Atlas TI

Atlas TI is considered the leading qualitative data mining software. You will need to purchase a student license and download it to your laptop. We will begin learning to use Atlas Ti around Class 3. Try to download it and install it on your laptop prior to the first class, and learn how to use the rudimentary functions. A one semester student license is available for \$51. If you intend to write a qualitative or a mixed methods dissertation, you may want to buy a two year license for \$99. For more information, visit:

<http://atlasti.com/students/>

Zotero

Zotero is a free application that finds, saves, and organizes bibliographic data in different formats. It works with Word in formatting citations and reference sections. It is an invaluable tool for writing the dissertation.

Zotero: <http://www.zotero.org/> and Zotero tutorials

http://www.zotero.org/support/screencast_tutorials

http://www.google.com/url?q=http%3A%2F%2Fwww.zotero.org%2Fsupport%2Fscreen%2Fcast_tutorials&sa=D&sntz=1&usq=AFQjCNGW8zb4a2iw9tzY6lLBICDdy59hTA

Google Scholar

A particularly useful Google search engine that will retrieve only peer-reviewed articles, and provide other functions of use to scholars, such as topic alerts.

Intro to Google Scholar: <http://scholar.google.com/intl/en/scholar/about.html>

Google Scholar Help: <http://scholar.google.com/intl/en/scholar/help.html> and

<http://scholar.google.com/intl/en/scholar/refinerearch.html>

<http://scholar.google.com/intl/en/scholar/refinerearch.html>

E-RES (Use the tab in Canvas marked library resources and e-reservs)

Many of the readings are on electronic reserve, or E-RES.

Assignments:

Assignment 1 (Due the third week of class. Please circulate by email the Sunday before class and be prepared to discuss)

Choose a research subject for your semester project that lends itself to qualitative investigation. It must meet the following criteria:

1. Involve a “hot button” issue,
2. Necessitate qualitative methods,
3. Is feasible to start work on immediately.
4. If you choose to do a focus group, be sure that at least five subjects are immediately available to you.
5. If you plan to conduct interviews, make sure that three subjects are available to you.
6. If you are planning a text analysis, be sure that you have access to many digital copies of a periodical spanning a number of years.
7. What questions will you ask? Keep it to less than six, and be sure they are open ended.

Write a two page paper describing the study you intend to conduct, how you will recruit participants(or gather textual evidence), where and when you will meet with them, and for how long. Be sure to answer all seven questions above and number each of them accordingly.

Assignment 2 (Must be completed by the 8th Session. Please circulate your work by email the Sunday before class)

Conduct, record and transcribe the interviews.

1. Interview your subjects. Be sure to have two recorders in case one fails.
2. If you are interviewing three participants, transcribe each in a single file saved in either RTF or PDF format.
3. After each interview and/or after completing the focus group write two memos: “What did I learn from this data collection episode?” and “What do I know as of now?”
4. If you are conducting a focus group, record it in a single file. Transcribe it so that the reader will know who is speaking and leave a double space between the different speakers.
5. Reread the interviews several times. What have you learned from reading them? Do you have a hypothesis? A theory in which to ground it? What code families do you think you will need to create?

Assignment 3 (Due the final session. Circulate by email the Sunday before.)

Write up your study in the “canonic” form in APA style. Be sure it is less than 15 pages.

1. Introduction
2. Lit Review (We worked on this during Session 4)
3. Method
4. Rational for using a qualitative method
5. Results

6. Recommendations for further research

During the final sessions, students will present their research to the class, or a larger group of students and faculty, either as a poster presentation or a Powerpoint.

Assignment 4 – Individual Presentations

During the semester you will be asked to read and present on a qualitative dissertation from a social work PhD program. Nine qualitative dissertations have been put on E-Res for this course. Choose one that you find of interest. Make sure that no one else in the class is reviewing it. Prepare to report on it to the class. Describe the study in detail and answer the following questions.

1. Was this a topic that warranted a qualitative approach? Why?
2. Which tradition of qualitative investigation does this dissertation claim to adhere to, if it does?
3. Does the author talk about his own autobiographical relationship with the research question (e.g., Is he an immigrant who is studying the immigrant experience?)
4. Does he take an advocacy position in his work?
5. Does the research also have quantitative data?
6. Are the results convincing?
7. What did you like and dislike most about the dissertation?
8. Email the author and find out how long he or she took to write it and what hurdles had to be overcome?

Grading

Each student will start with 100 points. The following events will result in a student losing points:

- Late assignment -2
- Nonresponsive assignment (wrong assignment) -2
- Forget to bring laptop or thumb drive to class -2
- Unexcused 3rd absence from class -2 points
- Unexcused lateness (more than five minutes) from class -2

Students may regain some points through seminars & presentations.

Session 0 – Current Trends in Qualitative Research. Introductions and course overview

In preparation for class, please read chapters 1 and 2 in the Miles and Huberman book and the Seidman article posted on Canvas in Module 1. Please be sure to purchase the student license for Atlas Ti as soon as possible.

Sessions 1 – Preparing for Qualitative Research

- Class will discuss articles from Qualitative Social Work, and the journal as a whole.
- We will choose topics for semester research projects and explore feasibility.
- We will review the purchase, installation and use of Atlas TI for Qualitative Research.

For Next Week:

Benton, A. D., Androff, D. K., Barr, B.-D., & Taylor, S. (2011). Of Quant Jocks and Qual Outsiders: Doctoral student narratives on the quest for training in qualitative research. *Qualitative Social Work*.

Creswell: Chapters 2, Philosophical, Paradigm, and Interpretive Frameworks, and 4, Five Qualitative Approaches to Inquiry (53 – 84).

Hartman, A. (1994). Setting the Theme: Many ways of knowing. In E. Sherman & W. J. Reid (Eds.), *Qualitative Research in Social Work* (pp. 459-463). New York City: Columbia University Press.

Session 2 – Reviewing Qualitative Methods

- The five traditions of QR
- The tradition of QR & social work
- When is QR the appropriate research method?

For Next Week: Complete assignment 1, and read and prepare to critique your classmates' assignments. Be sure to circulate the assignment to professor and class the Monday before class.

Session 3 – Research Proposals

- Assignment 1 is due
- We will discuss each class members' research proposal. Is it feasible to complete within the short time span of the class? Does it warrant qualitative methods or is it better suited to quantitative methods? Does it involve a hot-button issue in social work? Does it require IRB approval?
- Class will explore the use of Google Scholar.

For next week: locate and read five *useful* articles on the subject you intend to study in your literature review for your semester project. These need not be qualitative studies. Collect them on your thumb drive and remember to bring them to class.

Session 4 - 5 Using Atlas TI to create a literature review (Part I).

We will load the six articles into Atlas TI as “primary documents,” create a “hermeneutic unit” and begin coding them in preparation for our literature review.

For Next Week:

Friese: Introduction, chapters 1 & 2, Getting to Know Atlas TI & Data Preparation.

Session 6 - Using Atlas TI to create a literature review (Part II)

We will arrange codes into families and hierarchies, and begin to write the lit review using the Memo function.

For next week:

Burnard, P. (1991). A method of analyzing interview transcripts in qualitative research. *Nurse Education Today*, 11(6), 461–466.
doi:10.1016/0260-6917(91)90009-Y

Kvale, S. (1983). The Qualitative Research Interview. *Journal of Phenomenological Psychology*, 14(1), 171–196.
doi:10.1163/156916283X00090

Session 7 & 8 - Interviewing Skills

- Students will practice interviewing each other, and we will roleplay a focus group.
- Discussion of recording devices and the “Echo” Livescribe pen. Transcription, variable speed playback, and pedal control.

For next two weeks:

Students will conduct interviews.

- If conducting individual interviews, each interview should be a separate file.
- If conducting a focus group, all respondents should be on the same file. Distinguish clearly in the recording and on the transcript who is talking by naming the speaker as if writing a play.

Session 7 & 8 - Interviewing Skills (Part II)

Assignment 2 is due. Circulate the interviews the Monday before class and please remember to bring the interviews to class on a thumb drive.

For session 9:

Biklen & Casella: Chapter 5 – *The Qualitative Proposal*; Chapter 6 – *The Chapters*

Brown, G. A. (2005). Preparing a Qualitative Research-Based Dissertation: Lessons Learned. *The Qualitative Report*, 10(2), 208-222.

Sessions 9 - Writing a Qualitative Dissertation – the Canonic Structure

We will examine the process and problems of writing a qualitative dissertation proposal.

For next week:

Read Friese: Chapter 4 – The Technical Aspects of Coding; 5 – Embarking on a Journey

Session 10, 11 & 12 – Coding

Be sure to bring interviews to class on thumb drive in PDF format. Class will begin coding their interviews in Atlas TI. Concepts will include in-vivo coding, axial coding, etc. Use of code families and code hierarchies will be emphasized.

During this period:

Friese: Chapter 7 – Writing as Work...

Session 13, 14 – Student presentations

Required Reading:

Venkatesh, S. A. (2006). *Off the Books: The Underground Economy of the Urban Poor* (p. 448). Harvard University Press. Chapters 1, 2 and 3.

Fast, J. (2009). *Ceremonial Violence: Understanding Columbine and Other School Shootings*. New York: The Overlook Press.

These are some terms that are used in qualitative research that you might find useful to know:

- Emic (and Etic)
- Empiricism
- Epistemological
- Foucault (a French man)
- Hermeneutics
- Heuristics
- Ideographic
- Ontological
- Positivism
- Procrustean Bed (Who was Procrustes and why did he need a bed?)
- Proxemics
- Qualia
- Saturation
- Semiotic analysis
- Thick descriptions
- Unobtrusive measures
- Value free
- *Verstehen* (German)
- Memo
- Field note
- Log
- Soft systems methodology
- Triangulation
- Iterative analysis
- Queer theory

Qualitative Dissertations for Class Presentations – Read two of the following and choose one as the subject of a class presentation. Make sure no one else wants to do the same dissertation.

- Aceves, E. J. (2008). *Issues that impact the disclosure of sexual identity among gay young adult men: A qualitative study*. California State University, Long Beach, United States -- California.
- Attia, P. R. (2008). *Runaway youth from ultra-Orthodox Jewish homes: A qualitative study*. New York University, United States -- New York.
- Bates, T. J. (2008). *Drug court: Breaking the black magic spell of drug addiction for women: A qualitative study*. The University of Utah, United States -- Utah.
- Capous-Desyllas, M. (2010). *Visions & voices: An arts-based qualitative study using photovoice to understand the needs and aspirations of diverse women working in the sex industry*. Social Work, United States -- Oregon.
- Charlap, M.-H. (2008). *Once with women, now with women: A qualitative study of identity*. New York University, United States -- New York.
- Hitchens, K. (2011). *The DSM and Social Work: Twenty Years after Kutchins and Kirk*. School of Social Work and Social Research, United States -- Pennsylvania.
- Holben, R. (2009). *A qualitative study of Holocaust survivors: Reflections after sixty years*. California State University, Long Beach, United States -- California.
- Lang, A. (2008). *Influence of the Holocaust on the parent-child relationship: A qualitative study of children of Holocaust survivors*. California State University, Long Beach, United States -- California.
- Odom, S. (2011). *Deployment and redeployment: The lived combat experiences of U.S. Army social work officers in support of Operation Iraqi Freedom during 2007-2009*. Harold Abel School of Social and Behavioral Sciences, United States -- Minnesota.
- Platt, A. (2010). *From Sin to Sickness: A Qualitative Content Analysis of Four Major American Newspapers' Representations of Alcoholism*. Stoneybrook University, Social Welfare, United States -- New York.
- Rivera-Oquendo, W. J. (2007). *Puerto Rican young women's substance abuse: A qualitative study of young female cocaine and heroin drug users ages 18 to 35 from San Juan Metropolitan Area*. The University of Texas at Arlington, United States -- Texas.

Walter, U. M. (2006). *Into the third space: Social work as improvised performance*. The University of Kansas, United States -- Kansas.

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- Beers, C. W. (2007). *A Mind That Found Itself: A Memoir of Madness and Recovery* (p. 220). Classic Books Library.
- Bent-Goodley, T. B. (2006). Oral Histories of Contemporary African American Social Work Pioneers. *Journal of Teaching in Social Work*, 26(1/2), 181-199.
- Biklen, S. K., & Casella, R. (2007). *A Practical Guide to the Qualitative Dissertation*. Teachers College Press, Teachers College, Columbia University.
- Bloomberg, L. D., & Volpe, M. F. (2008). *Completing Your Qualitative Dissertation: A Roadmap From Beginning to End* (p. 264). Sage Publications, Inc.
- Borden, W. (1992). Narrative Perspectives in Psychosocial Intervention Following Adverse Life Events. *Social Work*, 37(2), 135.
- Breuer, J. (2007). *Studies In Hysteria* (p. 256). Karig Press.
- Burdge, B. J. (2007). Bending Gender, Ending Gender: Theoretical Foundations for Social Work Practice with the Transgender Community. *Social Work*, 52(3), 243.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis* (1st ed., p. 224). Sage Publications Ltd.
- Corbin, J., & Strauss, A. C. (2007). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd ed., p. 400). Sage Publications, Inc.
- Creswell, J. W. (2006). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd ed., p. 416). Sage Publications, Inc.
- Creswell, J. W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed., p. 296). Sage Publications, Inc.
- Cutler, C. E. (1991). Deconstructing the DSM-III.. *Social Work*, 36(2), 154-157.
- Daniel, C. (2007). Outsiders-Within: Critical Race Theory, Graduate Education and Barriers to Professionalization. *Journal of Sociology & Social Welfare*, 34(1), 25-42.
- Denzin, N. K., & Lincoln, Y. (2005). *The SAGE Handbook of Qualitative Research* (3rd ed., p. 1232). Sage Publications, Inc.
- Denzin, N. K., & Lincoln, Y. (2007). *The Landscape of Qualitative Research* (3rd ed., p. 632). Sage Publications, Inc.
- Erikson, E. H. (1962). *Young Man Luther: A Study in Psychoanalysis and History* (Reissue., p. 288). W W Norton & Co Ltd.
- Fast, J. (2009). *Ceremonial Violence: Understanding Columbine and Other School Shootings*. New York: The Overlook Press.
- Fischer, C. T. (2005). *Qualitative Research Methods for Psychologists: Introduction through Empirical Studies* (1st ed., p. 512). Academic Press.

- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), 219.
- Freud, S; Breuer, J (1895/ 2000) *Studies in Hysteria: The Case of Anna O*. Basic Books: New York
- Gilgun, J. F. (1994). A Case for Case Studies in Social Work Research. *Social Work*, 39(4), 371.
- Glaser, B. G., & Strauss, A. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research* (p. 271). Aldine Transaction.
- Glison, S. F., & DePoy, E. (2002). Theoretical Approaches to Disability Content in Social Work Education. *Journal of Social Work Education*, 38(1), 153-165.
- Guba, E., & Lincoln, Y. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105-117). Sage Publications, London.
- Hartman, A. (1990). Many Ways of Knowing. *Social Work*, 35(1), 3.
- Hartman, A. (1994). Setting the Theme: Many ways of knowing. In E. Sherman & W. J. Reid (Eds.), *Qualitative Research in Social Work* (pp. 459-463). New York City: Columbia University Press.
- Marshall, C., & Rossman, G. B. (2006). *Designing Qualitative Research* (4th ed., p. 280). Sage Publications, Inc.
- Mead, M. (2001). *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilisation*. Harper Perennial Modern Classics.
- Morrow, S. L., & Smith, M. L. (1995). Constructions of survival and coping by women who have survived childhood sexual abuse. *Journal of Counseling Psychology*, 42, 24-33.
- Oyebode, F. Autobiographical narrative and psychiatry. *Advances in Psychiatric Treatment*, 9, 265-271.
- Piantanida, M., & Garman, N. B. (1999). *The Qualitative Dissertation: A Guide for Students and Faculty* (1st ed., p. 296). Corwin Press.
- Reisch, M. (1999). Uncovering a Silent Betrayal: Using Oral History to Explore the Impact of McCarthyism on the Profession of Social Work in the United States. *Oral History Review: Journal of the Oral History Association*, 26(2), 87-106.
- Seidman, I. (2006). *Interviewing As Qualitative Research: A Guide for Researchers in Education And the Social Sciences* (3rd ed., p. 162). Teachers College Press.
- Shaw, I. F., & Gould, N. (2002). *Qualitative Research in Social Work* (1st ed., p. 234). Sage Publications Ltd.
- Snygg, D. (1941). The Need for A Phenomenological System of Psychology. *Psychological Review*, 48, 404-424.
- Thomas, R. M. (2003). *Blending Qualitative and Quantitative Research Methods in Theses and Dissertations* (1st ed., p. 256). Corwin Press.
- Venkatesh, S. A. (2006). *Off the Books: The Underground Economy of the Urban Poor* (p. 448). Harvard University Press.
- Wells, K. (1995). The strategy of grounded theory: Possibilities and problems. *Social Work Research*, 19(1), 33-37.