

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**Qualitative Data Analysis (SWK 8416)**

**Fall 2018**

**Instructor: Dr. Aries Liao**

*... 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 knowledge base 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 online 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 be better 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 online. Students may research any subject under the purview of social work but are encouraged to investigate some issue relating to their planned dissertation.

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 own a laptop with Atlas TI installed on it, and use the program to conduct data analyses. Atlas TI can be purchased here: <http://www.atlasti.com/students.html>

A student license for one semester is \$51.00, 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 student/semester extension (two-year) license for \$89 and renew it

regularly. Students will also be expected to own a flash drive and keep a copy of all their current course.

### **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:**

Friese, Susanne. *Qualitative Data Analysis with ATLAS.ti*. Second Edition edition. Los Angeles, Calif.: SAGE Publications Ltd, 2014.

**ISBN-13:** 978-1446282045 **ISBN-10:** 144628204X Edition: Second Edition.  
Amazon: \$45.50

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

### **Recommended:**

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

## **Required Software - Atlas TI**

Atlas TI is considered the leading qualitative data mining software. Try to download it and install it on your laptop prior to the first class, and learn how to use the rudimentary functions. If you have a problem installing it, (and some students do) IT on the 13<sup>th</sup> floor can help you, as can the professor. 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 \$89. For more information, visit: <http://atlasti.com/students/>

## **Zotero (Free Download)**

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: <https://www.zotero.org/>

User Guide: [https://www.zotero.org/support/quick\\_start\\_guide](https://www.zotero.org/support/quick_start_guide)

## **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

## **E-RES (login in: SWK8416)**

Most of the readings are on electronic reserve, or E-RES. The log-on is **SWK8416**. To access E-RES go to <http://www.yu.edu/libraries/>. Click on "E-RES". If you are using E-RES on campus, you will directly connected; off campus, you will be prompted for an "off campus" password. After you have entered your user ID (barcode number on your YU ID) and password you will be directed to the E-RES site.

### **Research Assignments:**

- \* For all written assignments - write and save them in APA Style, Times New Roman, Double-Spaced, 12 Fonts in preparation for compiling a research paper. Upload completed assignments onto Canvas on due dates of corresponding assignment postings.
- \* Each assignment should **also** be shared and discussed in Canvas with fellow classmates
  - Each student will post their completed assignments to corresponding discussion forums within the modules, and provide either text or video feedback directly as comments to each others' postings. Constructive feedback, questions and thoughtful comments are priority. It is important for each student to have as much exposure to the step-by-step processes of conducting qualitative research as possible, and to help each other along through thoughtful critique and sharing ideas.

### **Assignment 1: Research Proposal (2 pages, 10% of total grade)**

#### **- Due on Session 3**

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 five 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.

Submit 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 the structure and length of your interviews. Be sure to answer all seven questions above and number each of them accordingly.

### **Assignment 2: Dissertation Impression Presentation (10% of total grade)**

#### **- Due on Session 5**

Please read and present on a qualitative dissertation from a social work PhD program. The presentation should be posted to corresponding discussion forum on Canvas in either video or audio format, and no more than 10 minutes. Nine qualitative dissertations have been put on E-Res for this course. Choose one that you find of interest and make sure that no more than two persons in the class are reviewing the same dissertation.

A sign-up sheet will be provided. 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?

**Assignment 3: Introduction & Literature Review (5-6 pages, 20% of total grade)  
- Due on Session 7**

1. Provide entry to discuss your research topic and importance.
2. Include rationale for employing qualitative research methods.
3. Conduct literature review which describes relevant research currently exist on the topic/issue of your research, as well as areas where additional research will be useful.
4. Include minimum of 5 peer-reviewed academic journal sources.

**Assignment 4: Methodology (2-3 pages, 15% of total grade) - Due on Session 9**

1. Describe the qualitative research approach you have chosen and the steps you have taken to systematically narrow and modify your research focus and questions through increased understanding of the issues and of the population of your interest.
2. Discuss reasons why you believe qualitative research methods will be best fitting to help you and readers understand the issues at hand.
3. Describe the processes for which you will take, step-by-step using qualitative research methods - i.e. sampling, recruitment and data collection methods.

**Assignment 5: Data Collection, Transcription, and Coding - Complete by Session 12**  
Conduct, record and transcribe the interviews.

1. Interview your subjects. Be sure to have two recorders in case one fails.
2. Maintain files for memos/*observational data* for which you will maintain throughout research process.
3. If you are interviewing five participants, transcribe each in a single file saved in either RTF or PDF format.
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?
6. Transcribe all recorded data. Be sure to save files individually for each participants, or one file for focus group.

Post texts or video discussions on your experiences, questions, discoveries and responses to your classmates throughout the 3 weeks on the corresponding discussion forum.

### **Assignment 6: Results & Recommendation for Future Research (5-6 pages, 20% of total grade)**

#### **- Due on Session 14**

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

1. Analyze and discuss results
2. Recommendations for further research
3. APA compliant REFERENCE PAGE must be included in addition.
4. Record a 10-15 minute video presentation of your research project to share on corresponding discussion with your class, either as a poster presentation or a Powerpoint.

### **Grading**

Each student will start at 100%/points. The following events will result in a student losing points:

- Missed correspondence and engagement with classmates and instructor on Canvas for each module - **class participation constitutes 25% of total grade**. Due to the isolated nature of an online class, your engagement on Canvas with your fellow classmates is necessary, and will help you analyze ideas and think about research approach and process from different perspectives.
- Late assignments - 2 points each day of delay
- Non-responsive to assignments or responding to wrong assignments - 2 points

## **Session 0 – Current Trends in Qualitative Research**

In preparation for the first class, please read *The Many Ways of Knowing Ann Hartman* - included in Module 1 on Canvas.

## **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.

### **Readings:**

1. Creswell: Chapters 2 & 4.
2. 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*.
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.

## **Session 2 – Reviewing Qualitative Methods**

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

Complete assignment 1, prepare to discuss and provide constructively feedback and critique on your classmates' proposals.

### **Readings:**

1. Creswell: Chapters 3 & 5.

## **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.

### **Readings:**

1. 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.

2. Creswell: Chapter 6.

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

- Assignment 2 is due
- 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.

##### **Readings:**

1. Friese: Introduction.
2. Friese: Chapters 1 & 2.

#### **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.

##### **Readings:**

1. Burnard, P. (1991). A method of analyzing interview transcripts in qualitative research. *Nurse Education Today*, 11(6), 461–466.
2. Kvale, S. (1983). The Qualitative Research Interview. *Journal of Phenomenological Psychology*, 14(1), 171–196.

#### **Session 7 - Develop Appropriate Research & Interview Questions**

- Assignment 3 is Due
- Propose 6 interview questions for your research & be ready to provide constructive feedback and critique to your classmates on their interview questions.
- Discuss your preparation to secure interview subjects and provide most appropriate and sensitive environment and interview set-up, including recording devices.

##### **Readings:**

1. Bryant & Charmaz: Part 3, pages 167-290.

#### **Session 8 - Interviewing Skills**

Interview skills, style/approach and sensitivities will be discussed.

##### **Readings:**

1. Creswell: Chapter 7.
2. 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**

- Assignment 4 is Due

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

#### **Readings:**

1. Friese: Chapters 4 & 5.
2. Creswell: Chapter 8.

### **Session 10, 11 & 12 – Coding**

- Assignment 5 is Completed

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. Please follow online discussion forums closely and share your questions and thoughts with instructor and classmates.

#### **Readings:**

1. Friese: Chapter 7.
2. Creswell: Chapter 10.

### **Session 13, 14 – Synthesizing Analyses, Writing Results & Student presentations**

Be prepared to provide constructive and thoughtful feedback and critique on your fellow classmates' research project presentations.

- Assignment 6 is Due on Session 14
- Project Presentation is Due on Canvas for Sessions 13 & 14

#### **Readings:**

1. Creswell: Chapters 9 & 11.

**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 more than two persons are using 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*. Stonybrook 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.

## Bibliography

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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
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- 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.
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- 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.