

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	2016-2017 (Term 1 and 2)
Course Title	SOWK 554C (Sec 001): Qualitative Methods in Social Work Research
Course Schedule	Fridays, 9:00 a.m. – 12:00 p.m.
Course Location	Jack Bell Building, Room 224

Instructor	e-mail address
Dr. Vaughan Marshall	Vaughan.marshall@ubc.ca

COURSE DESCRIPTION:

This course provides an overview of the research questions and designs in Social Work that are appropriately addressed using qualitative methods. The first term will focus both on developing a theoretical understanding of qualitative methodology and on designing a research study. The second term will provide the opportunity to apply this understanding through the implementation of the proposed study.

Section 001 is particularly appropriate for students interested in researching psychosocial aspects of illness and disability, and for students with an interest in arts-based approaches to qualitative research.

COURSE OBJECTIVES:

1. Introduce students to major concepts, issues, and techniques of qualitative research
2. Present the epistemological underpinnings of qualitative research
3. Enable students to understand what kinds of methods are useful for discovering certain kinds of information
4. Enable students to read, write, reflect upon, and discuss key issues in qualitative research
5. Teach students to critically evaluate research and research methods
6. Introduce students to methods of data collection and analysis
7. Teach students to plan and carry out a small-scale qualitative research project

REQUIRED COURSE TEXTS:

Creswell, J. W. (2012). Qualitative inquiry and research design: Choosing among five traditions (3rd ed.). Thousand Oaks, CA: Sage.

Maxwell, J.A. (2012). Qualitative research design: An interactive approach (3rd ed.) Thousand Oaks, CA: Sage.

SUPPLEMENTARY READINGS:

- American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA.
- Szuchman, L.T., & Thomlison, B. (2010). Writing with style: APA style for Social Work (4th ed.). Belmont, CA: Brooks-Cole.
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EVALUATION:

The major assignment for Term 1 is the completion of a research proposal. Smaller assignments will provide the opportunity for ongoing feedback throughout the term. Each of these mini-assignments must be submitted by email on the due date.

Assignments for Term 1:

- Oct. 15 Conceptual Context: Literature Review
Review at least eight sources relevant to your proposed study. Use these to develop and outline a conceptual context that provides a rationale for your study. Take a critical eye with respect to flaws or gaps in the existing literature. Look for opportunities to make a contribution to the research literature. Conclude by identifying your research question. This should flow naturally from the way you have set up your literature review.
Length: 15 pages (*maximum*, double-spaced)
- Oct. 28 Reflexivity
In qualitative research, the researcher is the instrument of inquiry. Inevitably, his or her values, opinions, agendas, and past experiences will affect choice of topic, data collection procedures, and interpretive processes. Write a short essay reflecting on the ways in which you as researcher might affect the process and product of your research, given the topic you have chosen.
Length: 3 pages (*maximum*, double-spaced)
- Nov. 4 Research Design: Sampling
Describe the sampling design for your proposed research study. Include your rationale for selecting this strategy and be sure that it is consistent with your research method and your epistemological stance. Identify potential ethical and practical problems associated with your plan. Specify how you will attempt to deal with these problems. Comment on how these decisions impacted your research question. (Make sure you include your research question).
Length: 1 page
- Nov. 4 Research Design: Data Generation
Describe how you will gather/generate the data to answer your research question. Discuss your rationale for this strategy and identify potential ethical and practical problems related to this approach to data gathering. Specify how you will attempt to deal with these issues. Append any data collection tools such as your interview protocol.
Length: 3 pages (*maximum*), plus appendices
- Nov. 15 Notify me of completed RISE application.
- Nov. 25 IMPORTANT! If you are required to submit for full board review, your RISE

application must be submitted by **noon** of this date, with all attachments, in order for them to be reviewed in December.

- Dec. 2 Present a first draft of your proposal in class for peer critique.
- Dec. 12 Submit your research proposal to me by email (*maximum* 20 pages, excluding appendices).

Your grade for the first term will be based on the quality of the research proposal you submit at the end of the term (90%), and the quality of your BREB application (10%). All other assignments will be given formative evaluation only. Your grade for the first term will be averaged with your grade for second term to yield a final grade for the course.

Research Proposal:

Once you have a reasonable research question, you will design a study to address it. You may choose a “pure” qualitative approach (e.g., grounded theory, phenomenology, narrative), or you may choose a qualitative descriptive approach.

Here is an overview of the elements of your proposal:

Introduction

Literature Review

Statement of the Problem

Statement of the Research Question

Method

- Sampling
- Data Collection
- Data Analysis

Measures for Ensuring Quality (e.g., validity, reliability, credibility, etc.)

References

Appendices (e.g., interview protocol, recruitment poster, consent form)

Your proposal should not exceed 20 typed, double-spaced pages, excluding references and appendices. I expect your proposal to be very well-written, so if you know that your writing is weak, I recommend that you seek help from the UBC Writing Centre (<http://www.writingcentre.ubc.ca>).

When I evaluate your research proposal, I will consider the following:

1. The quality of your writing: e.g., grammar, spelling, punctuation, organization, readability
2. Your ability to critically appraise existing literature in your research area, and to situate your own work in the body of existing knowledge
3. Demonstration that you understand the “logic” of research design: For example, your research question must follow from the way you have framed your research problem; your method must fit with your research question and with the paradigm you are working within
4. The quality of your proposed method: Have you considered the practicality of your proposed method? Potential ethical issues? Have you provided a rationale for the method you propose? Have you designed a good data collection tool (e.g., interview protocol)?
5. Adherence to APA Style Guidelines (e.g., references, citations in the body of your paper, levels of headings, quotes, etc.)

Summary of Due Dates

Assignment	Due Date
Literature Review	October 15

Reflexivity Essay	October 28
Description of Sampling Strategies	November 4
Description of Data Generation Method	November 4
Notify me of completed RISE application	November 15
Submit RISE application	November 25 (NOON!)
Research Proposal	December 12

OUTLINE AND READINGS:

Course Schedule (Tentative):

Sept. 9 Introduction to Term 1

Sept. 16 Introduction to Qualitative Research, Critiquing the Literature/ Developing the Literature Review

Required Readings

Maxwell, Ch. 1, 2 and 3

Creswell, Ch. 2, 3

Supplementary Readings

Eisner, E. (2003). On the art and science of qualitative research in psychology. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). Qualitative research in psychology (pp. 17-29). Washington, DC: American Psychological Association.

Hart, C. (1998). Writing the review. Doing a literature review: Releasing the social science imagination. London: Sage.

Mackay, G. (2007). Is there a need to differentiate between qualitative and quantitative searching strategies for literature reviewing? Qualitative Social Work, 6(2), 231-241.

Sandelowski, M, & Barosso, J. (March, 2002). Reading qualitative studies. International Journal of Qualitative Methods 1(1). [available online at <http://www.ualberta.ca/~ijqm/>].

Sept. 23 Library Research: Class meets in Koerner Library, Room 217 (2nd Floor) with librarian Susan Paterson

Sept 30 Purposes/ Narrative Research

Required Readings

Creswell, Ch. 6, and the parts of Chapters 4 and 5 dealing with narrative research

Murray, M. (2003). Narrative psychology and narrative analysis. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). Qualitative research in psychology (pp. 95-112). Washington, DC: American Psychological Association.

Thorne, S. (2009). Is the story enough? *Qualitative Health Research*, 19, 1183-1185. [Available online from UBC Library].

Examples of Narrative Research:

Marshall, V., & Long, B. (2010). Coping processes as revealed in the stories of mothers of children with autism. *Qualitative Health Research*, 20(1), 105-116. [Available online from UBC Library].

Richards, R. (2008). Writing the othered self: Autoethnography and the problem of objectification in writing about illness and disability. *Qualitative Health Research*, 18(12), 1717-1728 [Available online from UBC Library].

Richards, T.A. (2001). Spiritual resources following a partner's death from AIDS. In R.A. Neimeyer (Ed.). *Meaning reconstruction and the experience of loss* (pp. 173-190). Washington, DC: American Psychological Association.

Riessman, C.K. (2001). Personal troubles as social issues: A narrative of infertility in context. In I. Shaw & N. Gould (Eds.). *Qualitative research in social work* (pp. 73-82). Thousand Oaks, CA: Sage. [Chapter 5]

Robinson, I. (1990). Personal narratives, social careers and medical courses: Analyzing life trajectories in autobiographies of people with multiple sclerosis. *Social Science and Medicine*, 30(11), 1173-1186.

Stern, S., Doolan, M., Staples, E., Szmukler, G.L., & Eisler, I. (1999). Disruption and reconstruction: Narrative insights into the experience of family members caring for a relative diagnosed with serious mental illness. *Family Process*, 38(3), 353-369. **

Taylor, R.M., Franck, L.S., Dhawan, A., & Gibson, F. (2010). The stories of young people living with a liver transplant. *Qualitative Health Research*, 20(8), 1076-1090. [Available online from UBC Library].

Bettina – a sample of a narrative study

Oct. 7 NO CLASS (Individual appointments)

Oct 13 Presentations by former SOWK 554 students (Thursday evening)

Oct 20 Phenomenology/ Reflexivity/ Research Questions

Required Readings:

Creswell, Ch. 3 and the parts of Chapters 4 and 5 that deal with phenomenological research

Maxwell, Ch. 4

Finlay, L. (2002). "Outing" the researcher: The provenance, process, and practice of reflexivity. *Qualitative Health Research*, 12(4), 531-545. [available online through UBC Library]

Supplementary Reading:

Caelli, K. (2001). Engaging with phenomenology: Is it more of a challenge than it needs to be? Qualitative Health Research, 11, 273-281.

Ellis, C. & Bochner, A. (2003). Autoethnography, personal narrative, reflexivity: Researcher as subject. In N.K. Denzin and Y.S. Lincoln (Eds.) Collecting and interpreting qualitative material. Thousand Oaks, CA: Sage.

Examples of Phenomenological Research:

Hjeltnes, A., Moltu, C., Schanche, E., & Binder, P. (2016). What brings you here? Exploring why young adults seek help for social anxiety. Qualitative Health Research, 26(12), 1705-1720.

Jacobsen, J. & Wright, R. (2014). Mental health implications in Mormon women's experiences with same-sex attraction: A qualitative study. Counseling Psychologist, 42(3), 664-696.

Riemen, D.J. (1997). The essential structure of a caring interaction: Doing phenomenology. In J.W. Creswell, Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage. **

Oct. 28

Sampling and Data Generation

Required Readings

Creswell, Ch. 7

Madriz, E. (2003). Focus groups in feminist research. In N.K. Denzin and Y.S. Lincoln (Eds.) Collecting and interpreting qualitative materials. Thousand Oaks, CA: Sage.

Maxwell, Ch. 5

Morse, J.M. (2000). Determining sample size. Qualitative Health Research, 10(1), 3-5. [available online from UBC Library].**

Sandelowski, M. (1995). Sample size in qualitative research. Research in Nursing and Health, 18, 179-183.

Nov. 4

Ethics

Required:

*****TCPS 2Tutorial**: Go to this page to find the link to the tutorial:

<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/> . This tutorial takes approximately 3 hours, and students are required to complete it before they do their application for ethical review.

Recommended Reading:

Cole, P. (2004). trick(ster)s of aboriginal research: or how to use ethical review strategies to perpetuate cultural genocide. Native Studies Review, 15(2), 7-29. [available online from UBC Library].

Duncombe, J., & Jessop, J. (2002). 'Doing rapport' and the ethics of faking friendship. In M. Mauthner, M. Birch, J. Jessop, & T. Miller (Eds.). Ethics in

qualitative research (pp. 107-122). London: Sage.

Mertens, D.M., & Ginsberg, P.E. (2008). Deep in ethical waters: Transformative perspectives for qualitative social work research. Qualitative Social Work, 7(4), 484-503 [Available online from UBC Library].

Miller, T., & Bell, L. (2002). Consenting to what? Issues of access, gate-keeping and 'informed consent.' In M. Mauthner, M. Birch, J. Jessop, & T. Miller (Eds.). Ethics in Qualitative Research (pp. 53-69). London: Sage.

Opsal, T., Wolgemuth, J., Cross, J., Kaanta, T., Dickmann, E., Colomer, S., & Erdil-Moody, Z. (2016). "There are no known benefits...": Considering the risk/benefit ratio of qualitative research. Qualitative Health Research, 26(8), 1137-1150.

Shaw, I. (2008). Ethics and the practice of qualitative research. Qualitative Social Work, 7(4), 400-414 [Available online from UBC Library].

Nov. 11 REMEMBRANCE DAY

Nov. 18 More Strategies of Inquiry

Required Readings

Creswell, Appendices D, E, and F (Ethnography, Grounded Theory, Case Studies), the sections in Chapters 4 and 5 that deal with grounded theory, ethnography, and case studies

Recommended Reading:

Charmaz, K. (2005). Grounded theory in the 21st century: Applications for advancing social justice studies. In N. Denzin & Y. Lincoln (Eds.), The Sage handbook of qualitative research (pp. 507-535). Thousand Oaks, CA: Sage.

PAR and Aboriginal Epistemology: A Really Good Fit.

www.aboriginalsocialwork.ca/special_topics/par/epistemology.htm. [underscore between "special" and "topics"]

Kovach, M. (2005). Emerging from the margins: Indigenous methodologies. In L. Brown and S. Strega (Eds.). Research as Resistance: Critical, Indigenous, and Anti-oppressive Approaches (19-36). Toronto: Canadian Scholars' Press/Women's Press.

Sandelowski, M. (1996). One is the liveliest number: The case orientation of qualitative research. Research in Nursing and Health, 19, 525-529.

Examples of Grounded Theory:

Thannhauser, J. (2009). Grief-peer dynamics: Understanding experiences with pediatric multiple sclerosis. Qualitative Health Research, 19(6), 766-777 [Available online from UBC Library].

Chronister, K.M., Marsiglio, M.C., Linville, D., & Lntrip, K.R. (2014). The influence of dating violence on adolescent girls' educational experiences. Counseling

Psychologist, 42(3), 374-405.

Examples of Ethnography:

McCoy, B. (2008, April). Outside the ward and clinic: Healing the aboriginal body. Journal of Contemporary Ethnography, 37(2), 226-245. [Available online from UBC Library].

Nicholas, D.B., Zwaigenbaum, L., Ing, S., MacCullough, R., Roberts, W., McKeever, P., & McMorris, C.A. (2016). "Live it to understand it": The experiences of mothers of children with Autism Spectrum Disorder, Qualitative Health Research, 26(7), 921-934.

Example of Qualitative Analysis of Documents

Musso, E., & Wakefield, S.E.L. (2009). 'Tales of mind over cancer': Cancer risk and prevention in the Canadian print media. Health, Risk, and Society, 11(1), 17-38. [Available online from UBC Library].

Nov. 25 Establishing Credibility

Required Readings

Maxwell, Chapter 6

Richardson, L., Denzin, N.K., Bochner, A.P., Ellis, C., & P.T. Clough (2000). Assessing alternative modes of qualitative inquiry, Qualitative Inquiry, 6(2), 251-291. [This is actually a series of articles on assessing the quality of qualitative research that does not conform strictly to the traditions of social science writing. Read them all – they're interesting and very readable! They're also available online from UBC Library].

Sparkes, A.C. (2001). Myth 94: Qualitative health researchers will agree about validity. Qualitative Health Research, 11(4), 538-552. [full text available online from UBC Library].**

Linda B., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation? Qualitative Health Research, 26(8), 1137-1150.

Dec. 2 Proposals/Reflections & Future Directions

Required Reading

Maxwell, Ch. 7, Appendix A

Sandelowski, M., Holditch Davis, D., & Glenn Harris, B. (1989). Artful design: Writing the proposal for research in the naturalist paradigm. Research in Nursing and Health, 12, 77-84. [a must-read!]**

Sandelowski, M. (2000). What ever happened to qualitative description? Research in Nursing and Health, 23(4), 334-340.**

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

ASSIGNMENTS
Submitting Assignments-

Students should email assignments to the instructor.

Return of marked student assignments -

The instructor will mark assignments (with track changes) and return to the student by email.

GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	

D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.