



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	2015-2016 Fall Term
Course Title	SOWK 554C.001 Qualitative Methods in Social Work Research
Course Schedule	Thursday, 2:00 – 5:00pm
Course Location	Jackbell, Room 200

Instructors	Office Location	Office Phone	e-mail address
Miu Chung Yan	Jack Bell 235	2-8688	Miu.yan@ubc.ca
Office Hours	Thursday 10:00 – 12:00pm or by appointment (e-mail me or see me in class)		

Course Description: This course provides an overview of research questions, designs and methods relevant to social work inquiry using qualitative methods. The first term will focus on understanding various approaches to social work inquiry and on developing skills in implementing a qualitative study. Students design a study during the first term and implement it in the second term.

Consistent with the Canadian Charter of Rights and Freedoms and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2010)

http://www.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf, it is expected that in developing their research questions and study designs, students take into account diversity in relation to Aboriginal ancestry, immigrant status, race, national or ethnic origin, social class, religion, sex, sexual orientation, age and disability.

Course Outcome: With the completion of this course satisfactorily, the students will be able to

1. understand the general approach to social work research
2. identify the processes, methods and issues in qualitative inquiry, contrasting them with similar issues in quantitative approaches
3. critically read and evaluate research designs and findings of qualitative studies
4. develop research questions relevant to social policy, social service programs and social work practice that can be addressed through qualitative designs
5. identify ethical issues in conducting systematic inquiry, particularly in relation to marginalized groups
6. design, implement & report on study relevant to social policy, social service programs or social work practice

Format of the course:

This course will be conducted in both a seminar format with short lectures, on-going and open dialogues in classroom and an experiential learning process through student designing, conducting and completing a small scale study. Students are expected to actively participate in classroom discussions, personal reflection and small group discussion, through which students are expected integrating theories from the literature and their own experiences generated through the research process. Students are encouraged to express any idea, belief, thought, and feeling that will result in sincere engagement and critical inquiry with members of the class. The roles of the instructor are to provide guidance for a systematic learning process of individual students and facilitate the dialogical reflection process within individual and among the group of students.

Ground Rules For Dialogue And Interactive Learning:

1. Safety and confidentiality
2. Listen respectfully
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Speak from your perspective
6. Acknowledge oppression exists
7. Distinguish emotion from reasoning
8. Active sharing

Required and Recommended Reading:

No textbook is assigned to this course. Students are expected to identify and obtain a copy of any qualitative textbook as a major reference for this own use. Also, students **ARE REQUIRED** to read readings assigned to each class most of which are available through UBC library system.

Supplementary Readings: (This is not an exhaustive list. Students are encouraged to identify other texts relevant to their own study. Many of the readings listed below can be found in library):

- Bodgan, R. & Biklen, S.K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods* (5th Ed). Boston: Pearson.
- Campbell, M., & Gregor, F. (2002). *Mapping social relations: A primer in doing institutional ethnography*. Aurora, ON: Garamond.
- Charmaz, K. (2006). *Constructing grounded theory* Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. (2007). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Clandinin, D. J. (Ed.). (2007). *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. (3rd ed.). Thousand Oaks, CA: Sage.
- Denzin, N. K. & Lincoln, Y. S. (Eds.). (1994, 2002, 2005). *Sage Handbook of qualitative research*. Thousand Oaks, CA: Sage. (there are several editions of this and it also has been split & published as 2 smaller texts) [H62.H2455 2005]
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory*. Chicago: Aldine.

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- Gubrium, J. & Holstein, J. A. (Eds.). (2001). Handbook of interview research. Thousand Oaks, CA: Sage.
- Kreuger, R. A., & Casey, M. A. (2009). Focus groups: A practical guide for applied research. Los Angeles: Sage/ [H61.28 K78? – at OUBC, but earlier version at VUBC]
- Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). Narrative research, reading, analysis and interpretation. Thousand Oaks, CA: Sage.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage. [B828.2 L56 1985]
- Manen, M. v. (1990). Researching lived experience: Human science for an action sensitive pedagogy. London, ON: The State University of New York.
- Maxwell, J. A. (2012). A realist approach for qualitative research. Thousand Oaks, CA: Sage. ON RESERVE
- McCracken, G. (1988). The Long Interview. Newbury Park, CA.: SAGE.
- Moustakas, C. (1994). Phenomenological research methods. Thousand Oaks, CA: SAGE.
- Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd ed.). Thousand Oaks, CA.:Sage. [H62.P3218 2002]
- Rubin, H. J., & Rubin, I. S. (2005). Qualitative Interviewing: The Art of Hearing Data (2nd Ed). Thousand Oaks, CA.: SAGE.
- Saldana, J. (2013). The Coding Manual for Qualitative Researchers (2nd Ed). Thousand Oaks, CA.: SAGE.
- Smith, D. E. (2005). Institutional Ethnography: A Sociology for People. Oxford, UK: AltaMira Press.
- Spradley, J. P. (1979). The Ethnographic Interview. Orlando, FA.: Harcourt Brace Jovanovich College Publishers.
- Stake, R. (1995). The art of case study research. Thousand Oaks, CA: Sage
- Stake, R. E. (2005). Multiple case study analysis. Thousand Oaks, CA: Sage. (LB1028.S732 2006)
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Course Assignments, Due dates and Grading:

The grading is an indication of personal achievement. Therefore, a continuous assessment approach will be employed to ensure a multi-dimensional and multi-stage assessment of your learning process. The course requirements and the grading are interrelated.

All written assignments of this course must be in 12-size fonts, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. Please see: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>. Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia is not acceptable as an academic reference.

All written assignments should be in MS Words format. File name should be *lastname-assignment #*. Please email your assignments to miu.yan@ubc.ca. PAPER COPY is not needed.

Assignments for Term 1:

1. Literature Review (including conceptual context & research question(s), Value: 15%, Due: October 31 (Sat))

Review up to 10 sources relevant to your project. Use these to outline the conceptual context that provides a rationale for your study. Conclude by identifying your research question(s). The purpose of this

assignment is to help you begin to synthesize the literature and set up your research question(s) and design. *Length: 8 pages (double-spaced)*. See Guidelines for Study Proposal below.

2. TCPS Training and Certificate: Value: 5%, Due Date: Before November 12 (Thu)

- Submit the certificate of successful completion of BREB on-line ethics tutorial

3. Ethical Review, Value: 5%, Due Date: November 21 (Sat)

- Submit a draft of request for ethical review for UBC Behavioural Ethics Review Board (BREB), including consent form, introductory letter or advertisement where applicable, and letter from agency agreeing to recruitment (if available), where required. Make sure you proof read before you submit.

Deadline to submit applications for December 10, 2015 meeting of BREB: Nov 27, 2015

4. Study Proposal, Value: 25%, Due: December 12th (Sat)

Hand in your research proposal according to attached guidelines. *Length: 15 (+/- one page) pages, including all references and appendices*

Marking guidelines for assignment #4:

Content (approximately 40%)

- Comprehensively addresses components of study proposal, appropriate use of relevant, current & classic literature and documents including references

Analysis (approximately 40%):

- Importance and relevance of proposed study to social work and human services established
- Creative synthesis and critical evaluation of literature
- Innovative and appropriate use of theory
- Provision of rationales & scholarly precedents for design and methods

Style (approximately 10%):

- Clear, well organized
- Logical development & flow
- continuity and smooth transitions in sentences and paragraphs
- skillful use of language
- use of headings

Technical (approximately 10%):

- grammar, spelling
- proper use of APA (6th ed.) style

Last date for withdrawal without a W on your transcript: **September 22, 2015**

Last date for withdrawal with a W instead of an F on your transcript: **October 16, 2015**

OUTLINE	
10/09/2015	<p>Overview of course, discussion of students' experiences and learning goals</p> <p>Recapturing the basic ideas and process of applied qualitative social research</p> <p>Readings:</p> <ul style="list-style-type: none"> a) Alasuutari, P. (2010). The rise and relevance of qualitative research. <i>International Journal of Social Research Methodology</i>. 13(2): 139-155. b) Frankel, R. & Devers, K. (2000) Qualitative Research: A consumers' guide. <i>Education for Health Change in Training and Practice</i>, 13(1) pp. 113-122. <p>Supplementary Readings:</p> <p>Any qualitative research book for social sciences or social work.</p>
17/09/2015	<p>Why are social work practitioners doing research?</p> <ul style="list-style-type: none"> I. What is the use of qualitative research in policy and program development? II. How to make sure the research have a transformative impact on policy, program and practice? <p>Readings:</p> <ul style="list-style-type: none"> a) Thyer, B.A. (2012). The Scientific value of qualitative research for social work. <i>Qualitative Social Work</i>. 11(2):115-129. b) McCoyd, J.L.M. & Shadimah, C.S., (2007) Revisiting the benefits debate: Does qualitative social work research produce salubrious effects? <i>Social Work</i>, 52(4), 340-349. c) Fraser, H. (2009). Trying to complete socially just, politically sensitive social work research. <i>Journal of Social Work</i>, 9(1), 87-98. <p>Supplementary Readings:</p> <ul style="list-style-type: none"> a) ^Rist, R.C. (1994). Influencing the policy process with qualitative research. In N. Denzin & Y. Lincoln (Eds.) <i>Handbook of Qualitative Research</i> (pp. 545-557). Thousand Oaks, CA: Sage Publications, Inc. b) Gilgun, J.F. (2002). Conjectures and refutations: Government funding and qualitative research. <i>Qualitative Social Work</i>, 1(3): 359-375. c) Smit, B. (2003). Can qualitative research inform policy implementation? Evidence and arguments from a developing country context. <i>Forum Qualitative Sozialforschung / Forum: Qualitative Social Research</i>, 4(3). Downloaded from: http://www.qualitative-research.net/index.php/fqs/article/view/678/1466. <p>Discussion paper:</p> <p><i>Please pick one journal article which reports findings of a qualitative study in the area that you are interested to pursue. In class, please share with your classmates how this particular study can contribute to social work policy, program or practice in that particular area.</i></p>
24/09/2015	<p>Library – meet in Koerner Library, Room 217, with librarian Susan Paterson</p>

<p>01/10/2015</p>	<p>Many ways of knowing</p> <ul style="list-style-type: none"> I. Epistemology and theories of qualitative research II. Debates between quantitative, qualitative and mixed method III. Use of government information to support applied qualitative study <p>Readings:</p> <ul style="list-style-type: none"> a) Williams, C. C. (2006). The Epistemology of Cultural Competence. <i>Families in Society: The Journal of Contemporary Social Services</i>, 87(2), 209-220. b) Baert, P. (2005). Towards a pragmatist-inspired philosophy of social science. <i>Acta Sociologica</i>, 48:191-203. c) Bryman, A. (1984). The debate about quantitative and qualitative research: A question of method or epistemology? <i>British Journal of Sociology</i>. 35(1): 75-92. <p>Supplementary Readings</p> <ul style="list-style-type: none"> a) Onwuegbuzie, A., & Leech, N. (2005). On Becoming a Pragmatic Researcher: The Importance of Combining Quantitative and Qualitative Research Methodologies. <i>International Journal of Social Research Methodology</i>, 8(5), 375-387. b) Gringeri, C., Barusch, A., & Cambron, C. (2013). Epistemology in qualitative social work research: A review of published articles, 2008–2010. <i>Social Work Research</i>, 37(1): 55-63. DOI: 10.1093/swr/svs032. c) O'Connor D. (2001). Journeying the Quagmire: Exploring the discourses that shape qualitative research. <i>Affilia</i>, 16(2): 138-158. <p>Discussion paper:</p> <p>Lauer S, Wilkinson L, Yan MC, et al. (2012) Immigrant youth and employment: Lessons learned from the analysis of LSIC and 82 lived stories. <i>Journal of International Migration and Integration</i> 13(1): 1-19.</p>
<p>08/10/2015</p>	<p>Who is generating the new knowledge?</p> <ul style="list-style-type: none"> I. Who is asking the question(s)? II. Who is answering the questions? III. How do the interlocutors shape the knowledge generation process? <p>Readings:</p> <ul style="list-style-type: none"> a) Gillespie, A. & Cornish, F.. (2009). "Intersubjectivity: Towards a dialogical analysis". <i>Journal of the Theory of Social Behaviour</i>, 40(1), 19-46. b) Bell, K. (2011). Participants' motivations and co-construction of the qualitative research process. <i>Qualitative Social Work</i>. 12(4): 523-539. c) Pezalla, A.E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher-as-instrument: an exercise in interviewer self-reflexivity. <i>Qualitative Research</i>, 12(2): 165-185. <p>Supplementary Readings:</p> <ul style="list-style-type: none"> a) Alvesson, M., Hardy, C., & Harley, B. (2008). Reflecting on reflexivity: reflexive textual practices in organization and management theory. <i>Journal of Management Studies</i>, 45(3), 480-501. b) Ben-Ari, A. & Enosh, G. (2010). Processes of reflectivity: Knowledge construction in qualitative research. <i>Qualitative Social Work</i>, 10(2): 152-171.

	<p>c) Probst, B. (2015). The eye regards itself: Benefits and challenges of reflexivity in qualitative social work research. <i>Social Work Research</i>. 39(1): 37-48.</p> <p>d) Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. <i>The Qualitative Report</i>, 12(1): 82-101. Downloaded from: http://files.eric.ed.gov/fulltext/EJ800164.pdf.</p> <p>e) Maiter, S., Joseph, A.J., Shan, N., & Saeid, A., (2012). Doing participatory qualitative research: development of a shared critical consciousness with racial minority research advisory group members. <i>Qualitative Research</i>. 13(2) 198–213</p> <p>Discussion paper:</p> <p>Probst, B., & Berenson, L. (2013). The double arrow: How qualitative social work researchers use reflexivity. <i>Qualitative Social Work</i>, 13(6): 813-827.</p>
15/10/2015	<p>Ethics and politics of knowing</p> <p>I. How can qualitative research be ethical?</p> <p>II. Can research be an impartial effort to seek new knowledge?</p> <p>III. How can social work research be ethical transformative?</p> <p>Required:</p> <p>***TCPS 2 Tutorial: Go to this page to find the link to the tutorial: http://research.ubc.ca/ethics/you-apply. This tutorial takes approximately 2 hours, and students are required to complete it before they submit their application for ethical review].</p> <p>Readings:</p> <p>a) Lincoln, Y.S., & Cannella, G.S., Ethics and the broader rethinking/reconceptualization of research as construct. <i>Cultural Studies, Critical Methodologies</i>, 9(2):273-285.</p> <p>b) Mertens, D. M., & Ginsberg, P. E. (2008). Deep in Ethical Waters: Transformative Perspectives for Qualitative Social Work Research. <i>Qualitative Social Work</i>, 7(4), 484-503.</p> <p>c) Karnieli-Miller, O., Strier, R., & Pessach, L. (2009). Power relations in qualitative research. <i>Qualitative Health Research</i>. 19(2):279-289.</p> <p>d) Trahan, A. (2011). Qualitative Research and intersectionality. <i>Critical Criminology</i>. 19(1):1-14.</p> <p>Supplementary Readings</p> <p>a) Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. <i>Qualitative Inquiry</i>, 10(2), 261-280.</p> <p>b) Kanuha, V. (2000). "Being" native versus "going native": Conducting social work research as an insider. <i>Social Work</i>, 45(5)</p> <p>c) Peled, E. & Leichtenritt, R. (2002). The ethics of qualitative social work research. <i>Qualitative Social Work</i>. 1(2): 145-169.</p> <p>d) Shaw, I. (2008). Ethics and the practice of qualitative research. <i>Qualitative Social Work</i>, 7(4), 400-414</p> <p>e) Kralik, D. and et al. (2005). The ethics of research using electronic mail discussion groups. <i>Journal of Advanced Nursing</i>, 52(5): 537-545.</p> <p>Discussion paper:</p>

	<p>Damianakis, T. & Woodford, M.R. (2012). Qualitative research with small connected communities: generating new knowledge while upholding research ethics. <i>Qualitative Health Research</i>, 22(5): 708-718.</p>
22/10/2015	<p>Am I asking the right question?</p> <ul style="list-style-type: none"> a) How can we engage with the research community through literature? b) Why is research question important? c) What are those key elements that constitute the right question(s)? d) What is the role in qualitative research? <p>Readings:</p> <ul style="list-style-type: none"> a) Nelson, P. & Goffman, L., (2006). Developing a research question. <i>ASHA Leader</i>, 11(6):15-27. b) Meyer, S., & Ward, P. (2014). 'How to' use social theory within and throughout qualitative research in healthcare contexts. <i>Sociology Compass</i>, 8(5):525-539. c) Åkerström, M., (2013). Curiosity and Serendipity in Qualitative Research. <i>Qualitative Sociological Review</i>. 9(2): 10-18. <p>Supplementary Readings:</p> <ul style="list-style-type: none"> a) Sandelowski, M. (1993). Theory unmasked: The uses and guises of theory in qualitative research. <i>Research in Nursing & Health</i>, 16, 213-218. b) Helen Mongan-Rallis (2006) Guidelines for writing a literature review at http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html. <p>Discussion paper:</p> <p>Young, A.F. & Chesson, R.A. (2007). Determining research questions on health risks by people with learning disabilities, carers and care-workers. <i>British Journal of Learning Disabilities</i>, 36, 22–31.</p>
29/10/2015	<p>Research Presentations by former students</p>
05/11/2015	<p>Where to seeking answers for the question(s)?</p> <ul style="list-style-type: none"> I. What will be the source and availability of data? II. How to identify and engage the source of data? <p>Readings:</p> <ul style="list-style-type: none"> a) Marshall, M. N. (1996). Sampling for qualitative research. <i>Family Practice</i>, 13(6), 522-525 b) O'Reilly, M. & Parker, N. (2013). 'Unsatisfactory Saturation': A critical exploration of the notion of saturated sample sizes in qualitative research. <i>Qualitative Research</i>, 13(2): 190-197. c) Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. <i>International Journal of Social Research Methodology</i>, 11(4): 327-344. <p>Supplementary Readings:</p> <ul style="list-style-type: none"> a) Abrams, L. (2010). Sampling 'hard to reach' populations in qualitative research: The case of incarcerated youth. <i>Qualitative Social Work</i>, 9(4): 536-550.

	<ul style="list-style-type: none"> b) Biernacki, P., & Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain referral sampling. <i>Sociological Methods & Research</i>, 10(2):141-163. c) MacDougall, C., & Fudge, E. (2001). Planning and Recruiting the Sample for Focus Groups and In-Depth Interviews. <i>Qualitative Health Research</i>, 11(1), 117-126. d) Morse, J. M. (1995). The Significance of Saturation. <i>Qualitative Health Research</i>, 5(2), 147-149. e) Coyne, I. T. (1997). Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries? <i>Journal of Advance Nursing</i>, 26(3), 623-630. f) Morse, J. M. (2000). Determining sample size. <i>Qualitative Health Research</i>, 10(1), 3-5. <p>Discussion papers:</p> <p>All discussion papers read so far.</p>
12/11/2015	<p>Collecting data in the field</p> <ul style="list-style-type: none"> I. What are the data? II. How to talk to people as a researcher? III. How do you remember what you see, hear and think? <p>Readings:</p> <ul style="list-style-type: none"> a) Stuckley, H.L. (2013). Three types of interviews: Qualitative research methods in social health. <i>Journal of Social Health and Diabetes</i>, 1(2): 56-59. b) Linhorst, D. M. (2002). A review of the use and potential of focus groups in social work Research. <i>Qualitative Social Work</i>, 1(2), 208-228. c) Moylan, C.A., Derr, A.S., Lindhorst, T., (2015). Increasingly mobile: How new technologies can enhance qualitative research. <i>Qualitative Social Work</i>, 14(1):36-47. <p>Supplementary Readings</p> <ul style="list-style-type: none"> a) Morgan, D.L. (1996). Focus group. <i>Annual Review of Sociology</i>, 22: 129-152. b) Carpiano, R. M. (2009). Come take a walk with me: The go-along interview as a novel method for studying the implications of place for health and well-being. <i>Health & Place</i>, 15, 263-272. c) Yan, M. C., Chau, S., & Sangha, D. (2012). An exploratory study of how multiculturalism policies are implemented at the grassroots level. <i>Canadian Ethnic Studies</i>, 41/42(3-1), 49-75. <p>Discussion paper:</p> <p>Kubiliene N, Yan M.C., Kumsa M.K., & Burman, K. (2015). The response of youth to racial discrimination: Implications for resilience theory. <i>Journal of Youth Studies</i>, 18(3): 338-356.</p>
19/11/2015	<p>Different Traditions:</p> <p>Guest Speaker: Shelly Johnson</p> <p>Discussion paper:</p> <p>Johnson, S. (2014). Knucwénte-kuc re Stsmémelt.s-kuc Trauma-informed education for indigenous children in foster Care. <i>Canadian Social Work Review</i>. 31(2): 155-174.</p>

	<p>Readings:</p> <ul style="list-style-type: none"> a) Creswell, J. W., Hanson, W. E., Plano, V. L. C., & Morales, A. (2007). Qualitative research designs: Selection and implementation. <i>The Counseling Psychologist</i>, 35(2), 236-264. b) Schwandt, T.A. (2012). Valuing methodological diversity. <i>Qualitative Social Work</i>. 11(2): 125-129. c) Sandelowski, M. (2010). What's in a name? Qualitative description revisited. <i>Research in Nursing and Health</i>, 33, 77-84. d) Wilson, S., (2007). Guest Editorial: What is an Indigenist research paradigm? <i>Canadian Journal of Native Education</i>, 30(2): 193-195. <p>Supplementary Readings (examples of different approaches)</p> <ul style="list-style-type: none"> a) (Phenomenological) Buchbinder, E. & Eisikovits, Z. (2003). Battered women's entrapment in Shame: A phenomenological study. <i>American Journal of Orthopsychiatry</i>, 73(4): 355-366. b) (Feminist Narrative) Jones, S. (2003). Complex Subjectivities: Class, Ethnicity and Race in Women's Narratives of Upward Mobility. <i>Journal of Social Issues</i>, 59(4): 803-820 c) (Indigenist and auto-ethnography) Mclvor, O. (2010). I am my subject: Blending indigenous research methodology and auto-ethnography through integrity-based, spirit-based research. <i>Canadian Journal of Native Education</i>. 33(1): 137-151,155. d) (Ethnographic) McCoy, B. (2008, April). Outside the ward and clinic: Healing the aboriginal body. <i>Journal of Contemporary Ethnography</i>, 37(2), 226-245. e) (Institutional Ethnography/Narrative) O'Neill, B. (2002). "... We Didn't Connect at All...": The Experiences of a Gay Client. <i>Journal of Gay and Lesbian Social Services</i>, 14(4), 75-91. f) (Multiple lenses) O'Connor, D.L., Young, J.M. & Saul, M.J. (2004). Living with paraplegia" Tensions and contradictions. <i>Health Social Work</i>, 29(3):207-218. g) (Qualitative descriptive) Yan, M. C., Lauer, S., & Chan, S. (2012). Double jeopardy: An exploratory study of youth from immigrant families entering the job market. <i>Journal of Immigrant and Refugee Studies</i>, 10(1), 96-115.
26/11/2015	<p>Why should anyone believe you? Credibility & Trustworthiness</p> <p>Readings:</p> <ul style="list-style-type: none"> a) Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. <i>Educational Communication and Technology Journal</i>, 29(2), 75-91. b) Lietz, C. A., & Zayas, L. E. (2010). Evaluating qualitative research for social work practitioners. <i>Advances in Social Work</i>, 11(2), 188-202 <p>Supplementary Readings:</p> <ul style="list-style-type: none"> a) Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. <i>International Journal of Qualitative Methods</i>, 1(2), 13-22. b) Rolfe, G. (2004). Validity, trustworthiness and rigor: quality and the idea of qualitative research. <i>Journal of Advanced Nursing</i>, 53(3), 304-310. c) Porter, S. (2007). Validity, trustworthiness and rigor: reasserting realism in qualitative research. <i>Journal of Advanced Nursing</i>, 60(1), 79-86. <p>Discussion paper:</p>

	Clough, A., Draughon, J.E., Njie-Carr, V., Rollins, C., & Glass, N. (2013). 'Having housing made everything else possible': Affordable, safe and stable housing for women survivors of violence. <i>Qualitative Social Work, 13</i> (5):671-688.
03/12/2015	Data Analysis (A quick glance) Reading: Thorne, S., (2000). Data analysis in qualitative research. <i>Evidence-based Nursing, 3</i> (3):68-70. How to put a proposal together? Readings: a) Vivar, C.G., McQueen, A., Whyte, D.A., & Armayor, N.C. (2007). Getting started with qualitative research: developing a research proposal. <i>Nurse Researcher, 14</i> (3): 60-73. b) Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. <i>Teachers College Record, 108</i> (4), 529-576.
Outline for term 2 will be available in December	