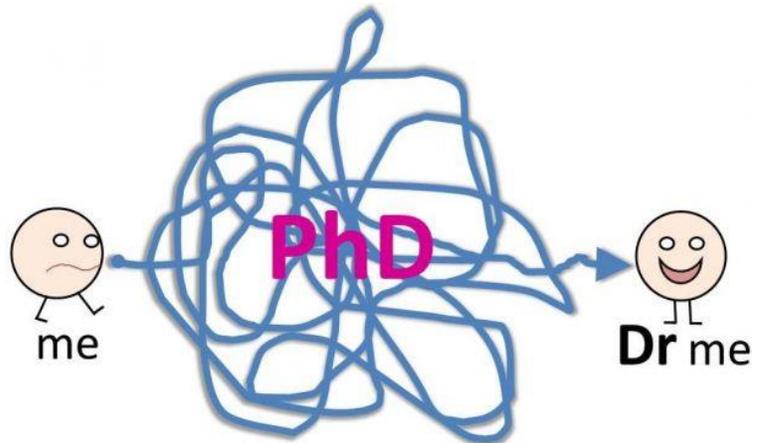


**SOCWL 585**  
**Qualitative Research Design and Data Collection**  
**University of Washington School of Social Work**

**Professor: Taryn Lindhorst, PhD, LCSW**

Course Time:           Thursdays, 1:30 – 4:20  
Course Location:       SSW, Room 125

Instructor: Taryn Lindhorst, PhD, LCSW  
Office: 225A  
Office Hours: immediately after class or by appointment  
Phone/Voicemail: 206-616-2152  
Email: [tarynlin@uw.edu](mailto:tarynlin@uw.edu)



**Course Description**

This course is the first in a two quarter sequence designed to give students the opportunity to design and conduct a qualitative research project that will advance their overall career goals. Students who take both classes will be well-positioned with the other coursework they have taken in Social Welfare to teach qualitative research upon graduation.

Qualitative research is a writing-intensive undertaking, so we will use weekly writing exercises to develop each of the components needed for a rigorous and innovative qualitative research proposal. We will pay particular attention to the advantages and disadvantages of various qualitative methodologies and data collection strategies.

## Course Objectives

At the end of this course, students will have acquired the following skills in theory and practice:

### Theory Skills

1. Understand eight different qualitative methodologies commonly used in social welfare research.
2. Elaborate on linkages between substantive and methodological theories in specific research projects.

### Social Justice

1. Recognize how your own complex issues of positionality will serve as both resources and potential obstacles in the research process.
2. Consider all aspects of the research endeavor through a critical lens that prioritizes issues of social justice.

### Methods Skills

1. Deepen writing skills necessary to produce a high quality qualitative research proposal.
2. Demonstrate competence in comparing and contrasting two methodologies used in qualitative research studies.

## Evaluation Methods

- 20% Participation in Seminar:** Seminars function through the sharing of insights and questions sparked by the readings and your past experiences. Since you are each being trained to be a teacher and researcher, it is important to learn how to express your ideas verbally and to provide feedback to others about their ideas. I will provide different avenues for participation in class and expect each of you to talk about your insights or questions while being mindful of group dynamics.
- 40% Weekly writing projects (7 total):** We will work our way through a series of 3-5 page writing exercises (double-spaced, usual margins/font) that will apply the material we have read each week. I will hand out instructions for each writing activity in class the week before it is due.
- 20% Presentation on methodology:** working with another colleague, you will pick two methodologies that are commonly used in qualitative research in social welfare and compare and contrast these. I will provide a basic comparative framework that will form the basis of a 30 – 45 minute presentation to the class.
- 20% Presentation on research proposal:** in the last two classes. Each student will present an overview/outline of your qualitative research proposal based on the writing projects you have completed across the quarter. These presentations will be approximately 30 minutes long and will be the basis for feedback for your efforts in winter quarter. The components of the proposal presentation are found in Maxwell, pg. 158-159, exercise 7.1.

**Grading Criteria:** Your grade will be based on your writing skills (organization, clarity, grammar, etc.); your “warranting” your claims, in other words, the provision of evidence to justify your conclusions; and

your ability to analyze with a focus on the “internal consistency” (a la Carter & Little, 2007) of the research.

Incompletes. “An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control” (University Catalogue).

<b>Numeric Grade-point Equivalent</b>	<b>Letter Grade</b>	<b>Points</b>
4.0	A	100-99
3.9	A	98-97
3.8	A-	96-95
3.7	A-	94-93
3.6	A-	92-91
3.5	A-	90-89
3.4	B+	88-87
3.3	B+	86
3.2	B+	85
3.1	B+	84
3.0	B	83
2.9	B	82
2.8	B-	81
2.7*	B-	80

## Course Readings

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.

Emerson, R. M., Fretz, R.I. & Shaw, L. L. (2011). *Writing ethnographic fieldnotes. 2<sup>nd</sup> Ed.* Chicago, IL: University of Chicago Press.

Emmel, N. (2013). *Sampling and choosing cases in qualitative research: A realist approach*. Thousand Oaks, CA: Sage

Additional readings will be available online.

## COURSE OUTLINE

### Session 1: September 29

#### *Thinking Like a Qualitative Researcher*

Maxwell – Chapter 2

Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education, 31*, 866-879.

### Session 2: October 6

#### *Conceptual Frameworks*

**Writing Assignment Due:** Research Goals – See Maxwell, pg. 34-35, Exercise 2.1 for guidance. At a minimum, discuss your personal, practical and intellectual goals for your research project.

#### READINGS

Maxwell – Chapter 3

Ravitch, S. M. & Riggan, M. (2012). Excavating questions: Conceptual frameworks and research design. In *Reason and Rigor* (pp. 29 – 49). Thousand Oaks, CA: Sage.

Chilisa, B. (2012). Theorizing on social science research methods: Indigenous perspectives. In *Indigenous research methodologies* (pp. 129 – 158). Thousand Oaks, Sage.

Wilson, W.J. & Chadda, A. (2009). The role of theory in ethnographic research. *Ethnography, 10*, 269-284.

### Session 3: October 13

#### *Ethics and Positionality*

#### *Guest Speaker: Maya Magarati*

**Writing Assignment Due:** Concept Map – visual PLUS textual summary. See Maxwell, pg. 62, exercise 3.1 for guidance and class handout(s).

#### READINGS

Maxwell – Chapter 6

Angrosino, M.V. (2007). Current issues in naturalistic observation. In *Naturalistic Observation* (pp. 85 – 116). Walnut Creek, CA: Left Coast Press.

Ellis, C. (2007). Telling secrets, revealing lies: Relational ethics in research with intimate others. *Qualitative Inquiry, 13*, 3-29.

Frank, A. W. (2002). Why study people's stories? The dialogical ethics of narrative analysis. *International Journal of Qualitative Methods, 1*, 109 -117.

Doyle, S. (2013). Reflexivity and the capacity to think. *Qualitative Health Research, 23*, 248-255.

Ruokenen-Engler, M.K. & Siouti, I. (2016). Biographical entanglement, self-reflexivity and transnational knowledge production. *Qualitative Inquiry, 22*, 745-752.

**Session 4: October 20**  
***Refining Research Questions***  
***Methodology Presentations***

**Writing Assignment Due:** Reflexivity Statement – handout to be given in class describing core content.

**READINGS**

Maxwell – Chapter 4

Saldaña, J. (2003). Descriptive questions. In *Longitudinal qualitative research* (pp. 99-125). Walnut Creek, CA: Altamira Press.

**Session 5: October 27**  
***Samples and Settings***  
***Methodology Presentations***

**Writing Assignment Due:** Research Questions + Significance – see Maxwell, pg. 84-85, exercise 4.1 for guidance. Think of this writing as the front material justifying the Specific Aims of your proposal. I will provide examples to guide you.

**READINGS**

Emmel – Chapters 1 – 3, 8

**Session 6: November 3 – Canceled due to CSWE. Individual Meetings instead.**

**Session 7: November 10**  
***Collecting Data through Observations***  
***Methodology Presentations***

**Writing Assignment Due:** Sample, Setting and Participants –see Emmel text (selecting from chapters 5 – 7 based on your method) for further guidance.

**READINGS**

Emerson – Chapter 2 - 5

**Session 8: November 17**  
***Collecting Data through Interviews***  
***Methodology Presentations***

**Writing Assignment Due:** Observation “jottings” and field note.

**READINGS**

Chilisa, B. (2012). Decolonizing the interview method. In *Indigenous research methodologies* (pp. 203 – 224). Thousand Oaks, Sage.

Ryen, A. (2003). Cross-cultural interviewing. In J.A. Holstein & J.F. Gubrium (Eds.) *Inside interviewing: New lenses, new concerns* (pp. 429-448). Thousand Oaks, CA: Sage.

- Sheftel, A. & Zembrzycki, S. (2010). Only human: A reflection on the ethical and methodological challenges of working with “difficult” stories. *Oral History Review, 37*, 191-214.
- Roulston, K. (2010). Considering quality in qualitative interviewing. *Qualitative Research, 10*, 199-228.

#### Supplemental Readings

- Tavernier, S. S., Totten, A. M. & Beck, S. L. (2011). Assessing content validity of the patient generated index using cognitive interviews. *Qualitative Health Research, 21*, 1729-1738.
- Spradley, J.P. (1979). Asking ethnographic questions.
- Vandermause, R. K. & Fleming, S. E. (2011). Philosophical hermeneutic interviewing. *International Journal of Qualitative Methods, 10*, 367-377.
- Hermanowicz, J. C. (2002). The qualitative interview: 25 strategies for studying people in bed. *Qualitative Sociology, 25*, 479-499.

### **Session 9: December 1**

#### ***Proposal Presentations***

#### ***Collecting Data through Couple/Group Interviews***

**Writing Assignment Due:** Statement of Interview Process + Guide. Handouts will be provided in class to guide this writing.

#### **READINGS**

- Taylor, B. & de Vocht, H. (2011). Interviewing separately or as couples? Considerations of authenticity and method. *Qualitative Health Research, 21*, 1576-1587.
- Colucci, E. (2007). Focus groups can be fun”: The use of activity-oriented questions in focus group discussions. *Qualitative Health Research, 17*, 1422-1433.
- Nin, M. & Vinha, H. (2016). Creative interactions with data: Using visual and metaphorical devices in repeated focus groups. *Qualitative Research, 16*, 9 – 26.

### **Session 10: December 8**

#### ***Proposal Presentations***

#### ***Next Steps into the Field!***

## For ALL SSW syllabi:

### WHAT IF I NEED ACCOMMODATIONS?

#### Access and Academic Accommodations

At the SSW we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If your accommodations include extended time for assignments or disability-related absences, it is your responsibility to meet with the instructor early in the quarter to determine how these accommodations will be made and complete the required paperwork. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu).

#### Religious Accommodations

Students who expect to miss class or assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete their academic responsibilities. Absence from class for religious reasons does not relieve students from responsibility for the course work required during the period of absence. It is the responsibility of the student to provide the instructor with advance notice of the dates of religious holidays on which they will be absent. Students who are absent shall be offered an opportunity to make up the work, without penalty, within a reasonable time, as long as the student made prior arrangements. Pre-arranged absences for religious observances will not be counted against class participation.

### COUNSELING RESOURCES

The UW Counseling Center offers free and confidential short-term, problem-focused counseling to UW Students who may feel overwhelmed by the responsibilities of college, work, family and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. To schedule an appointment, please call 206-543-1240 or stop by 401 Schmitz Hall. More information at: <http://www.washington.edu/counseling/> If you're looking for additional low-cost resources, we've posted a list at the bottom of the [counseling page](#) in the Student Services section of the website.

### ACADEMIC MISCONDUCT

The student conduct code of the University of Washington requires students to practice "high standards of academic and professional honesty and integrity." In addition, the School of Social Work's academic standards specify that students may be dismissed for "academic cheating, lying, or plagiarism." Students

who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the program director and the assistant dean for student affairs. Instructors will not award credit for work that has been plagiarized. The instructor, director and director of student services will determine if the student's actions warrant disciplinary action, which may include probation or dismissal. You may find a fuller explanation of plagiarism and suggestions for avoiding it on the student services website.

#### SAFE CAMPUS

UW SafeCampus provides support to the whole UW Community around counseling and safety resources, violence prevention, and UW policies. Any member of the UW community should contact safe campus at any time for the following:

- Concern about someone's behavior, even if it's just a strange feeling you have about someone
- Concern about self-harm or that someone else might harm themselves
- Stalking/relationship violence or to report threats
- Violence prevention training
- Safety resources
- Conflict Resolution

We strongly encourage both students and faculty to utilize SafeCampus if they ever have a concern about safety while on campus. Always call 911, though, if there is imminent danger.

Website: <http://www.washington.edu/safecampus/index.html>. Phone: 206-685-7233

#### ELECTRONIC DEVICES POLICY

Laptops can be used to access a reading we are discussing in class. If you bring your laptop to class and use it at any other times, you are required to email me your notes immediately after class. Failure to do so will result in a zero for participation for that class session.

#### Why the Laptop Policy?

Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops can also be a distraction for other students. One increasingly popular option is to ban laptops in the classroom, but I want a laptop policy that accommodates the students who can efficiently use a laptop in class for note taking.