A. Description of Course Content

This course will address the epistemology, paradigms, and theoretical orientations of scientific inquiry using a variety of qualitative approaches to knowledge building and research. It is designed to prepare students to carry out individual research projects using qualitative methods within their areas of interest. Substantive content will include the research process using qualitative methodologies including discussions of knowledge development, study designs, data collection and analysis, and dissemination. A primary means of instruction will be service-learning. The service-learning component of this course will involve the students conducting qualitative program evaluation activities (i.e., data collection, data analysis, data reporting for dissemination); the resulting report will be a manuscript suitable for publication.

B. Student Learning Outcomes

At the conclusion of the course, students will be able to:

1. Demonstrate an understanding of qualitative approaches to knowledge building in social work practice.
2. Critically examine qualitative studies with emphasis on issues regarding cultural diversity, gender, sexual orientation, and other sensitive topics (social and economic justice, oppression and populations at risk).
3. Identify the differences and similarities in approaches between qualitative, quantitative and mixed method research as they are used in social work research.
4. Understand the relevance of social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in qualitative research.
5. Identify and use common methods of qualitative data collection.
6. Analyze data collected using traditional and computer-based means.
7. Interpret data, reach meaningful conclusions, and identify implications for social work practice, policy and future research.

8. Understand the application of the Qualitative Interpretive Meta-Synthesis (QIMS) method for synthesizing qualitative studies.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


In addition to these textbooks, there will be a module listed on Canvas entitled 'Helpful Guides' with a list of helpful resources and tools, along with some OER textbooks.

E. Descriptions of Major Assignments and Examinations

Class assignments will build toward a comprehensive qualitative project that will end in a manuscript suitable for publication. Due dates will be the final day of the week described in the course calendar later in this document (therefore all assignments are due by 11:59pm on Sundays).

Skill building (25 points): Students will complete a series of short tasks including interviewing, transcription, coding, and theme production, as well as learning how to write cover letters for manuscript submission.

Participation (15 points): Students are expected to come to class prepared to fully discuss all the required readings and participate in all small-group exercises.

Qualitative Interpretive Meta-Synthesis on your topic of study (45 points):

This is the major assignment for this course. This paper will result in a publication where you are the first
author (you will also triangulate with one of your classmates for a second authorship).

This should be written in journal article format (in accordance with the instructions of the journal selected). Note: some journals have specific sub-headings that need to be utilized. Use the subheadings that are associated with your target journal.

1. Introduction—about 1 page

2. Literature Review—2-3 pages (this should include a review of theories relative to your topic). The literature review should have both reference to foundational texts related to your project as well as more recent scholarship. A piece of advice moving forward is to not only utilize the reference lists of papers you are reading on your project but also look through your target journal - referencing published manuscripts from your target journal is always helpful. It may be helpful to divide the literature review into various sub-headings or themes if you have a few main topics/themes you want to discuss and describe.

3. Method—1-3 pages including:
   - Credibility Statement: Guidelines (Patton, 1999) and examples (e.g., Dillon, 1989; dissertations online; some assigned readings) are available online
   - Quorum Chart
   - Article Search Narrative
   - Data Analysis Narrative (remember that data analysis also includes ways in which you supported the rigor and trustworthiness of your data). Be specific.

4. Results—10-15 pages (including tables, figures, ) including:
   - Table 1—Demographics (see sample articles for how to format)
   - Table 2—Original Themes (see sample articles for how to format)
   - Table 3—New Themes (see sample articles for how to format)
   - Figure(s)—as needed to demonstrate findings (e.g., concept maps)
   - Narrative of Results with Quotations from Participants

5. Discussion—2-3 pages (or more. this should place your results in the literature and theory you reviewed). You will also want to review the readership for your target journal. Some journals, for instance, want specific reference to implications for public health or policy or education. Make sure you review what is needed, you review the target audience, the aims & mission of the journal and you target your discussion to the audience.

References (in APA 7th edition format) - If you have chosen a journal that uses another referencing style (e.g., Chicago, MLA) then please let me know in advance and use the formatting that is in association with your targeted journal. It makes for less work at the end.

Conference Style presentation of QIMS (15 points): In the final week of the semester you will present a PPT conference style presentation of your paper.

- Please note that this assignment is not complete unless it is submitted to a peer-reviewed journal before the end of the semester.
- Submission is worth 10 points of the 45. If you do not submit it, you cannot receive an “A”.

Plagiarism

The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately.

- All information from outside sources should be cited in APA format.
- Information from outside sources should be paraphrased in your own words. Changing a couple words from the original source does not constitute an appropriate summary.
• If you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Fantus, 2020). You must also include a full reference in your references page.
• Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Fantus, 2020, p.1).
• Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own. I have access to papers submitted previously even to other classes or institutions.
• Do not resubmit a paper that you wrote for another class assignment. This is considered “self-plagiarism.”

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words. Any students found plagiarizing (which includes using segments of another student’s paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don’t plagiarize and ask me if you have any questions.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

I expect you to attend our online synchronous class, to be on time, and to be prepared for thorough discussions. Our class quality depends on your attendance and thoughtful participation. Should unavoidable and acceptable circumstances arise that prevent you from attending class, please speak with me as soon as you can.

G. Grading

In most cases, expect the professor to grade assignments within 2-3 weeks of the due date.

If you have questions about your grade, check the online course grade book. Do not email the professor about your grades, rather check online. If you have questions about grades posted online, send the professor an email to make an appointment.

Final Grade Calculation

Total maximum pts. = 100 pts.
A = 90+
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

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H. Make-Up Exams

There are no exams in this course. If any assignments require an extension, this will be handled on a case-by-case basis in consultation with the instructor. If an extension is needed, the instructor needs at least a week notice in advance, if this is feasible.

I. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics (Readings are listed at the end of the syllabus)</th>
<th>Skill-building exercises and classroom activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Course overview, introduction to QIMS, &amp; crafting your research project</td>
<td>Research Topic Exercise</td>
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<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Jan 26</td>
<td>How to write a research question</td>
<td>Research question Exercise</td>
<td>Draft research questions for QIMS to be presented in class for brainstorming</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>Feb 2</td>
<td>Qualitative research guidelines and theory</td>
<td>Focused QIMS small group</td>
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<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>Feb 9</td>
<td>The qualitative research process: How to begin</td>
<td>QIMS small group topics</td>
<td>QIMS journal chosen by this date. Submit to professor and include journal, impact factor, audience, and target</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>Feb 16</td>
<td>Content analysis and grounded theory</td>
<td>Manuscript assessment</td>
<td>QIMS article search should be complete - draft search methods due by email to co-authors and professor</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>Feb 23</td>
<td>Week 6</td>
<td><strong>Phenomenology (descriptive and interpretive)</strong></td>
<td>Manuscript assessment</td>
</tr>
<tr>
<td>March 2</td>
<td>Week 7</td>
<td><strong>Ethnography and Case Studies</strong></td>
<td>Manuscript assessment</td>
</tr>
<tr>
<td>March 9</td>
<td>Week 8</td>
<td><strong>Community engaged research methods – photovoice, community-based participatory action research, queer methods</strong></td>
<td>Creation of a CAB. Choose a project in your small group and detail the ways you would create a CAB. Due to professor by end of week: 1. Introduction 2. Literature Review 3. Methodology (15 points)</td>
</tr>
<tr>
<td>March 16</td>
<td>Week 9</td>
<td><strong>Spring Break!</strong></td>
<td></td>
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<tr>
<td>March 23</td>
<td>Week 10</td>
<td><strong>Entering the field: gaining access to study sites and participants</strong></td>
<td>Approaches to recruitment</td>
</tr>
<tr>
<td>March 30</td>
<td>Week 11</td>
<td><strong>Interviewing individuals and groups (interview process, tips, and focus groups)</strong></td>
<td>Meet with peer you will interview to finalize topic. Have a draft informed consent, recruitment ad, and informational email to provide Meet with professor to discuss initial codes and themes of QIMS</td>
</tr>
<tr>
<td>April 6</td>
<td>Week 12</td>
<td><strong>Meet online during class time to conduct interviews</strong></td>
<td>Conduct Interviews (5 points)</td>
</tr>
<tr>
<td>April 13</td>
<td>Week 13</td>
<td><strong>Meet online during class to transcribe and code interviews</strong></td>
<td>Meet in small groups to discuss coding and theme extraction</td>
</tr>
<tr>
<td>April 20</td>
<td>Week 14</td>
<td><strong>Analytical rigor and data quality</strong></td>
<td>QIMS small group feedback</td>
</tr>
<tr>
<td>April 27</td>
<td>Week 15</td>
<td><strong>Ethical issues and social responsibility in qualitative research</strong></td>
<td>Virtual IRB exercise Coding (initial and secondary) and theme extraction due (15 points) Complete online IRB training (upload certificate of completion to canvas) (5 points)</td>
</tr>
<tr>
<td>May 4</td>
<td>Week 16</td>
<td><strong>Exiting the field and telling the story</strong></td>
<td>Wrap-up and advice QIMS draft paper submitted online. Professor will grade results and discussion (25 points) Submit a pre-recorded conference presentation of QIMS (15 points)</td>
</tr>
</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**Course Readings**

**Week 1: Introduction, course overview, and crafting your research**

**Required Readings**


**Supplemental Readings**


Yin, R.K. (2016). What is qualitative research - and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (chp. 1). New York: The Guilford Press.


**Week 2: How to write a research question**

**Required Readings**


**Supplemental Readings**


Yin, R.K. (2016). What is qualitative research - and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (review pertinent parts of chp. 1). New York: The Guilford Press

**Week 3: How to Apply Theory & Qualitative Research Guidelines**

**Required Readings**

**Supplemental Readings**

doi:10.1016/j.socscimed.2014.09.014


**Week 4: The Qualitative Research Process: How to Begin**

**Required Readings**

3. Mauldin, R., DeCarlo, M., Crutchfield, J., & Troutman, B. Guidebook for social work literature reviews and research questions (chapters 2 & 3). MAVS Open Press.

**Supplemental Readings**


Yin, R.K. (2016). What is qualitative research - and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (chp. 3 & 4). New York: The Guilford Press
**Week 5: Content Analysis & Grounded Theory**

**Required Readings**


**Required to Review:** Creswell’s chapter 4 (Grounded Theory Research) & Appendix D.

**Supplemental Readings**


**Week 6: Phenomenology (descriptive and interpretive)**

**Required Readings**


**Required to Review:** Creswell’s chapter 4 (Phenomenological Research) & Appendix C.

**Supplemental Readings**


**Week 7: Ethnography & Case Studies**

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Required Readings


Required to Review: Creswell’s chapter 4 (Ethnographic Research) & Appendix E.

Supplemental Readings


Week 8: Community Engaged Research Methods

Required Readings


Supplemental Readings


Toolkits

Community Advisory Board Fact Sheet & Community Advisory Board Toolkit

**Week 9: Spring Break**

**Week 10: Entering the Field: Gaining Access to Study Sites and Participants**

**Required Readings**


**Supplemental Readings**


The First Nations’ Principles of OCAP: https://fnigc.ca/ocap-training/

**Week 11: Interviewing Individuals & Groups**

**Required Readings**


**Supplemental Readings**


Koppelman, N.F. & Bourjolly, J. N. (2001). Conducting focus groups with women with severe psychiatric...


Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (p. 140-150). New York: The Guilford Press

Week 12: Conduct Your Interviews

Week 13: Transcribe & Code Your Interviews (Readings to assist with data analysis)

Required Readings


Supplemental Readings


Crist, J.D. & Tanner, C.A. (2003). Interpretation/analysis methods in hermeneutic interpretative
phenomenology. Nursing Research, 52, 202-205.

DeSantis, L & Ugarruza, D. (2000). The concept of theme as used in qualitative nursing research. Western Journal of Nursing Research, 22, 351-372.


**Week 14: Analytical Rigor and Data Quality**

**Required Readings**


**Supplemental Readings**


British Medical Journal, 337, 687-689.


**Week 15: Ethical Issues and Social Responsibility in Qualitative Research**

**Required Readings**


**Supplemental Readings**


**Week 16: Exiting the Field and Telling the Story**

**Required Readings**


**Supplemental Readings**


Finlay, L. (2002). 'Outing the researcher': The provenance, process, and practice of reflexivity. Qualitative
Health Research, 12, 531-544.


Yin, R.K. (2016). What is qualitative research - and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (p. 40-51). New York: The Guilford Press.


**General Supplemental Readings:**


Peters, V., & Wester, F. (2007). How qualitative data analysis software may support the qualitative analysis process. Quality & quantity, 41(5), 635-659. Please download a free copy onto your laptop prior to class but no sooner than a week prior to class (free demo is for one month) http://www.qsrinternational.com/products_nvivo_free-trial-software.aspx

Yin, R.K. (2016). What is qualitative research – and why would you consider doing such research? In Qualitative research from start to finish (2nd ed.) (chp. 10 & 11). New York: The Guilford Press

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.
The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.