A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings)

Explores a variety of qualitative approaches to knowledge building and research. Designed to prepare students to carry out research projects within their areas of interest. Content includes discussions of knowledge development, study designs, data collection, analysis, and report writing. Prerequisite: acceptance into the Ph.D. program.

B. Measurable 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 Text(s) and Other Course Materials


D. Additional General Text(s)


E. Major Course Assignments & Examinations

Course Assignments (Subject to Modification)

*Class assignments (except for the midterm exam) will build toward a comprehensive qualitative project that will end in a manuscript suitable for publication. Due dates are in the course calendar later in this document.*

**Skill building (20 points):** Students will complete a series of short tasks including interviewing, transcription, coding, theme production, and an ethnography task. atlas.ti will be used for all appropriate tasks.

**Participation (20 points):** Students are expected to come to class prepared to fully discuss all the required readings.

**Qualitative Interpretive Meta-Synthesis on your topic of study (40 points):** This 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 including:

1. Introduction—about 1 page
2. Literature Review—2-3 pages
3. Method—1-3 pages including:
   - Credibility Statement: Guidelines (Patton, 1999) and samples (e.g., Dillon, 1989; dissertations in blackboard; some assigned readings) are available via Blackboard.
   - Quorum Chart
   - Literature Search Narrative
   - Data Analysis Narrative
4. Results—10-15 pages (including tables, figures, etc.) 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
6. Reflective post-script (optional)—1 page or less
7. References

NB 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 40. If you do not submit it, you cannot receive an “A”.

Final Exam (20 points): This is designed to provide students with an examination experience similar to the qualifying exam. It will be administered during the final exam week, will be open-book and online.

Expectations for written work

All written work is to follow APA style. Text citations and reference lists must be in correct APA (6th ed.) format. Though the manual is helpful, it is not necessary to purchase it as two websites are available to you that are accurate. The Purdue University OWL APA website and the APA’s website are the only websites you should use to assist you with APA. The professor does not approve of other websites nor of computer programs which automatically construct citations for you. These usually have errors. The websites on the rubrics are hand-picked by the professor and match her grading criteria. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated from any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar.

F. Grading Policy

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 grade book on Blackboard. Do not ask when the professor will assign grades. FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email the professor about your grades, rather check Blackboard. If you have questions about grades posted in Blackboard, 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.

Course Syllabus and Due Date Modifications

Modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made after consultation with students.

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.

G. Make-Up Exam or Assignment Policy

This is handled on a case-by-case basis in consultation with the instructor.

H. Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section. If situations arise (e.g., a sick child) that compromise your ability to attend class, please contact me and we will work out a reasonable plan.

I. Course Schedule:

Course Schedule (Subject to Modification)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics (Readings are listed at the end of the syllabus)</th>
<th>Skill-building exercises</th>
<th>Assignments Due (all due Friday after class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>Introduction and Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 23</td>
<td>Epistemology and Ontology</td>
<td></td>
<td>Draft research questions for QIMS to be presented in class</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Course Topic</td>
<td>Assignment Details</td>
</tr>
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<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Week 3</td>
<td><strong>Ethical Issues and Social Responsibility in Qualitative Research</strong></td>
<td>Complete online IRB training (upload certificate of completion to BB)</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Week 4</td>
<td><strong>The Qualitative Research Process: How to Begin</strong></td>
<td>QIMS article search should be complete – draft search methods due</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Week 5</td>
<td><strong>Entering the Field: Gaining Access to Study Sites and Participants</strong></td>
<td>QIMS extractions due</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Week 6</td>
<td><strong>Interviewing Individuals</strong></td>
<td>Conduct interviews</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Week 7</td>
<td><strong>Interviewing groups</strong></td>
<td>Interview transcript due (4 points)</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Week 8</td>
<td><strong>Observations and Use of Documents or Other Forms of Existing Data</strong></td>
<td>Ethnography field trip to the university center</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Week 9</td>
<td>Spring Break!</td>
<td>Field notes from ethnography due (4 points)</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Week 10</td>
<td><strong>Ethnography</strong></td>
<td></td>
</tr>
<tr>
<td>Mar 27</td>
<td>Week 11</td>
<td><strong>Phenomenology &amp; Content Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 3</td>
<td>Week 12</td>
<td><strong>Approaches to Qualitative Data Analysis</strong></td>
<td>QIMS analysis and write up complete, sent to 2nd author for review (copy instructor on this email), meet with Professor to discuss codes and themes</td>
</tr>
<tr>
<td>Apr 10</td>
<td>Week 13</td>
<td><strong>Data Analysis Continued</strong></td>
<td>Initial coding in atlas.ti due (4 points)</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Week 14</td>
<td><strong>Analytical Rigor and Data Quality</strong></td>
<td>Secondary coding due (4 points) AND QIMS draft paper to me (THIS IS WHAT I GRADE)</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Week 15</td>
<td><strong>Exiting the Field and Telling the Story</strong></td>
<td>Themes due (4 points)</td>
</tr>
<tr>
<td>May 1</td>
<td>Wrapping it all up and how to incorporate qualitative papers into your career</td>
<td>QIMS submitted to target journal(30 points) and proof of submission submitted on BB (10 points)</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Review for final exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>Final exam administered online (20 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 17</td>
<td></td>
<td></td>
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</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.

**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. Grade Grievance Policy**


**L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources)

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-2-3-TALK or visit [http://www.suicidepreventionlifeline.org/](http://www.suicidepreventionlifeline.org/) for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

**M. 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.

Below are some commonly used resources needed by students in online or technology supported courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php)

The following is a list, with links, of commonly used library resources:

- **Library Home Page**................. [http://www.uta.edu/library](http://www.uta.edu/library)
- **Subject Guides**...................... [http://libguides.uta.edu](http://libguides.uta.edu)
N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard
work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Final Review Week

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

V. Course Readings

Week 1: Introduction and Course Overview

Required 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.

**Supplemental Readings:**


**Week 2: Epistemology and Ontology**

**Required Readings:**

- Baudrillard – Simulacra and Simulation excerpt posted to BB
- 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

**Supplemental Readings:**


**Week 3: Ethical Issues and Social Responsibility in Qualitative Research**

**Required Readings:**


**Supplemental Readings:**


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

**Required Readings:**


Qualitative methods in health research: Opportunities and considerations in application and review. (Retrieved 12/7/2010 from http:/obsssr.od.nih.gov/pdf/Qualitative.PDF).

Vivar, C. G. et.al. (2007). Getting started with qualitative research: Developing a research proposal. Nurse Researcher, 14, 60-73.

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

**Supplemental Readings:**


**Week 5: Entering the Field: Gaining Access to Study Sites and Participants**

**Required Readings:**


**Supplemental Readings:**


**Week 6: Interviewing Individuals**

**Required 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.) (p. 140-150). New York: The Guilford Press

Supplemental Readings:


Week 8: Observations and Use of Documents or Other Forms of Existing Data

Required Readings:

Supplemental Readings:

Week 9: Spring Break

Week 10: Ethnography Part 2

Required Readings:

Please review week 8 readings, especially Biehl for in-depth discussion

Week 11: Phenomenology & Content Analysis

Required Readings:

Week 12: Approaches to Qualitative Data Analysis

Required Readings:

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

**Week 13: Data Analysis Continued**

**Required 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. 8 & 9). New York: The Guilford Press

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

**Required Readings:**


**Supplemental Readings:**


**Week 15: Exiting the Field and Telling the Story**

**Required 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. 10 & 11). New York: The Guilford Press

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