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


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 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 coding 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:

Introduction—about 1 page

Literature Review—2-3 pages (this should include a review of theories relative to your topic)

Method—1-3 pages including:

- Credibility Statement: Guidelines (Patton, 1999) and examples (e.g., Dillon, 1989; dissertations in blackboard; some assigned readings) are available online
- Quorum Chart
- Article Search Narrative
- Data Analysis Narrative

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

Discussion—2-3 pages (or more. this should place your results in the literature and theory you reviewed)

References (in APA 6th edition format)

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. I will provide you with a quantitative article from which you will design a complimentary qualitative research proposal. It will be administered during the final exam week, will be open-book, and online.

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 an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

I expect you to attend class, be on time, and 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 grade book on Blackboard. 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.

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.

H. Make-Up Exams

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

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 during class</th>
<th>Assignments Due (all due Fridays at 11:59pm online, unless otherwise specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>Course Overview &amp; Introduction to QIMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Assignment/Notes</td>
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</tr>
<tr>
<td>Jan 21</td>
<td>Week 2</td>
<td>Epistemology and Ontology</td>
<td>Draft research questions for QIMS to be presented in class</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Week 3</td>
<td>Theory and Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>Feb 5</td>
<td>Week 4</td>
<td>The Qualitative Research Process: How to Begin</td>
<td>QIMS article search should be complete – draft search methods due online</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Week 5</td>
<td>Ethnography, Auto-ethnography Observation</td>
<td>Ethnography field trip to the university center QIMS extractions due to co-author(s) (copy instructor on this email)</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Week 6</td>
<td>Phenomenology &amp; Content Analysis</td>
<td></td>
</tr>
<tr>
<td>Feb 26</td>
<td>Week 7</td>
<td>Community Engaged Research Methods – Photovoice and CBPR</td>
<td>Field notes from ethnography due online (4 points)</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Week 8</td>
<td>Entering the Field: Gaining Access to Study Sites and Participants</td>
<td></td>
</tr>
<tr>
<td>Mar 12</td>
<td>Week 9</td>
<td></td>
<td>Spring Break!</td>
</tr>
<tr>
<td>Mar 19</td>
<td>Week 10</td>
<td>Interviewing Individuals and Groups</td>
<td>Conduct interviews</td>
</tr>
<tr>
<td>Mar 26</td>
<td>Week 11</td>
<td>Approaches to Qualitative Data Analysis</td>
<td>Interview transcripts due online (4 points)</td>
</tr>
<tr>
<td>Apr 2</td>
<td>Week 12</td>
<td>Data Analysis Continued</td>
<td></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 and Course Overview

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: Epistemology and Ontology**

Required Readings:


Baudrillard – Simulacra and Simulation excerpt posted to BB


Supplemental Readings:


Abstracts, 27, 5-15.


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**

**Required Readings:**


**Supplemental Readings:**


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


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

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: Ethnography, Auto-ethnography, and Observation

Required Readings:


Supplemental Readings:


Week 6: Phenomenology & Content Analysis
**Required Readings:**


**Week 7: Community Engaged Research Methods**

**Required Readings:**


**Supplemental Readings:**


doi:10.1177/1609406918771247


**Week 8: Entering the Field: Gaining Access to Study Sites and Participants**

**Required Readings:**


**Supplemental Readings:**


**Week 9: Spring Break**

**Week 10: Interviewing Individuals & Groups**

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

**Week 11: 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 12: Data Analysis Continued**

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

**Week 13: Analytical Rigor and Data Quality**

**Required Readings:**


**Supplemental Readings:**


**Week 14: Ethical Issues and Social Responsibility in Qualitative 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.) (p. 40-51). New York: The Guilford Press

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

**Required Readings:**


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. Grade Grievances


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, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.
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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit 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) 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

The following is a list, with links, of commonly used library resources:
Library Home Page........................ http://www.uta.edu/library
Subject Guides.................................. http://libguides.uta.edu
Subject Librarians.......................... http://library.uta.edu/subject-librarians
Course Reserves............................. http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials .......................... http://library.uta.edu/how-to
Connecting from Off-Campus.......... http://libguides.uta.edu/offcampus
Ask a Librarian.............................. http://ask.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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

**Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Q. Non-Discrimination Policy**

*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.*

**R. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*

**S. 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 in their courses by 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. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/)

**T. 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

**U. Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/)

**V. Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**W. Final Review Week**

For semester-long courses, 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.