

CHFD 8810: QUALITATIVE RESEARCH METHODS
Spring 2006

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Office Hours are by appointment.

Class: Spring 2006, 112 Dawson Hall, Monday 9:05 to 12:05

Course Description

This core course in the Department of Child and Family Development is an introductory course on qualitative research issues and practices. Topics include: conceptualizing research questions; designing a study; selection of appropriate methods of data collection; various relationships to participants; data analysis strategies; logic and coherency of research procedures/methods; self-of-researcher; interpretation of findings; quality control; research writing; research reading; doing dissertations; getting published; Institutional Review Board (IRB) policies in regards to Human Subjects; and ethical issues. There will be an emphasis on clinical research.

Objectives:

1. Students can identify and explain the range of issues, questions and diverse orientations addressed by qualitative inquiry, particularly directed towards clinical issues and issues of child and family development over the lifespan.
2. Consider and appreciate epistemological issues of carrying out qualitative research, and the various assumptions underlying different approaches.
3. Examine how issues of diversity (cultural, racial, gender, sexual orientation, SES, etc.) impact the research process (including types of questions posed, relationship between researcher(s) and participants, how results are re-presented, and the impact of the study on people and communities).
4. Develop knowledge and skills regarding: how to conceptualize a study; select a method or methods appropriate to the research questions; collect data; interviewing strategies; researcher's relationship to participants; transcribing strategies; analytical strategies; interpretation of findings; quality control; and presentation of study.
5. Reflect on your own assumptions and subjectivities in regard to qualitative inquiry.
6. Develop critical thinking skills necessary to conduct and evaluate qualitative inquiry.
7. Increase awareness of opportunities to carry out research and publish qualitative research in the social sciences.
8. Increase understanding towards ethical concerns of conducting and re-presenting qualitative studies.
9. Increase understanding of Institutional Review Board (IRB) policies in regards to Human Subjects.

Required Texts:

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.

Stringer, E. T. (1996). *Action research*. Thousand Oaks, CA: Sage

A Reader available on line through Gil. Password is qual.

Course Structure and Assignments

1. Attendance and participation in class are required and missing class will account in the final

grade. Inform the instructor prior to class if you will be late or miss class. Each class, one or two students will be responsible for helping facilitate the discussion on the readings. **This will require posing questions, highlighting issues, and/or leading activities in class and will require extra reading. The extra reading will consist of finding one published qualitative article to present in class. Additionally, each student is asked to email questions to the co-facilitator(s) the day before class meets. 50 points**

2. Personal journals regarding the readings, class discussion, assignments, questions, epiphanies, personal memos, guest speakers, current research you may be doing, etc. are to be kept. These are due January 30, February 20, March 20, and April 24. I am more interested in "what" you write, rather than the "amount." However, I would expect a minimum of 6 pages for the four entries with both questions and insights raised. **The last journal entry should include your reflections about the class as a whole.** I will read your journals and write responses back to you with the expectation that you will respond back to my comments as well. The purpose of this activity is to provide another method to facilitate your learning and engage in personal conversations with each person. Please submit your journal entries via email attachment. The journals will be kept confidential. **50 points**

3. Group presentations on specific research methodologies. Based on different research methodologies, and students' interests, the class will be divided into different groups. Each group will research a specific methodology, write a 7 to 10 page outline of that approach research (including an annotated reference list), and present it in class. Make enough copies to hand out to the entire class. The summary should include the following elements: (1) epistemological assumptions; (2) types of questions that this methodology addresses; (3) type of data gathered; (4) methods used to collect data; (5) role of researcher; (6) role of participants (co-researcher); (7) relationship of researcher to participants and data; (8) strategies of analysis; (9) strategies of trustworthiness; (10) time involvement of carrying out this type of research; (11) completed examples of studies using this method; (12) ethical dynamics to be aware of with this approach; (13) suggested references for this method, including faculty at UGA who use this method; and (14) any other points that would be helpful for researchers using this method. There should be a minimum of 15 references cited. We will organize groups and select topics by January 30. Prior to your presentation, I will need a copy of your handout and any other materials that are relevant. **80 points**

4. Group evaluation of a qualitative study. As a class, we will be reviewing one, and possible two papers submitted to the journal *The Qualitative Report*. In class, we will determine a procedure on how to evaluate the manuscript and write a response to the author(s). **(60 points).**

5. Interview another person (from class) on a topic that will be determined in class. Audiotape the interview. The interviews should be about 25 minutes in length. Transcribe 5 to 15 minutes of the interview (depending on your level of transcription). This data will be used in class for other assignments. Write up a written critique of your skills as an interviewer and note relevant issues of interviewing (three pages). Include a copy of your transcripts with the critique. On February 27, be prepared to discuss your research in small groups in class. On March 27, bring in your completed transcripts and audiotapes and be prepared to present in class. On April 17, your three-page summary and critique of this assignment is due. **Include a copy of your transcripts and analytical notes with the summary. 60 points**

You may have one missed class with an acceptable excuse, after that, each missed class will reduce your grade by 25 points

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The

link to more detailed information about academic honesty can be found at:
<http://www.uga.edu/ovpi/honesty/acadhon.htm> The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Grading:

- A 270 to 300 points**
- B 240 to 269 points**
- C 210 to 239 points**

January

9 **Introduction: Go over syllabus.**

Homework: Search the web for links to qualitative research and bring back a summary of 2 links to the next class. E.g. <http://www.nova.edu/ssss/QR/qualres.html>

16 Martin Luther King Day

23 **Epistemological, paradigmatic, historical and practical foundations**

Co-Facilitators:

- 1.
- 2.

Read:

Crotty: Chapters 1, 2, 3

Maxwell: chapter 1

30 **Interviewing**

Form groups and select topics for presentations

Journal 1 due today

Co-Facilitator:

- 1.
- 2.

Read:

Patton: Depth interviewing

DeMarrais: Qualitative interview studies

Kleiber: Focus groups

February

- 6 **Forms of data, topics and designs**
 Developing research questions (and suggestions for dissertations)
 Co-Facilitator:
 1.
 2.
 Read:
 Maxwell: Chapters 2, 3
 Faulkner et al (qualitative research in family therapy: publication trends)
 Daly and Handel (chapters from Qualitative methods in family research)
 Meloy: (Writing the qualitative dissertation, chapters 6, 7 and 8)
- 13 **Epistemological foundations and research questions**
 Co-Facilitators:
 1.
 2.
 Read:
 Crotty: chapters 4, 5
 Maxwell: Chapter 4
- 20 **Data collection:** interviews (individual, couple, family, group), clinical versus research, observation, recorded data
 Journal 2 due today
 Co-Facilitator:
 1.
 2.
 Read:
 Flick (pp. 53-60)
 Gale et al: Marital therapy and self-reflexive research
- 27 **Methods and Participants (who, why, how, when):**
 Be prepared to discuss your interviews in small groups.
 Co-Facilitator:
 1.
 2.
 Read:
 Maxwell: Chapter 5
 Flick: (pp. 61-72)

March

- 6 **Organizing data and analysis**
 Co-Facilitator:
 1.
 2.
 Read:
 Huberman & Miles: Data management and analysis methods
 Coffey and Atkinson: concepts and coding
 Morse: principles of data analysis
- 13 Spring Break

20 **Self of researcher and ethics**
Journal 3 due today
Bring in audiotapes and transcripts. Discuss in small groups the transcripts and interviews.
Co-Facilitator:
1.
2.
Read:
Crotty: chapter 7
Fine et al: For whom? Qualitative research, representations and social responsibilities
Ellis & Bochner: Autoethnography

27 **Quality control: evaluation, trustworthiness**
Co-Facilitator:
1.
2.
Read:
Maxwell: chapter 6
Constas: Qualitative analysis as a public event
Kvale: Social construction of validity
Work with interviews (transcriptions due). Select several to go over in class, with audiotape.

April

3 **Interpretation and writing up your research**
Co-Facilitator:
1.
2.
Read:
Maxwell: chapter 7 and appendix
Richardson: Writing: A method of inquiry
Eisner: A slice of advice
Meloy revisited: Writing the qualitative dissertation, chapters 6, 7 and 8
Gale & Newfield: Conversation analysis of a marital therapy session
Correspondence: [JMFT](#) and Jerry

April

10 **Feminism, gender studies and postmodernism and ethics revisited**
Co-Facilitators:
1.
2.
Read: Crotty: Chapter 8, 9
Crawford: Talking difference

17 **Action research**
 Read: Stringer, chapters 1-3
 Due: critique of interviews and transcripts (discuss in small groups)
 Co-Facilitator:
 1.
 2.

24 **Action Research and Presentations**
 Journal 4 due today, including summary.
 Read: Stringer: chapters 4, 5, 6
 Co-Facilitator:
 1.
 2.

May
1 **Finishing up Action Research and Presentations**
 Read: Stringer, chapters 7 & 8
 Co-Facilitator:
 1.
 2.

READER

Coffey, A. & Atkinson, P. (1996). Making Sense of Qualitative Data, (pp. 26-53).
London: Sage Publications.

Constas, M. (1992). Qualitative Analysis as a Public Event: The Documentation of
Category Development Procedures. American Educational Research Journal, 29, 2, pp 253-266.

Crawford, M. (1995). Talking Difference On Gender and Language, pp.108-127.
London: Sage Publications.

Daly, K., Handel, G., & Gilgun, J. (1992). Three chapters from Qualitative methods in
family research. Newbury Park,CA: Sage. (pp. 3- 39)

DeMarrais, K. (2004). Qualitative interview studies (pp. 52-68). In deMarrais & Lapan
(Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*.
Mahwah, NJ: Lawrence Erlbaum.

Eisner, E. (1960, June/July). A slice of advice. Educational Researcher. 29-30.

Ellis, C. & Bochner, A. (2000). Autoethnography, personal narrative, reflexivity:
Researcher as subject. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of Qualitative
Research (pp. 733-768). Thousand Oaks, CA: Sage Publications.

Faulkner, R. A., Klock, K., & Gale, J. E. (2002). Qualitative research in family therapy:
Publication trends from 1980 to 1999. Journal of Marital and Family Therapy, 28 (1), 69-74.

Fine, M., Wis, L, Wessen, S, & Wong, L. (2000). For whom? Qualitative research,
representations and social responsibilities. Denizen & Lincoln (Eds.), Handbook for Qualitative
Research, pp. 107-131.

Flick, U. (2002). *An introduction to qualitative research*. Chapters 6 & 7. Sage: London.

Gale, J., Odell, M., Nagireddy, C. S. (1995). Marital therapy and self-reflexive research:
Research and/as intervention. (pp. 105-126). In G. H. Morris & R. J. Chenail (Eds.). *The talk of*

the clinic. Hillsdale, NJ.

Gale, J. & Newfield, N. (1992). A Conversation Analysis of a Solution-Focused Marital Therapy Session. Journal of Marital and Family Therapy, 18, 2, pp. 153-165.

Huberman, A. M., & Miles, M. B. (). Data management and analysis methods.

JMFT, Sprenkle, D. (Ed.) (1990-1). Correspondence with Neal Newfield and Jerry Gale

Kain, D. L. (2004). Owing significance: The critical incident technique in research (pp. 69-85). In deMarrais & Lapan (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.

Kleiber, P. (2004). Focus groups: More than a method of qualitative inquiry (pp. 87-102). In deMarrais & Lapan (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.

Kvale, S. (1996). Interviews An Introduction to Qualitative Research Interviewing, pp. 229-251. London: Sage Publications.

Meloy, J. M. (1994). Writing the Qualitative Dissertation: Understanding by Doing, (pp.60-84). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Morse, J.M. & Field, P.A. (1995). Qualitative Research Methods for Health Professionals, (2nd ed., pp.124-141). London: Sage Publications.

Patton, M. Q. (1990). Depth interviewing (pp. 108-143). Qualitative evaluation and research methods. Newbury Park: Sage.

Richardson, L. (2000). Writing. In Denizen & Lincoln (Eds.), Handbook for Qualitative Research, pp.923-948.