
MMC6485 / GMS5905 - ADVANCED QUALITATIVE METHODS: NARRATIVE HEALTH METHODS & ANALYSIS

Professor: Dr. C. L. Fisher

Office Hours:

By Appointment

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Traditional “definitions” of qualitative inquiry have a “strong orientation toward the impact of qualitative research and its ability to transform the world.”

Denzin & Lincoln, 2011; Creswell, 2012, p. 44

COURSE OVERVIEW & OBJECTIVES

We will examine the value of qualitative research design in understanding social and behavioral phenomena, with a primary focus on narrative approaches to health research across the entire research process—from theory/guiding frameworks to method (data collection) to analyzing data to presenting/writing translatable results. Although we will touch on all aspects of narrative research design, we will spend the most time on how to analyze narrative data thematically using the constant comparative method. This will include an introduction to open, closed, and axial coding; creating codebooks; using computer programs to manage data analysis; and triangulating data. You will be exposed to a variety of narrative frameworks (e.g., narrative medicine; narrative engagement framework) that might be helpful to you in framing your study. We will explore multiple methods for collecting narrative data (e.g., different types of interview techniques, diaries) as well as more complex research designs (e.g., mixed or multi-method designs). Rigor is central to all research. We explore techniques (verification techniques) for ensuring rigor or trustworthiness (i.e., reliability and validity) in qualitative inquiry. Finally, research is meant to make our world better. We will examine ways to bridge evidence/research with practice or real-world application—how to “translate” findings to improve society in some way (e.g., improving health practice; creating interventions or education; refining organizational procedures).

The goals of this course include the following objectives:

- Design or improve on a qualitative study that incorporates a narrative lens
- Collect or have access to narrative data
- Conduct a thematic analysis of narrative data
- Present thematic qualitative findings
- Translate qualitative findings to practical implications

This course is divided into 4 parts (with time worked in for you to conduct research): *tentative course schedule below

- 1) INTRODUCTION TO NARRATIVE METHODOLOGY: THEORY, METHOD & ANALYSIS (3 weeks)
- 2) METHODS OF COLLECTING RICH NARRATIVES (3 weeks)
- 3) ANALYZING NARRATIVE DATA (4 weeks)
- 4) TRANSLATING AND PRESENTING YOUR NARRATIVE RESEARCH (1 week)

****Because this is an advanced methods course, it is expected that you have had some training or exposure to qualitative methods already. If you haven't, you may still remain in the class if you want but know that the pace will be fast. There are readings in Week 1 of the course schedule that can help you catch up.***

Learning to see is the foundation for becoming an effective qualitative researcher. When we “see,” we make ourselves present and open fully our senses to the scene at hand. We see, we listen, we feel, and we seek to be attentive to the unfolding moment.

Daly, 2007, p. 3

MY ROLE

I am here to be your guide in “learning to see.” My role is to give you the skills you need to see the issues you are concerned about from a qualitative lens—to see the data from the insider’s perspective and to “let the data speak” in your analysis and presentation of findings. My goal is for you to leave this class with an appreciation of narrative qualitative approaches to health-related phenomena and understand why a narrative approach to research can improve healthcare practice, health outcomes, and the livelihood and well-being of society. I want this class to open a pathway for you to become a strong qualitative researcher. I will provide you with a broad overview of the entire research process from a narrative approach. You have choices in the type of qualitative inquiry you can engage in. Some approaches will “speak” to you or match your own assumptions and inclinations more so than others. I want you to make informed decisions throughout the research process and I will guide you in doing so. However, I will not make those decisions for you. You need to decide which approaches best fit your research problem, your worldview as a researcher, as well as your goals in terms of producing health research that can effect change in society on some level. These are skills you need to build and can build in this class.

COURSE FORMAT & EXPECTATIONS

YOU WILL LEARN BY DOING!

You will have the opportunity to gain narrative qualitative research skills through guided research practicums (to be completed outside of class as well as in class) as well as by examining and critiquing published qualitative studies or exemplars of a broad range of qualitative scholarship. While an emphasis on course materials is placed on health-related examples, you will have the opportunity to explore social phenomena in your area of research interest. Thus, in this class you will have the opportunity to conduct your own research. Conducting field research will allow you to enhance your skills across the entire design process, from developing inquiries, to collecting data, to analyzing and evaluating data, and presenting useable findings to larger audiences. You will have the opportunity to work on your research study through research practicums and class time.

THIS IS A FAST-PACED CLASS!

This course is fast-paced with a lot of reading and practical activity. This is to allow you to not only be exposed to the entire research process but to have the opportunity to build your research aptitude by actually engaging in all aspects of qualitative field research. Unfortunately, it is not uncommon for graduate students (both MA and PhD) to have only ONE opportunity to take a qualitative methods course in their entire graduate training (or none at all!). While this is in no way adequate training, it is the reality of graduate research training. As such, we cover a lot of ground as I want to ensure that you have the tools needed to begin your career as a rigorous qualitative researcher, but also have the understanding that you will need to continue building these skills once this class has concluded through future classes/workshops, mentoring with qualitative research experts, as well as reading on your own about specific methodologies and methods.

THIS IS A DISCUSSION-ORIENTED CLASS!

Although I will sometimes lecture with PowerPoint slides, the bulk of the class is discussion-oriented to allow us plenty of time to work through complex issues in class. Thus, you are expected, at a minimum, to stay up to date on all readings and required assignments/practicums and to attend every class. I realize there are a lot of readings, particularly in the front-end of the class. I do this again to ensure you gain exposure to the entire research process but to also allow you extended time at the end of the semester to be working solely on your own research. Thus, we cover a lot of material early in the semester to allow you ample time to complete a pilot qualitative study that is presentable and publishable.

REQUIRED MATERIALS

All materials are housed on Canvas with folders for each week. In these folders, you will find assigned readings, PowerPoint slides if available (please review these before class in case we do not get to them in class), and other lists of resources when appropriate. There is also a folder your assigned Research Practicums and Resources folder. I recommend that you also purchase the following book. It's an excellent reference for you to utilize across your career: Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Materials:

- 1) Scholarly journal articles or book chapters posted on Canvas – see assigned readings on syllabus.
- 2) PowerPoint slides from lectures posted on Canvas and all class handouts.
- 3) Access to an APA style manual: *Publication Manual of the American Psychological Association*

RECOMMENDED RESOURCES (not required)

I strongly advise you to begin investing in relevant qualitative research methods resources should your goal be to become skilled in qualitative research design or a particular methodology, method, or analytical tool. Listed below are some of the resources I have found to be most useful.

Qualitative Methods Books: (if you are looking a specific methodology or method, let me know)

- Daly, K. J. (2007). *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage.
- Green, J., & Thorogood, N. (2013). *Qualitative methods for health research*. Thousand Oaks, CA: Sage.
- Rowles, G. D., & Schoenberg, N. E. (2002). *Qualitative gerontology: A contemporary perspective*. Springer.
- Berg, B.L., & Lune, H. (2012). *Qualitative research methods for the social sciences* (8th ed.). Boston: Pearson.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Wiley.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2008). *Strategies of qualitative inquiry* (Vol. 2). Thousand Oaks, CA: Sage.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: SUNY
- Langellier, K. M., & Peterson, E. E. (2004). *Storytelling in daily life: Performing narrative*. Philadelphia: Temple.
- Whaley, B. B. (Ed.). (2014). *Research methods in health communication: Principles and application*. Routledge.
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- Johnson, L. R. (2017). *Community-based qualitative research: Approaches for education and the social sciences*. Thousand Oaks, CA: Sage.
- Padgett, D. K. (2011). *Qualitative and mixed methods in public health*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Ellingson, L. L. (Ed.). (2009). *Engaging crystallization in qualitative research: An introduction*. Thousand Oaks, CA: Sage.
- McIntyre, A. (2007). *Participatory action research* (Vol. 52). Sage Publications.
- Gubrium, J. F., & Holstein, J. A. (2001). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.
- Holstein, J. A., & Gubrium, J. F. (1995). *The active interview*. Thousand Oaks, CA: Sage.
- Atkinson, R. (1998). *The life story interview*. A Sage University Paper. Thousand Oaks, Sage.
- Yin, R. K. (2014). *Case study research: Design and methods*. Thousand Oaks, CA: Sage.
- Morgan, D. L. (1998). *The focus group guidebook*. Thousand Oaks, Sage.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory*. London: Weidenfield & Nicolson.
- Charmaz, K. (2006). *Constructing grounded theory*. Thousand Oaks, CA: Sage.
- Gubrium, J. F., & Holstein, J. A. (2009). *Analyzing narrative reality*. Thousand Oaks, CA: Sage.
- Riessman, C. K. (Ed.). (1993). *Narrative analysis* (Vol. 30). Thousand Oaks, Sage.
- Feldman, M. S. (1995). *Strategies for interpreting qualitative data*. Thousand Oaks, Sage.
- Saldana, J. (2016). *The coding manual for qualitative researchers*, 3rd edition. Thousand Oaks, CA: Sage.
- Goodall, B. (2008). *Writing qualitative inquiry: Self, stories, and academic life*. Walnut Creek, CA: Left Coast Press.

The most beautiful thing we can experience is the mysterious. It is the source of all true art and science. He to whom this emotion is a stranger, who can no longer pause to wonder and stand in rapt awe, is as good as dead. His eyes are closed.

Albert Einstein, 1990

Mixed & Multi-Method Design

Most research designs today are more complex as opposed to utilizing just one method (e.g., interviews) or just one paradigm (qual or quant). We will explore these during one week, but I strongly recommend taking Dr. Jordan's Alpert's course in mixed methods (using quant and qual methods). I strongly recommend utilizing this source as well:

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). *Best practices for mixed methods research in the health sciences*. Bethesda, MD: National Institutes of Health (NIH). Available Free:

[https://tiger.uic.edu/jaddams/college/business_office/Research/Best Practices for Mixed Methods Research.pdf](https://tiger.uic.edu/jaddams/college/business_office/Research/Best_Practices_for_Mixed_Methods_Research.pdf)

UF Qualitative Research Community

Also, UF has a qualitative colloquium that you can join that is comprised of faculty and students interested in advancing qualitative training and research. This group hosts two monthly afternoon presentations on qualitative research in which students/faculty can present their research for feedback from this group. I highly recommend attending and/or presenting your work to obtain feedback prior to publishing. For more information contact the host: Dr. Deepthi S. Varma.

ListServ:

"The Qualitative Report" <http://www.nova.edu/ssss/QR/index.html>

*Subscribe to this listserve – Associated with a large qual community with journal (TQR) and annual conference. They disseminate a weekly email (with journal articles) dedicated to qualitative research since 1990. Also, on the web site you can find hundreds of resources, study pages, web sites, etc. on qualitative inquiry from across the globe (go to "resources" section of the web page)

Mobile & Cloud Qualitative Research Apps:

Apps for Note-taking/Memos/Fieldnotes: <http://www.nova.edu/ssss/QR/apps.html>

App for Recording: <http://tapeacall.com/>

Recording Equipment:

Digital Voice Recorder with USB or Video Recorder; Olympus ME-52W Noise Canceling Microphone (if using cell phone)

GRADE ASSIGNMENT

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-75%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
E	0-59%

Although we uphold a tradition of keeping art and science separate, . . . art and science are inseparable when we do qualitative research. . . . It is as important to be creative as it is to be analytical, to be passionate as well as reasoned, to feel as well as to think, and to arouse while offering explanation.

Daly, 2007, p. 1

COURSE ASSIGNMENTS

Participation (Class Meetings)	50
10 Memos / Discussion Board Posts (10 pts each)	100
5 Research Practicums (40 points each)	200
Discussion Lead (theory or book)	50
Individual/Group Research Study Paper	100

Total Possible Points	500

NO LATE WORK IS ACCEPTED WITHOUT UNIVERSITY ACCEPTED EXEMPTIONS AND DOCUMENTATION

PARTICIPATION

Punctuality and attendance are expected. This is a graduate-level course. As such, there will be minimal lecturing. The class format will primarily consist of student-led discussions and research practicums. It is essential that you prepare fully for these class discussions. To be fully prepared, complete all readings and do so with a critical, analytical lens. Prepare yourself adequately enough for active participation. Read the articles thoroughly and take notes. Come to class ready to discuss, challenge, and question. You should also come to class prepared to not only listen actively to me but to your colleagues – this means no surfing the internet or working on any electronic device at any time. You may only use electronic devices to access lecture notes, articles, to take notes, or (when I request it only) to complete an in-class activity. It is obvious and disrespectful when you are using your device to do anything but participate in this class.

MEMOS / DISCUSSION POSTS

You will learn the art and science of qualitative inquiry by engaging in weekly “memos” posted to the respective discussion board on Canvas by 11:59 pmET the night before class (see Discussion section on Canvas). NO LATE POSTS ACCEPTED. For this requirement you will post your memos to the discussion board about the readings assigned that week. You must do this 10 times (see syllabus for due dates).

These posts are both a way to practice writing “memos” (a research skill) as well as a means of sifting through difficult concepts. Writing memos are a means of reflectively learning how to conduct qualitative research in a credible and trustworthy manner (one that is reliable and valid). During qualitative inquiry, memos are a way of maintaining reflexivity and enhancing rigor by documenting the research process. It is typically done in grounded theory studies to reflect on ideas emerging in the data but can be done in any study as a way of thinking about what you are hearing and learning. You will be expected to memo as you conduct your own research in this class but for this requirement memos are posted about the readings. There are no requirements for length or the number of readings you incorporate into your memo. Either you post to the discussion board on time to receive full credit or you do not (and receive a 0).

People attend, remember, and are transformed by stories.

— Mary Pipher, *Writing to Change the World*

There are different types of memos you might write as you conduct qualitative inquiry and, therefore, several ways in which you may memo about the readings each week:

Textual Memos:

Describing how we think about data or a finding (a theme perhaps) and how we have assigned labels or codes. These memos help us make sense of how and why we are naming codes or findings – a way to catch early interpretations.

Observational Memos:

Describing what we have seen in the field. These memos are helpful in preserving the context of our study and to focus in on what our senses are telling us.

Conceptual/Theoretical Memos:

Asking what is going on, perhaps the development of a theme/category or the significance of the finding. These memos are crucial in theory development and thinking about relationships between findings or pathways.

Operational Memos:

Remembering to ask questions in the field that arose in a previous interview or data collection. These memos help us build saturation of a category or enhance methodological procedures.

Reflexive Memos:

Observing ourselves (our voice, impact, role) across the research process and paying attention to our values, feelings, mistakes, etc. These memos work across the entire research process and help us make sense of the data.

NOTE: For 4 of these memo requirements, you will instead memo about the application of the methodology/methods/analysis in one of the assigned “exemplar” studies (see course schedule)

RESEARCH PRACTICUMS

You will complete research practicums both inside and outside of class to practice and enhance your qualitative research skills. Due dates are noted in the syllabus. Each practicum addresses a qualitative research skill and meant to allow you time to practice conducting qualitative research. Thus, these are also an opportunity for you to work on your pilot study for the class, and the content of these practicums can be incorporated into your final paper / research study. These practicums are not graded. The expectation is that you complete them on time with all requirements included to receive the points. If you do not submit on time with no approved excuse, it results in a 0. While these aren't graded in the traditional sense, I do provide extensive feedback to help you refine your skills and the study you intend to complete for the class. You will complete the following practicums (due dates in the course schedule):

Practicum 1: Specific Aims or Narrative Goal Statement

Practicum 2: Interview Script

Practicum 3: CCM - Data Analysis *COMPLETED DURING CLASSES ON CCM (Parts 1-3)

Practicum 4: Codebook

Practicum 5: Translational Table of Thematic Findings

DISCUSSION LEAD: Theory or Book

Theory Option:

During Week 3 we discuss various narrative frameworks/theories commonly used in health communication/behavioral research (Narrative Medicine; Narrative Engagement Framework; Transportation Imagery Model; Narrative Performance Theory; Culture-Centered Approach). You (and a partner if you choose to pair up) will choose one of these 5 frameworks. You will present to the class that framework and lead a discussion about its utility in narratively driven

qualitative scholarship with exemplars. You have freedom as to how you approach this but think of it as an opportunity to have an in-depth examination on a theory/framework of interest to you and propose ways it may be useful and limiting in your field of interest. Consider phenomena in which that paradigm may be especially useful / insightful. Identify 1-2 examples of qualitative research utilizing that theoretical framework. Presentations can be no longer than 10 minutes in content, 10 minutes for discussion.

Book Option:

You will choose a book that represents a qualitative study involving a complex research design (mixed method, multimethod, crystallization). You must teach the class about the research design employed and provide an overview of the book as an exemplar of qualitative research. I have a list of exemplars in Canvas (Resources folder) from which you can choose. If you have a book not listed you would like to present, you must provide me with a copy of the book within the first 2 weeks of class for approval. Your presentation is meant to be a formal lecture in which you teach the class about the methodological design employed in the book using it as a case study. Yin's approach to case studies might be helpful in organizing your presentation. Creswell's books on qualitative, mixed, and multi-method research might be helpful as well in identifying the design used. See also the additional resources listed in the syllabus. Presentations are 10 minutes with 10 minutes for discussion. We have an assigned date for this but may spread this out depending on how many students elect this option.

INDIVIDUAL OR GROUP RESEARCH STUDY PAPER

You are required to conduct a pilot qualitative research study in this class. Qualitative research is extremely time-consuming and intensive. Given you only have one semester to learn how to conduct qualitative research you are allowed to conduct this research study as a pilot study (meaning you do not have to reach saturation in your sampling and will have a smaller sample size). You are also allowed to work in groups. Thus, this paper will either be an individual paper or a group paper. If you are working on a thesis or dissertation it might be optimal to do an individual project but it is not required. Groups can be no more than 3 people. If you work in groups, you will submit one final paper as a group and receive the same grade. Given time constraints in a semester you do not have time to conduct a new study and should be working off of an existing dataset. You must have this dataset approved by me by Sept 15. If you do not have access to data and are not already working with me in my lab, please contact me within the first week to discuss opportunities to work with faculty on their datasets. If you work on a faculty member/researcher's data set from within the college, you must work out authorship prior to beginning with regard to submitting this work to a journal/conference after the class has ended. If you work from my data, I will maintain first or senior (last) authorship but will pursue publication options with you so that you can receive a publication and/or presentation to add to your vitae. Your final paper due for this class is a conference / journal ready manuscript meaning a full research paper (literature review; inquiries; methods; results/findings; discussion; references). You must also present your study during the last week of class. This is meant to be a formal presentation and include all group members if you are working on a team. The presentation should be 10 minutes in length (plus 5 minutes for Q/A) and is not graded but required. Your presentation should be like a mock conference presentation. All papers are due electronically at the start of the last class and must adhere to the reference style needed for the publication you are targeting.

PUBLISHING YOUR RESEARCH

I strongly encourage you to work on a study you intend to submit to a research convention for presentation and/or publish in a journal or scholarly book. Should you like my continued guidance on your manuscript in pursuit of publication once the class has ended, I would be pleased to continue mentoring you. However, if I continue to be involved in shaping the study with my feedback after the course has been completed, I would be considered a member of the research team. Research team members involved in the research study design, analysis, and presentation of findings typically warrant authorship. This can be an optimal way for you to continue refining your research skills through ongoing mentorship. I do realize that you have publications that you would want to be sole authored on and need these for your career. This would not then be an instance where I could continue extensive mentorship.

COVID-19 RELATED UF RESOURCES

OUR PLAN FORWARD • coronavirus.ufl.edu

UF HEALTH SCREEN, TEST & PROTECT • coronavirus.ufhealth.org; Students can email if they are having issues with their status: student-screening@ufl.edu • Or they can submit a question at: <https://uf.tfaforms.net/439>

STUDENT HEALTH CARE CENTER • shcc.ufl.edu • 352-392-1161 • Mon. – Fri., 8 a.m. - 4:30 p.m.

CONDUCT AND CONFLICT RESOLUTION Inform the Student Affairs COVID-19 Education office by filling out the form at [https://bit.ly/ COVIDconcern](https://bit.ly/COVIDconcern)

DISABILITY RESOURCE CENTER • disability.ufl.edu • 352-392-8565 • Mon. – Fri., 8 a.m. - 4:30 p.m

ADDITIONAL UNIVERSITY RESOURCES

Health & Safety

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the

University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic

E-learning tech support: 352-392-4357; Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Career Resource Center, Reitz Union: 392-1601.

Career assistance & counseling: <http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>.

Teaching Center, Broward Hall: 392-2010 or 392-6420.

General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line Students

Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

TENTATIVE COURSE SCHEDULE

DAY	TOPIC	READINGS (complete BEFORE class)	PRACTICUMS & ASSIGNMENTS DUE
PART I	INTRODUCTION TO NARRATIVE METHODOLOGY: THEORY, METHOD & ANALYSIS		
8-25 Week 1 9-2 Week 2 No Class	Learning to See: The Art & Science of Qualitative Research <i>*Quick review of key concepts (reflexivity, ethics, positionality)</i> ***** No Class - Work on Theory Presentation , Readings, & View Documentary	<u>Review Readings:</u> Daly (2007) Ch8, Padgett (2012) Ch5 Watt (2007) ***** <u>View Documentary:</u> <i>Art of the Possible</i>	<u>IN-CLASS PRACTICE:</u> Syllabus, Lecture 1 Slides ***** <u>DUE:</u> Discussion Board Post
9-8 Week 3	The Power of Narrative <u>Across</u> the Research Process: Narrative Ways of Seeing/Knowing Health & Illness	<u>Overview of Narrative Inquiry:</u> Fisher (1999) Daly (2007) pp 108-116 Green & Thorogood (2004) pp 241-246 <u>Narrative Lens in Health Research:</u> Yamasaki (2017) Sharf (2017) Harter, Japp, & Beck (2005) <hr/> <u>Recommend Reviewing Books on Your Own:</u> <hr/> Yamasaki, J., Geist-Martin, P., & Sharf, B. (2017). <i>Storied health and illness: Communicating personal, cultural, & political complexities</i> . Long Grove, IL: Waveland. Harter, L. M. (2012). <i>Imagining new normals: A narrative framework for health communication</i> . Dubuque, IA: Kendall Hunt. Riessman, C. K. (2008). <i>Narrative methods for the human sciences</i> . Thousand Oaks, CA: Sage. Gubrium, J. F., & Holstein, J. A. (2009). <i>Analyzing narrative reality</i> . Thousand Oaks, CA: Sage. Polkinghorne, D. E. (1988). <i>Narrative knowing and the human sciences</i> . Suny Press.	<u>DUE:</u> Memo 1 <u>IN-CLASS PRACTICE:</u> Lecture 2 Slides Discussion of Your Data

DAY	TOPIC	READINGS (complete BEFORE class)	IN-CLASS PRACTICUMS & ASSIGNMENTS DUE
9-15 Week 4	Narrative Frameworks <i>*Narrative Medicine</i> -> <i>*Narrative Engagement Theory</i> -> <i>*Transportation Imagery Model</i> -> <i>*Narrative Performance Theory</i> -> <i>*Culture-Centered Approach</i> ->	Charon (2001) Miller-Day & Hecht (2013) Green & Donahue (2009) Langellier & Peterson (2006) Dutta & Basu (2008, see also Dutta's 2008 and 2011 books)	<u>DUE:</u> Theory Presentations Memo 2
PART II	METHODS OF COLLECTING RICH NARRATIVES		
9-22 Week 5	Narrative Interviewing Techniques <i>*Turning Point Graphs & Retrospective I. Technique (RIT/TPA)</i> <i>*Lifeline Interview Method (LIM)</i> <i>*Critical Incident Technique (CIT)</i> <i>*Q Sort Methodology</i>	Baxter & Bullis (1986) or refer to Golish Schroots & Birren (2002) Flanagan (1954); Butterfield et al. (2005) Brown (1996) <u>Exemplar Studies to Review- MEMO:</u> Pitts & Miller-Day (2007) (TPA) Arora et al (2005) (CIT) Stenner et al. (2003) (Q-sort)	<u>DUE:</u> Practicum 1 Memo 3 <u>IN-CLASS PRACTICE:</u> Lecture 3 Slides Interviewing Activity
9-29 Week 6	Unobtrusive or Less Conventional Methods of Capturing Narratives <i>*PhotoVoice</i> <i>*Diary-Interview Method</i> <i>*Online or Archival Texts (Documentary Method)</i> <i>*Film, video, documentary</i>	Wang & Burris (1997) Zimmerman & Weider (1977) <u>Exemplar Studies to Review - MEMO:</u> Vaughn et al (2008) *photovoice Stopka et al. (2004) *diary Alpert & Womble (2014) *online forum texts Day et al (2004) *text/media coverage Kosovski & Smith (2011) *visual / film	<u>DUE:</u> Memo 4 <u>IN-CLASS PRACTICE:</u> Lecture 4 Slides Interview Script Activity

DAY	TOPIC	READINGS (complete BEFORE class)	IN-CLASS PRACTICUMS & ASSIGNMENTS DUE
10-6 Week 7	Complex Designs *Mixed- Method (quant + qual) *Multiple-Method (qual + qual) *Crystallization (creative arts + social scientific qual)	Creswell & Plano Clark (2007) Chapters 1 & 4 Ellingson (2014) (if interested in education, see also link for Shagoury, 2011, pp 297-306) <u>Exemplar Studies to Review - MEMO:</u> Van Staa (2011) *mixed method Fisher et al (2016) *mixed method Bartlett (2012) *multi-method Tallberg et al. (2014) *crystallization <u>See Resources Folder for Book List:</u> Fisher (2014) *mixed and multi-methods Ellingson (2005) *multi-method, ethnography, crystallization Snowdon (2002) *mixed methods Rich (2009) *crystallization, multi-method Fadiman (1997) *ethnography, anthropology Miller-Day (2004) *ethnography, grounded theory Adelman & Frey (1997) *mixed methods, action Wittenberg-Lyles et al. (2010) *multi-method Ellis (1995) *autoethnography Foster (2004) *autoethnography Lareau (2011) *longitudinal qual study Bourgois, & Schonberg (2009) *critical anthropology, action-oriented	<u>DUE:</u> Book Presentations Memo 5 Practicum 2 <u>IN-CLASS PRACTICE:</u> Guest: (if time)
PART III	ANALYZING NARRATIVE DATA		
10-13 Week 8	Types of Analysis *Conversational Analysis (CA) *Discourse Analysis (DA) *5 Approaches to Case Study Analysis *Thematic Analysis (constant comparative method, CCM) CCM Analysis Part 1: Open Coding	Creswell (2012) Chapter 8 & 10 Glaser & Strauss (1967) Chapter 5 <u>Exemplar Studies to Review - MEMO:</u> Opel et al. (2012) - CA McBride & Bergen (2014) – DA McGee & Martin (2011) -Case Study example Fisher (2010) - CCM	<u>DUE:</u> Memo 6 <u>IN-CLASS PRACTICE:</u> Lecture 5 Slides CCM Part 1: Open coding (this is Practicum 3)

DAY	TOPIC	READINGS (complete BEFORE class)	IN-CLASS PRACTICUMS & ASSIGNMENTS DUE
10-20 Week 9	CCM Analysis Part 2: Open & Closed Coding Rigor: Trustworthiness & Credibility <i>*Reliability/Validity - Verification Techniques (including triangulation)</i>	Recommend Reviewing Saldana (2016) (see Syllabus resource list) Morse (1999) Morse et al. (2002)	<u>DUE:</u> Memo 7 <u>IN-CLASS PRACTICE:</u> Lecture 6 Slides CCM Part 2: Open & closed coding (this is Practicum 3)
10-27 Week 10	Managing Large Data Sets <i>*Computer Programs (e.g., Atlas.ti, NVivo)</i> CCM Analysis Part 3: Axial Coding <i>*Creating Codebooks</i>		<u>DUE:</u> Memo 8 *your choice! <u>IN-CLASS PRACTICE:</u> Nvivo or Atlas.ti Workshop Lecture 7 Slides CCM Part 3: Axial Coding (this is Practicum 3)
11-3 Week 11	Triangulation	Thurmond (2001) Breitmayer, Ayres, & Knafl (1993) Morse (1991) <u>Exemplar Study:</u> Fisher (2014) *I'll share segments of book (triangulation between sources, groups, and methods)	<u>DUE:</u> Memo 9 Practicum 4: Codebook <u>IN-CLASS PRACTICE:</u> Review Lecture Slides 6 In-depth Paper Discussion/Feedback
PART IV	TRANSLATING AND PRESENTING YOUR RESEARCH		
11-10 Week 12	Presentation of Findings & Translating Research to Practice <i>*Structure and Synthesis of Writing (e.g., ecological sentence synthesis or ESS) *Intervention/Education Building</i>	Creswell (2012) Chapter 9 Fisher (2014) Chapter 20 Johnson (2017) Chapter 8 Thompson & Kreuter (2014) Sandelowski (2004) Sandelowski & Leeman (2012) <u>Review Exemplars in Lecture 2 Slides</u>	<u>DUE:</u> Memo 10 <u>IN-CLASS PRACTICE:</u> Guest Panel

Syllabus Fall 2022

DAY	TOPIC	READINGS (complete BEFORE class)	IN-CLASS PRACTICUMS & ASSIGNMENTS DUE
11-17 Week 13	Research Work Week	No in class meeting	<u>DUE:</u> Practicum 5: Translational Table
11-24 Week 14	Thanksgiving Holiday	No in class meeting	
12-1 Week 15	Student Presentations	10 minutes each, 5 min Q/A	<u>DUE:</u> Papers must be uploaded by class start time