

University of Toronto
Factor-Inwentash Faculty of Social Work
Summer 2025

Ramona Alaggia
ramona.alaggia@utoronto.ca
Office Hours: Tuesdays 12-1:00
p.m. Rm 512 FIFSW

**SWK 6007: Advanced Qualitative Research Methods
Constructivist Grounded Theory and Phenomenology
Design and Data Analysis**

**Tuesdays: 1:00-4:30 (starting April 22, 2025)
Classroom: Rm 218**

Land Acknowledgement

The sacred land on which we gather at the University of Toronto has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Haudenosaunee and the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes.

Rationale and Significance

This advanced research methods course will delve into two major qualitative designs - *constructivist grounded theory method and phenomenology*. Students will learn key assumptions and methods of these two approaches to facilitate ethical engagement with vulnerable research participants on sensitive topics, while also working towards the highest standards of qualitative rigor. The course will provide students opportunities to familiarize themselves with the nuances of these methodologies, and implications for data collection and analysis. Textual data will be the units of analyses. Initial and focussed coding as well as open, axial and selective coding will be taught as practiced in the grounded theory tradition. As well, how to conduct thematic analysis for phenomenological based data will be introduced. Interpretive methods and trustworthiness will be covered as part of the research process. Further, hands on practice will be required for research interviewing and in using NVivo software. Students will be provided data for analyses or may use their own.

Educational Philosophy

This course engages students, as adult learners, to develop independent thinking on design skills and interpretive analysis to support doctoral level research. The course provides an opportunity for engaging ideas through conversations, transformative dialogue, and a stance of curiosity and openness, for application to social work practice, policy and research. The instructor will share from their own training and experiences in social work research, while acting as a facilitator and resource person for learners.

The instructor's own positionality and views are offered as one of many possible perspectives. As such, students will bring to the table their approaches to qualitative research, as well as the theories and epistemologies that inform their work. It is expected that we all engage in mindful reflection and active reflexivity as a part of this journey of collective learning. Sharing of various views analyzing how knowledge is constructed and situated in the world, and addressing issues of social justice is encouraged.

It goes without saying that adult learning principles are adhered to in this partnership of learning using a seminar style format in the classroom space and self-directed learning outside of the classroom. Creative thinking and brainstorming will be encouraged for engaging in this discovery oriented, inductive paradigm.

Learning Environment and Professional Conduct

This course is conducted with an emphasis on creating an environment that is inclusive and conducive to a positive learning experience and the development of a learning community. Both instructors and students in partnership must take responsibility for the learning environment. Positive learning involves gaining and sharing knowledge in a respectful manner just as will be necessary in the context of professional practice. This would include comments that are hurtful, inappropriate, and contrary to our social work values, mission, Faculty and University policies, CASW Code of Ethics, and the Ontario Human Rights Code. If there are any concerns about the learning environment, students are encouraged to express them to the instructor.

The hallmark of an academic setting is the freedom to explore ideas in the pursuit of knowledge. In the classroom setting this translates into an opportunity to share one's perspectives, experiences and ideas, and to provide respectful space for those of others. A course brings together a group of diverse individuals influenced and shaped by their various backgrounds and life experiences. It is the responsibility of everyone in the classroom to strive toward an environment that values diversity of racial, ethnic, class, age, abilities, gender identities, sexual orientation, national origins and religious and political beliefs as well as personal and work experiences of course participants.

This learning space allows for a discovery-oriented approach to learning which may sometimes be unsettling. We have a social responsibility to treat one another with civility, respect and professionalism, which means that we must respect others' views even if we do not agree with their viewpoint. Students will be encouraged to assist in each other's development and are expected to accord their colleagues the sensitivity and confidentiality similar to the environment they would offer in professional practice. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

Course Learning Objectives

1. To advance knowledge of qualitative research design and methods in constructivist grounded theory and phenomenology methodologies and identify the methods used
2. To recognize how epistemological orientations impact how research is conducted
3. To learn how to conduct ethical engagement with vulnerable research participants on sensitive topics

4. To learn how to ensure high standards of rigor through trustworthiness and authenticity
5. To learn about data collection and data analytic procedures within constructivist grounded theory and phenomenology
6. To practice hands-on applied analyses
7. To describe how intersecting social identities (e.g., race, ethnicity, gender, gender identity, indigenous identity, social class, immigration status, sexual orientation, age, ability) affect qualitative research and interpretation of data

Course Format and Resources

The course will be a combination of required reading, lecture, group discussions, and independent studies. Occasionally, guest speakers with different qualitative expertise will be invited to share their thoughts and experiences.

Readings and Additional Resources will be posted on Quercus. Login at <http://q.utoronto.ca/> using your UTORid and password. Courses you are enrolled in will display in Quercus in alphabetical order by course name. Most course materials, organized week by week, will be accessed within each course. If a course card for a course you are enrolled in does not appear on your Quercus Dashboard, select Courses from the left menu and All Courses. Click on the star beside a course title to add to the Course menu. An online Student Quercus Guide is available at <https://q.utoronto.ca/courses/46670/pages/student-guide>.

Unanticipated distress, mental health and stress management

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor and seek self-care. The professor can be responsive and supportive regarding students' participation in course activities, but students are responsible for communicating their needs. Students may also experience mental health concerns or stressful events that may lead to diminished academic performance. University of Toronto services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Health & Wellness Partnership through SGS. <http://www.sgs.utoronto.ca/currentstudents/Pages/Graduate-Counselling-Services.aspx>

Name and Pronoun Use Class

Rosters are provided to the instructor with the student's legal name. The instructor will gladly honor your request to address you by your preferred name and/or pronoun. Please advise your instructor of your request early in the term if possible.

Use of Electronic Devices in the Classroom

In consideration of your classmates and your own learning objectives, please turn off all cell phones and pagers during class. Instructors prefer that you receive no messages during class time. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone,

please set it to vibrate only. Please do not use laptops for anything other than note taking or reading assigned readings.

Learning Remotely Outside of Canada

If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact me directly to discuss them.

Course Materials Copyright

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Course Evaluation: Student Feedback Matters

Course evaluations for this course will be completed conveniently through an online system. You will receive an email invitation at your mail.utoronto.ca email address that will direct you to where you can complete the evaluations for all courses that are in the online system. You can also access 'Course Evals' through Quercus by login at <http://q.utoronto.ca/> using your UTORid and password. Course evaluations are very important to ensuring the quality of education at this Faculty and informing the development of its curriculum. The survey used to evaluate this course have been developed in collaboration between faculty and students and the university's teaching and learning experts to ensure that it will provide information about teaching and learning that can be used to enhance and assure the quality of education here at the University of Toronto. Grades and Criteria Grading is based on actual performance, not on anticipated or potential capacity to perform. Grades posted in Quercus courses allows students early access to preliminary grades, Quercus does not represent official final marks. Official course grades are posted on ACORN.

"A" signifies truly outstanding work, with ample evidence of creative and original thinking. The work is well organized, well written and well presented. The capacities are evident both to appropriately critique extensive and recent literature and to analyze and synthesize material. The relevance to social work practice and social welfare is well established.

“B” signifies good work, which shows clear evidence of having a sound grasp of the subject matter along with evidence of critical capacity and analytic ability at a demanding graduate level. The understanding of relevant issues under examination is adequate. There is evidence of a proper search of the literature and expected familiarity with its content and perspectives.

“FZ” denotes inadequate performance considering the expectations of a graduate program. There may be a combination of superficial and/or confused understanding of the subject matter, weakly focused content, failure to direct attention to the assigned topic, and limited use of critical and analytic skills. The literature selected may be out of date for the purpose, too limited in scope, or not clearly relevant.

NOTE: Secondary distinctions are made within the grades of “A” and “B” by using “+” and “-” signify that the work is high or low within that letter grade. The University Grading Practices Policy is available at: <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-universityassessment-and-january-1-2020> It defines the grade scale as follows: Letter Grade Scale Scale of Marks A+ 90 - 100% A 85 - 89% A- 80 - 84% B+ 77 - 79% B 73 - 76% B- 70 - 72% FZ* 0-69%

*FZ = Fail Written assignments will be graded on their clarity, comprehensiveness, originality, appropriate use of reference materials and technical adequacy. Papers are expected to be of sufficient quality as to represent your growing professionalism and competence. All written work must be typewritten and in APA reference format.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out your instructor. Note that you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (for example, the University of Toronto website on Academic Integrity).

Original

Ouriginal is integrated in Quercus through the Submit Assignment or Re-Submit Assignment button. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Late Assignments

Any assignment handed in 1-7 days late will receive a one grade point deduction per day. For example, an "A" assignment would be reduced to "A-" if handed in 1 day late without a completed Coursework Extension form and related documentation (See Coursework Extensions below). After 7 days, papers will not be accepted. The University's Assessment and Grading Practices Policy sets out that instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. Students should make every effort to discuss anticipated late assignments with instructors IN ADVANCE of due dates.

If you are registered with the **Accessibility Office**, please ask your advisor to contact the instructor and note the accommodation that is required. Make a copy of everything you submit for course assignments. A Coursework Extension Form and documentation (as detailed below) is required for late assignments. Please refer to the Faculty website for regulations regarding extensions, late papers, etc. available at <http://socialwork.utoronto.ca/current-students/academic-policies/>.

Students may require extensions for coursework assignments on a case-by-case basis. Extensions should be requested **in advance** of the due date with usual extension maximum of one week. Students must follow the coursework extension request procedures as outlined below, as well as on the FIFSW website.

The steps required to request a coursework extension depend on whether a student is registered with Accessibility Services **

Instructions for Students Not Registered with Accessibility Services For Extension Requests Within an Academic Semester

1. Student and instructor communicate about the extension request in advance of assignment due date and agree upon the extension length
2. With instructor's agreement of an extension, the student completes the Online Coursework Extension Form on this page
3. Coursework extension requests made through the online form will be reviewed by the Associate Dean, Academic for approval
4. The Associate Dean, Academic Office will contact the student to confirm the extension request

For Extension Requests Beyond an Academic Semester

Students requesting a coursework extension beyond an academic Complete Coursework Form. This form must be filled out by the student, signed by the instructor, and approved by the Associate Dean, Academic prior to being sent for SGS approval.

1. Student fills out page 1 (including section 1) of the Extension to Complete Coursework Form
2. Student submits the form to their instructor who fills out and signs section 2 of the form
3. Instructor submits the form to the Associate Dean, Academic Office for approval

****Instructions for Students Registered with Accessibility Services Extension Requests (7 days or less)**

- Extensions should be requested in advance of the due date. A student with extension accommodations must send the appropriate letter of accommodation to their instructor to request an extension of up to one week (7 days) due to disability-related reasons.
- A helpful template email is available to guide students re: the language they may wish to use to request an extension of 7 days (one week) or less
<https://studentlife.utoronto.ca/service/disability-related-extensions/> Extension Requests (8 days or more up to the end of the term)
- Registered students should connect with their Accessibility Advisor to request an extension beyond one week due to disability-related reasons in advance of the first extended due date.
- An accommodation for a further extension on an assignment beyond the usual extension maximum of one week may not be possible without a student discussing the request first with their assigned Accessibility Advisor.
- Students may be asked by their Accessibility Advisor to complete a form on the Accessibility Services website to ensure their Advisor has all the information required to discuss an extension beyond one week: <https://studentlife.utoronto.ca/service/disabilityrelated-extensions/> If there is a disability-related rationale for an extension beyond one week on file, an Accessibility Advisor will confirm this via an email to the instructor, student, and the Associate Dean Academic's office.

Extension Requests (beyond an academic semester)

If a student needs to request an extension beyond an academic semester (after the deadline for the submission of grades to the SGS), they should discuss with their Accessibility Advisor. If there is a disability-related rationale on file with Accessibility Services for the request, the student will be asked to complete an SGS Extension to Complete Coursework Form. This form must be filled out by the student, signed by the instructor, and approved by the Associate Dean, Academic prior to being sent for SGS approval.

1. Student fills out page 1 (including section 1) of the Extension to Complete Coursework Form
2. Student submits the form to their instructor who fills out and signs section 2 of the form
3. Instructor submits the form to the Associate Dean, Academic Office for approval Please note that late assignment penalties will apply to assignments that are handed in late without having received coursework extension approval.

Absence Due to Illness

Please notify your instructor if illness will interfere with your class attendance. If illness is likely to interfere with your meeting a due date for an assignment or other requirements, you should have your physician or health care provider complete a Verification of Student Illness or Injury Form <http://www.illnessverification.utoronto.ca/index.php> at the time of your illness and submit it to the instructor. You must inform the instructor of the illness on or before the assignment deadline.

Accommodations for Students with Disabilities or Medical Conditions

If you need or desire an accommodation for a disability or medical condition, please inform the instructor/s so we are able to modify the way the course is taught to facilitate participation and/or use resources available to us, such as Services for Students with Disabilities and Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential. We strongly encourage you to register immediately with Accessibility Services <http://www.accessibility.utoronto.ca>. This information will be held in confidence and communicated to instructors with your consent, as needed.

If you have trouble taking class notes due to difficulty concentrating, writing, accessing verbal information, chronic pain or other issues, there are two options:

- 1) talk to your instructor who can help recruit a volunteer note-taker from the class;
- 2) you can request volunteer note-taking services through Accessibility Services, University of Toronto. Through Accessibility Services you will need to register for note-taking as an academic accommodation using your UTORid and password <http://www.studentlife.utoronto.ca/as/notetaking>.

If you would like to volunteer as a note-taker please visit

<https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx> to login with UTORid and password, update your profile, agree to terms and conditions, select the course(s) you are available to become a notetaker for and upload your sample notes. Volunteer responsibilities include:

- 1) Attend classes regularly and take lecture notes;
- 2) Consistently upload your notes to the secure Student Life web site; and
- 3) Inform Accessibility Services if you drop a course. Upon request, volunteer note-takers will receive a Certificate of Appreciation upon the completion of the term. Religious Observances Please notify the instructor if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements for alternate scheduling of evaluations or make up of missed work.

Assignments and Evaluation

Writing Style Requirements Please follow the guidelines in the 7th edition of the APA publication manual for format and citations in your written assignments. This manual is available at the campus bookstore and the library. This link provides additional information on different

citing styles (click APA for relevant resources):

<https://guides.library.utoronto.ca/c.php?g=251103&p=1741147>. Please avoid colloquial expressions, proofread all your documents carefully, and employ good grammar. Please adhere to page length requirements as pages in addition to the maximum assignment length will not be graded. The instructors encourage students to access the Health Sciences Writing Center (HSWC) if they feel challenged by writing assignments. You may make an appointment with one of the writing instructors via this link by logging in with your UTORid: <https://utoronto.mywconline.com/schedule.php> All assignments must be typed.

Assignment #1: Photovoice presentation -15%

Due: May 13/25 In class

Select a photo you have previously taken or take a photo of a subject that you believe describes you. This does not have to be a photo of yourself, but you might perhaps choose a scene, nature, architecture, piece of art, etc. Please send the photo via e-mail to the instructor by noon May 10/25.

Speak 5-10 minutes to the class about how this represents you or you in this point in time or an aspect of you, your social location, positionality, or symbolic representation.

Assignment #2: Oral presentation -25%

Due: May 27 or June 3 or June 10/25 In class -you will sign up for a date to present

PowerPoint slides due for all presentations by May 27 at 1:00 p.m.

Students will prepare and present a peer reviewed article selected from outside of the course that best describes your epistemological position and explain why.

You will do a 15 minute oral presentation and then lead a 5 minute Q/A discussion period with the class. This will be a formal presentation, including power point slides (no more than 15 slides), keeping within the time frame.

Your power point slides will be submitted for evaluation on:

- Articulation of article's purpose
- Highlighting key points of the article
- Identifying key assumptions
- Relationship to your work
- Strengths and limitations

The ppt slides will be evaluated on:

- Clarity
- Ease of reading -font size, proper contrast between lettering and background
- Articulation of the key points of the article and key assumptions
- Clear connection to your anticipated or current dissertation research
- Analysis on utility of the article in your work

Assignment #3: Coding transcripts -60%

Due: June 30, 2025 11:59 p.m.

There is a choice -please read carefully. Choose **A or B** for this assignment.

A) Using grounded theory method analysis demonstrate initial and focused coding; develop a coding framework and provide interpretation of two transcripts. Select two transcripts of research interviews from your own work or request transcripts from the instructor.

In 15-18 double spaced pages (not including References) and based on the two transcripts:

Paper Structure:

- I. Title page
- II. Introduction -Provide context for the two transcripts being analysed and introduce the paper (2 pages).
 1. Describe your approach to open coding (i.e. paper and pen; software facilitated) (2 pages)
 2. Map out a preliminary coding framework in diagrammatic form (1/2 – 1 page diagram/text description)
 3. Show how you collapsed the initial codes into focused codes (2 pages)
 4. Identify trends coming forward from your data within and between the two transcripts (2-3 pages)
 5. Summarize your preliminary thinking on emerging themes and provide quotes to support these (2-3 pages)
- III. Conclusion -Reflect and be reflexive on your interpretations/findings mentioning possible biases, assumptions and where these spring from (2 and a half pages).
- IV. References

*Keep your 'raw data' (transcribed research interviews) for your records with coding, mark-ups, memos and so forth done by hand or software assisted. Hold onto those marked up transcripts for evidence of completing analyses.

OR

B) Using a phenomenological thematic analysis framework, code and identify predominant, emerging themes from two transcripts. Select two transcripts from your own work or request transcripts from the instructor.

In 15-18 double spaced pages (not including References) and using two transcripts complete the following:

Paper Structure:

- I. Title page
- II. Introduction -Provide context for the two transcripts being analysed and introduce the paper (2 pages).
 1. Describe which process you will be employing for thematic analysis (2-3 pages)
 2. Provide initial coding tree in diagram form (1/2 page -1 page diagram/text description)
 3. Code for meaning making units (1-2 pages)
 4. Using an interpretive approach identify preliminary themes (2 -3 pages)

5. Provide quotes of “lived experience” narratives/meaning units to support themes (2-3 pages)

- III. Conclusion -Reflect and be reflexive on your interpretations/findings mentioning possible biases, assumptions and where these spring from (2 and a half pages).
- IV. References

*Keep your ‘raw data’ for your records with coding, mark-ups, memos and so forth by hand or software assisted. Hold onto those marked up transcripts for evidence of completing analyses.

Required Textbooks:

*Charmaz, K. (2024). *Constructing Grounded Theory*. 3rd Edition. Sage Publications

*Van Manen, M. (1997). *Researching Lived Experience*. 2ND Edition. Ny: Routledge (e-book published June 2016)

*Chapters will be assigned to the weekly topics as we unfold each week’s focus.

Recommended Textbooks:

Oktay, J.S. (2012). *Grounded Theory: Pocketguide to Social Work Research Methods*. Oxford University Press.

McCracken, G. (1988). *The Long Interview*. Qualitative Research Methods Series, Volume 13. September 1988. Sage Publications. (phenomenology)

Strauss, A., & Corbin, J. (2008). *Basics of qualitative research (3rd ed.)*. Thousand Oaks, CA: Sage. (grounded theory)

Recommended Journals:

Grounded Theory Review: An International Journal

Qualitative Social Work

International Journal of Qualitative Methods

Course Content and Schedule

Structure of the classes: I will post a lecture slides to prepare you for the upcoming class - postings will happen approximately a week before the class. I invite you to listen to/view them beforehand so we can launch into discussions and Q/A. Please keep up with your readings. After class break there will be applied exercises to work on every week -or presentations.

Week 1: April 22/25

Introductions and course syllabus review

What’s your purpose and what are your intentions for your research

Identifying epistemologies for your work
How do we construct research questions
Preparing for next week

Required readings:

Au, A. (2022). Decolonization and qualitative epistemology: Toward reconciliation in the academy. *Qualitative Social Work*. DOI: 10.1177/14733250221108626.

Azzopardi, C., Alaggia, R., & Fallon, B. (2018). From Freud to Feminism: Gendered constructions of blame across theories of child sexual abuse. *Journal of Child Sexual Abuse*, 27:3, 254-275.

Baird, S.L., Alaggia, R., & Jenney, A. (2019). "Like Opening Up Old Wounds": Conceptualizing intersectional trauma among survivors of intimate partner violence. *Journal of Interpersonal Violence*, Vol. 36; Issues 17/18. doi:10.1177/0886260519848788

Logie, C., Alaggia, R., & Rwigema, M.J. (2014). A social ecological approach to understanding correlates of lifetime sexual assault among sexual minority women in Toronto, Canada: Results from a cross-sectional internet-based survey. *Health Education Research*. doi:10.1093/her/cyt119.

Pitner, R. & Sakamoto, I. (2005). Examining the role of critical consciousness in multicultural practice: Its promises and limitations. *American Journal of Orthopsychiatry*, 75(4), 684-694.

Sinclair, R. (2004). Aboriginal social work education in Canada: Decolonizing pedagogy for the seventh generation. *First Peoples Child & Family Review*, 1(1). 49-61.

Week 2: April 29/25

Who are you?

Using photovoice to explore your social location and identities

Many ways of knowing

Intersectional (feminist) theory

De-colonizing theory

Social-ecological theory

This week you will work together and on your own to prepare for the first assignment. Exploring your positionality is critical to doing ethical qualitative research. Suspending our biases and assumptions through 'bracketing' or doing a cultural inventory lends to rigor in the research process. Using a form of photo-voice you are asked to follow the steps for the first assignment (p.9 of the syllabus).

Week 3: May 6/25

Reflection and reflexivity -how do these differ and why it matters

Standards of rigor in qualitative research

Trustworthiness and authenticity

*The ethics of qualitative research
In whose words?*

Required readings:

Alexander, P. (2017). Reflection and Reflexivity in Practice Versus in Theory: Challenges of Conceptualization, Complexity, and Competence. *Educational Psychologist*, 52(4): 307-314.

Cohen, D. J., & Crabtree, B. F. (2008). Evaluative criteria for qualitative research in health care: Controversies and recommendations. *Annals of Family Medicine*, 6, 331-339.

Drisko, J. (1997). Strengthening qualitative studies and reports: Standards to promote academic integrity. *Journal of Social Work Education*, 33, 185-197.

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26-46.
<https://doi.org/10.1037/amp0000151>

Week 4: May 13/25

From classical to constructivist grounded theory

What is it and how did we get here?

Unpacking the design -what is it good for?

Required readings:

Text: Charmaz, K. (2024). *Constructing Grounded Theory*. 3rd Edition. Sage Publications. Chapters 1, 2, 8.

Charmaz, K. (2017). The power of constructivist grounded theory for critical inquiry. *Qualitative Inquiry*, 23 (1), SAGE Publications.

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.) (pp. 509-535). Thousand Oaks, CA: Sage.

Giske, T., & Artinian, B. (2007). A personal experience of working with classical grounded theory: From beginner to experienced grounded theorist. *International Journal for Qualitative Methods*, 6(4), 67-80.

Week 5: May 20/25

Constructivist grounded theory -doing the work (con't)

Data analytic procedures -initial and focused coding processes

Practicing on real data

Required readings:

Text: Charmaz, K. (2024). *Constructing Grounded Theory*. 3rd Edition. Sage Publications. Chapters 5, 6, 7.

Bobbink, P., Larkin, P., Probst, S. (2024) Application and challenges of using a Constructivist Grounded Theory methodology to address an undertheorized clinical challenge: A discussion paper. *International Journal of Nursing Studies Advances*, Volume 6, 100199

Glaser, B. & Holton, J.A. (2023). Staying Open: The use of theoretical codes in grounded theory. *Grounded Theory Review*, Volume 22, Issue 1.

Exemplars using grounded theory methods

Alaggia, R., Regehr, C., & Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. *Research on Social Work Practice*, 22(3), 301-12.

Tarshis, S., Alaggia, R., & Logie, C.H. (2021). Intersectional and trauma-informed approaches to employment services: Insights from intimate partner violence (IPV) service providers. *Violence Against Women*, (28)2, 617-640.
<https://doi.org/10.1177/1077801220988344>

Week 6: May 27/25

Interviewing

The ethics of interviewing

The art and science of interviewing

The interview guide

Required Readings:

Text: Charmaz, K. (2024). *Constructing Grounded Theory*. 3rd Edition. Sage Publications. Chapters 3,4.

Kirsch, G. E. (1999). What do you know about my life, anyway? Ethical dilemmas in researcher-participant relations. In G. E. Kirsch, *Ethical dilemmas in feminist research* (pp. 25-44). Albany, NY: State University of New York.

Kvale, S. (1996). The Interview Situation (Chapter 7). *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage, pp. 124-143.

Seidman, I. (2006). Why interview? (Chapter 1). *Interviewing as Qualitative Research* (3rd Ed.). New York: Columbia University Press, 7-14.

Seidman, I. (2006). Technique isn't everything: But it is a lot. (Chapter 7). *Interviewing as Qualitative Research*. (3rd Ed.) New York: Columbia University Press.

*Hsiung, Ping-Chun (2010). *Lives and Legacies: A guide to qualitative interviewing*.
<http://qualitative-interviewing.ca/home> (Web-based resource)

Week 7: June 3/25

Phenomenology -what is it?

Descriptive or interpretive -what are the differences?

Exploring lived experiences -on whose terms?

Starting thematic analyses

Required readings:

Text: Van Manen, M. (1997). *Researching Lived Experience*. 2ND Edition. Ny: Routledge (e-book published June 2016)
Chapters 1 & 2

Caelli, K. (2001). Engaging with phenomenology: Is it more of a challenge than it needs to be? *Qualitative Health Research*, 11(2), 273-281.

Frechette, J., Bitzas, V., Aubrey, M., et al., (2020). Capturing Lived Experience: Methodological Considerations for Interpretive Phenomenological Inquiry. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406920907254>

Starks, H. & Brown, S. (2007). Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. *Qualitative Health Research* 17(10): Sage Publications 10.1177/1049732307307031 <http://qhr.sagepub.com>

Exemplar using thematic analysis:

Alaggia, R. & Wang, S. (2020). “I never told anyone until the #metoo movement”: What can we learn from sexual violence disclosures made through social media? *Child Abuse and Neglect*. <https://doi.org/10.1016/j.chiabu.2019.104312>

Week 8: June 10/25

Phenomenology -doing the work (con't)

Phenomenological reduction

Transcendental (descriptive) and hermeneutic (interpretive)

Thematic analysis

NVivo demonstration

Required readings:

Text: Van Manen, M. (1997). *Researching Lived Experience*. 2ND Edition. Ny: Routledge (e-book published June 2016) Chapters 3 & 4

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597.

Finlay, L. (2014). Engaging phenomenological analysis. *Qualitative Research in Psychology*, 11(2), 121-141. doi:10.1080/14780887.2013.807899

Exemplars using phenomenological analyses:

Alaggia, R., & Millington, G. (2008). Male child sexual abuse: A phenomenology of betrayal. *Clinical Journal of Social Work*, 36(3), 265-275.

Alaggia, R. (2004). Many ways of telling: Expanding conceptualization of child sexual abuse disclosure. *Child Abuse & Neglect: An International Journal*, 28(11), 1213-1227.

Week 9: June 17/25

Technologies in research data generation and analysis

Does AI have a place in data analysis

Virtual interviewing

NVivo demonstration

Required readings:

Engward, H., Goldspink, S., Iancu, M., Kersey, T., & Wood, A. (2022). Togetherness in separation: Practice considerations for doing remote qualitative interviews ethically. *International Journal of Qualitative Research*, 21, 1–9.

<https://doi.org/10.1177/16094069211073212>

AI in Qualitative Data Analysis link to: <https://delvetool.com/blog/ai-in-qualitative-data-analysis>

Week 10 June 24/25

Putting it all together

Writing up reports

Required readings:

Text: Charmaz, K. (2024). *Constructing Grounded Theory*. 3rd Edition. Sage Publications. Chapters 9,11.

Kirsch, G. E. (1999). Whose words? Whose reality? The politics of representation and interpretation. In G. E. Kirsch, *Ethical dilemmas in feminist research* (pp. 45-64). Albany, NY: State University of New York.

Wolcott, H.F. (1990) Writing up qualitative research. Series 20: Sage Publications