

# *Week 3 Class Notes*

## *ScWk 242*

### **I. Qualitative Analysis Continued**

- a. Data Analysis Spiral (Creswell) A final analysis of the data is achieved by repeatedly reading and re-reading the data and repeatedly developing themes and refining themes.
- b. Example of qualitative data analysis: Hines, Lee & Osterling (2007). Mental Health Service Utilization for Transition Age Youth in the Child Welfare System: Tracking the Early Implementation of the Mental Health Services Act in Santa Clara County

### **II. Content analysis:** Coding qualitative data and then counting the frequency of occurrences of the codes.

## *Class Exercise:*

***Take 10 minutes to write answers to the following questions:***

**1. What does the transcultural perspective in social work mean to you?**

**2. How do you incorporate the transcultural perspective in your social work practice?**

- In your group (no more than 4 people per group), exchange written answers and begin the qualitative analysis process by coding responses and identifying themes.
- After each person has read each written response and developed preliminary codes, discuss these codes and themes as a group and come to a consensus on the themes and codes.
- Use content analysis to count the frequency of occurrences of the codes
- Develop a figure that represents the themes and codes that you developed in your group.
- Draw figure on whiteboard—indicate the frequency of occurrences of the codes
- What was this process like for you and your group?

### ***III. Validation and Reliability in Qualitative Research***

#### a. Review from SW240

- i. Prolonged engagement and persistent observation
- ii. Triangulation
- iii. Peer review or debriefing
- iv. Negative case analysis
- v. Clarifying researcher bias
- vi. Member checking
- vii. Rich, thick description

#### ***IV. Creswell suggests a good narrative study has these 7 qualities:***

1. Focuses on a single individual
2. Collects stories about a significant issues related to this individual's life
3. Develops a chronology that connects different phases or aspects of a story
4. Tells a story that re-tells the story of the participant in the study
5. Tells a persuasive story told in a literary way
6. Possibly reports themes that build from the story to tell a broader analysis
7. Reflexively brings him/herself into the study.

## *V. Creswell suggests 7 criteria for a good ethnography:*

1. The clear identification of a culture-sharing group
2. The specification of cultural themes that will be examined in light of this culture-sharing group
3. A detailed description of the cultural group
4. Themes that derive from an understanding of the cultural group
5. The identification of issues that arose in the field that reflects on the relationship between the researcher and the participants, the interpretive nature of reporting, a sensitivity and reciprocity in the co-creating of the account.
6. An overall explanation of how the culture-sharing group works
7. A self-disclosure and reflexivity by the researcher about her or his position in the research.

## *VI. Questions on assignment 2:*

### **Qualitative exercise (ethnography or oral history).**

- a. How many people choosing ethnography? What is the culture-sharing group and where will you observe them?
  
- b. How many people choosing oral history? Who is the individual?