

**University of Pennsylvania  
School of Social Policy & Practice**

**Methods of Inquiry: Qualitative Research Methods  
SWRK 805-001-2012A**

**Spring, 2012**

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**COURSE OUTLINE**

**Course Description**

This course is designed to teach the essentials of qualitative research methods, including the philosophical underpinnings; ethical conundrums; the development of research problems appropriate for such approaches; and beginning work on data analysis, focusing on content analysis; constructivist grounded theory; and narrative analysis( less intensely). Students will learn how to situate themselves in the research process in order to best capture the lived experience of the research participants under investigation. Issues such as theoretical sampling; reflexivity; the relationship between the researcher and the researched, including the role of social position and culture; the assessment of quality (rigor); ethical issues that may arise in dealing with sensitive topics; and the ways in which qualitative approaches can contribute to the development of evidence-based practice in clinical social work will all be addressed. The focus will be on using intensive interviews and focus groups. Although there will not be a focus on ethnography per se, the class will address the importance of observational/field data to contextualize interview and focus group data collection and interpretation. Mixed methods are also discussed. Course aims, therefore, are both conceptual and practical, with the goal of preparing students to conceptualize, design, and implement qualitative research that is ethical, rigorous, reflexive, relevant to clinical social work practice, and will enhance the evidence base in clinical as well as social work practice more broadly.

**Course Objectives**

The specific objectives of the course are to:

- Understand some of the philosophical assumptions and controversies related to the use of qualitative approaches in clinical practice;
- Understand when qualitative approaches are appropriate to use, both alone and in mixed methods research;

- Become knowledgeable about the consequences of the researcher as instrument
- Understand strategies for achieving rigor in qualitative research;
- Critique current research in clinical practice that uses qualitative approaches;
- Become knowledgeable about two different qualitative data gathering approaches ( intensive interviews and focus groups);
- Gain experience in developing and implementing a small pilot project, using either an intensive interview or focus group format;
- Gain experience in coding and analyzing qualitative data, using a constructivist grounded theory approach, content analysis, or narrative analysis;
- Understand ways that qualitative methods can contribute to the advancement of evidence-based practice in clinical social work;

### **Required Texts:**

- Krueger, R.A., & Casey, M.A. (2009). *Focus groups: A practical guide for applied research*. 4<sup>th</sup> Ed. Los Angeles: Sage.
- Vaughan, D. (1990). *Uncoupling: Turning points in intimate relationships*. New York: Vintage Books.
- Weiss, R.W., (1994). *Learning from strangers: The art and method of qualitative interview studies*. New York: Free Press.
- Wertz, F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden (2011). *Five ways of doing qualitative analysis*. New York: Guilford Press.

### **Suggested Texts:**

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Los Angeles: Sage.
- Dickson-Swift, V., James, E.L., & Liamputtong, P. (2008). *Undertaking sensitive research in the health and social sciences: Managing boundaries, emotions and risks*. Cambridge, England: Cambridge University Press.
- Marshall, C., & Rossman, G.B. (2011). *Designing qualitative research*. 5<sup>th</sup> Ed. Los Angeles: Sage.
- Padgett, D.K. (2004). *The qualitative research experience*. Belmont, CA: Thomson.
- Padgett, D. K. (2008). *Qualitative methods in social work research*. 2<sup>nd</sup> Ed. Los Angeles: Sage.

## Course Assignments and Percentage of Final Grade

Class Participation

**15%**

Assignment 1 Purposeful Observation and Analysis

**Due: Class 3**

**10%**

**(1/31)**

Assignment 2 Initial Plan for Intensive Interview or Focus Group

**Due: Class 6**

**15%**

**(2/21)**

Assignment 3 Refined Plan for Intensive Interview or Focus Group

**Due: Class 8**

**25%**

**(3/13)**

Assignment 4: Coded Interview and Brief Analysis

**Due: Class 13**

**30%**

**(4/17)**

Assignment 5: Brief Oral Presentation of Project

**Due: Class 14**

**5%**

**(4/24)**

Students are expected to read all assignments, participate in class discussions, complete written assignments on schedule, attend all classes and be on time. If students are sick or some other extraordinary circumstance arises that precludes you from attending class, you are to contact the professor **before** class via email. Similarly, if due to an extraordinary situation, a student expects to be late, please notify the professor in advance of class. Assignments received after the due date will be graded down.

**ALL WRITTEN WORK MUST USE APA STYLE, 6<sup>th</sup> Ed., 2010. Note that there are some short guides to this style manual on the class Blackboard cite.**

**ALL WRITTEN WORK, EXCEPT YOUR FINAL PAPER, MUST BE SENT AS A WORD ATTACHMENT in an email to Professor Alexander for grading. I am not able to open MICROSOFT WORKS documents. If you use a MAC, please convert the file to either a rich text or WORD 97-2003 file BEFORE you send it to me. I will also return written work, using tracking, in an email attachment to you. Please use 12-point type and double-space).**

**A note of thanks:** Professors Stephen C. Gardner, Ph.D. from the Silver School of Social Work at New York University and Deborah Gioia, Ph.D of the School of Social Work at the University of Maryland have been most generous in sharing their course outlines and assignments on an annual basis with me. My selection of some of the readings (especially for Week 3) and Assignment 1 have drawn liberally from their materials.

## Schedule of Topics and Required Reading

### Class 1- January 17 Introduction

1. Introduction to course, interests of students and faculty member's involvement in qualitative research, and major issues that will be addressed.
2. Discussion of Vaughan's *Uncoupling*.

#### **Required Reading:**

Vaughan, D. (1990). *Uncoupling: Turning points in intimate relationships*. New York: Vintage Books.

### Class 2 – January 24 Epistemological World Views/ Theoretical Perspectives/Approaches/Methods

1. Quantitative/qualitative debate – How alike and how different?
2. World views/theoretical perspectives/approaches/methods.
3. When to use qualitative approaches
4. Doing purposeful observations and making sense of them

#### **Required Readings:**

Wertz F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis*. New York: Guilford Press. Chs. 1-3(pp. 15-99).

Emerson, R., Fretz, R., & Shaw, L. (1995). *Writing ethnographic field notes*. Chicago: University of Chicago Press, Chs. 1 and 2 (pp. 17-65).

#### **Suggested Readings:**

Becker, H. S. (2000) . The epistemology of qualitative research. In R. Jessor, A. Colby, & R.A. Shwader (Eds.). *Ethnography and Human Development* (pp. 53-72). Chicago: University of Chicago Press.

Denzin, N.K., & Lincoln, Y.S. (Eds). *Handbook of qualitative research*, 1<sup>st</sup> (1994), 2<sup>nd</sup> (2000) & 3<sup>rd</sup> Editions (2003) (select articles from Parts 1: Locating the field and Parts 2 in any edition.)

Morgan, D.L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1, 48-76. doi: 10.1177/2345678906292462

Ponterreto, J. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy. *Journal of Counseling Psychology*, 52(2): 126-136.

Shadish, W.R. (1995). Philosophy of science and the quantitative-qualitative debates: Thirteen common errors. *Evaluation and Program Planning*, 18, 63-75.

**Class 3 – January 31**  
**Assignment 1 Due: Observation & Analysis**

**Implications (Ethical, Methodological, Interpretative, Cultural) of  
Researcher as Instrument in Qualitative Approaches**

1. Implications of the researcher as instrument (need for reflexivity)
2. Dealing with sensitive issues and vulnerable populations
3. Blurred boundaries/power relationships
4. Working with IRBs

**Required Readings:**

- Way, N. (2005). Striving for engagement: Reflections from a qualitative researcher, *Journal of Adolescent Research*, 20, 531-537. doi:10.1177/0743558405278369
- Ahern, K.J. (1999). Ten tips for reflexive bracketing. *Qualitative Health Research*.9 (3): 407-411.
- Dickson-Swift, V., James, E.L., Kippen, S., & Liamputtong, P. (2006). Blurring boundaries in qualitative health research on sensitive topics. *Qualitative Health Research*, 16, 853-871. doi:10.1177/1049732306287526
- Estrof, E.E. (1995). Whose story is it anyway: Authority, voice and responsibility in narratives of chronic illness. In Toombs, S.K., Barnard, D., & Carson, R.A., Eds. *Chronic illness: From experience to policy* (pp. 78-102). Indianapolis: Indiana University Press.
- Newman, E., & Kaloupek, D. (2009). Overview of research addressing ethical dimensions of participation in traumatic stress studies: Autonomy and beneficence. *Journal of Traumatic Stress*, 22, 595-602.
- Waldrop, D.. (2004). Ethical issues in qualitative research with high risk populations. In D.K. Padgett(Ed.). *The qualitative research experience* (pp. 236-249). Thousand Oaks: Sage.

**Class 4 - February 7**  
**Intensive Interviews – Part 1: Background**

1. When to use
2. Choosing respondents
3. Interview preparation and development of interview guide and facesheet
4. Issues in interviewing – interviewer responsibilities, matching interviewers and respondents, cultural sensitivity

**Required Reading:**

- Sin, C.H. (2007). Ethnic matching in qualitative research: Reversing the gaze on “white others” and “white” as other. *Qualitative Research*, 7, 477-499. doi: 10.1177/1468794107082304
- Sturges, J.E., & Hanrahan, K.J. (2004). Comparing telephone and face-to-face qualitative interviewing: A research note. *Qualitative Research*, 4, 107-118. doi: 10.1177/1468794104041110
- Weiss, R.S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. New York: Free Press, pp. 1-150 .(take special note of “**markers**”, pp. 77-78; 95-96; 98;100-101;116-17; 119; 125;128; 148); and “**generalized other**” (pp. 67-68; 71-73; 100-101).

**Class 5– February 14****Rigor in Qualitative Studies: How to Assess**

1. Rigor in quantitative vs. qualitative research
2. Criteria for evaluating rigor in qualitative research

**Required Readings:**

“Criteria for Evaluating the Rigor of Qualitative Approaches  
Intensive Interviews and Focus Groups. Typescript. Find under “Assignments”  
On Blackboard.

Maltured, K. (2001). Qualitative research: Standards, challenges, & guidelines. *The Lancet*, 358, 483-488.

Mays, N., & Pope, C. (2000). Qualitative research in health care: Assessing quality in qualitative research. *British Medical Journal*, 320, 50-53.

Morrow, S.L. (2005). Quality and trustworthiness in qualitative research and counseling psychology. *Journal of Counseling Psychology*, 52, 250-260. doi: 10.1037/0022-0167.52.2.250

**Class 6 – February 21****Assignment 2 Due - Initial Plan for Intensive Interview/Focus Group****Intensive Interviews - Part 2: Examples From Clinical Practice**

1. Using criteria developed in class (Class 5) evaluate the strengths and weaknesses of the studies – You want to summarize and comment on things of particular interest, including clear research questions, reflexivity, size and recruitment of sample, data

- analysis plan (Is it clear? Any reliability checks? Member checking? Peer debriefing? Audit trails? Negative case analysis? Did we learn anything new?)
2. Unanswered questions and future directions for the research team
  3. Practice implications.

**The class will be divided into groups of 2, with each group reporting back on one study. The expectation is that *everyone* will read all 5 studies, but only prepare to report on one in detail.**

### **Required Readings:**

- Arditt, J. & Few, A. (2008). Maternal distress and women's reentry into family and community life. *Family Process*, 47, 303-321.
- deGuzman, R., Leonard, Gwadz, et al.(2006). "I thought there was no hope for Me: A behavioral intervention for urban mothers with problem drinking. *Qualitative Health Research*, 16, 1252-1266. doi:10.1177/1049732306294080
- Johnson, C. M. (2010). When African American teen girls' friends are murdered: A qualitative study of bereavement, coping, and psychosocial consequences
- Jones, R.K., Frohwirth, L.F., & Moore, A. M. (2008). "I want to give my child, like, everything in the world. *Journal of Family Issues*, 79-99. (Please note that the interview guide for this article is also on Blackboard).
- Padgett, D.K., Hawkins, R.L., Abrams, C., & Davis, A. (2006). In their own words: Trauma, substance abuse in the lives of formerly homeless women with serious mental illness. *Psychological Assessment*, 76, 461-467.

### **Class 7 – Feb. 28**

#### **Focus Groups 1: General Background**

1. When to use
2. Development of focus group – issues, including focus group guide and facesheet
3. Focus group, intensive interviews, or both

### **Required Readings:**

- Krueger, R.A., & Casey, M.A. (2009). *Focus groups: A practical guide for applied research*. 4<sup>th</sup>. Ed. Thousand Oaks, CA: Sage. Chs. 1 -6 (pp. 1-141).
- Wong, Y-L, I., Sands, r.G., & Solomon, P.L. (2010). Conceptualizing community: The experience of mental health consumers. *Qualitative Health Research*, 20(5), 654-667.

### **SPRING BREAK – March 6**

### **Class 8 - March 13**

#### **Assignment 3 Due – Refined Plan for Intensive Interview/Focus Group**

#### **Focus Groups 2: More Examples from Clinical Practice**

1. Using criteria developed in class (Class 5), evaluate the strengths and weaknesses of the studies
2. Unanswered questions and future directions for the research team

**The class will be divided into 4 groups, with each one reporting back in detail on on focus group. As with the intensive interview studies, the expectation is that everyone will read all studies, but those assigned to a particular study should read the details very carefully.**

**Required Readings:**

- Allen, J.D., Kennedy, M., Wilson-Glover, A., & Gilligan, T.D. (2007). African-American men's perceptions about prostate cancer: Implications for designing educational interventions. *Social Science and Medicine*, 64, 2189-2200. doi: 10.1016/j.socscimed.2007.01.007
- Lukens, E.P., Thorning, H., & Lohrer, S. (2004). Sibling perspectives on severe mental illness: Reflections on self and family, *American Journal of Orthopsychiatry*, 74, 489-501. doi: 10.1037/0002-9432.74.4.489
- Moluck, S.D., Barksdale, C., Matlin, S., Puri, R., Cammack, N., & Spamm, M. (2007). Qualitative study of suicidality and help-seeking behaviors in African American adolescents. *American Journal of Community Psychology*, 40, 52-63.

**Class 9 - March 20**

**Analysis of Qualitative Data – 1 – Constructivist Grounded Theory and Its Modifications**

1. Transcribing
2. Coding
3. Memo-writing
4. Components of grounded theory development

You will be broken up into groups. We will try coding a few pages of the Gail texts Wertz et. al (2011), pp.403-413) in class.

**Required Readings:**

**Constructivist Grounded Theory Methods:**

- Wertz, F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden (2011). *Five ways of doing qualitative analysis*. New York: Guilford Press. Ch. 4 (pp.103-123 -Theresa texts), Ch.6 (165-202)

**Grounded Theory examples:**

- Anfara, V.A., Brown, K.M., & Mangione, T.L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31, 28-38.



<http://links.jstor.org/sici?sici=0013-189X%28200210%2931%3A7%3C28%3AQAOSMT%3E2.0.CO%3B2-7>

Dumbrill, G.C. (2006). Parental experience of child protection intervention: A qualitative study. *Child Abuse and Neglect*, 30, 27-37. doi: 10.10167/j.chiabu.2005.08.012

### **Class 10 – March 27**

#### **More Coding, Using A Content Analysis or Thematic Approach**

You will be broken up into groups. We will try coding a few pages of the Gail texts (Wertz et. al, 2011, pp.403-413 in class, using a thematic approach.

#### **Required Readings:**

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Hsiu-Fang, H., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15, 1277-1288. doi: 10.1177/1049732305276687
- Koken, J.A., Bimbi, D.S., & Parsons, J. T. (2009). Experiences of familial acceptance-rejection among transwomen of color. *Journal of Family Psychology*, 23, 853-860. doi: 10.1037/00017198
- Ryan, G.W., & Bernard, H.R. (2003). Techniques to identify themes, *Field Methods*, 15, 85-109.

### **Class 11 - April 3**

#### **More Coding, Using a Narrative Approach**

You will be broken up into groups. We will try coding a few pages of the Gail texts (Wertz et. al. (2011, pp. 403-413 in class, using a narrative approach.

#### **Required Readings:**

- Wertz, F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden (2011). *Five ways of doing qualitative analysis*. New York: Guilford Press. Ch. 8 (pp. 224-242); also Ch. 5(pp. 291—303 (comparison of constructivist grounded theory and the other four approaches); 314-333(comparison of narrative approach with the other four approaches); Ch. 12(353-401).
- Hall, J.M. (2011). Narrative methods in a study of trauma recovery. *Qualitative Health Research*, 21, 3-13.

### **Class 12 – April 10**

#### **What Can Qualitative Approaches Contribute to EBP**

Green, J., & Britten, N. (1998). Qualitative research and evidence based medicine. *British Medical Journal*, 316, 1230-1232.

- Grypdonck, M.H.H. (2006). Qualitative health research in the era of evidence-based practice. *Qualitative Health Research*, 16, 1371-1385. doi: 10.1177/1049732306294089
- Hasson-Ohayon, I., Roe, D., & Kravetz, S. (2006). A qualitative approach to the evaluation of psychosocial interventions for persons with severe mental illness. *Psychological Services*, 3, 262-273. doi: 10.1037/1541-1559.34.252
- Satterfield, J.M., Spring, B., Bronson, R.C., Mullen, E.J., Newhouse, R.P., Walker, B.B., & Whitlock, E.P (2009). Toward a multidisciplinary model of evidence-based practice. *The Milbank Quarterly*, 87, 369-390.

### **Class 13 – April 17**

#### **Assignment 4 Due: Interview Transcribed, Coded, Analyzed**

#### **Mixed Methods and EBP**

Different types, timing, weighting, sequencing  
Examples

#### **Required Readings:**

- Cresswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. 3<sup>rd</sup>. Ed. Pp. 203-225.
- Moses, T. (2010). Exploring parents' self-blame in relation to adolescents' mental disorders. *Family Relations*, 59, 103-120. doi: 10.1111/j.1741-3729.2010.00589.x
- Waldrop, D. P. (2007). Caregiver grief in terminal illness and bereavement: A mixed-methods study. *Health and Social Work*, 32, 197-206. (See also the interview guides which are posted).

### **Class 14 – April 24**

#### **Ever so brief presentations of class projects and wrap-up**

#### **SUGGESTED ADDITIONAL RESOURCES FOR QUALITATIVE APPROACHES**

#### **Books:**

- Becker, H. (1998). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.
- Bodgan, R. & Taylor, S.J. (1998). *Introduction to qualitative research methods*. (3rd ed.) NY: John Wiley & Sons.
- Bryant, A., & Charmaz, K. (2007, 2010 (paperback)). *The Sage handbook of grounded theory*. Los Angeles: Sage.

- Camic, P.M., Rhodes, J.E., & Yardley, L., Eds. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research*. 3<sup>rd</sup> Ed. Los Angeles: Sage.
- Crabtree, B.F. & Miller, W.L. (Eds.) (1999). *Doing qualitative research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage
- Denzin, N.K. & Lincoln, Y.S. (Eds.) (2008). *Handbook of qualitative research*, 3rd Ed. 3 volumes. Thousand Oaks, CA: Sage.
- Emerson, R.M. (2002). *Contemporary field research*. 2<sup>nd</sup> Ed. Prospect Heights, IL: Waveland Press.
- Glaser, B. G. (2002). *Conceptualization: On theory and theorizing using Grounded Theory*. International Journal of Qualitative Methods, 1 (2). Article 3. <http://www.ualberta.ca/~ijqm/>
- Gubrium, J.F. & Holstein, J.A. (2002). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage (New edition due spring, 2012)
- Heaton, J. (2004). *Reworking qualitative data*. London: Sage Publications.
- Hesse-Biber, S. N., & Leavy, P. (2004). *Approaches to qualitative research: A reader on theory and practice*. New York: Oxford U. Press.
- Lambert, E.Y. Ashery, R.S. & Needle, R.H. (1995). *Qualitative methods in drug abuse and HIV research*. NIDA Monograph 157.
- Lincoln, Y. & Guba, E., (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lofland, J., & Lofland, L. (1995). *Analyzing social settings: a guide to qualitative observation and analysis*. 2<sup>nd</sup> ed. Belmont, CA: Wadsworth Pub. Co.
- Maxwell, J.A. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- Miles, M. & Huberman, A. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- Mishler, E.G. (1986). *Research interviewing: Context and narrative*. Cambridge, MA; Harvard U. Press.
- Oktay, J. (2012). *Grounded theory*. New York: Oxford University Press.
- Patton, M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- Reinharz, S. (1992). *Feminist methods in social research*. New York: Oxford University Press.
- Richards, L. (2005). *Handling qualitative data*. Thousand Oaks, CA: Sage Publications.
- Riessman, C.K. (1993). *Narrative analysis*. Thousand Oaks, CA: Sage Publications.
- Riessman, C.K. (2008). *Narrative methods for the human sciences*. Los Angeles: Sage.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. 2<sup>nd</sup> Ed. New York: Teacher's College Press.
- Shaw, I. & Gould, N. (2001). *Qualitative research in social work*. London: Sage Publications.
- Silverman, D. (2011). *Interpreting qualitative data*. 4<sup>th</sup> Ed. Los Angeles: Sage.
- Smith, J.A. Ed. (2008). *Qualitative psychology: A practical guide to research methods*. 2<sup>nd</sup> Ed. Los Angeles: Sage.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.

- Strauss A. & Corbin, J. (1990). *The basics of qualitative research*. Newbury Park, CA: Sage.
- Tedlie, C.B., & Tashakkori, A. (2008). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences* Los Angeles: Sage.
- Tolman, D.L. & Brydon-Miller, M. (Eds.) (2001). *From subjects to subjectivities: A handbook of interpretive and participatory methods*. New York: New York University Press.
- Wells, K. (2011). *Narrative inquiry*. New York: Oxford Press.
- Yin, R.K. (2009). *Case study research: Design and methods*. 4<sup>th</sup> Ed. Los Angeles: Sage.

### **Periodicals Focusing on Qualitative Work (More generally)**

*Ethnography*  
*Journal of Contemporary Ethnography*  
*Journal of Mixed Methods Research*  
*Journal of Narrative and Life History*  
*Narrative Inquiry*  
*Oral History Review*  
*Qualitative Family Research*  
*International Journal of Qualitative Methods (Web only)*  
*Qualitative Health Research*  
*Qualitative Inquiry*  
*Qualitative Nursing Research*  
*Qualitative Report (Nova University)*  
*Qualitative Research*  
*Qualitative Research in Psychology*  
*Qualitative Sociology*  
*Social Science and Medicine*  
*Studies in Qualitative Methodology*  
*Studies in Symbolic Interaction*  
*Symbolic Interaction*  
*The Qualitative Report*

### **Selective Periodicals, Receptive to Qualitative Research In Social Work**

*Child and Adolescent Social Work*  
*Families in Society*  
*JSSWR (Journal of the Society for Social Work and Research)*  
*Journal of Psychosocial Oncology*  
*Qualitative Social Work*  
*Smith College Studies in Social Work*  
*Social Service Review*  
*Social Work*  
*Social Work Research*

### **Other Periodicals**

*American Journal of Community Psychology*

*American Journal of Evaluation*  
*American Journal of Orthopsychiatry*  
*American Journal of Public Health*  
*Child Abuse and Neglect*  
*Family Process*  
*Family Relations*  
*International Journal of Nursing Studies*  
*Journal of Advanced Nursing*  
*Journal of Aging Studies*  
*Journal of Health and Illness*  
*Journal of Health and Social Behavior*  
*Journal of Family Psychology*  
*Journal of Family Studies*  
*Journal of Marital and Family Therapy*  
*Journal of Nursing Scholarship*  
*Journal of Qualitative Psychology*  
*Journal of Substance Abuse Treatment*  
*Nursing Research*  
*The Gerontologist*  
*Western Journal of Nursing Research*  
**Journal of Counseling Psychology - *Journal of Counseling Psychology*: Special Issue:  
Knowledge in Context: Qualitative Methods in Counseling Psychology Research  
(April 2005)**