

Nunes, Joyce Mazza, *Federal University of Ceara*

School Education Duty with Adolescents: Effects on Adolescents' awareness to sexual health behavior for HIV/ Aids Prevention

See Costa, Ana Cristina Pereira Jesus

Nurjannah, Intansari, *Centre for Nursing and Midwifery Research, James Cook University*

Conducting a Grounded Theory Study in a Language Other Than English: Procedures for Ensuring the Integrity of Translation

Translation can be a problem area for researchers conducting qualitative studies in languages other than English who intend to publish the results in an English language journal. Analyzing the data is also complex when the research team consists of people from different language backgrounds. Translation must be considered as an issue in its own right to maintain the integrity of the research, especially in a grounded theory study. In this presentation we offer guidelines for the process of translation for data analysis in a grounded theory study in which the research was conducted in a language other than English (Indonesian). We make recommendations about procedures to choose when, who and how to translate data. The translation procedure is divided into four steps which are: translation in the process of coding, translation in the process of team discussion, translation in the process of advanced coding and ensuring the accuracy of translation.

Nutov, Liora, *Gordon College*

Teaching and Learning Qualitative Research – Conducting Qualitative Research

We will present a teaching framework for a graduate course on Qualitative Research Methods course. The organizing concept of the teaching framework is that teaching and learning qualitative research are similar in essence to conducting qualitative research. The teaching framework is based on ten principles of teaching and learning qualitative research methods that result from the application of ten principles of conducting qualitative research. In other words, teaching and learning a course that deals with qualitative research implements the principles of such research. The teaching framework was constructed during a reflective research that lasted four years. During the course of the study, the researchers-lecturers collected and analyzed various course assignments performed by 62 students, online student discussions, observations made during class, interviews, and occasional conversations with students. The study contributes to research on the pedagogy of research methods in general and of qualitative research methods in particular.

Nybell, Lynn M., *Eastern Michigan University School of Social Work*

Horror Stories, War Stories and Unhappy Endings: Locating Social Service Workers in Neo-Liberal Plots

This grounded account of a single neoliberal reform project—the introduction of models of wraparound services—explores the ways that neoliberal common sense enters the life worlds of social service workers. The paper explores the narratives disseminated by State-sponsored social movements, promoted by government insiders and foundation funders and aimed at gathering support for reinventing the welfare state. The paper argues for paying attention to the narrative structures that are deployed to enlist social service workers in “rolling back” or “rolling out” the often-contradictory innovations of neoliberal reform. It also seeks to identify counter-narratives that arise among workers and advocates who seek to resist or redirect these reforms. Examining the stories of reform in context sheds light on the ways that neoliberal reform rhetoric that appears from a dis-