I. Course Description

You’ve conducted a bunch of key informant interviews, or a series of focus groups. Now what? How do you reflect the participants’ individual opinions and perspectives in your analysis while at the same time draw some collective conclusions? Is it possible to analyze qualitative data objectively? Do you need to use qualitative software? What is the best way to present qualitative data in an article or policy brief or conference break-out session?

How can you collaboratively analyze qualitative data with community partners? This course will provide discourse and some answers to the questions above. The course is intended for students who plan to collect and analyze qualitative data, including those employed in public health, private, and non-profit agencies. Whether the data are collected to describe a problem, evaluate a program, or inform an intervention, the principles and challenges of analysis remain the same. This course will provide opportunity for analyzing and working with qualitative data from a variety of data collection methods and using multiple analysis approaches. Discussion of analyzing photograph and video data will provide students with insights on how best to analyze these types of data (time will not be spent analyzing these in class). Students are encouraged to bring any existing data they have as there may be opportunities in class to discuss and work with the data.
II. Course Prerequisites

None, although it is preferred that you have experience with basic qualitative research methods.

III. Course Goals and Objectives

Upon completion of this course, students will be able to

- Identify primary purposes and goals of qualitative data analysis.
- Identify and define at least three approaches to analyzing qualitative data.
- Discuss ethical, and logistical considerations when analyzing qualitative data.
- Describe strategies for conducting qualitative data analysis in community-based participatory research.
- Demonstrate ability to critique qualitative research and analysis reported in the literature.
- Demonstrate ability to formulate and implement a data analysis plan consistent with the study purpose and qualitative research method.
- Develop a plan for disseminating qualitative data to diverse audiences (e.g., community members, policy makers).

IV. Methods of Instruction and Work Expectations

Assigned Readings, Group Exercises

In this course we will use a variety of teaching methods and strategies including:

- Mini-lectures
- Large and small group discussions
- Extensive time to practice analyzing interview and focus group data
- Two assignments will be required to be completed by the end of the course. These will provide students the opportunity to demonstrate systematic approaches to conducting and disseminating qualitative data analysis, including content analysis and hermeneutic analysis. Assignments will each be graded on a 25-point scale. Students may work together on assignments and submit a group assignment, which will receive one grade.
- Grades will be assigned for classroom participation (50 points) as described below.

Students will be able to obtain credit for classroom participation by asking questions, and participating in discussions and hands-on activities (25 points). Students will be expected to actively lead one critical review of an article (this will be explained the first day of class) (25 points).

V. Course Text and Readings

Required Readings:

Required online readings & websites listed on the syllabus can be accessed by clicking on the weblink, if provided. Journal articles and other required readings are available as PDF documents on the Moodle site associated with this course. Or, you can access them through PubMed or the University Libraries (see instructions listed below). Students are responsible for downloading all course materials and completing pre-course assignments.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Access PubMed

- Type in the PMID number listed on the course materials, click the go button
- This takes you to a citation page, click on the author name
- This takes you to the abstract page, click on the journal title button
- This takes you to the full journal article
Access University Libraries

- Go to the U of MN libraries website at http://www.lib.umn.edu/#articlesanddatabases
- Type in the journal title in the “Search For” box, click the go button
- This takes you to a list of possible journal titles, click on the title you want
- This takes you to a search form, fill in citation information, click the go button
- You will be prompted to login with your X.500 number and password
- This will take you to the journal and the abstract of the article
- Find on the page where it says Full Text or PDF (it is different for each journal), click on that and the full text will open.

Recommended Textbooks (Purchase if you plan to extensively do data analysis; otherwise, consider these optional resources):


Required Readings (assigned throughout the week; you do NOT need to read before class starts):


Bradley, E. H., Curry, L. A., & Devers, K. J. (2007). Qualitative data analysis for health services research: Developing taxonomy, themes, and theory. Health Services Research, 42(4), 1758-1772. PMID: 17286625


**Critique Articles (to be assigned in class)**


### VI. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Course welcome and introductions</th>
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<tbody>
<tr>
<td></td>
<td>- Expectations</td>
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<tr>
<td></td>
<td>- What students hope to accomplish</td>
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<tr>
<td></td>
<td>- Instructor’s goals</td>
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<tr>
<td></td>
<td>- Course plan, learning objectives, grading</td>
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<tr>
<td></td>
<td>- Books and articles</td>
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<tr>
<td></td>
<td>- Assignments</td>
</tr>
<tr>
<td></td>
<td>1A</td>
</tr>
<tr>
<td></td>
<td>- Why we undertake qualitative research?</td>
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<tr>
<td></td>
<td>- Overview/refresher of key qualitative methods.</td>
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<tr>
<td></td>
<td>- Common ways of analyzing qualitative data.</td>
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<tr>
<td></td>
<td>Homework TBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Course questions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>- Qualitative software systems.</td>
</tr>
<tr>
<td></td>
<td>- Coding, coding, coding.</td>
</tr>
</tbody>
</table>
Ethical and logistical considerations.

Homework TBA

Day 3
Course Questions, etc.
3A
- Inductive/Deductive.
- Data triangulation.
- Literature critique.
- Data analysis in community-based participatory research…lessons learned.

Homework TBA

Day 4
Course Questions, etc.
4A
- Literature critique.
- Strategies for describing qualitative data analysis in grant proposals.
- Disseminating qualitative findings.

Where to from here?
Wrap Up

VII. Evaluation and Grading

Grading will be determined according to the following:
- Class participation (50 points, 50% of grade)
- Written assignments (50 points, 50% of grade)

Late written assignments will receive 5-point deductions each day late unless pre-arranged with faculty.

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>3.67</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>3.33</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>2.67</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>2.33</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>Represents achievement that meets the minimum course requirements in every respect.</td>
</tr>
<tr>
<td>1.67</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>D</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>1.0</td>
<td>D</td>
<td></td>
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</table>
D- =

F = below 60%

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>D-</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
<tr>
<td>F</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>

- S/N option must complete all assignments to a C- level (70%):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).</td>
</tr>
<tr>
<td>N</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>

PLEASE NOTE:

If applicable, students may change grading options during the initial registration period or during the first two weeks of the term. The grading option for a Public Health Institute 4-day course may not be changed after the second day of class. Or, after the first day of class for a 2-day course.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

Course Evaluation

The School of Public Health collectd student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete the course evaluations. Students who complete the course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed the course evaluation or not.

Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the course for which you are registered.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu. The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their
instructor and, if applicable, advisor of their intent to withdraw. See section below for rules about Public Health Institute courses.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

**WITHDRAWAL POLICY FOR PUBLIC HEALTH INSTITUTE COURSES**

School of Public Health students may withdraw from a 4-day course through the second day of class without permission and no “W” will appear on the transcript. Students enrolled in 2-day courses may withdraw only through the first day of class. After these withdrawal deadlines pass students are required to do the following.

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to the SPH Student Services Center (SSC) at sph-ssc@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.

**Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at [www.umn.edu/regents/polindex.html](http://www.umn.edu/regents/polindex.html).

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of “F” or “N” for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: [http://writing.umn.edu/tww/plagiarism/](http://writing.umn.edu/tww/plagiarism/).

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to [http://tutorial.lib.umn.edu](http://tutorial.lib.umn.edu) and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

**Disability Statement**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).


Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website at http://www.mentalhealth.umn.edu