

PubH 6636-001
Qualitative Research Methods in Public Health Practice
Spring 2017

Credits: 2
Meeting Days: Mondays
Meeting Time: 2:30-4:30
Meeting Place: Mayo A110

Instructor: Benjamin Capistrant, ScD
Office Address: WBOB 437
Office Phone: 612-624-2891
E-mail: bcapistr@umn.edu
Office Hours: Monday, 11-12 or by appointment

I. Course Description

This is a 2-credit course in applied qualitative research methods. The course introduces students to: paradigms of qualitative research and inquiry; selected data collection, management, and analysis methods for qualitative research in public health; and standards for reporting qualitative findings. The course is an introductory course, to begin, but not develop full mastery in, various relevant qualitative methods relevant for public health. The course emphasizes practical skills of qualitative research design, data collection (i.e., interviewing, focus group facilitation, and participant observation) and data analysis (e.g., using NVivo software). The class involves one, two-hour class session per week that consist of didactic lectures, discussion, small group work, and practical, hands-on learning.

II. Course Prerequisites

Graduate student status.

III. Course Goals and Objectives

1. Understand the paradigms and principles of qualitative research methods
2. Determine when qualitative methods are appropriate, how to employ qualitative methods appropriately
3. Understand and apply best practices of qualitative research study design, including sampling and data collection method(s)
4. Design data collection protocols, including interview guides
5. Develop skills to facilitate qualitative interview and focus group data collection
6. Use interviewing skills to gather qualitative data
7. Articulate paradigms and approaches for qualitative data collection, including the role of qualitative data management software in data analysis

8. Build expertise with basic data analysis approaches
9. Communicate findings from qualitative data analyses, including implications for public health practice

IV. Methods of Instruction and Work Expectations

The class will include lectures, group discussions, and individual and small group exercises. Active participation in class discussions is expected and completion of readings prior to class is required. Students should come to class prepared to engage in class discussions and with clearly articulated positions on the topics covered in the readings.

V. Course Text and Readings

The primary, required readings will come from a course textbook: Clarke, V. and Braun, V. (2013) Successful qualitative research: A practical guide for beginners. London: Sage. ISBN 9781847875815

Additional recommended readings will be posted to Moodle as appropriate throughout the semester.

VI. Course Outline/Weekly Schedule

Class	Date	Topic	In Class Activity	Readings Before Class	Assignment Due in Class	
1	1/23	Introduction to Qualitative Methods	Analyzing Qualitative Data & Identifying Groups	Chapter 1	Short Answer Survey	
2	1/30	Principles of Qualitative Research	Group Work - Generating qualitative Research Questions	Chapter 2, Ch 3 p42-55		
3	2/6	Qualitative Study Design	Group Work - Qualitative Study Design	Chapter 3, p. 55-75	<ul style="list-style-type: none"> • Moodle Quiz • Draft Research Questions & Rationale 	
4	2/13	Interviews - Interview Guides	Group Work - Interview guide development	Chapter 4	Draft group IRB protocol (i.e., study design)	
5	2/20	Interviews - Interview Skills	Group Work - Practice Interviewing	Chapter 4	Draft Interview guide	
6	2/27	Focus Groups	Mock Focus Groups	Chapter 5	Moodle Quiz	
7	3/6	Interview Transcription & Participant Observation	Participant Observation	Chapter 7	Final Draft Interview Guide	
	3/13	Have a Good Spring Break				
8	3/20	Analysis - Paradigms	Group Work - Analysis Plan	Chapter 8	Final Draft of Group Study Design with data collection protocols	
9	3/27	Analysis - Coding	Coding	Chapter 9	<ul style="list-style-type: none"> • Moodle Quiz • Interview Transcript and Memo 	
10	4/3	Analysis - Finding Patterns in Data	Coding	Chapter 10	Group Analysis Plan	
11	4/10	Analysis - Interpreting Patterns in Data	Coding	Chapter 11		
12	4/17	Rigor & Writing up Results		Chapter 12	<ul style="list-style-type: none"> • Data Analysis • Moodle Quiz 	
13	4/24	Final Presentations	Final Presentations		Final Presentation	
14	5/1	Course Wrap-up			<ul style="list-style-type: none"> • Moodle Quiz • Group Project Due 	

Moodle Quizzes: There will be 5, brief quizzes on Moodle throughout the semester to ensure understanding of the material in class and in the readings that you are asked to apply in group assignments and individual work. Quizzes will be available via Moodle 4 days before the quiz is due (i.e., Thursday at 2:30pm before class on Monday at 2:30pm).

Group Project and its Component Parts

- **Draft Research Questions & Rationale:** This will be a group’s initial research question that will guide the planned study design and data analysis throughout the semester. The research question will evolve and refine over the span of the semester. In addition, 1-2 paragraph of rationale with 1-5 relevant citations of relevant literature should be included.
- **Group IRB protocol (i.e., study design):** The planned study design will be proposed in the format of an IRB protocol. This should include the revised research question and rationale, sampling and recruitment plan, types of qualitative methods chosen and their justification, the data collection protocols (e.g., focus group guide, interview guide). The format of the IRB protocol also includes plans to protect human subjects and their confidentiality in qualitative research. An initial shorter draft of this will be due for instructor feedback; a final draft will be due later in the semester with finalized data collection protocols after spring break.
- **Interview Guides:** Students will conduct a 30-60 minute semi-structured interview using an interview guide developed with their group based on the group’s research question. A draft version will be due for instructor feedback; and a final version will be submitted and approved before data collection begins.
- **Individual Interview Transcript and Memo:** Students will transcribe at least 20 minutes of their interview audio files and write a .5-1 page memo about their experience in the interview, including reflections on the experience as well as specific notes about what transpired in the interview (i.e., the tone of the conversation, body language, etc.)
- **Group Analysis Plan:** Draft of analysis plan (.5-1 page) for qualitative data, including general analysis approach/paradigm; plans for inductive coding, if any; plans for multiple coders and reliability therein.
- **Data Analysis:** Results from the data analysis – codebook, generate reports from NVivo, and 1 page write up of findings (~2-4 key themes) including succinct, relevant quotes
- **Final Presentation:** 12 minute oral presentation using Power Point slides of research question, rationale, methods, data collection, analysis and findings.
- **Final Project:** 3-6 page written document of revised versions of the semester's materials, namely: research question, rationale, methods, data collection, analysis and findings, and plans for additional data collection.

VII. Evaluation and Grading

Assignment	Points
Class Participation	5
Quizzes	25
Interview Protocol	10
Interview Transcript & Reflection Memo	10
Data Analysis	20
Final Group Project - Qualitative Study Design	20
Final Presentations	10
Total	100

Assignments are due via Moodle by the beginning of the class period they are due. Late work is subject to points off, up to 5 points per day late.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

	Points	GPA
A	94-100	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	90-93	3.667
B+	87-89	3.333
B	84-86	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	80-83	2.667
C+	77-79	2.333
C	74-76	2.000 - Represents achievement that meets the course requirements in every respect
C-	70-73	1.667
D+	67-69	1.333
D	64-66	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

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 official 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 SPHGrades at: 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.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

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.

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

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom

community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/Equity Diversity EO AA.pdf>.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this

freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 9/2014