

# PUBH 6636, SECTION 001

## Qualitative Research Methods in Public Health Practice Spring 2019

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### COURSE & CONTACT INFORMATION

**Credits:** 2

**Meeting Day(s):** Mondays

**Meeting Time:** 2:30-4:25

**Meeting Place:** Mayo D199

**Instructor:** Melissa Laska, PhD, RD, Professor

Additional Instructional support: Megan Winkler, PhD, Post-doctoral Fellow

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**Office Phone:** 612-624-8832 (Laska), 612-624-7838 (Winkler)

**Fax:** 612-624-0315

**Office Hours:** By appointment

**Office Location:** WBOB 334 (Laska)

### COURSE DESCRIPTION

This is a 2-credit course in applied qualitative research methods in public health practice. 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 analysis. The class involves one, two-hour class session per week that consist of didactic lectures, discussion, small group work, and practical, hands-on learning.

### COURSE PREREQUISITES

Graduate student status

### COURSE GOALS & OBJECTIVES

1. Understand the paradigms and principles of qualitative research methods
2. Determine when qualitative methods are appropriate and how to employ qualitative methods in relevant settings
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
8. Build expertise with basic data analysis approaches
9. Interpret and communicate findings from qualitative data analyses, including implications for public health practice

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

PubH 6636 is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. The workload required outside of class for PubH 6636 ebbs and flows during the semester; it will not be exactly the same from week to week. We will discuss weeks in which the workload will be particularly heavy (i.e., during our data analyses activities) so you can plan accordingly.

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.

### Learning Community

This course requires students to work in teams throughout the semester. We do not come to this course with identical backgrounds and experiences, and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this means:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the instructors if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this means:

- Respecting the identities and experiences of your classmates.
- Avoiding broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Considering your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student-to-student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

## COURSE TEXT & 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. Many of those readings are listed in the class schedule grid outlined below, though others may be added during the semester if needed.

## COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Assignments
Week 1: 1/28	<ul style="list-style-type: none"> <li>Introduction to Qualitative Methods and PubH 6636</li> </ul>	<ul style="list-style-type: none"> <li>Clarke &amp; Braun: Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>Vote on project topics by 1/30</li> <li>Complete CITI training (5pts), due 2/4</li> </ul>
Week 2: 2/4	<ul style="list-style-type: none"> <li>Overview of Group Project and Roles</li> <li>Developing a Research Protocol and Interview Guide, Research Ethics</li> <li>In-Class Group Work: Discuss and select qualitative research questions, assign group member roles and block off time for weekly meetings</li> </ul>	<ul style="list-style-type: none"> <li>Clarke &amp; Braun: Chapter 3 and 4</li> <li>Orb A et al. Ethics in qualitative research. <i>Journal of Nursing Scholarship</i>. 2001;33(1):93-6.</li> </ul>	<ul style="list-style-type: none"> <li>Assigned group member(s): Write up <u>draft</u> of research questions, sampling plan and recruitment scripts, due 2/7 at noon.</li> </ul>
Week 3: 2/11	<ul style="list-style-type: none"> <li>Zobeida Bonilla, PhD: Theory and Epistemology</li> <li>In-Class Group Work: Discuss and design interview guide and prepare protocol</li> </ul>	<ul style="list-style-type: none"> <li>Clarke &amp; Braun: Chapter 2</li> <li>Conrad P. The meaning of medications. <i>Soc Sci &amp; Med</i>. 1985;20(1):29-37.</li> <li>Leichtentritt RD. Silenced voices: Israeli mothers' experience of feticide. <i>Soc Sci &amp; Med</i>. 2011 Mar 1;72(5):747-54.</li> <li>Singer M et al. The social geography of AIDS and hepatitis risk. <i>Am J Publ Health</i>. 2000;90(7):1049.</li> </ul>	<ul style="list-style-type: none"> <li>Individual assignment (10 pts): Scientific rationale for RQ including 4-5 relevant citations, due 2/14 at noon.</li> <li>Group assignment (3 pts): submit initial <u>draft</u> of interview guide, due 2/14 at noon.</li> </ul>
Week 4: 2/18	<ul style="list-style-type: none"> <li>Interview Skills, detailed review of example interview/transcript</li> <li>In-Class Group Work: Continue protocol development and refine interview guide</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 7, 9 and 10. In: <i>Qualitative Interviewing: The art of hearing data</i>. 3rd edition.</li> </ul>	
Week 5: 2/25	<ul style="list-style-type: none"> <li>Interview Transcription</li> <li>In-Class Group Work: Practice interview skills</li> </ul>	<ul style="list-style-type: none"> <li>Clarke &amp; Braun: Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>Group Assignment (10 pts): Research protocol and final interview guide due 2/25 by the start of class.</li> </ul>
Week 6: 3/4	<ul style="list-style-type: none"> <li>Katie Loth, PhD, MPH, RD: An example of qualitative research examining the parent-child feeding relationship.</li> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>After getting instructor approval, conduct your interview and then complete transcription</li> </ul>

<p>Week 7: 3/11</p>	<ul style="list-style-type: none"> <li>• Data analysis: Overview &amp; Stage 1</li> <li>• Kyla Wahlstrom, PhD: Focus Group Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Clarke &amp; Braun: Chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignment (10 pts): Transcribed interview and reflection memo, due 3/15 at noon</li> </ul>
<p>Enjoy spring break!</p>			
<p>Week 8: 3/25</p>	<ul style="list-style-type: none"> <li>• Data Analysis: Stages 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• Clarke &amp; Braun: Chapter 9, 10 and 11 (pp. 248-262)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct stage 1 analysis (coding and memos on hard copies) on all 4 transcripts before class on 4/1.</li> </ul>
<p>Week 9: 4/1</p>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• In-Class Group Work: compare stage 1 noticings, memos and coding</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lead analysts</u>: both lead analysts will perform stage 2 coding on the same TWO transcribed interviews; then they will meet, discuss and negotiate codes, prepare draft codebook after meeting, recode transcripts and perform stage 2 memos</li> <li>• <u>Non-lead analysts</u>: Draft analysis plan write-up</li> </ul>
<p>Week 10: 4/8</p>	<ul style="list-style-type: none"> <li>• Rigor, Results Write-ups and Dissemination</li> <li>• Quality Criteria</li> <li>• In-Class Group Work: Lead analysts review codebook with other group members to prepare them to use it.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarke &amp; Braun: Chapter 11 (pp. 268-273), 12 and 13</li> </ul>	<ul style="list-style-type: none"> <li>• Group assignment (5 pts): Submit initial codebook, stage 2 coded transcripts, all memos and analysis plan, due 4/8 at the beginning of class.</li> <li>• <u>Non-lead analysts</u>: All non-lead analysts will use draft codebook to perform stage 2 coding on the same TWO transcribed interviews (i.e., those that the lead analysts coded last week) and perform stage 2 memos before class on 4/15.</li> </ul>
<p>Week 11: 4/15</p>	<ul style="list-style-type: none"> <li>• Other study designs</li> <li>• In-Class Group Work: Review instructor feedback and feedback from non-lead analysts in the group, revise codebook and codes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A series of readings illustrating other types of qualitative study designs will be provided on Moodle</i></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lead analysts</u>: On a 'fresh' transcript, the two lead analysts will independently recode the same transcribed interview with adjusted/revised 2<sup>nd</sup> level codes; meet and evaluate if coding is the same; update the codebook if needed; continue to memo; divide remaining transcripts and code using adjusted/revised codebook.</li> </ul>

<p><b>Week 12: 4/22</b></p>	<ul style="list-style-type: none"> <li>• Aida Miles, EdD, RD: Using phenomenology to better understand the experience of living with autism.</li> <li>• In-Class Group Work: Review all coded transcripts, resolve lingering discrepancies and ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead analysts:</b> Recode transcripts based on new decisions (as needed), write up results section of final paper.</li> <li>• <b>Non-lead analysts:</b> Prepare/finalize and assemble the final group paper (RQ, rationale/justification, methods, analysis plan, results)</li> </ul>
<p><b>Week 13 4/29</b></p>	<ul style="list-style-type: none"> <li>• Overview of other qualitative methods, including participant observation</li> <li>• In-Class Group Work: Prepare final presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Clarke &amp; Braun: Chapter 6</li> <li>• <i>Other readings with examples of additional qualitative methods will be posted to Moodle.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group assignment (20 pts): Final paper, including justification/rationale, RQ, methods, results; all lead analysts' memos; final codebook; final transcribed interviews and double-coded lead analyst interview; all group members' stage 1 and 2 memos and non-lead analysts' coded transcripts. Due 4/29 by the beginning of class.</li> </ul>
<p><b>Week 14: 5/6</b></p>	<ul style="list-style-type: none"> <li>• Final Presentations</li> <li>• Course Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>• At least 1 group paper (not including your own) on Moodle</li> </ul>	<ul style="list-style-type: none"> <li>• Group assignment (10 pts): Final presentations, including uploading PPT slides before noon on 5/6.</li> <li>• Individual assignment (15 pts): Discussion section write-up, due 5/9 by noon.</li> <li>• Individual assignment (5 pts): Peer evaluation and course reflection, due 5/13.</li> </ul>

## Assignments:

Most of the grading for this course is based on students' performance in a semester-long qualitative project. This project includes numerous sequential components that are outlined below and is designed to involve both group work and individual activities and reflection. Assignments throughout the semester include:

- Training in Research Ethics (each person completes on their own).
- Initial Group Research Question (one per group) & Individual Rationale/Justification (each person completes on their own).
- Group Research Protocol (one per group).
- Interview using Group Interview Guide (each person completes on their own).
- Individual Interview Transcript and Reflection Memo (each person completes on their own).
- Draft of Group Analysis Plan (one per group).
- Group Data Analysis (one per group).
- Final Group Paper (one per group).
- Interpretation and Discussion (each person completes on their own).
- Final Group Presentation (one per group).
- Individual Course Reflection and Peer Evaluation of Group Members (each person completes on their own).

More information on each of these assignments is provided on Moodle and will be discussed in class.

## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## EVALUATION & GRADING

Assignment	Points
Class participation and completion of research ethics/human subjects training (individual)	10
Draft RQ, sampling plan and recruitment scripts (group)	2
Draft interview guide (group)	3
Initial research rationale/justification (individual)	10
Interview protocol, including revised research question (group)	10
Interview transcript & memo (individual)	10
Data analysis plan and draft codebook to date, including supporting materials (group)	5
Final paper (group)	15

Written interpretation and discussion of project findings (individual)	15
Final presentation (group)	15
Course reflection and completion of peer evaluation (individual)	5
<b>Total</b>	<b>100</b>

**Because class activities and assignments build on each other, it is essential that these be handed in on time.** Late work is subject to points off, up to 5 points per day late.

Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>

### Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because 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 (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

<b>Evaluation/Grading Policy</b>	<b>Evaluation/Grading Policy Description</b>
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<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>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 (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Late Assignments</b></p>	<p>Because class activities and assignments build on each other and the schedule for assignments is rather tight, it is essential that these be handed in on time. Late work is subject to points off, up to 5 points per day late. Please notify instructors as soon as possible (in advance of the deadline) if you believe you may need to turn in an assignment late.</p>
<p><b>Attendance Requirements</b></p>	<p>Class attendance is imperative. However, we understand that unforeseeable and emergency circumstances may arise causing students to miss a class session. Students who anticipate they may need to miss a class session must notify the instructors as soon as possible (in advance of the class). Because in class activities often will involve group work, students are also responsible for notifying their group members if they need to miss class and finding another time to complete the group work.</p>
<p><b>Extra Credit</b></p>	<p>All students are evaluated on the basis of the same assignments – there is no “bonus” work or resubmissions to replace missed assignments or improve grades.</p>
<p><b>Grade Disputes</b></p>	<p>Final grade disputes are accepted between the final day of class and until 5 pm Central time for the 5 days following the final day of class. Grade dispute requests are only accepted for point allocations that would affect the final letter grade that a student would receive for the course.</p> <p>If you wish to dispute the number of points you receive on a class assignment, you must do so in writing. Submit a request (500 words maximum) that includes a specific rationale for why the assignment deserves a higher grade and where additional points were earned but not allocated. The instructor reserves the right to either increase or decrease the final point allocation upon review, based upon the merits of the assignment and the request.</p> <p>The only exception to this policy is for a student to note a mathematical error in a grading rubric.</p>
<p><b>Saving &amp; Submitting Coursework</b></p>	<p>Be sure to save all hard copies of course work, including group work, and instructor feedback and assignments and drafts you have submitted.</p>



<p><b>Technical Issues with Course Materials</b></p>	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <ul style="list-style-type: none"> <li>• Open any document/file you are submitting prior to uploading it to Moodle to ensure that all of your answers are visible.</li> <li>• Double-check your assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page: <ul style="list-style-type: none"> <li>• Assignments successfully submitted will be attached on this page.</li> </ul> </li> </ul> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> <li>• Go to Quick Help: <a href="http://z.umn.edu/sphquickhelp">http://z.umn.edu/sphquickhelp</a>.</li> <li>• Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> <li>○ Provide as much information as possible, so the tech team can best help you as soon as possible.</li> <li>○ You can expect a response within 1-2 business days to help resolve the problem.</li> </ul> </li> <li>• If you cannot access this course in Moodle, contact Moodle support (<a href="mailto:moodle@umn.edu">moodle@umn.edu</a>) for help.</li> </ul>
<p><b>Incomplete Contracts</b></p>	<p>A grade of incomplete "I" may 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.</p> <p>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). The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student.</p> <p>Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option). For more information and to initiate an incomplete contract, students should go to SPHGrades (<a href="http://www.sph.umn.edu/grades">http://www.sph.umn.edu/grades</a>).</p>
<p><b>Course Evaluation</b></p>	<p>Student feedback on course content and faculty teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a software system called CourseEval (<a href="http://www.sph.umn.edu/courseeval">http://www.sph.umn.edu/courseeval</a>). Students who complete their course evaluations will be able to access their final grade as soon as the faculty member submits the grade in SPHGrades (<a href="http://www.sph.umn.edu/grades">http://www.sph.umn.edu/grades</a>) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.</p> <p><b>Note:</b> This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>
<p><b>UMN Uniform Grading &amp; Transcript Policy</b></p>	<p>Information about the UMN policy on grading and transcripts can be found at <a href="https://z.umn.edu/gradingpolicy">https://z.umn.edu/gradingpolicy</a></p>

## Other Course Information & Policies

Policy	Policy Description
<p><b>Student Conduct</b></p>	<p>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.</p> <p>As a student at the University you are expected adhere to Board of Regents Student Conduct Code</p>

	<p>(<a href="https://z.umn.edu/studentconduct">https://z.umn.edu/studentconduct</a>).</p> <p>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."</p>
<b>Disability Accommodations</b>	<p>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.</p> <p>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 <a href="mailto:drc@umn.edu">drc@umn.edu</a> to arrange a confidential discussion regarding equitable access and reasonable accommodations  <a href="https://z.umn.edu/resourcesdisability">https://z.umn.edu/resourcesdisability</a>.</p>
<b>Sexual Harassment</b>	<p>"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: <a href="https://z.umn.edu/harrassment">https://z.umn.edu/harrassment</a></p>
<b>Mental Health and Stress Management</b>	<p>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: <a href="https://z.umn.edu/mentalth">https://z.umn.edu/mentalth</a>.</p>
<b>Content Warning</b>	<p>Course assignments may ask you to reflect on your personal experiences related to topics covered in the course lessons. You are encouraged to share only at the level you are comfortable sharing. If something in the course triggers uncomfortable thoughts or feelings, please take care of yourself and seek help if necessary or desired. Visit the Student Mental Health website for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us!</p>
<b>Inclusive Language</b>	<p>While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing biological sex, we at the School of Public Health recognize that this doesn't encompass everyone's experience or identity and have therefore try to use inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we generally use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, may include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.</p>
<b>Use of Personal Electronic Devices in the Classroom</b>	<p>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: <a href="https://z.umn.edu/electronicdevices">https://z.umn.edu/electronicdevices</a></p>
<b>Appropriate Student Use of Class Notes and Course Materials</b>	<p><b>Respecting intellectual property.</b> Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.  <a href="https://z.umn.edu/classnotes">https://z.umn.edu/classnotes</a></p>
<b>The Office of Student Affairs at the University of Minnesota</b>	<p>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.</p> <p>Units within the Office for Student Affairs include, the Aurora Center for Advocacy &amp; 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 Community Standards, the Office of Multicultural Student Engagement, the Parent and Family Program, Recreation and Wellness,, Off-Campus Living,, the Student Conflict Resolution Center, the Student Parent HELP Center,</p>

	Student Unions & Activities, Student Counseling Services, and University Student Legal Service <a href="https://z.umn.edu/communitystand">https://z.umn.edu/communitystand</a> .
<b>Academic Freedom and Responsibility</b>	<p>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 in courses in which students are conducting 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.*</p> <p>When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.</p> <p>Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the program director or director of graduate studies, your adviser, the associate dean of the college, (Dr. Kristin Anderson, <a href="mailto:ander116@umn.edu">ander116@umn.edu</a>, SPH Associate Dean for Learning Systems and Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.</p> <ul style="list-style-type: none"> <li>• <i>Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".</i></li> </ul>

## UMN Student Resources

Resource	Resource Description
<b>Important Dates</b>	The University's academic calendar lists important University dates, deadlines, and holidays: <a href="http://www.onestop.umn.edu/calendars/index.html">http://www.onestop.umn.edu/calendars/index.html</a> .
<b>Student Academic Success Services (SASS)</b>	Students who wish to improve their academic performance may find assistance from Student Academic Support Services <a href="http://www.sass.umn.edu">http://www.sass.umn.edu</a> .
<b>Student Writing Support</b>	<p>Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies.</p> <p>Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, visit the SWS website (<a href="http://writing.umn.edu/sws">http://writing.umn.edu/sws</a>) or call 612-625-1893. In addition, SWS's web-based resources offer support on a number of topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.</p>
<b>Housing and Financial Instability</b>	Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is encouraged to utilize local housing and financial resources ( <a href="https://drive.google.com/file/d/0B4ZsPhqdEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view">https://drive.google.com/file/d/0B4ZsPhqdEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view</a> ), the Nutritious U Food Pantry <a href="http://osa.umn.edu/nutritious-u">http://osa.umn.edu/nutritious-u</a> , the Student Emergency Loan Fund ( <a href="http://selfund.umn.edu/">http://selfund.umn.edu/</a> ), or emergency funding through the Student Parent HELP Center (for students with a child/children) ( <a href="http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding">http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding</a> ). Furthermore, please notify your instructor or TA if you are comfortable in doing so they can provide any other resources of which they may be aware.

## CEPH COMPETENCIES

Competency	Course Learning Objectives	Assessment Strategies
Select quantitative and qualitative data collection methods appropriate for a given public health context	<ul style="list-style-type: none"> <li>Determine when qualitative methods are appropriate and how to employ qualitative methods in relevant settings</li> </ul>	<ul style="list-style-type: none"> <li>Group Research Protocol</li> <li>Final Paper</li> </ul>
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	<ul style="list-style-type: none"> <li>Build expertise with basic data analysis approaches</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative Data Analysis Project</li> </ul>
Interpret results of data analysis for public health research, policy or practice	<ul style="list-style-type: none"> <li>Interpret and communicate findings from qualitative data analyses, including implications for public health practice</li> </ul>	<ul style="list-style-type: none"> <li>Individual interpretation and discussion of group project</li> </ul>
Communicate audience-appropriate public health content, both in writing and through oral presentation	<ul style="list-style-type: none"> <li>Interpret and communicate findings from qualitative data analyses, including implications for public health practice</li> </ul>	<ul style="list-style-type: none"> <li>Final presentation</li> <li>Final paper</li> </ul>