

**Gillings School of Global Public Health
Department of Health Behavior**

**HBEH 754 Advanced Qualitative Research Methods: Analysis and Writing
Fall 2018**

**Tuesdays and Thursdays 9:30-10:45
Rosenau Hall 332**

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Course Description:

This is a course about analyzing, interpreting, and writing-up the results of qualitative research. The course is designed to provide advanced graduate students in public health and other related fields the opportunity to explore different analytic approaches and techniques and to develop new analysis and writing skills. Students will develop these skills through readings, class discussions, analysis of their own dataset, and preparation of a manuscript or report. We will begin with a review of the epistemological foundations and interpretive frameworks of qualitative inquiry and an overview of the qualitative analysis process. Subsequent sections of the class will address: 1) approaches to qualitative analysis, 2) analytic techniques, and 3) writing up qualitative findings. Prerequisites for this course include HBHE 753 (or equivalent course) and/or experience conducting qualitative research. Students who take this course are required to have a dataset to analyze and use as the basis of their final paper.

Course Goal and Objectives:

The overall goal of this course is to develop and expand skills in qualitative data analysis, interpretation, and writing and apply them to the preparation of a manuscript or report.

By the end of this course, students will:

- 1) Obtain familiarity with the epistemologies, paradigms, and analytic approaches used in qualitative inquiry.
- 2) Develop and use a qualitative coding scheme.
- 3) Prepare narrative or analytic summaries, interpretive memos, matrices, comparative tables and/or visual representations based on analysis.
- 4) Gain familiarity with the role of writing in qualitative analysis and develop skills in analytic writing and representation of qualitative data.
- 5) Write a draft report or manuscript based on analysis and interpretation of their data.

Course Text:

Readings are available through Ereserves (link also located under Resources on the Sakai site):
<https://ares.lib.unc.edu/ares.dll?SessionID=1173841482U&Action=10&Form=60&Value=10182688>

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| Course Requirements: |
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| Assignment | Proportion of Total Grade | Due Date(s) |
|------------------------|---------------------------|---|
| Analysis memos (4) | 20% | Aug 30 th , Sept 13 th , Sept 27 th , Oct 11 th |
| First draft of results | 20% | Nov 8 th |
| Final paper | 30% | Dec 6 th |
| Presentation | 10% | Nov 27 th or 29 th |
| Class participation | 20% | Ongoing |

1. Analysis Memos (20%)

Students will submit four analysis memos as assignments. These memos will be an opportunity for critical reflection on the readings, class discussions, and each student's data. They will also provide structure to the analysis process and aid in the interpretation of data and formation of conclusions. In order to facilitate sincerity and creativity in the writing process, memos will not be given a grade. Students who submit all 4 memos on time will receive full credit. Memos that are submitted late will not receive full credit. Memos should be submitted electronically via Sakai and are due by 5pm.

Memos 1 and 2 are directly related to readings and topics covered in the class and will have guiding questions posted on Sakai. The purpose of these first 2 memos is to begin to engage the class material with the data each student is analyzing for the class. Students are welcome to go beyond the guiding questions in their responses but are asked to avoid using memos to summarize the course readings. Memos 1 and 2 should be *approximately* 2-3 pages, double-spaced. Memos 3 and 4, will vary in length for each student and will provide an opportunity for students to gain experience with different analytic techniques (codebook, narrative summaries).

Analysis Memo 1: Epistemologies and your approach to qualitative research (**Aug 30th**)

Analysis Memo 2: Initial impressions of your data and approach to analysis (**Sept 13th**)

Analysis Memo 3: Draft codebook scheme (**Sept 27th**)

Analysis Memo 4: Narrative summary of an interview and/or participant (**Oct 11th**)

2. First draft of results (20%)

In order to evaluate the progression of the analysis process and provide feedback to students during the semester, a first *draft* of the results section of the final paper along with at least one additional analytic output from your analysis (for example, a memo, matrix, visual display, narrative summary) produced during the semester will be due on **Nov 8th via Sakai by 5pm**. Feedback will be provided from the course instructor and workshop partner in order to guide the development of the analysis process and final paper. Students should also email this first draft to their workshop partner by 5pm on **Nov 8th**.

3. Final paper (30%)

Based on their analysis during the semester, students will prepare a manuscript or report as their final paper. While not required, when appropriate, students preparing manuscripts follow the publication guidelines of their target journal as they prepare their papers. The final paper is due on **Dec 6th via Sakai by 5pm**.

4. Presentation (10%)

Students will make a short presentation (10 minutes) of their analysis process and key findings. Presentations will be done in class on **Nov 27th and 29th**. Presentations should be submitted via Sakai on the day of the presentation.

5. Class participation (20%)

Students are expected to attend every class and to engage in active, critical discussion of the class material and student analysis projects. Reading all assignments before class is required. Students will participate in 3 workshop sessions with another student in the class. During the 1st workshop (**Aug 28th**), students will present their projects to each other and discuss design, methods and plans for analysis. During the 2rd workshop (**Sept 25th**), students will provide and receive feedback on the development of codes and coding of data. During the 3rd workshop session students will discuss their ongoing analysis and exchange feedback on their analytic choices and interpretation of data (**Oct 16th**). During the 4th workshop, students will provide oral and written feedback of the draft results section of their workshop partner (**Nov 13th**). The written feedback should be approximately one page of constructive suggestions and ideas about how to shape the subsequent analysis and presentation of data. It should be submitted both via Sakai and directly to the buddy.

UNC Honor Code

Students at UNC-Chapel Hill are bound by the university's honor code, which can be viewed at: <http://instrument.unc.edu/>. It is your responsibility to learn about and abide by the code. While the honor code prohibits students from lying, cheating and stealing, at its essence it is a means through which UNC maintains standards of academic excellence and community values. Receiving a degree from a university with a reputation for academic integrity conveys increased value to that degree. Abiding by the honor code takes many forms. In all written assignments, students should take care to appropriately credit ideas that are not their own, treat the opinions of others with respect, and work independently. If you have questions about the application of the honor code, more information is available at: <http://honor.unc.edu>, or you can ask the instructor. We treat suspected Honor Code violations very seriously. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university.

Additional resources:

This "honor system" tutorial: <http://studentconduct.unc.edu/students/honor-system-module>.

The library's "plagiarism tutorial" is here: <http://www.lib.unc.edu/plagiarism/>

Good handout from on plagiarism: <http://writingcenter.unc.edu/handouts/plagiarism/>.

Course evaluation

The online system for course evaluations will be open during the last 2 weeks of class. Please be sure to evaluate this class during that time. I appreciate your feedback and respond to it.

Summary of Class Sessions

Session 1: Introduction

Tues, Aug 21th

Goals:

1. To introduce members of the class and describe research projects
2. To review course goals and syllabus

Session 2: Transcription and Translation

Thurs, Aug 23th

Goals:

1. To review key principles and strategies for transcribing and translating
2. To consider the role of culture and context in transcription and translation
3. To share experiences working with translated text

Readings:

Wong JP and Poon MK. Bringing Translation Out of the Shadows: Translation as an Issue of Methodological Significance in Cross-Cultural Qualitative Research. *Journal of Transcultural Nursing*. 2010;21:151-158.

McLellan E, MacQueen KM, Neidig JL. Beyond the Qualitative Interview: Data Preparation and Transcription. *Field Methods*. 2003;15(1):63-84.

Session 3: Workshop Session

Tues, Aug 28th

Goals:

1. To present topic, design, methods and research questions to analysis buddies.

Session 4: Epistemologies, paradigms and frameworks in qualitative inquiry

Thurs, Aug 30th

Goals:

1. To identify and compare the epistemologies, paradigms and frameworks that underlie qualitative inquiry
2. To consider the implications of these paradigms and frameworks for analysis and interpretation of qualitative data

Readings:

Grbich C. (2007) Chapter 1 "Epistemological Changes and their Impact on the Field". In *Qualitative Data Analysis: An Introduction*. (p. 3-15). Thousand Oaks: Sage.

Carter SM, Little M. Justifying knowledge, justifying method, taking action: epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*. 2007;17(10):75-92.

Optional: Duggleby W and Williams A. Methodological and Epistemological Considerations in Utilizing Qualitative Inquiry to Develop Interventions. *Qualitative Health Research*. 2016;26(2):147-153.

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| Session 5: | Introduction to Qualitative Analysis and Interpretation |
| Tues, Sept 4 th | <p>Goals:</p> <ol style="list-style-type: none">1. To provide a broad overview of the qualitative analysis process2. To compare approaches to analysis <p>Readings:</p> <p>Starks H and Trinidad SB. Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. <i>Qualitative Health Research</i>. 2007;17:1372-1380.</p> <p>Hsieh HF and Shannon SE. Three approaches to qualitative content analysis. <i>Qualitative Health Research</i>. 2005;15:1277-1288.</p> |

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| Session 6: | Early analysis – getting into your data |
| Thurs, Sept 6 th | <p>Goals:</p> <ol style="list-style-type: none">1. To review the overall process of gaining familiarity with qualitative data2. To identify strategies for early analysis of qualitative data3. To define and distinguish between different approaches to working with qualitative data <p>Readings:</p> <p>Sandelowski M. Qualitative Analysis: What It Is and How to Begin. <i>Research in Nursing & Health</i>. 1995;18:371-375.</p> <p>Maxwell JA and Miller B. (2008) Chapter 22 “Categorizing and Connecting Strategies in Qualitative Data Analysis.” In Hesse-Biber SN and Leavy P (Eds), <i>Handbook of Emergent Methods</i>. New York: The Guildford Press. (p. 461-477).</p> |

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| Session 7: | Writing and reflexivity in qualitative analysis |
| Tues, Sept 11 th | <p>Goals:</p> <ol style="list-style-type: none">1. To define and discuss the role of reflexivity in qualitative inquiry2. To consider the role of writing and memoing in qualitative analysis <p>Readings:</p> <p>Elliott J. (2005) Chapter 9 “The researcher as narrator: reflexivity in qualitative and quantitative research”. In <i>Using Narrative in Social Research: Quantitative & Qualitative Approaches</i>. Thousand Oaks: Sage. (p. 153-170)</p> |

Saldaña J. Chapter 2 "Writing Analytic Memos". In *The Coding Manual for Qualitative Researchers*. Thousand Oaks: Sage. (p. 32-44).

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| Session 8: | Using Atlas.ti |
| Thurs, Sept 13 th | Guest Lecture: Paul Mihás, Odom Institute |

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| Session 9: | Themes and Coding |
| Tues, Sept 18 th | Goals: |

1. To review different approaches to coding and types of codes
2. To develop skills with code development and application

Readings:

Saldaña J. Chapter 1 "An Introduction to Codes and Coding". In *The Coding Manual for Qualitative Researchers*. Thousand Oaks: Sage. (p. 1-31).

Gibbs G. (2007). Chapter 4 "Thematic coding and categorizing". In *Analyzing Qualitative Data*. Thousand Oaks: Sage. (p. 38-55).

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| Session 10: | Matrices and summarizing techniques |
| Thurs, Sept 20 th | Goals: |

1. To identify techniques for reducing, summarizing and/or visually representing text for analysis
2. To analyze the role and application of matrices in qualitative analysis

Readings:

Gibbs G. (2007). Chapter 6 Comparative Analysis. *Analyzing Qualitative Data*. Thousand Oaks: Sage. (p. 73-89).

Miles MB and Huberman AM. (1994). Chapter 9 Matrix Displays: Some Rules of Thumb. *Qualitative Data Analysis* (2nd Edition). Thousand Oaks: Sage. (p.239-244).

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| Session 11: | Analyzing Focus Group Data |
| Tues, Sept 25 th | Goals: |

1. To identify opportunities and challenges when analyzing focus group data.
2. To consider the role of content and form in focus group analysis.

Readings:

Warr DJ. "It was fun... but we don't usually talk about these things": Analyzing Sociable Interaction in Focus Groups. *Qualitative Inquiry*. 2005;11(2):200-225.

Duggleby W. What about Focus Group Interaction Data? *Qualitative Health Research*. 2005;15(6):832-840.

Optional: Morgan DL. Reconsidering the role of interaction in analyzing and reporting focus groups. *Qualitative Health Research*. 2010;20(5):718-22.

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| Session 12: | Focus groups: examples |
| Thurs Sept 27 th | <p>Goals:</p> <ol style="list-style-type: none">1. To review analysis and presentation of focus group data in published manuscripts. <p>Readings:</p> <p>Mkandawire-Valhmu L and Stevens PE. The critical value of focus group discussions in research with women living with HIV in Malawi. <i>Qualitative Health Research</i>. 2010;20(5):684-96.</p> <p>Crossley ML. 'Could you please pass one of those health leaflets along?': exploring health, morality and resistance through focus groups. <i>Soc Sci & Med</i>. 2002;55(8):1471-1483.</p> |

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| Session 13: | Workshop session #2 |
| Tues, Oct 2 nd | <p>Goals:</p> <ol style="list-style-type: none">1. To provide and receive feedback on the development of codes and coding of data |

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| Session 14: | Narrative Analysis: Introduction |
| Thurs, Oct 4 th | <p>Goals:</p> <ol style="list-style-type: none">1. To describe key features of narrative data and narrative analysis2. To identify different approaches to narrative analysis <p>Readings:</p> <p>Gibbs G. (2007). Chapter 5 Analyzing Biographies and Narratives. <i>Analyzing Qualitative Data</i>. Thousand Oaks: Sage. (p. 56-72).</p> <p>Riessman CK. (2008). Chapter 3 "Thematic Analysis". In <i>Narrative Methods for the Human Sciences</i>. Thousand Oaks: Sage. (p 53-76).</p> |

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| Session 15: | Narrative Analysis: Examples |
| Tues, Oct 9 th | <p>Goals:</p> <ol style="list-style-type: none">1. To review and compare two studies using narrative analysis <p>Readings:</p> <p>Sinding C and Zhou YR. Intimacy, identity and relationship in the accounts of Chinese immigrant to Canada: the contribution of narrative analysis. <i>Culture, Health and Sexuality</i>. 2017;19(6):653-666.</p> <p>Hunter TA, Medved MI, Hiebert-Murphy D, Brockmeier J, Sareen J, Thakrar S, Logsetty S. "Put on your face to face the world": Women's narratives of burn injury. <i>Burns</i>. 2013, 39(8):1588-98.</p> |

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| Session 16: | Grounded Theory: Introduction |
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Thurs, Oct 11th

Goals:

1. To identify key foundations and principles of grounded theory inquiry
2. To review analytic techniques used in grounded theory

Readings:

Walker D and Myrick F. Grounded theory: An Exploration of Process and Procedure. *Qualitative Health Research*. 2006;16(4):547-599.

Charmaz K. (2001). Chapter 15 "Grounded Theory". In Emerson, RM (Ed.), *Contemporary Field Research: Perspectives and Formulations, Second Edition*. (p. 335 - 352). Prospect Heights: Waveland Press, Inc.

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| Session 17: | Workshop Session #3 |
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Tues, Oct 16th

Goals:

1. To discuss ongoing data analysis and writing

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| Thurs, Oct 18th | NO CLASS - FALL BREAK |
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| Session 18: | Grounded Theory: Examples |
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Tues, Oct 23rd

Goals:

1. To review and compare examples of the application of grounded theory methods and analytic techniques.

Readings:

Poteat T, German D, Kerrigan D. Managing uncertainty: a grounded theory of stigma in transgender health care encounters. *Soc Sci & Med*. 2013;84:22-29.

Bennet K, Ricks JM, Howell BM. "It's just a way of fitting in:" Tobacco use and the lived experience of lesbian, gay, and bisexual Appalachians. *Journal of Healthcare for the Poor and Underserved*. 2014;25(4):1646-66.

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| Session 19: | Phenomenology |
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Thurs, Oct 25th

Goals:

1. To review analytic techniques used in phenomenology

Readings:

Dowling M. From Husserl to van Manen. A review of different phenomenological approaches. *International Journal of Nursing Studies*. 2007;44:131-142.

Vagle M. (2014). Chapter 6: Data Gathering and Analysis. In *Crafting Phenomenological Research*. Walnut Creek: Left Coast Press.

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| Session 20: | Phenomenology: Examples |
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Tues, Oct 30th

Goals:

2. To review and compare examples of the application of phenomenological analytic techniques.

Reading:

Groven KS. "They think surgery is just a quick fix". *International Journal of Qualitative Studies on Health and Wellbeing*. 2014;9:24378.

Kornelsen J, Atkins C, Brownell K, Woollard R. The Meaning of Patient Experiences of Medically Unexplained Physical Symptoms. *Qualitative Health Research*. 2015. Epub ahead of print.

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| Session 21: | Writing and representation: Quotes, Numbers, Tables, Display |
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Thurs, Nov 1st

Goals:

1. To identify and discuss the role of quotes in a qualitative manuscript or report
2. To review and critique examples of different ways quotes can be used

Readings:

Sandelowski M. The Use of Quotes in Qualitative Research. *Research in Nursing & Health*. 1994;17:479-482.

Sandelowski M. Real Qualitative Researchers Do Not Count: The Use of Numbers in Qualitative Research. *Research in Nursing & Health*. 2001;24:230-240.

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| Session 22: | Writing and representation: Mixed methods studies |
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Tues, Nov 6th

Goals:

1. To consider analytic and interpretive strengths and challenges to using qualitative and quantitative methods within one study
2. To identify strategies and techniques for integrating qualitative and quantitative analyses into one paper

Readings:

Fleming PJ, Barrington C, Pearce LD, Lerebours L, Donastorg Y, Brito MO. "I feel like more of a man": A mixed methods study of masculinity, sexual performance, and circumcision for HIV prevention. *Journal of Sex Research*. 2016;4:1-13.

Chang LW, Kagaayi J, Arem H, Nakigozi G, Ssempijja V, Serwadda D, Quinn TC, Gray RH, Bollinger RC, Reynolds SJ. Impact of a mHealth Intervention for Peer Health Workers on AIDS Care in Rural Uganda: A Mixed Methods Evaluation of a Cluster-Randomized Trial. *AIDS and Behavior*. 2011;15(8):1776-1784.

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| Session 23: | Writing and representation: Case studies |
| Thurs, Nov 8 th | <p>Goals:</p> <ol style="list-style-type: none"> 1. To review and compare examples of case study presentations of qualitative data. 2. To identify strategies for presenting comparative data. <p>Reading:</p> <p>Willemse E, Anthierens S, Farfan-Portet MI, Schmitz O, Macq J, Bastiaens H, Dilles T, Remmen R. Do informal caregivers for elderly in the community use support measures? A qualitative study in five European countries. <i>BMC Health Services Research</i>. 2016; 16(270).</p> <p>Berrang-Ford L, Dingle K, Ford JD, Lee C, Lwasa S, Namanya DB, Henderson J, Llanos A, Carcamo C, Edge V. Vulnerability of indigenous health to climate change: A case study of Uganda's Batwa Pygmies. <i>Social Science and Medicine</i>. 2012; 75(6): 1067-1077.</p> |
| Session 24: | Workshop session |
| Tues, Nov 13 th | <p>Goals:</p> <ol style="list-style-type: none"> 1. To provide and receive peer feedback on results draft. <p>Readings:</p> <p>Draft results section of another student.</p> |
| Session 25: | Writing and representation: Examples from ethnography |
| Thurs, Nov 15 th | <p>Goals:</p> <ol style="list-style-type: none"> 1. To compare approaches to representing ethnographic data in public health and social science journal formats. <p>Reading:</p> <p>Holmes SM. Structural vulnerability and hierarchies of ethnicity and citizenship on the farm. <i>Med Anthropol</i>. 2011;30(4):425-49.</p> <p>Wardlow H. Men's extramarital sexuality in rural Papua New Guinea. <i>American Journal of Public Health</i>. 2007;97(6):1006-14.</p> |
| Session 26: | Writing and representation: Style and aesthetics |
| Tues, Nov 20 th | <p>Goals:</p> <ol style="list-style-type: none"> 1. To discuss the role of writing style in the presentation of qualitative data. 2. To compare two approaches to writing about end of life care. <p>Reading:</p> <p>Gawande, Atul. Letting Go: What should medicine do when it can't save your life. <i>New Yorker</i>. August 2, 2010.</p> |

Whitehead B, O'Brien MR, Jack BA, Mitchell D. Experiences of dying, death, and bereavement in motor neurone disease: A qualitative study. *Palliative Medicine*. 2012;26(4):368-378.

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| Thurs, Nov 22 nd | NO CLASS Thanksgiving |
| Session 27: Tues, Nov 27 th | Presentations In-class presentation of analytic process and key findings from student papers. |
| Session 28: Thurs, Nov 29 th | Presentations In-class presentation of analytic process and key findings from student papers. |
| Session 29: Tues, Dec 4 th | Final class session Wrap up and evaluation and final meeting with buddy to provide/receive feedback on final papers. |