Syllabus

HBEH 753: Qualitative Research Methods
Spring 2019
3 Credits| Residential

Course Overview

Course Description

This course is designed to introduce students to qualitative research methods. The course will use a combination of didactic, interactive and applied techniques to teach knowledge and skills relevant to qualitative research. Through the course, students will be expected to conduct their own qualitative study. Students will work individually to collect data through in-depth interviews. Students work in small groups to analyze the data, and present the results of the analysis. Students will submit their interview guides and interview transcripts for evaluation. Students will also learn the basic steps of qualitative data analysis. Students will submit their codebooks, and an analytical product for evaluation. In addition, students will be evaluated on their final presentation, and on their in-class participation.

By the end of the course students will develop skills in how to formulate appropriate qualitative research questions, collect qualitative data using interviews and focus group discussions, and analyze qualitative data. Students will be exposed to different styles of presenting qualitative research results, and will consider different ways in which qualitative data is used in practice. The course has objectives related to both qualitative data collection as well as qualitative data analysis and writing.

Prerequisites

All students in the course are required to have completed CITI Human Subjects Training. Information on completing the training can be found at the CITI website: http://www.citiprogram.org/default.asp?language=english. Please complete the training by January 31st Once completed (or if you have completed it in the past), please email a copy of the certificate to Deborah Baron for our records.

Instructor

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Teaching Assistants

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Course Website

https://sakai.unc.edu/welcome/. Use your ONYEN and password.

Class Days, Times, Location

Tuesdays and Thursdays, 12:30-1:45pm
McGavran-Greenberg 2308

Office Hours

Suzanne Maman's Office Hours: Tuesday 2:00-3:00pm, 331 Rosenau
Deborah Baron's Office Hours: Thursday, 2:00-3:00pm, 331 Rosenau
Ida Griesemer's Office Hours: Tuesday, 2:00-3:00pm, 331 Rosenau

Alternatively, you can email to schedule an appointment.

Course Texts There is no required text for the course. All readings have been posted on Sakai or are available through e-reserves.

Course software: All students will use Dedoose, a qualitative software package for the analysis of the data from their group project, available at http://www.dedoose.com/.   The individual cost to the student will be $10.95 per month of use. More information on the software, how to download it, and how to use it for analysis will be presented in class.

Course Format The course format will include a twice weekly lecture in class. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature.

Course Policies and Resources

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School`s commitment to diversity. We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development."
In this class, we practice these commitments in the following ways:
• Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
• Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
• Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:
• **Diversity and Inclusion at the Gillings School of Global Public Health**: http://sph.unc.edu/resource-pages/diversity/
• **UNC Non-Discrimination Policies**: http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf
• **Prohibited Discrimination, Harassment, and Related Misconduct at UNC**: https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

Accessibility   UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services   CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

UNC Honor Code   As a student at UNC-Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct at https://studentconduct.unc.edu/, or consult these other resources:

- Honor system module.
- UNC library's plagiarism tutorial.
- UNC Writing Center handout on plagiarism.

Instructor Expectations

Use of laptops / electronic devices: I will permit the use of laptops and tablets only and all uses are restricted to class related work. Please do not visit social media pages or other nonacademic pages during class. Please turn off all cell phones and other devices that would disrupt the learning environment of the classroom. If we find that you

are using your laptop or tablet for anything other than class-related work, we will ask you not to bring it to class. Laptops and tablets should be closed during class discussions and other activities that do not require them.

Email	The instructor will typically respond to email within 24 hours or less if sent Mon - Fri. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.
Discussion Board	There will be no discussion board for this class.
Grading and Feedback	Students will receive detailed feedback on each assignment together with a grading rubric that explains the final grade for the assignment. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas. The grading rubrics include letter grading with pluses and minuses (ex. P+, H-) to give students a nuanced understanding of their performance in the class. However final grades for the course will be recorded as H/P/L. The feedback and grading rubric will be returned via Sakai for students to review when grading is complete for the assignment.
Syllabus Changes	The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.
Telephone Messages	To communicate with the instructor or the TAs, please use email and do not leave phone messages.

Student Expectations

Appropriate Use of Course Resources:	The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
Attendance/ Participation	Your attendance and active participation are an integral part of your learning experience in this course. Students are expected to attend class regularly. We will be taking attendance at each class. If students are not able to make it to class please send an email to Deborah explaining your absence. It is expected that students will read all assigned readings prior to class. Students are encouraged to share their prior experiences with qualitative data collection during class. We have designed the class to include a combination of large group presentations/discussions, and small group discussions and breakout sessions. The slides for class will be available on Sakai in

advance of the classes.

Communication   You are expected to follow professional etiquette and common courtesy in all communication to include email, discussion boards, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/

Contributions   You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on group assignments.

Discussion Board   This course does not use a discussion board.

Late Work   Late, missed, or rescheduled work: Exam date and assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.

Readings   Readings for a particular class should be completed before the class session and before completing associated activities

Technical support   The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at http://help.unc.edu.

Competencies, Learning Objectives, and Assessment

Map

Competencies taught in this course, learning objectives mapped to these competencies, and assignments that assess attainment of these competencies.

Competency	Learning Objectives	Assessment Assignment
Develop qualitative data collection and analysis skills for health behavior practice.	Through the focus on Qualitative Research Data Collection Techniques students will develop the following skills: 1. Identify and formulate appropriate qualitative research questions and interview questions. 2. Utilize different types of probes to gather more insightful qualitative data through individual interviews and focus group discussions. 3. Apply active listening skills in interviews and focus group discussions to engage in the data collection, express interest in the information, and encourage participants to provide more in-depth information. 4. Develop focus group discussion moderation skills to manage a dialogue within a group, encourage participation by all members, and discourage domination by select group members. 5. Understand how observational data can be used to inform public health programs.	#1, #2
	Through the focus on Qualitative Data Analysis and Presentation students will be able to: 1. Describe the basic steps in qualitative data analysis. 2. Develop deductive and inductive codes. 3. Apply codes to qualitative data. 4. Distinguish between a summary and an interpretation of qualitative data. 5. Understand how qualitative data analysis software programs function, and have a basic understanding of how to operate Dedoose. 6. Develop an interpretive understanding of data collected. 7. Review different styles of presenting qualitative research findings. 8. Present interpretive analysis of data collected.	#3, #4, #5, #6

Course Assignments and Assessments

This course will include graded assignments as outlined below.

#	Assignments	Proportion of total grade	Due Date (submit by 11:59pm on date below)	Group or Individual
1	Research questions & interview guide	15%	Draft due Jan. 22 Final due January 29	Group
	CITI training certificate due	-	January 29	Individual
2	In-depth interview transcript	15%	February 14	Individual
3	Self-critique and transcription of second interview	15%	February 28	Individual
4	Codebook	20%	Draft due March 4 Final due March 8	Group
5	Analytical product	-	April 4	Group
6	In-class presentations	25%	April 16, 18, 23	Group
	Class participation and group member assessment	10%	Ongoing /Assessed at end	Individual

Grading Scale

Final course grades will be determined using the following UNC Graduate School grading scale. The relative weight of each course component is shown in the table above.

H	Greater than or equal to 93	High Pass: Clearly excellent graduate work
P	Greater than or equal to 80	Pass: Entirely satisfactory graduate work
L	Greater than or equal to 70	Low Pass: Inadequate graduate work
F	Less than 70	Fail

Assignment Descriptions

Focus of class project: The student evaluations for this course are built around an applied research project for the class. Students should work in groups of 5 for these projects. Students are allowed to choose their own topic for the projects. All projects will require students to conduct interviews with other students outside of the class. When choosing your topic, think carefully about who you would recruit and how much difficulty you may have recruiting the sample. Each student is responsible for conducting two in-depth interviews.

Choosing your topic for the project: Each group will select a topic of interest to them for their class project. All topics must be vetted with the teaching team prior to submitting the research questions and interview guide for the topic. The topic should be one that groups can explore with students on

campus, and should be conceptual enough to lead to rich data for analysis. The teaching team will help students determine whether topics are likely to lead to interesting data for analysis.

Assignment #1: Research questions and interview guide (15%)

Students will work in their group for this assignment. As a group, students will develop 3-4 primary research questions to explore through their qualitative data collection. Within each primary research question, they should identify the specific interview questions to be included on the guide they will use for the interviews. The interview guide will be designed for a 45-minute interview. The group will submit the research questions and the interview guide for evaluation.

Assignment #2: In-depth interview transcript (15%)

Students will be required to submit a full transcript of their first interview for evaluation. The interviews will be audiotaped and transcribed.

Assignment #3: Reflection and self-critique of second interview/focus group transcript (15%)

Students will be required to conduct, record and fully transcribe a second interview for analysis. Instead of a second individual interview, students may work in pairs to conduct one focus group discussion. For this assignment, students are required to submit a 2-3 page (single-spaced) reflection and self-critique of their second interview or focus group discussion. Students will submit the transcript of the interview or focus group and the reflection/self-critique.

Assignment #4: Codebook (20%)

Each group should develop a codebook for their data that includes both topical and interpretive codes. Codebooks will be used to code data that the group collected for their project. Prior to submitting the codebook, groups will be required to meet with a member of the teaching team to discuss their draft codebooks.

Assignment #5: Analytical product (Not graded, but opportunity for feedback)

Groups are required to submit an analytical product. This could include a matrix that the group has created to help summarize the data across cases, reflective memos that group has written to help them in the interpretation process, or any other analytical product that shows the teaching team they are reflecting on their data and trying to interpret the themes that they have uncovered. These products will not be graded, but they do offer an opportunity for groups to get feedback from the teaching team on their analysis process.

Assignment #6: Final presentation (25%)

Students will combine all of the data that their group has collected from the in-depth interviews and focus group discussions. The data will be analyzed and presented in the form of an in-class presentation. The presentation should include a very brief description of methods, but should focus primarily on the results and discussion of the results. Each group will have 30 minutes to present their work in class.

Submitting Assignments: **Please submit all class assignments electronically through the Assignment Content Area in Sakai by 11:59pm on the day that they are due.** When submitting the assignments, please name the assignments according to the assignment number and your last name, for example "Assignment 2.Maman" for individual assignments or "Assignment 1. Group 1" for group assignments.

Course-at-a-Glance

Session	Topic and Competency	Assignment Due
1	Introduction to the course	
2	An introduction to qualitative research methods	
3	Developing qualitative research questions	
4	More practice developing qualitative research and interview questions	DRAFT of Assignment #1 Due: Research questions & interview guide
5	Qualitative Research Sampling	
6	Qualitative data collection: Probing as a key qualitative research skill	Final Assignment #1 Due Deadline for CITI training
7	Active listening as a key qualitative research skill	
8	Skill Development	
9	Managing data and enhancing data quality	
10	Planning and facilitating a focus group discussion	
11	Observational Methods	Assignment #2 Due: In-depth interview transcript
12	An overview of the qualitative data analysis process	
13	Memoing and Coding	
14	Distinguishing between topical and interpretive codes and codebook development	
15	Introduction to Dedoose	Assignment #3 Due: Self-critique and transcription of second interview
16	Group Work Day	
17	Dedoose Part 2	Assignment #4 Due: Codebook MARCH 8th
	SPRING BREAK	
18	Using matrices and other strategies to organize data	
19	Moving from summary to interpretation	
20	Styles of presenting qualitative research results	
21	Training and supervision	
22	Group work Day	

23	Examples of how qualitative research is used in practice	Assignment #5 due: April 4th Analytical product
24	Mixed methods research	
25	Group Work Day	
26, 27, 28	Student Presentations	Assignment #6 due: In-class presentations
29	Wrap up and student evaluations	

Course Schedule

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Session 1 / January 10th	Introduction to the course
Topic	Introduce the teaching team. Review the syllabus, discuss the assignments, and the evaluation. We will talk about the structure of the course. We will spend time talking about the assignments, and how to select a topic for your group project. We will leave time in class for students to finalize their groups and brainstorm ideas for topics.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	
Required Readings	None

Session 2, January 15th	An introduction to qualitative research methods
Topic	We will review the basic principles of qualitative research methods. We will compare qualitative and quantitative methods on these key principles and characteristics.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	
Required Readings	• Tolley, et al. 2016. Chapter Two: The Language and Logic of Qualitative Research. Pages 17-44. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. Qualitative health research, 17(10), 1316-1328.

Session 3, January 17th	Developing qualitative research questions
Topic	For the first half of this class will meet in the classroom and we will discuss the type of research questions that are appropriate to explore qualitatively. For the second half of class, we will meet with groups individually to discuss class project ideas and draft research questions. We will schedule 10-15 minute meetings with each group to discuss their ideas.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Identify and formulate appropriate qualitative research questions and interview questions.
Required Readings	• Joseph Maxwell. *Qualitative Research Design: An Interactive Approach.* Sage Publications. Chapter 4: "Research Questions: What do you want to understand?" • James Spradley. *The Ethnographic Interview.* Harcourt Brace Jovanovich College Publishers. Chapter 4: "Asking Descriptive Questions."

Session 4, January 22nd	More practice developing qualitative research and interview questions
Topic	We will review different types of interview questions for qualitative studies. Students will have an opportunity to practice developing qualitative research questions for mock studies. We will review and critique research questions and interview questions developed by the students. Students will have an opportunity to work within their groups to further develop the research questions and interview questions for their project.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Identify and formulate appropriate qualitative research questions and interview questions.
Required Readings	None.
Assignments/Deadlines	DRAFT of Assignment #1 Due: Research questions & interview guide

Session 5, January 24th	Qualitative research sampling
Topic	For the first 45 minutes of class, groups will meet individually with teaching team members to discuss their draft research questions and interview questions. For the second half of class, we will discuss sampling strategies for qualitative research studies. We will also discuss strategies to build rapport with participants. All students should have completed the CITI training and sent the completion certificate to Deborah by this date.

Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	
Required Readings	• Tolley, et al. 2016. <u>Chapter Three: Designing the study.</u> Pages 57-61. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • Morse, J. M. (2000). Determining sample size. Qualitative Health Research, 10(1), 3-5.

Session 6, January 29th	Qualitative data collection: Probing as a key qualitative research skill
Topic	Probing is a key qualitative data collection skill. Students will be introduced to different types of probes and we will talk about the purpose of probing in qualitative interviews. We will review an interview transcript in class and identify probes and missed opportunities for probes in the transcript.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Utilize different types of probes to gather more insightful qualitative data through individual interviews and focus group discussions.
Required Readings	• Russell Bernard. *Research Methods in Anthropology: Qualitative and Quantitative Approaches.* Chapter 8: Unstructured and Semi-structured interviewing. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8085125
Assignments/Deadlines	Final Assignment #1 Due, Deadline for CITI Training

Session 7, January 31st	Active listening as a key qualitative research skill
Topic	Active listening is another key qualitative research skills. We will talk about what active listening is and how to build skills in be a better listener in qualitative data collection. We will do some mock interviews that are videotaped in class.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Apply active listening skills in interviews and focus group discussions to engage in the data collection, express interest in the information, and encourage participants to provide more in-depth information.
Required Readings	None.

Session 8, February 5th	Skill development
Topic	Students will review and critique their taped interviews. We will conduct additional mock interviews and role-plays in class to further develop data collection skills.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Utilize different types of probes to gather more insightful qualitative data through individual interviews and focus group discussions. Apply active listening skills in interviews and focus group discussions to engage in the data collection, express interest in the information, and encourage participants to provide more in-depth information.
Required Readings	None.

Session 9, February 7th	Managing data and enhancing data quality
Topic	This class is designed to provide students with guidance on how to manage qualitative data from audiotaping to transcribing. We will provide suggestions for transcription notations that students can use in their own transcripts. We will also talk about criteria for assessing the quality of qualitative research.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Describe the basic steps in qualitative data analysis.
Required Readings	• Tolley, et al. 2016. Chapter 5: Logistics in the Field Pages 157-172. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • Tolley, et al. 2016. Chapter 6: Qualitative data analysis. Pages 212-215. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • MacLean, L.; Meyer, M.; Estable, A. (2004). Improving Accuracy of Transcripts in Qualitative Research. *Qualitative Health Research*, Vol. 14 (1): 113-123

Session 10, February 12th	**Planning and facilitating a focus group discussion**
Topic	On this day we will discuss when it is appropriate to use focus groups, and different skills necessary to moderate focus group discussions. In the second half of class we will break into groups and conduct mock focus groups with the opportunity to debrief afterwards.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Develop focus group discussion moderation skills to manage a dialogue within a group, encourage participation by all members, and discourage domination by select group members.
Required Readings	• Tolley, et al. 2016. Chapter 4: Collecting Qualitative Data. Pages 113-127. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796

Session 11, February 14th	**Observational methods**
Topic	We will talk about the use of observational methods in qualitative research. We will review the difference between semi-structured and structured observations. We will also talk about how observational data are used in analysis. Students will have the opportunity to apply observational methods to videotaped sessions from a real observational study.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Understand how observational data can be used to inform public health programs.
Required Readings	• Tolley, et al. 2016. Chapter 4: Collecting Qualitative Data. Pages 86-98. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • Hirsch JS, Meneses S, Thompson B, Negroni M, Pelcastre B, del Rio C. 2007. The inevitability of infidelity: sexual reputation, social geographies, and marital HIV risk in rural Mexico. American Journal of Public Health, 97(6):986-96. PDF available on Sakai.
Assignments/Deadlines	• Assignment #2 Due: In-depth interview transcript

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Session 12, February 19th	An overview of the qualitative data analysis process
Topic	What are the goals of analysis with qualitative data? What are the most common steps involved in qualitative data analysis? How long does qualitative data analysis take? What is data triangulation?
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Describe the basic steps in qualitative data analysis.
Required Readings	• Tolley, et al. 2016. **Chapter 6: Qualitative data analysis.** Pages 173-212. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • Sandelowski, M. 1995. Qualitative analysis: What it is and how to begin. *Research in Nursing and Health*, 18(4): 371-375. • Starks, H., Trinidad, S.B. 2007. Choose your Method: A Comparison of Phenomenology, Discourse Analysis and Grounded Theory. *Qualitative Health Research,* 17(10): 1372-1380

Session 13, February 21st	Memoing and Coding
Topic	In this class we will focus on how to read qualitative data literally, interpretively and reflexively. We will talk about strategies for memoing as you are reading to keep track of your thoughts. We will see examples of memos in class and students will have an opportunity to think about how to use memos in the analysis of their own data. We will also introduce students to coding, by talking about different types of codes, strategies for coding, and showing examples of codebooks.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Develop deductive and inductive codes.
Required Readings	• Tolley, et al. 2016. **Chapter 6: Qualitative data analysis.** Pages 173-212. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796

	• Saldaña, J. 2016. Chapter 2: Writing Analytic Memos about Narrative and Visual Data, Pages 43-55. In *The Coding Manual for Qualitative Researchers*. Sage Publications. • Bernard, H.R. & Ryan, G.W. (2010). Analyzing Qualitative Data: Systematic Approaches. Chapter 4: Codebooks and Coding.
Session 14, February 26th	**Distinguishing between topical and interpretive codes and codebook development**
Topic	We will spend time talking more about the distinction between topical and interpretive codes, and reviewing more examples of codebooks. Groups will have time in class to work on these codebooks together. Teaching team members will be available in class to meet with groups as needed.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Distinguish between a summary and an interpretation of qualitative data.
Required Readings	None.

Session 15, February 28th	**Introduction to Dedoose**
Topic	Rebecca will provide more instruction to students on Dedoose, a computer software package for qualitative data management and analysis. She will talk about some of the strengths and limitations of using a software package to help with data analysis. The class will provide students with an overview of the basic functions of the software. Please bring your computer with Dedoose to class.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Understand how qualitative data analysis software programs function, and have a basic understanding of how to operate Dedoose
Required Readings	• Weitzman, E. 2000. Chapter 30: Software and Qualitative Research. In: *Handbook of Qualitative Research, Second Edition.* Denzin, NK and Lincoln, YS (editors). Sage Publications. Thousand Oaks, CA. (pp. 780-782).
Assignments/Deadlines	Assignment #3 Due: Self-critique and transcription of second interview

Session 16, March 5th	**GROUP WORK DAY**
Topic	We will schedule 30-minute meetings with each group to review progress on codebook development. When you are not meeting with the teaching team, groups can work together on their codebooks.

Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Develop deductive and inductive codes
Required Readings	None.

Session 17, March 7th	Dedoose Part 2
Topic	Rebecca will use half the class time to do more training on Dedoose. Following the Dedoose training, groups will have time to finalize the work on their codebooks. The teaching team will be available to consult with groups as needed as they finalize their codebooks.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Understand how qualitative data analysis software programs function, and have a basic understanding of how to operate Dedoose
Required Readings	None.

Session 18, March 19th	Using matrices and other strategies to organize data
Topic	We will use the first half of class to do more skill building in Dedoose. In the second half of class we will discuss how to use matrices and other strategies to organize and make meaning of data. Please bring your computer with Dedoose to class.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Develop an interpretive understanding of data collected.
Required Readings	• Miles, M. & Huberman, A.M. (1994). An Expanded Sourcebook: Qualitative Data Analysis, Second Edition. Chapter 9: Matrix Displays: Some Rules of Thumb.

Session 19, March 21st	Moving from summary to interpretation
Topic	In this class we will focus on the difference between summary and interpretation of data. We will review two examples of data analysis that moved from summary to interpretation.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Develop an interpretive understanding of data collected.
Required Readings	None.

Session 20, March 26th	Styles of presenting qualitative research results
Topic	In this class we will discuss different approaches to presenting qualitative research findings by reviewing and critiquing papers that use different approaches.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Review different styles of presenting qualitative research findings
Required Readings	Groups will be assigned to review, present and critique different papers, as outlined below. Papers are available on Sakai. Using illustrative quotes: • Snell-Rood, Claire. 2016. Marital distress and the failure to eat: the expressive dimensions of feeding, eating and self-care in Urban South Asia. Medical Anthropology Quarterly. 29(3), 316-333. • Davey, S.; Dziurawieck, S.; O'Brian-Malone, A. 2006. Men's Voices: Postnatal depression from the perspective of male partners. Qualitative Health Research, 16(2): 206-220. Case studies • Kamat, V. 2006. 'I thought it was only ordinary fever!' cultural knowledge and the micropolitics of therapy seeking for childhood febrile illness in Tanzania. *Social Science and Medicine,* 62: 2945-2959. • Speraw, S. (2009) "Talk to Me I'm Human": The Story of a Girl, Her Personhood, and the Failures of Health Care. *Qualitative Health Research,* 732-743. Visual displays and other strategies for presenting data • Mordoch, E.; Hall, W. (2008) Children's Perceptions of Living With a Parent With a Mental Illness: Finding the Rhythm and Maintaining the Frame. *Qualitative Health Research*, 1127-1144. • Skeath, P., Norris, S., Katheria, V., White, J., Baker, K., Handel, D., ... & Berger, A. (2013). The nature of life-transforming changes among cancer survivors. *Qualitative health research*, 23(9), 1155-1167. Quantifying qualitative data: • Li, Y. (2013). Understanding Health Constraints Among Rural-to-Urban Migrants in China. *Qualitative health research*, *23*(11), 1459-1469. • Meyer, S., Murray, L. K., Puffer, E. S., Larsen, J., & Bolton, P. (2013). The nature and impact of chronic stressors on refugee children in Ban Mai Nai Soi camp, Thailand. *Global public health*, *8*(9), 1027-1047.

Session 21, March 28th	Training and supervision
Topic	Many students will be responsible for training and supervising field staff to conduct qualitative research. We will review different training manuals, talk about effective training exercises and how to structure ongoing opportunities for training. We will also talk about principles and strategies for effective supervision of qualitative data collection. We will use case studies from real research projects to talk about how to handle difficult field research situations.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	
Required Readings	• Tolley, et al. 2016. Chapter 5: Logistics in the field. Pages 150-162. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • Tolley, et al. 2016. Appendix 5. Sample interviewer training program agendas and training schedules. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796 • LeCompte, M.D. and J.J. Schensul (1999). *The Ethnographer's Toolkit: Designing and conducting ethnographic research.* Chapter 8: Who should do ethnographic investigation? Walnut Creek: Altamira Press: 161-181.

Session 22 April 2nd	GROUP WORK DAY
Topic	This class is designed to let groups work together on their analysis. We will schedule 20-30 minute meetings for each group to talk with a member of the teaching team about their analysis process to insure that groups are making progress towards the development of their analytical product.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Develop an interpretive understanding of data collected.
Required Readings	None.

Session 23, April 4th	Examples of how qualitative research is used in practice
Topic	This class will provide students with examples of how qualitative research is used in the formative and evaluation phase of programs.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	
Required Readings	None.
Assignments/Deadlines	Assignment #5 due: Analytical product

Session 24, April 9th	Mixed methods research
Topic	Using qualitative and quantitative research together. This class will focus on how to combine qualitative and qualitative research.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	
Required Readings	• Moffat S, White M, Mackintosh J, Howel D. (2006) Using Quantitative and Qualitative Data in Health Services Research. What happens when mixed methods findings conflict? *BMC Health Services Research.* 6: 28. • Steckler, A.; McLeroy, K.R.; Goodman, R.M.; Bird, S.T.; McCormick, L. 1992. Toward Integrating Qualitative and Quantitative Methods: An Introduction. *Health Education Quarterly,* 19(1): 1-8. • Classen, S, Lopez, EDS, Winter, S, Awadzi, KD, Ferree, N, Garvan. CW, 2007 Population-based health promotion perspective for older driver safety: Conceptual framework to intervention plan. *Clinical Intervention in Aging,* 2(4): 677-693.

Session 25, April 11th	GROUP WORK DAY
Topic	This class is designed to let groups work together on their final presentations. The teaching team will be available to consult with students' groups as needed.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Develop an interpretive understanding of data collected.
Required Readings	

Sessions 26, 27 and 28	Student Presentations (to take place over 3 separate sessions)
Topic	In groups students will present the findings from their qualitative data analysis.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	Present interpretive analysis of data collected.
Required Readings	None.
Assignments/Deadlines	Assignment #6: In-class presentations

Session 29	Wrap up and student evaluations
Topic	This class will be used to talk about any final thoughts related to the course. Students will complete the course evaluation. Please bring your computers to class.
Competency Addressed	Develop qualitative data collection and analysis skills for health behavior practice.
Learning Objective(s)	
Required Readings	None.