

Course Syllabus

QUALITATIVE METHODS IN COMMUNITY HEALTH RESEARCH

PHC 6193 - Spring 2009

Instructor: Dr. Jeannine Coreil
USF College of Public Health

Wednesdays 5:15-8:00pm
Room: CPH 1038B

How to contact Dr. Coreil: Office No. LRC 230; Ph. 974-6698; jcoreil@health.usf.edu, Fax 974-5172. Students are encouraged to contact me for any questions related to the class. Phone calls and email messages will be returned as soon as possible. It is best to call ahead of time for an office appointment, but feel free to drop in if my door is open.

Course Description

This course provides classroom instruction and practical skills training in qualitative research methods for studying community health problems. It provides a general introduction to qualitative research methods, emphasizing systematic approaches to collection and analysis of data. Students will learn to identify the kinds of research problems for which qualitative methods are appropriate, and to critique qualitative research in terms of design, technique, analysis and interpretation. The class will follow a seminar format with discussion of readings, student presentations, proposal development and a final exam.

Course Objectives

1. Provide an overview of qualitative research methods commonly used in health related research, including an understanding of their origins, appropriate uses, and the basic knowledge and skills needed for their application.
2. Through practical assignments gain experience in the qualitative research process, including problem definition, instrument development, data collection, textual data coding and analysis, interpretation and write-up of findings.
3. Develop a critical perspective about qualitative health research to enable students to evaluate the methodologic rigor of studies in this area, and to recognize their strengths and weaknesses, as well as appropriate and inappropriate uses.
4. Prepare students to integrate qualitative and quantitative methods in community health research.

Course Requirements

1. Class attendance is required. Please notify the instructor ahead of time if you cannot attend.
2. Students are expected to read carefully all assigned readings and come to class prepared to critically discuss them.
3. Class participation includes attendance at class meetings, participation in discussion, completion of selected assignments for in-class use, and peer-grading of proposal presentations.
4. Through a set of exercises, students will learn fundamentals of qualitative data analysis, including code development and use of software analysis programs.
5. Each student will prepare a research proposal based exclusively on qualitative methods. The proposal will be developed in three stages with corresponding assignments. Guidelines for the proposal development will be distributed.
6. There will be a comprehensive final exam covering the conceptual and skilled based knowledge presented in the course.

Grading

Class participation		10 points
Coding interviews		15
Proposal:		50
Background/Objectives	10	
Methods	10	
Presentation	10	
Final document	20	
Final exam		25
Total		100

Grading Scale:

98 - 100 = A+	73 - 76 = C
93 - 97 = A	70 - 75 = C-
90 - 92 = A-	67 - 69 = D+
87 - 89 = B+	63 - 66 = D
83 - 86 = B	60 - 65 = D-
80 - 82 = B-	0 - 59 = F
77 - 79 = C+	

TEXTBOOKS:

Required: Ulin, P., Robinson, E. T., and Tolley, E. E. (2005). *Qualitative Methods in Public Health: A Field Guide for Applied Researchers*. San Francisco: Jossey Bass.

Available at USF Health Bookstore

Required: Supplementary reading packet available from COPH Copy Center.

Additional readings drawn from:

Denzin, Norman K. & Lincoln, Yvonna S., eds. *Strategies of Qualitative Inquiry*, 2nd ed. Thousand Oaks, CA: Sage, 2003.

Seale, Clive, Gobo, Giampietro, Gubrium, Jaber F. & Silverman, David. *Qualitative Research Practice*. London: Sage, 2004.

Qualitative Health Research (journal)

Student Rights and Responsibilities

Students may tape lectures for their personal use only.

Any student with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations.

Plagiarism. The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. We reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to SafeAssignment.

Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

Assignments:

Assignment	Instructions	Points	Due Date
Class participation	Come to class prepared and participate in discussion	10	All weeks
RFP announcement	Locate Request for Proposal; read and come prepared to discuss	CP	Week 3
Background and Objectives of Research Proposal	5-10 pages	10	Week 4
Methods Section	10-15 pages	10	Week 8
Preliminary coding scheme	1-2 pages	5	Week 9
Code of ethics	Find and read a professional code of ethics statement; come to class prepared to discuss	CP	Week 12
Secondary data set	Identify a secondary qualitative data set; come to class prepared to describe and discuss uses	CP	Week 13
Coded interviews	Insert codes into 4 interview transcripts using EZ-Text	10	Week 14
Proposal presentation	Prepare a 20 min Powerpoint presentation, followed by 15 min. of questions.	10	Week 15-16
Research proposal	Complete proposal, approx. 20 pages, incorporating feedback	20	Week 16
Final exam	Short answer essay test	25	Week 17

CP - Does not have specific points assigned but will be counted in Class Participation grade.

Incomplete Policy:

From: http://publichealth.usf.edu/academicaffairs/academic_procedures.html

An "I" grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade and only if the incomplete is due to the omission or fault of the student. Fifty (50%) percent of coursework must be satisfactorily completed to be eligible for an incomplete grade. Students are to download the Contract for Incomplete Grades form. The contract should include a description of the work to be completed, the date by which the work is to be submitted and should be approved and

signed by the course instructor. The "I" is not computed in the grade point average. If not changed after two terms (including summer), "I" grades will be converted to "IF" (Incomplete Fail) or "IU" (Incomplete Unsatisfactory) and will be computed into GPA until removed. Students do not re-register for courses in which they are only completing previous course requirements to change an "I" grade. If a student wants to audit a course for review in order to complete course requirements, full fees must be paid. All "I" grades excluding field experience, special project, and thesis must be removed before approval is granted to take the comprehensive exam. All "I" grades must be removed before approval is granted for the Ph.D. qualifying examination and graduation.

If electing to take an "I" students must complete the following steps:

1. Download and complete the Contract for Incomplete Grades on the CPH forms page (<http://www.publichealth.usf.edu/forms.html>)
2. Get the required signatures
3. Submit to the CPH Academic Affairs Office

Data Analysis Software

In this class we will be using a downloadable software program for qualitative data analysis developed by CDC, called EZ-Text. EZ-Text is a software program developed to assist researchers create, manage, and analyze semi-structured qualitative databases. Researchers can design a series of data entry templates tailored to their questionnaire. These questionnaires are usually administered during face-to-face interviews with a sample of respondents. A response to a question may be entered into EZ-Text either as a verbatim transcript (e.g., from a tape recording), or a summary generated from the interviewer's notes. Data from respondents can be typed directly into the templates or copied from word processor documents. Following data entry, investigators can interactively create on-line codebooks, apply codes to specific response passages, develop case studies, conduct database searches to identify text passages that meet user-specified conditions, and export data in a wide array of formats for further analysis with other qualitative or statistical analysis software programs. Project managers can merge data files generated by different interviewers for combined cross-site analyses. The ability to export and import the codebook helps to coordinate the efforts of multiple coders simultaneously working with copies of the same database file.

The homepage for EZ-Text is:

<http://www.cdc.gov/hiv/topics/surveillance/resources/software/ez-text/index.htm>

You will need to download the program onto your PC for use in the coding assignment. There is a user manual and other support resources for the program on the website. An in-class demonstration exercise will be conducted to help you learn the program.

RESOURCE PACKET (separate supplementary reading packet)

Qualitative Research Proposal Preparation

Seale, et al. (2004:8-9) Criteria for good qualitative research.

Office of Behavioral and Social Sciences Research (2001)s, *Qualitative Methods in Health Research: Opportunities and Considerations in Application and Review*. Washington, DC: National Institutes of Health.

Morse, Janice M. (2004). Preparing and evaluating qualitative research proposals. In Seale, et al., pp. 495-503.

Sandelowski, Margarete & Barroso, Julie (2003). Writing the proposal for a qualitative research methodology project. *Qualitative Health Research* 13(6):781-820.

Morse, Janice M. (2003). A review committee's guide for evaluating qualitative proposals. *Qualitative Health Research* 13(6):833-851.

Dreher, Melanie (1994). *Qualitative Research Methods From the Reviewer's Perspective*. In Morse, Janice, ed. *Critical Issues in Qualitative Research*. Thousand Oaks, CA:Sage, pp. 281-297.

Penrod, Janice (2003). Getting funded: Writing a successful qualitative small-project proposal. *Qualitative Health Research* 13(6):821-832.

Morse, Janice (2003). The adjudication of qualitative proposals. *Qualitative Health Research* 13(6):739-742.

Carey, Martha Ann & Swanson, Janice (2003). Funding for qualitative research. *Qualitative Health Research* 13(6):852-856.

Seale, Clive (2004). Quality in qualitative research. In Seale, et al., pp. 409-419.

Gobo, Biampietro (2004). Sampling, representativeness and generalizability. In Seale et al., pp. 435-456.

Schedule of Topics

Week 1 January 7	Overview of Course
Week 2 January 14	Introduction to Qualitative Research
Week 3 January 21	Study Design Bring RFP to class
Week 4 January 28	Data Collection Methods Background and Objectives due
Week 5 February 4	In-depth Interviews
Week 6 February 11	Focus Groups
Week 7 February 18	Observation and Use of Texts
Week 8 February 25	Data Analysis Methods Section due
Week 9 March 4	Qualitative Coding Preliminary coding scheme due
Week 10 March 11	Reporting Results
Week 11 March 18	Spring Break
Week 12 March 25	Ethics, Teamwork, Participatory Research Bring professional code of ethics
Week 13 April 1	Research Using Secondary Data Identify secondary data set
Week 14 April 8	Challenges of Qualitative Research Coded interviews due
Week 15	Student Presentation of Proposals

April 15

Week 16
April 22

Student Presentation of Proposals
Final Proposal Due

Week 17
April 29

Final Exam

Schedule of Lectures, Readings and Other Assignments

Week 1 Overview of Course

January 7

Assignment to begin now: Begin looking for a topic for your research proposal.

Week 2 Introduction to Qualitative Research

January 14

Textbook: Chapter 1. Invitation to Explore, pp. 1-10. Chapter 2. The Language and Logic of Qualitative research, pp. 11-32. Chapter 3. Designing the Study, pp. 33-70.

Week 3 Study Design

January 21

Denzin, Norman K. & Lincoln, Yvonna S. (2003). The discipline and practice of qualitative research. In Denzin and Lincoln, 2003:1-45.

Tashakkari, Abbas & Teddlie Charles (1998). Part I.: Paradigms and politics of research. In Tashakkari, Abbas & Teddlie Charles . *Mixed methodology: Combining qualitative and quantitative approaches*. (pp.1 –58.) Thousand Oaks: CA: Sage Publications.

Neuman, W. Lawrence (2000). The meanings of methodology. Lawrence Neuman, *Social research methods: Qualitative and quantitative approaches*. 3rd Edition. (pp. 63-88). Boston: Allyn and Bacon.

Text:: Appendix 1. Samples of Behavioral Frameworks, Pp. 215-219. Appendix 3. Example of a Qualitative-Quantitative Research Design, Pp. 225-228. Appendix 8. Common Errors in Moderating Focus Groups, pp. 247-252.

Week 4 Data Collection Methods

January 28

Textbook: Chapter 4. Collecting Qualitative Data: The Science and the Art, pp. 71-114. Chapter 5. Logistics in the Field, pp. 115-138.

Salazar, Laura F., Richard A. Crosby & Ralph J. DiClemente (2006), Qualitative research strategies and methods for health promotion. In Crosby, Richard A., Ralph J. DiClemente & Laura F. Salazar, eds., *Research Methods in Health Promotion*. San Francisco: Jossey-Bass, pp. 150-198.

Text: Appendix 7. Sample Interviewer Training Program Agenda, pp. 243-245.

Week 5 **In-Depth Interviews**

February 4

Rapley, Tim (2004). Interviews. In Seale et al., pp. 13-33.

Russell, H. Bernard (2006). Interviewing: Unstructured and semistructured. In Russell, Bernard. *Research methods in anthropology: Qualitative and quantitative approaches* (Fourth Edition). (pp. 210 – 250). Thousand Oaks, CA: Sage Publications, Inc.

Andrews, Molly, Sclater, Shelley Day, Squire, Corinne & Tamboukou, Maria (2004). Narrative research. In Seale, et al., pp. 109-124.

Week 6 **Focus Groups**

February 11

Macnaghten, Phil & Myers, Gret. Focus groups. In Seale et al, pp. 65-79.

Krueger, Richard A. (1998). Moderating focus groups: Volume 4. In Morgan, David and Krueger, Richard. *The focus group kit*. Thousand Oaks, CA: Sage Publications, Inc.

Text: Appendix 1. Procedural Guidelines for Moderating Focus Group Discussions, pp. 229-231. Appendix 5. Sample Budget Categories for Planning Focus Group Discussions, pp. 233-234. Appendix 6. Topic guides for Focus Group discussions on Reproductive Health, pp. 235-241.

Week 7 **Observation and Use of Texts**

February 18

Russell, H. Bernard (2006). Participant observation. In Russell, Bernard. *Research methods in anthropology: Qualitative and quantitative approaches*. (Fourth Edition). (pp. 342 – 386). Thousand Oaks, CA: Sage Publications, Inc.

Dewalt, Kathleen M. & Billie R. Dewalt (2002). Doing Participant Observation: Becoming a Participant. And Doing Participant Observation: Becoming an Observer. In Dewalt, K.M & Dewalt, B.R., Participant Observation: A Guide for Fieldworkers. Walnut Creek, CA:Alta Mira, pp 35-82.

Gittelsohn, J. (1997) Estimating reactivity in direct observation studies of health behaviors. *Human Organization*, v 56 (2): 182-9

Week 8 **Data Analysis**

February 25

Textbook: Chapter 6. Qualitative Data Analysis, pp. 139-174.

Krueger, Richard A. (1998). Analyzing and reporting focus group results: Volume 6. In Morgan, David and Krueger, Richard. *The focus group kit*. Thousand Oaks, CA: Sage Publications, Inc.

Neuman, W. Lawrence (2000). Analysis of qualitative data. Lawrence Neuman. *Social research methods: Qualitative and quantitative approaches*. 3rd Edition. (pp. 417 – 442). Boston: Allyn and Bacon.

Kelle, Udo (2004). Computer-assisted qualitative data analysis. In Seale et al., pp. 475-489.

Text: Appendix 9. Critical Appraisal Skills Programme (CASP): Ten Questions to Help You Make Sense of Qualitative Research, pp. 253-256.

Week 9
March 4

Qualitative Coding

Strauss, Anselm & Corbin, Juliet (1990). Techniques for enhancing theoretical sensitivity. In Strauss, Anselm & Corbin, Juliet. *Basics of qualitative research: Grounded theory procedures and techniques*. (pp. 61- 74). Thousand Oaks, CA: Sage Publications.

Charmaz, Kathy. Grounded Theory: Objectivist and Constructivist Methods. In Denzin & Lincoln, eds., *Strategies of Qualitative Inquiry*, 2003, pp. 249-291.

MacQuenn, K.M., McLellan, E., Milstein, KK., and Milstein, B. (1998). Codebook development for team-based qualitative analysis. *Cultural Anthropology Methods* 10 (1): 14-20.

Coreil, J. & Wilke, J. Cultural models of illness and recovery in breast cancer support groups. *Qualitative Health Research* 14(7):905-923, 2004..

Week 10
March 11

Reporting Results

Textbook: Chapter 7. Putting It into Words: Reporting Qualitative Research Results, pp. 175-198. Chapter 8. Disseminating Qualitative Research, pp. 195-214.

Grbich, Carol (1999). Presentation of data. In Grbich, Carol. *Qualitative research in health: An Introduction*. (p. 258 – 259). Thousand Oaks, CA: Sage Publications, Inc.

Loseke, D. R. and Cahill, S. E. (2004). Publishing qualitative manuscripts:

lessons learned. In Seale, C., Gobo, G., Gubrium, J. F., and Silverman, D. *Qualitative Research Practice*. (pp. 577 – 591). Thousand Oaks, CA: Sage Publications.

Wolcott, Harry F. (2002). Writing up qualitative research...better. *Qualitative Health Research* 12(1):91-103.

Text: Appendix 10. Where to Publish, pp. 257-262. Appendix 11. Sample research Brief on the Female Condom, pp. 263-265. Appendix 12. Who is an Author.

Week 11
March 18
Spring Break

Week 12
March 25
Ethics, Teamwork, Participatory Research

Ryen, Anne (2004). Ethical issues. In Seale et al., pp. 230-247.

Mittness, L. S. and Barker, J. c. (2004). Collaborative and team research. In Seale, C., Gobo, G., Gubrium, J. F., and Silverman, D. *Qualitative Research Practice*. (pp. 276-293). Thousand Oaks, CA: Sage Publications.

Dewalt, Kathleen M. & Billie R. Dewalt (2002). Ethical issues in participant observation. In Dewalt, K.M & Dewalt, B.R., *Participant Observation: A Guide for Fieldworkers*. Walnut Creek, CA:Alta Mira, pp. 195-208.

McQuiston, Chris, Emilio A. Parrado, Amanda Phillips Martinez & Leonardo Uribe. Community-Based Participatory Research with Latino Community Members: Horizonte Latino. *Journal of Professional Nursing* 21 (4):210-215.

Text: Appendix 2. Examples of Oral Consent Forms. Pp. 221-223. Appendix 13. Sample Brochure to Share Qualitative Study Findings with Participating Communities, pp. 269-271. Appendix 14. Making Study Findings Accessible to Other Researchers, pp. 273-279.

Assignment: Read the code of ethics for two professional disciplines. (Example: American Sociological Association Code of Ethics. In Lawrence Neuman, *Social research methods: Qualitative and quantitative approaches*. 3rd Edition. (pp. 180 - 207). Boston: Allyn and Bacon.) Come to class next week prepared to discuss concerns addressed in each.

Week 13
April 1
Research Using Secondary Data

Corti, L. & P. Thompson (2004). Secondary analysis of archived data. In Seale, et al.

Mauthner, Natasha S., Odette Parry & Kathryn Backett-Milburn (1998). The data are out there, or are they? Implications for archiving and revisiting qualitative data. *Sociology* 32(4):733-745.

Fielding, Nigel (2004). Getting the most from archived qualitative data: epistemological, practical and professional obstacles. *International Journal of Social Research Methodology* 7(1):97-104.

Thorne, S. (1998). Ethical and representational issues in qualitative secondary analysis. *Qualitative Health Research* 8(4):547-555.

Week 14
April 8

Challenges of Qualitative Research

Manderson, Lenore, Elizabeth Bennett & Sari Andajani-Sutjahjo. The social dynamics of the interview: age, class and gender. *Qualitative Health Research* 16(10):1317-1334, 2006.

Sandelowski, Margarete. Using qualitative research. *Qualitative Health Research* 14(10):1366-1386, 2004.

Cook, Kay. Using critical ethnography to explore issues in health promotion. *Qualitative Health Research* 15(1):129-138, 2005.

Miller, SM, et al. Caught in the paradigm gap: qualitative researchers' lived experience and the politics of epistemology. *American Educational Research Journal* 35(3):377-416, 1998.

Week 15
April 15

Student Presentation of Proposals

Week 16
April 22

Student Presentation of Proposals

Week 17
April 29

Final Exam