I. COURSE DOMAIN AND BOUNDARIES

This weekend-intensive course focuses on analysis of qualitative data (e.g., interview transcripts) in public health and social work research. It will introduce the theory and methods of qualitative inquiry, highlighting the iterative nature of data analysis, coding, and writing. Students will learn the basics of NVivo using sample data for exercises and assignments and will leave prepared to analyze their own data.

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. Foundational Knowledge

B. Foundational Competencies

| Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate |
| Interpret results of data analysis for public health research, policy or practice |

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against
whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing
papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:** The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwKennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or
discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

All readings for this class are available on Canvas. You do not need to purchase any books.

That said, I do recommend you consider acquiring Qualitative Data Analysis: A Methods Sourcebook 3rd Edition 2014 in which Miles & Huberman, authors of the previous classic version, posthumously collaborate with Johnny Saldana, author of the other classic text (The Coding Manual for Qualitative Researchers 2013). Saldana is an excellent reference if you expect to approach qualitative research from a more interpretive/naturalistic perspective (more on this in class).

Good news! A 4th edition of this book is available…which means you can now get the 3rd edition used for about $40. If you intend to do qualitative research in your career, you will love having this book on your shelf.

Please keep in mind that qualitative data analysis approaches vary widely depending upon data types, study objectives, and researchers’ epistemological orientations. Thus, much of what you read should be considered a set of guidelines rather than carved-in-stone methods.

In particular, the names researchers use for different types/stages of coding are totally inconsistent – so don’t get caught up in the difference between descriptive coding, process coding, values coding, pattern coding, etc., etc., etc. The important thing is to understand the processes and how and why we do them.

These are the course readings, the first four are required, the other two are optional:

1. Miles, Huberman, and Saldana Qualitative Data Analysis: A Methods Sourcebook 3rd


We will be using NVivo 12 to analyze our data. Washington University has a site license; all computers in the Goldfarb lab are equipped with NVivo. If you wish to purchase a student license for your laptop, you may do so, but it is not required.

VI. ORGANIZATION OF COURSE

This course will consist of lecture, demonstrations, in-class group work, and discussion.

VII. EXPECTATIONS OF FACULTY AND STUDENT

Students will:
- Complete readings and view assigned videos prior to attending class
- Complete both assignments by their due dates
- Attend all class sessions
- Be attentive during class lecture, ask questions, and participate in the in-class exercises
- Do not do homework/projects for other courses during class
- Collaborate effectively with classmates on all group work
- Never represent the work of others or material from the Web as your own

The instructor will:
- Come to class prepared, organized, and enthusiastic
- Be available to answer any questions that you may have about the course (email is the best way to contact me, I telecommute from Chicago)

VIII. ASSIGNMENTS AND GRADING CRITERIA

As Master’s students at the premier MPH/MSW programs in the country, you are expected to turn all assignments in on-time (which should be no surprise to you). Any assignments that are
turned in late will incur a grade penalty as follows unless prior arrangements are made or an emergency arises. I hate doing this. I have done it almost every time I’ve taught this skill lab. Please spare us both the pain.

One day late: 10% grade reduction (i.e., a grade of “A” drops to a “B”)
Two days late: 20% grade reduction (i.e., a grade of “A” drops to a “C”)
Three days or more late: Assignment receives a failing grade

**Assignments:** Given the compressed time frame of this class, completing assignments thoughtfully will make a real difference in the extent to which you attain mastery of the material.

**1. Pre-reading reflection**

The purpose of this exercise is to place yourself in the center of the (fortunately declining) conflict between qualitative and quantitative researchers that goes something like this…

After reading the Miles, Huberman, and Saldana chapters, please return to Chapter 1 pages 6-7 (the section called “Our Orientation”), pages 9-10 (the section called “An Approach to Qualitative Data Analysis”), and pages 12-14 (the section called “Our View of Qualitative Data Analysis”).

1. **Re-read these sections and write a summary of each one.** Be sure to explain “Display 1.1 Components of Data analysis: Interactive Model” in your own words. Then, **write a reflection on your reactions to each section.**

2. **Briefly (1-2 pages maximum) argue both sides of this question:** “Is qualitative research really science?” Be sure to compare and contrast qualitative and quantitative methods in each argument.
Also, be sure you carefully define what you mean by “science.” For reference, Dictionary.com defines science as:

“A branch of knowledge or study dealing with a body of facts or truths systematically arranged and showing the operation of general laws.”

**Assignment due: Saturday September 7 at 9am**

Please submit your assignment through Canvas. *Please include your first initial and last name in the file name (e.g., E. Frank-Miller).*

This assignment will be graded on the accuracy of your summary, the thoughtfulness of your reflections, and the persuasiveness of your arguments.

2. **NVivo videos** – Below are links to several videos produced by QSR International (makers of NVivo). It is vital that you watch all of them so that you will come to class familiar with the NVivo interface and how the software is organized conceptually.

   **Explore NVivo 11 Pro (6 mins.)**
   [https://www.youtube.com/watch?v=S7Z8izUiQjA](https://www.youtube.com/watch?v=S7Z8izUiQjA)

   **Creating a new project in NVivo 10 for Windows in 3 minutes**
   [https://www.youtube.com/watch?v=9WzZYYC8WCg](https://www.youtube.com/watch?v=9WzZYYC8WCg)

   **Importing documents in NVivo 10 for Windows in 3 minutes**
   [https://www.youtube.com/watch?v=rAb4hgfFmOE](https://www.youtube.com/watch?v=rAb4hgfFmOE)

   **Coding a document in NVivo 10 for Windows in less than 3 minutes**
   [https://www.youtube.com/watch?v=z9RRAd70kuA](https://www.youtube.com/watch?v=z9RRAd70kuA)

   **Meet NVivo: Introduction to Text Analysis (40 mins.)**
   [https://www.youtube.com/watch?v=SgY0MNdKVwM](https://www.youtube.com/watch?v=SgY0MNdKVwM)

3. **Post-class report** – During class, we will work our way through the process of analyzing sample qualitative data that will be provided for you to load into NVivo (transcript on Canvas – please do not read prior to class). During class, you will download two additional transcripts (also on Canvas) and begin analyzing them using NVivo. You will be working in groups of three or four to conduct your analysis of the sample data. You will collaborate with your group during and after class to finish analyzing the additional data provided and to produce a final report. The assignment for the final report is posted on Canvas. *Please use this naming convention: Last Names of All Group Members (e.g., Frank-Miller, Covington, Germain).* If you do not include all of the names of the people in your group in the file title, I will not accept it and you will have to resubmit.

   **Assignment due: Saturday October 12th at 9am**

Extensions are available upon request. However, in the past, students have told me they regretted taking an extension because things got crazy at the end of the semester. The choice is yours. I need two weeks to grade papers before the end of the semester so the extension window will close then.
**Grading Criteria:** In order to receive credit for this course, you must attend the entire weekend of class. If you arrive very late, unless you have had an emergency (over-sleeping is not an emergency) you are welcome to sit in on the rest of class but you will not receive credit for it.

- Pre-reading assignment: 25%
- Post-class report: 50%
- Class participation: 25%

**IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY**

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<thead>
<tr>
<th>MPH Competencies</th>
<th>Assessment Opportunity</th>
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<tbody>
<tr>
<td>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</td>
<td>Final report</td>
</tr>
<tr>
<td>Interpret results of data analysis for public health research, policy or practice</td>
<td>Final report</td>
</tr>
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**X. COURSE OUTLINE**

- Introductions

- Lecture – Overview of Research Methods and Qualitative Research
  - Purposes of Research
  - Research Questions
  - Methodological Pluralism
  - Qualitative Research Designs
  - Qualitative Data Analysis

- Ready, Set, Go! The E-volution Text Messaging Intervention Study of Case Management for Youth and Young Adults with HIV

- Our Coding Project