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 COURSE COMPETENCIES

This skill lab will contribute to students’ mastery of the following MPH course competencies:

- **Communication**: Understand how to capture, synthesize, communicate and disseminate ideas and data to diverse stakeholders to influence public health policy and practice.
- **Leadership**: Demonstrate professional demeanor in behavior and communication. (if they do any kind of class presentation)
- **Policy**: Understand how to translate and disseminate public health research to policymakers and other stakeholders.

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity**: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)
Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

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 English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary
action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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 Umrath 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) 935-8761 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 shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

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V. READINGS

The texts for this course have been selected to be informative, in-depth, and cost-effective for students.

The required text is the classic Qualitative Data Analysis: An Expanded Sourcebook, 2nd Edition (1994) by Matthew B. Miles and A. Michael Huberman. This book is out-of-print and can be purchased used online at Amazon.com, Alibris.com, Abebooks.com, etc. They are very inexpensive.

Suggested texts are the updated version of this classic (Qualitative Data Analysis: A Methods Sourcebook 3rd Edition 2014) in which Miles & Huberman (posthumously) collaborate with
Johnny Saldana, author of the other classic text (The Coding Manual for Qualitative Researchers 2013). The Saldana book can also be found online and is very inexpensive.

Because the Miles, Huberman, & Saldana book is expensive (~$80), it is not a required text.

The classic Miles & Huberman is a great how-to book that has served many researchers well over the years (including me for my dissertation). If your budget allows, the expensive collaboration is worth owning. Saldana is an excellent reference if you expect to approach qualitative research from a more interpretive/naturalistic perspective (more on this in class).

Because the classic Miles & Huberman is out-of-date in certain ways and the text is geared toward doctoral-level researchers, you may wish to skim chapters 7, 8, 9, and 12. Similarly, in chapter 3 you should read section A only since B is obsolete unless you’re old-fashioned.

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.

There are four additional readings posted on Blackboard:


VI. ORGANIZATION OF COURSE

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

VII. ROLE 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
- Collaborate effectively with classmates on all group work

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 – After completing the assigned readings, you will write responses to questions designed to help you think through the material and consider your own goals for the class. The assignment is posted on Blackboard and is due two weeks before class begins:

   Assignment due: Sunday March 4th at 5pm

You must save a copy of the assignment and type your answers directly into the document to receive credit for the assignment. Your assignment will be returned to you for revision if you do not type your answers in the assignment document. Please use this naming convention: LAST NAME ASSIGNMENT 1 SPRING 2018. DOCX (e.g., Frank-Miller Assignment 1 Spring 2018). If you do not include your name in the file title, I will not accept it and you will have to resubmit.

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=S7Z8izUiQiA

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

   Importing documents in NVivo 10 for Windows in 3 minutes
   https://www.youtube.com/watch?v=rAb4hggFmOE

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

   NVivo 11 Pro for Windows Overview (30 mins.)
   https://www.youtube.com/watch?v=zqOeQDgvhmM

   Meet NVivo: Introduction to Text Analysis (40 mins.)
   https://www.youtube.com/watch?v=SqY0MNdKVwM
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 Blackboard – please do not read prior to class). If we have time during class, you will download two additional transcripts (also on Blackboard) and analyze them using NVivo. You will be working in groups of three 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 Blackboard and is due three weeks after class ends. Please use this naming convention: LAST NAMES OF ALL GROUP MEMBERS FINAL REPORT SPRING 2018. DOCX (e.g., Frank-Miller, Covington, Germain Final Report Spring 2018). 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: Sunday April 15th any time

Grading Criteria: In order to receive credit for this course, you must attend the entire weekend of class. If you arrive very late (after noon), 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 reflection: 25%
- Post-class report: 50%
- Class participation: 25%

IX. COURSE OUTLINE

- Introductions

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

- Ready, Set, Go! The Employee Financial Wellness Programs Study

- Our Coding Project

X. COURSE SCHEDULE

Below is a loose schedule for the weekend. We will move things around depending on how fast we go. If time permits (in the past it has), at the end of the weekend your group may begin the final report project.

Day 1 (9am – 5pm)

AM: Lecture, creating an interview protocol, writing a closed-coding codebook
Lunch

PM: Setting up NVivo (importing sources, creating codes and folders, coding, creating memos), closed-coding, inter-rater reliability checks, codebook revision

Day 2 (9am – 5pm)

AM: Open-coding, codebook revision, recoding, code mapping, pattern coding

Lunch

PM: Axial coding, theme development, writing up results, course evaluations