

PubH 7257 Section 101 Class #87588
Qualitative Data Analysis: Strategically Eliciting the Meanings in Qualitative Data to Inform, Advocate, Intervene and Evaluate
May Term 2017

Credits: 1 credit

Meeting Days/Time: May 22 9:00am-12:00pm
May 23, 24, 26 8:00am-12:00pm

Meeting Place: Blegen Hall - Room 210

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Office Hours: By appointment

I. Course Description

You've conducted key informant interviews, or a series of focus groups. Now what? How do you reflect the participants' individual opinions and perspectives in your analysis while at the same time draw some collective conclusions? Is it possible to analyze qualitative data objectively? Do you need to use qualitative software? What is the best way to present qualitative data to different audiences? How can you collaboratively analyze qualitative data with community partners?

This course will provide discourse and some answers to the questions above, for currently employed professionals and students completing an advanced degree. The course is intended for students who plan to collect and analyze qualitative data, including those employed in public health, private, and non-profit agencies. Whether the data are collected to describe a problem, evaluate a program, or inform an intervention, the principles and challenges of analysis remain the same. This course will provide opportunity for analyzing and working with qualitative data from a variety of data collection methods and

using multiple analysis approaches. Students are encouraged to bring any existing data they have as there may be opportunities in class to discuss and work with the data.

Competencies

The core competencies for public health professionals are a consensus set of skills identified by the Council on Linkages (CoL) between academia and public health practice as being desirable for the delivery of the essential public health services. The CoL competencies identified for this course are:

Domain 1: Analytic/Assessment Skills

- 1.B.3 Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
- 1.B.8 Collects valid and reliable quantitative and qualitative data
- 1.B.10 Interprets quantitative and qualitative data

Domain 6: Public Health Science Skills

- 6.B.3 Applies public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) in the delivery of the 10 Essential Public Health Services

II. Course Prerequisites

Students are required to have prior qualitative methods content, evidenced by having taken a qualitative methods course, or working as a research assistant on a qualitative research study. Evidence of this background is required to receive a permission number to register for the course. Email evidence to Dr. Carolyn Porta at porta@umn.edu to receive permission.

III. Course Goals and Objectives

Upon completion of this course, students will be able to:

- 1) Identify and define three approaches to analyzing qualitative data.
- 2) Discuss ethical and logistical considerations when analyzing qualitative data.
- 3) Describe strategies for conducting qualitative data analysis in community-based participatory research.
- 4) Demonstrate ability to formulate a data analysis plan consistent with the study purpose and qualitative research method.

IV. Methods of Instruction and Work Expectations

Assigned Readings, Group Exercises

In this course we will use a variety of teaching methods and strategies including:

- Mini-lectures
- Large and small group discussions
- Extensive time to practice analyzing interview and focus group data
- Two written assignments will be required to be completed by the end of the course (each worth 25 points). You will choose from three assignment options, which are described below:
 - Data Coding: You will code your own or provided data. Code ~7-10 pages of text/data. Identify your coding strategy. Develop a code book, with definitions for each code. Organize first level codes into categories. Provide a 2-3 paragraph summary of coding results.
 - Literature Critique: Select two articles in your field (qualitative or mixed method studies). Provide a written critique, identifying strengths/weaknesses of each, using a critique format discussed in class. 3-5 pages.
 - Analysis Grant Text: Draft an analysis section of a research grant proposal. Provide a 1-page background to the research topic and the study methods. Analysis section should include how data will be analyzed, including the coding strategy, use of software, etc. 3-5 pages.

These assignments will provide students the opportunity to demonstrate systematic approaches to conducting and disseminating qualitative data analysis, including content analysis and hermeneutic analysis. Assignments will each be graded on a 25-point scale.

- Grades will be assigned for classroom participation (50 points) as described below.
 - Students will be able to obtain credit for classroom participation by asking questions, and participating in discussions and hands-on activities (25 points). Students will be expected to actively participate in a critical review of an article (25 points).

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

Recommended Textbooks (Purchase if you plan to extensively do data analysis; otherwise, consider these optional resources):

Friese, S. (2012). *Qualitative Data Analysis with Atlas.ti*. Thousand Oaks: CA. Sage Publications. ISBN: 978-0-85702-130-4

Miles, M.B., Huberman, A.M., & Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks: CA. Sage Publications. ISBN: 978-1452257877

Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Sage Publications. ISBN: 978-1847875495

Required Readings (assigned throughout the week; see schedule below for pre-course reading!):

Bazeley, P. (2009). Analyzing mixed methods data. In S. Andrew & E. Halcomb, (Eds.), *Mixed methods research for nursing and the health sciences* (pp. 84-118). Chichester, UK: Wiley-Blackwell.

Burkhardt, G., Scott, J., Onyango, M. A., Rouhani, S., Haider, S., Greiner, A., ... Bartels, S. (2016). Sexual violence-related pregnancies in eastern Democratic Republic of Congo: a qualitative analysis of access to pregnancy termination services. *Conflict and Health*, 10, 30. <http://doi.org/10.1186/s13031-016-0097-2>

Caracelli, V. J., & Greene, J. C. (1993). Data analysis strategies for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 15(2), 195-207

Gale et al. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health, research. *BMC Medical Research Methodology*, 13:117.

Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24(2), 105-112. PMID: 14769454

Katz, I. T., Bogart, L. M., Fu, C. M., Liu, Y., Cox, J. E., Samuels, R. C., ... Schuster, M. A. (2016). Barriers to HPV immunization among blacks and latinos: a qualitative analysis of caregivers, adolescents, and providers. *BMC Public Health*, 16(1), 874. <http://doi.org/10.1186/s12889-016-3529-4>

Keske, R.R., Barker, K. M. Geller, A. C., Hamasaka, L., Sparks, M., Moody-Thomas, S.; Jolicoeur, D., Rees, V. W. (2016). Head Start Staff Reactions to a Novel Tobacco Intervention: A Qualitative Analysis. *American Journal of Health Behavior*, 40(6), 738-748.

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277. PMID: 16204405

Kendall, S., & Halliday, L. E. (2014). Undertaking ethical qualitative research in public health: are current ethical processes sufficient? *Australian and New Zealand Journal of Public Health*, 38(4), 306-310.

Levey, E. J., Oppenheim, C. E., Lange, B. C. L., Plasky, N. S., Harris, B. L., Lekpeh, G. G., ... Borba, C. P. C. (2017). A qualitative analysis of parental loss and family separation among youth in post-conflict Liberia. *Vulnerable Children and Youth Studies*, 12(1), 1–16. <http://doi.org/10.1080/17450128.2016.1262978>

Li, S., & Seale, C. (2007). Learning to do qualitative data analysis: an observational study of doctoral work. *Qualitative Health Research*, 17(10), 1442-1452.

Murti, M., Yard, E., Kramer, R., Haselow, D., Mettler, M., McElvany, R., & Martin, C. (2016). Impact of the 2012 extreme drought conditions on private well owners in the United States, a qualitative analysis. *BMC Public Health*, 16, 430. <http://doi.org/10.1186/s12889-016-3039-4>

O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: a synthesis of recommendations. *Academic Medicine: Journal of the Association of American Medical Colleges*, 89(9), 1245-1251.

Priest, H., Roberts, P., & Woods, L. (2002). An overview of three different approaches to the interpretation of qualitative data. part 1: Theoretical issues. *Nurse Researcher*, 10(1), 30-42. PMID: 12405004

Redman-MacLaren, M., Mills, J., & Tommbe, R. (2014). Interpretive focus groups: a participatory method for interpreting and extending secondary analysis of qualitative data. *Global Health Action*, 7, 25214.

Sandelowski, M. (2009). On Quantitizing. *Journal of Mixed Methods Research*, 3(3), 208-222.

Woods, L., Priest, H., & Roberts, P. (2002). An overview of three different approaches to the interpretation of qualitative data. part 2: Practical illustrations. *Nurse Researcher*, 10(1), 43. PMID: 12405005

VI. Course Outline/Weekly Schedule

Pre-Course	<p><u>PRE-COURSE</u></p> <p>Please complete these readings before we start class; they will lay a foundation for you regarding qualitative data analysis, how to critique qualitative data articles, and some of the challenges in doing analysis as outlined by a doctoral student.</p>	<p><u>Readings:</u></p> <p>Li et al (2007)</p> <p>O'brien et al (2014)</p> <p>Priest et al (2002)</p> <p>Woods et al (2002)</p>
Day 1	<p><u>Course welcome and introductions</u></p> <ul style="list-style-type: none"> ▪ Expectations ▪ What students hope to accomplish ▪ Instructor's goals ▪ Course plan, learning objectives, grading ▪ Books and articles ▪ Assignments <p><u>1A</u></p> <ul style="list-style-type: none"> ▪ Why we undertake qualitative research? ▪ Overview/refresher of key qualitative methods ▪ Common ways of analyzing qualitative data ▪ Readings discussion 	<p><u>Readings:</u></p> <p>Sandelowski et al (2009)</p> <p>Gale (2013)</p> <p>Graneheim et al (2004)</p> <p>Hsieh et al (2005)</p>
Day 2	<p><u>Course questions, etc.</u></p> <p><u>2A</u></p> <ul style="list-style-type: none"> ▪ Content analysis ▪ Strategies for describing qualitative data analysis in grant proposals/manuscripts ▪ Literature critique 	<p><u>Readings:</u></p> <p>Redman-MacLaren et al (2014)</p>
Day 3	<p><u>Course Questions, etc.</u></p> <p><u>3A</u></p>	<p><u>Readings:</u></p> <p>Bazeley (2009)</p>

	<ul style="list-style-type: none"> ▪ Focus group data analysis ▪ Qualitative software systems ▪ Literature critique 	Caracelli et al (1993) Kendall et al (2014)
Day 4	<u>Course Questions, etc.</u> <u>4A</u> <ul style="list-style-type: none"> ▪ Literature critique ▪ Mixed methods analysis strategies ▪ Ethical and logistical considerations ▪ Disseminating qualitative findings ▪ Where to from here? 	

VII. Evaluation and Grading

Grading will be determined according to the following:

- Written assignments – cited above in methods (25 points each, 50% of grade)
- Class participation (50 points, 50% of grade)
- Late written assignments will receive 5-point deductions each day late unless pre-arranged with faculty.

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows.**
- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)
B+	3.333 (87-89 points/percent)
B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level

	of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu. **The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.**

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities,

and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with

an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Template update 9/2014