I. Course Description
This is a 2-credit course in applied qualitative research methods focusing on the fields of Maternal and Child Health and Community Health Education. This course introduces students to qualitative inquiry and to selected data collection, management, and analysis methods for qualitative research in public health. The emphasis of this course is on the provision of practical skills in qualitative research methods for studying CH and MCH issues in applied settings.

II. Course Prerequisites
Graduate student status.

III. Course Goals and Objectives (Student Learning Outcomes – SLO)
1. Understand the principles and foundations of qualitative research.
2. Become familiar with selected qualitative research methods commonly used in public health.
3. Identify appropriate qualitative methods to be used in MCH and CH applied research.
4. Critically evaluate qualitative research in public health.
IV. Methods of Instruction and Work Expectations

The class will include lectures, group discussions, and individual and small group exercises. Class participation and completion of readings prior to class is required. Students should come to class prepared to engage in class discussions and with clear and articulated positions on the topics covered in the readings.

V. Course Text and Readings

Required
- Articles and links to websites posted on Moodle course site.

VI. Course Outline/Weekly Schedule

GS = guest speaker during this lecture

Note: *Changes to this syllabus and to the course schedule/readings can be made according to need by the instructor. Additional readings will be posted on the Moodle course site.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1. 9/4 | Course introduction  
Introduction to qualitative research | No readings required. |
| 2. 9/11 | Overview: theory, epistemology, and methodology in qualitative research  
Research design and sampling in qualitative research  
Selecting a method  
Data collection methods | Ulin, et al., Chapter 1: Invitation to Explore  
Ulin et al., Chapter 2: The Language and Logic of Qualitative Research  
Ulin et al., Chapter 3: Designing the Study  
Ulin et al., Chapter 5: Logistics in the Field  
Ulin et al., Appendix 3: Example of a Qualitative-Quantitative Research Design |
| 3. 9/18 | Data collection methods, cont. | Ulin et al., Chapter 4: Collecting Qualitative Data: The Science and the Art  
Ulin et al., Appendix 6: Topic Guides for Focus Group Discussions on Reproductive Health  
Ulin et al., Appendix 5: Sample Budget Categories for Planning Focus Group Discussions |
| 4. 9/25 | Data collection methods: secondary data in qualitative research  
Data organization and management | Organizing and controlling your research readings on Moodle  
Mack et al. Module 5 — Data Documentation and Management: Organizing and Storing Your Data |
| 5. 10/2 | Data organization and management (cont.) | Data organization and management readings on Moodle  
Managing Your Qualitative Data: 5 Easy Steps  
http://ocw.jhsph.edu/courses/qualitativedataanalysis/PDFs/Session2.pdf |
<p>| 6. 10/9 | Introduction to mixed methods | Creswell Chapter 11: Mixed methods procedures &amp; additional readings on Moodle |
| 7. 10/16 | Data analysis: codebook | Ulin et al. Chapter 6: Qualitative Data Analysis |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. 10/30</td>
<td>Data analysis: coding and data reduction</td>
<td>Hahn chapters 6, 7, &amp; 8: level 1 coding, level 2 coding, level 3 coding</td>
</tr>
</tbody>
</table>
| 11. 11/13 | Reporting results | Ulin et al. Chapter 7: Putting It into Words: Reporting Qualitative Research Results.  
Hahn Chapter 10: Writing the report – the final draft  
Ulin et al. Appendix 11: Sample Research Brief on the Female Condom.  
| 12. 11/20 | Disseminating qualitative research to public health professionals | Ulin et al. Chapter 8: Disseminating Qualitative Research  
Ulin et al. Appendix 14: Making Study Findings Accessible to Other Researchers  
Ulin et al. Appendix 13: Sample Brochure to Share Qualitative Study Findings with Participating Communities |
| 13. 11/27 | Ethics, participatory research, and challenges of qualitative research | Mack et al. Recruitment in qualitative research  
Mack et al. Ethical guidelines in qualitative research |
Devers KJ. 1999. How will we know “good” qualitative research when we see it? Beginning the dialogue in health services research. *Health Services Research* 34(5): 1153-1188 |
| 15. 12/11 | Reflexivity in qualitative public health research | Mcbeth, M. On “Reflexivity” in Qualitative Research: Two Readings, and a Third *Qualitative Inquiry* February 2001 vol. 7 no. 135-168  
Bruce Bolam, Kate Gleeson, & Simon Murphy "Lay Person" or "Health Expert"? Exploring Theoretical and Practical Aspects of Reflexivity in Qualitative Health Research. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, Volume 4, No. 2, Art. 26 – May 2003 |

**VII. Evaluation and Grading**
In-class exercises and class participation (10 exercises @ 5 points each = 50 points) [SLO #1-4]

Regular attendance, contributions to weekly discussions during class, and evidence of completion of readings and preparation prior to class is expected to complete in-class exercises. In-class exercises will be administered throughout the semester to stimulate discussion and practice selected data collection, management, or analysis methods. Examples of exercises include sampling in qualitative research, development of a focus group interview guide, coding and codebook development, data management and organization strategies.

Assessing the evidence in qualitative studies – evidence tables (50 points) [SLO #4]

Students will identify a topic of interest and will select 20 studies that employ different qualitative methods to study health problems or needs in MCH or CHE. Students will compare and contrast the articles and the strength of the qualitative evidence presented in each one using evidence tables. The evidence tables should include a summary of the study design, epistemological and methodological paradigms, sampling procedures, data collection methods, analytic strategies, and findings. Students will write a critique on the relevance and application of the studies to MCH or CHE practice. The critique should be typed with 12 point font and 1” margins. The length should not exceed 10 pages DS including references. Format and references should follow APA guidelines. Further instructions and evaluation rubric will be posted on the Moodle course website.

Late work and no show policy:

Students who are absent from class when activities are conducted will miss points. These activities will not be conducted again.

Late projects (evidence tables) will receive a penalty of 2 pts. off for each day that the paper is late.

Grading scale:

Final grades will be assigned as followed based on a maximum of 100 possible points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 or below</td>
<td>F</td>
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**Course Evaluation**
Beginning in fall 2008, the SPH began collecting student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. 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**
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.

**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 Student Services Center at sph-ssc@umn.edu for further information.

**Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**
Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.
Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.

The University’s Student Conduct Code defines scholastic dishonesty as “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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of “F” or “N” for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

Mental Health Services:

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 or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu