University of Florida
College of Public Health & Health Professions Syllabus
Course Number PHC 6193: Qualitative Data Analysis (3 credit hours)
Semester: Fall 2022
Delivery Format: Online: Synchronous, Thursdays, Periods 4-6 (12:30 PM to 4:45 PM)
Course Website: E-Learning

Instructor Name: Nichole Stetten, PhD, MPH, CPH
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Office Hours: By Appointment
Preferred Course Communications: Email

Prerequisites:
- There are no prerequisites for this course, but it is highly recommended that students take an introductory research methods course and an introductory qualitative research methods course.
- It is recommended that students have access to a qualitative data set to work on throughout the semester. If a student needs access to one, please contact your advisor/committee members to see if they have a set they would like you to work on. If your advisor/committee members do not have any qualitative data for you to use, please contact Dr. Stetten to obtain one.

Course Overview:
During this course, we will be expanding on the content from PHC 6937: Introduction to Qualitative Research Methods for Public Health & Health Sciences. In this course, students will learn about the different coding techniques used in qualitative research, ways to display qualitative data, and how to draw conclusions from the data and write about qualitative research for publication.

Relation to Program Outcomes:
This is a concentration core course for the Social and Behavioral Science (SBS) Public Health PhD Program. Although this course is a core course for SBS, the content applies to all students working on qualitative research within the Health Sciences (Epidemiology, Rehabilitation Sciences, Psychology, etc.).

Course Objectives:
Qualitative research, in itself, is a large field of study. This course will focus solely on qualitative data analysis and interpretation within the health sciences. After taking this course, you should be able to:
1. Discuss how qualitative methodological purists and pragmatic realists differ when approaching data analysis.
2. Critically examine possible ethical issues within qualitative analysis.
   a. Explore one's positionality (i.e., societal perceptions, alternative perspectives and counter-narratives) in relation to the data.

3. Develop a report to display the results of a qualitative data analysis that includes: the research questions, data collection methods, justification for chosen qualitative data analysis, and display matrices of the qualitative data results and conclusions and implications.
   a. Discern what qualitative coding methods are most appropriate for different qualitative data types.
   b. Discern the most appropriate ways to display qualitative results.
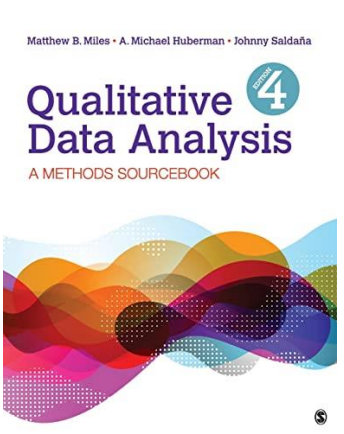
Topical Outline & Course Schedule

Week	Date(s)	Topic(s)	Readings & Assignments
1	May 15-19	Introduction to Course & Course Expectations Introduction to Qualitative Research Concepts Review	Readings: ● Syllabus ● Chapter 1: Introduction Assignments: ● Obtain Qualitative Data Set
2	May 22-26	Research Design & Data Management Ethical Issues in Qualitative Analysis	Readings: ● Chapter 2: Research Design and Data Management ● Chapter 3: Ethical Issues in Analysis Assignments: ● Obtain Qualitative Data Set
3	May 29 - June 2	Fundamental Coding Methods & Techniques	Readings: ● Skjott Linneberg. &Korsgaard. (2019), "Coding qualitative data: a synthesis guiding the novice," *Qualitative Research Journal*, Vol. 19 No. 3, pp. 259-270. https://doi.org/10.1108/QRJ-12-2018-0012 Assignments: ● **Qualitative Data Check-In Due**
4	June 5-9	No Class - Self-Work Day	Readings: ● Allison Tong, Peter Sainsbury, Jonathan Craig, Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups, International Journal for Quality in Health Care, Volume 19, Issue 6, December 2007, Pages 349–357, https://doi.org/10.1093/intqhc/mzm042 ● Amankaa (2016). Creating protocols

			for trustworthiness in qualitative research. *Journal of Cultural Diversity.* 23(3). 121-127 Assignments: • Clean and De-Identify Qualitative Data Set • Work on Abstract Summary & Research Questions
5	June 12-16	First Cycle Coding Methods: Part A	Readings: • Ch. 4: Fundamentals of Qualitative Data Analysis (p. 61 -73) Assignments: • **Abstract Summary & Research Questions Due**
6	June 19-23	First Cycle Coding Methods: Part B	Readings: • Ch. 4: Fundamentals of Qualitative Data Analysis (pg. 73 -79) Assignments: • **Methods Part A: Sampling, Participants, Data Collection Techniques Due**
7	June 26-30	Spring Break - No Class	Readings & Assignments: None
8	July 3-7	Second Cycle Coding Methods: Part A	Readings: • Ch. 4: Fundamentals of Qualitative Data Analysis (pg.79-99) Assignments: • Work on Methods Section
9	July 10-14	Second Cycle Coding Methods: Part B Displaying the Data: Part A	Readings: • Ch. 5 Designing Matrix, Network, and Graphic Displays • Ch 6: Methods of Exploring • Ch. 7: Methods of Describing Assignments: • **Methods Part B: Data Analysis Justification Due**
10	July 17-21	Displaying the Data: Part B	Readings: • Ch. 8: Methods of Ordering • Ch. 9: Methods of Explaining • Ch. 10: Methods of Predicting

			Assignments: ● Work on Results Section
11	July 24-28	Drawing Conclusions & Writing About Qualitative Research	Readings: ● Ch. 11 Drawing and Verifying Conclusions ● Ch. 12: Writing About Qualitative Research ● Ch. 13: Closure Assignments: ● **Results (Written & Visual Display) Due**
12	July 31-Aug 4	Wrapping Up	Readings: ● None Assignments: ● Work on Final Report & Presentations
13	Aug 7-11	Final Project Presentations	Readings: ● None Assignments: ● **Final Reports Due** ● **Final Project Presentations Due**

Course Materials and Technology

<u>**Required Text:**</u>

	Miles, Huberman, Saldana (2020). Qualitative Data Analysis: A Methods Sourcebook - 4th Edition. ISBN: 978-1-5063-5307-4

<u>**Optional but Highly Recommended Texts:**</u>

	Bhattacharya (2017). Fundamentals of Qualitative Research: A Practical Guide. ISBN: 978-1611321333
	Ravitch, Carl (2021). Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological - 2nd Edition. ISBN: 978-1544333816

Technology Requirements:

As this course occurs synchronously online, students will need the following:

- PC or Laptop
- Access to the Internet
- Webcam and Microphone

For technical support for this class, please contact the UF Help Desk at:

- Email: helpdesk@ufl.edu
- Phone: (352) 392-HELP - select option 2
- Website: https://helpdesk.ufl.edu/

Additional Academic Resources

- **Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.**
- **Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.**

- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** Visit the Student Honor Code and Student Conduct Code webpage for more information.
- **On-Line Students Complaints:** View the Distance Learning Student Complaint Process.

Academic Requirements

Assignment	Due Date	Points
In-Class Discussions	Varies	180
First Drafts of Final Report	Abstract Summary & Research Questions: June 15 Methods Part A: June 22 Methods Part B: July 13 Results: July 27	100
Qualitative Data Check-In	June 1	20
Final Report	Aug 10	200
Final Presentations	Aug 10	100
	Total Points	600

Assignment Descriptions
1. **In-Class Discussions (180 points - 20 points per discussion x 9)**
   Students are expected to participate in nine in-class discussions throughout the duration of the course. Prompts will be given in class, and then students will have time to research and respond. These discussion prompts will occur either individually or within an assigned group. If a student has an excused absence and misses an in-class discussion, then a make-up assignment similar to the discussion will be given.

2. **Qualitative Data Check-In (20 points)**
   For this assignment you will need to submit a de-identified sample of the qualitative data that you will be using for the course. Along with the sample you will need to detail how much data is available to you and how much you are hoping to analyze for the course.

3. **First Drafts of Final Report Components (100 points)**

Each component listed below will be turned in throughout the semester so that you can receive feedback and make revisions before turning in your final version at the end of the semester. More details for each component can be found on eLearning/Canvas.
   a. Abstract Summary & Research Questions (10 points)
   b. Methods Part A: Sampling, Participants, Data Collection Techniques (15 points)
   c. Methods Part B: Data Analysis Justification (30 points)
   d. Results (Written & Visual Display) (45 points)

4. **Final Report (200 points)**
   The purpose of the final report is to allow you to practice methods of analyzing qualitative data in a substantive area of interest to you. In the final report, you will analyze a qualitative data set, and you will have one of two options for choosing a data set to analyze: 1. Qualitative data that you have collected from your research OR 2. Secondary analysis of existing data available from another researcher/your advisor/committee member. The final report will include final versions of parts a-e listed below. Each of the parts (except component e.) listed below will be turned in throughout the semester, and you will be provided feedback before submitting your final report.
   a. Abstract Summary & Research Questions (20 points)
   b. Methods Part A: Sampling, Participants, Data Collection Techniques (20 points)
   c. Methods Part B: Data Analysis Justification (50 points)
   d. Results (Written & Visual Display) (70 points)
   e. Conclusions & Implications (50 points)

Grading Point System

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C

70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0

D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Class Attendance is required, any assignments missed during class can only be made up if the absence is excused.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations/#text). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

 STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

 Expectations Regarding Course Behavior

 Students are expected to attend all class on time, unless excused or an emergency arises. All students are expected to act professionally when interacting with classmates and the professor.

Communication Guidelines

Students are expected to email any issues or absences to the professor. Please allow 24 hours for a response to your email during the work week and 48 hours during the weekend.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation or plagiarism in any form is unacceptable and inexcusable behavior.

 Recording Within the Course:
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

 A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: https://phhp.ufl.edu/policy-classroom-guests-of-students/

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have

the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

·   The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

·   **U Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

·   The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

·   Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

·   **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

·   **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities

for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu