SYLLABUS

HPS 607: QUALITATIVE RESEARCH METHODS IN PUBLIC HEALTH

SPRING 2019

TIME: Wednesday 4:00pm-6:50pm

LOCATION: Drachman Hall A122

INSTRUCTOR: Priscilla Magrath, PhD

Office: Drachman Hall A206R
Office Hours: By appointment
E-mail: pmagrath@email.arizona.edu

CATALOG DESCRIPTION: Qualitative Research Methods in Public Health introduces students to theory in qualitative research and to qualitative methods and their practical application in public health research. It will explore selected qualitative theoretical and methodological approaches; discuss qualitative research design, research ethics, indigenous methodologies, and intellectual property rights, and offer students the opportunity to practice techniques for qualitative data collection, management, and analysis.

COURSE DESCRIPTION: This is a skills based class designed to prepare students for independent research. Research skills to be developed include: observational and interviewing skills, sampling, research design, selecting appropriate methods for particular objectives and populations, ethical issues, IRB, data analysis and presentation. Classic and more recent social theory relevant to understanding observed/reported behaviors will be discussed. The team project for this semester will focus on: use of plastic straws on campus. We will explore human behavioral aspects, environmental and social cues and effectiveness of interventions to shift behaviors in light of the environmental impact.

COURSE PREREQUISITE: You have to be a graduate student enrolled in the MEZCOPH in order to be enrolled in this course. Upon approval, graduate students from other departments/colleges may be admitted to this course.

REQUIRED TEXTS: There is one required text book for this course:


ISBN-10: 1473997119
REQUIRED READINGS: All reading materials other than the text book will be provided on Desire to Learn (D2L) under “Content”. Students enrolled in the class will have automatic access to d2l which can be accessed by going to http://d2l.arizona.edu/index.asp.

COURSE LEARNING OUTCOMES: Upon completion of the course, students will be able to:

1) Assess selected qualitative research methods, their theoretical basis, pros and cons, and their application in public health.

2) Design qualitative studies and instruments, such as structured observations, interviews and focus group question guides.

3) Conduct qualitative data collection, management, and analysis.

4) Design qualitative research proposals.

5) Prepare a Human Subjects Research and Institutional Review Board (IRB) application.

6) Understand qualitative research ethics

COURSE LEARNING OBJECTIVES: MPH/SECTION COMPETENCIES COVERED:
The following CORE MPH/Section competencies will be addressed during this course. (http://www.publichealth.arizona.edu/academics/masters)

1. Analytical Skills:
   - Understanding basic research designs used in public health
   - Evaluate the integrity and comparability of data & identify gaps in data sources
   - Make relevant references from data
   - Understand how the data illuminates ethical, political, scientific, economic, and overall public health issues

2. Communicating Skills:
   - Interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences by adapting and translating public health concepts to individuals and communities
   - Using all types of media to communicate important public health information

3. Policy Development/Program Planning Skills:
   - Assess and interpret information to develop relevant policy options
   - Develop mechanisms to monitor and evaluate programs

4. Cultural Skills:
   - Developing and adapting approaches to public health problems that take into account cultural differences
   - Interacting competently, respectfully, and professionally with persons from different backgrounds
5. Basic Public Health Science Skills:

- Understanding research methods in all basic public health sciences

COURSE REQUIREMENTS:

Course requirements include active participation and completion of all assignments. During the semester we will implement a qualitative research project as a team. Assignments will involve practicing various qualitative data collection and analysis techniques individually and/or in teams, then presenting results in class for discussion and to receive feedback from peers. Individual or group products from these assignments will then be submitted on D2L. Separate instruction sheets and rubrics will be provided for each assignment in D2L.

Skills development (1000 points)

1. Observation 1 (100 points)
2. Observation 2 (100 points)
3. Semi-Structured Interview (100 points)
4. Informal Interview (100 points)
5. Visual data collection (100 points)
6. Focus group discussion notes (100 points)
7. Identification of themes (100 points)
8. Coding and analysis of themes (100 points)
9. Final product (paper/poster) draft (100 points)
10. Final product (paper/poster) (100 points)

Total: 1000 points

GRADING/STUDENT EVALUATION: 1000 Total Points. Grading points are based on the following percentages: A = 90–100% — B = 80–89% — C = 70–79% — D = 60–69% — E = 59% or less

Relation between grades and points earned

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100 %</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
<td>800 – 899</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
<td>700 – 799</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
<td>600 – 699</td>
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<tr>
<td>E</td>
<td>0 – 59%</td>
<td>500 – 599</td>
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NOTE: All assignments are to be submitted via d2l dropbox by midnight of the due date. Late assignments will be subjected to a 5 point deduction.

COURSE POLICIES

CLASS ATTENDANCE/PARTICIPATION: All students are required to attend each, entire class. This is an interactive graduate seminar and active participation of every student is expected. Most weeks two students will be doing class presentations on the readings and developing discussion questions. It is important to read the material in advance and give it some careful thought, so that you come to class prepared to discuss information and opinions.

Absences due to urgent matters, scheduling conflicts or emergencies need to be excused prior to the absence if at all possible, or within 7 days of the class missed. One unexcused absence is permitted. Each additional, unexcused absence will be noted and will affect your grade. Students are responsible for the materials and activities covered during the class missed.

The UA’s policy concerning class attendance, participation, and administrative drops is available at:  http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop
The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy. Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, http://deanofstudents.arizona.edu/

COMMUNICATIONS: You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:  http://www.registrar.arizona.edu/emailpolicy.htm.

DISABILITY ACCOMODATION: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: http://catalog.arizona.edu/2011%2D12/policies/disability.htm.

ACADEMIC INTEGRITY: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy  found at http://deanofstudents.arizona.edu/codeofacademicintegrity.

CLASSROOM BEHAVIOR: Talking, using electronic devices such as cell phones, laptops, or ipods in a disruptive manner, and any other unruly behavior that disrupts the class will not be tolerated. The instructor reserves the right (and obligation to the class) to administratively drop from the course any student who does not maintain appropriate behavior. Please turn off your cell phones before class. Your laptop may only be used for class purposes such as taking notes, but not to check email, visit social networking sites or playing games etc. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://policy.arizona.edu/disruptive-behavior-instructional and the Policy on Threatening Behavior by Students found at http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting.
THREATENING BEHAVIOR POLICY: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Nondiscrimination and anti-harassment policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

UA SMOKING AND TOBACCO POLICY: The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy.

SYLLABUS CHANGES: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.
## COURSE SCHEDULE

**CPH 607: Qualitative Research Methods in Public Health**  
**Spring 2019**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Facilitator</th>
<th>Assignments due Sunday midnight before class</th>
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</table>
| 1    | Jan 9 | Introductions and syllabus description  
Semester research project outline  
Discussion: **What is qualitative research and why is it important?**  
Reading: Ch 1 + 2 Green and Thorogood  
Validity and reliability of qual. Research | Dr Magrath | |
| 2    | Jan 16 | Guest lecture: **IRB**  
Reading: Ch 3 + 4 Green and Thorogood  
Sampling: how many interviews are enough? | Dr Magrath | |
| 3    | Jan 23 | **Ethical issues** and research design:  
Discussion and practical research design | Dr Magrath | |
| 4    | Jan 30 | **Observation:**  
Discussion based on readings:  
Ch 7 Green and Thorogood Bourdieu | Jennifer | |
| 5    | Feb 6  | **Observation 1:** practical and student sharing and discussion: Reading:  
Cohn and Baum and Fisher Health Promotion | Halima | |
| 6    | Feb 13 | **Observation 2:** practical and student sharing and discussion  
Reading: Riggins The Power of Things | Amra | Observation 1 |
| 7    | Feb 20 | **Interviews:** Discussion based on readings:  
Ch 5 Green and Thorogood Briggs Interviewing  
Practical before next class: informal interviews | Babs | Observation 2 |
| 8    | Feb | **Participatory approaches:** Informal | Addie | Informal |

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1 Additonal readings will be posted to D2L/Content
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>27</td>
<td>interviews presentation and PRA discussion based on readings:</td>
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<td>Marent Theorizing participation in health promotion</td>
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<td>Critiques of participatory research</td>
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<td>Mar 6</td>
<td><strong>Spring Recess: NO CLASS</strong></td>
<td>Final Observation</td>
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<td>9 Mar 13</td>
<td><strong>Focus Group Discussion:</strong> practical with Managers at Student Union.</td>
<td>Interview 1</td>
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<td>10 Mar 20</td>
<td><strong>Focus Group Discussion:</strong> Second Focus Groups practical during class with activists</td>
<td>FGD 1 notes</td>
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<td>Prepare poster for poster forum</td>
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<td>11 Mar 27</td>
<td><strong>Analysis 1: Identifying Themes</strong> Power Point presentation and</td>
<td>FGD 2 notes</td>
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<td>discussion based on reading: Ryan and Bernard Techniques to identify themes</td>
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<tr>
<td>12 Apr 3</td>
<td><strong>Analysis 2: Coding</strong> MAXQDA practical in class</td>
<td>Themes</td>
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<td>Reading: Ryan Measuring the Typicality of Text</td>
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<td>Prepare poster for SWAnth conference</td>
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<td>13 Apr 10</td>
<td><strong>Analysis 3: analysis</strong> MAXQDA practical in class</td>
<td>Coding</td>
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<td>Reading: MAXQDA guides</td>
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<td>Finalize poster for SWAnth conference</td>
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<td>14 Apr 17</td>
<td><strong>Writing up:</strong> discussion based on reading: Ch 11 + 12 Green and</td>
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<td>Thorogood</td>
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<td>Discussion: audience and publication choices</td>
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<td>15 Apr 24</td>
<td><strong>Visual Methods</strong> Reading and discussion</td>
<td>Cody</td>
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<td>16 May 1</td>
<td><strong>Mixed Methods discussion</strong> Reading: Onwuegbuzie Mixed Methods</td>
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<td>Typology. Nichter et al. Sequential Model</td>
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<td>Discussion: validity, reliability, value of qual research</td>
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