

**\*\*For HDSLc distribution only\*\***

**San Jose State University  
Department of Health Science**

**HS 296a (1)  
Applied Data Analysis**

**Spring 2008**

Monday, 3 – 5:45 pm

MH 235

Dr. Edward Mamary

**Office:** MH 410      **Phone:** (408) 924-2986

**E-mail:** [emamary@email.sjsu.edu](mailto:emamary@email.sjsu.edu) (preferred method of contact)

**Office Hours:** Monday 11-12 noon, Wednesday, 3:30 -5  
Fridays and other hours available by appointment

**It is time now to worry about something that has been implicit throughout the discussion of methodology... those mysterious procedures by which you transform what you see and hear into intelligible accounts. – Michael H. Agar**

#### **COURSE DESCRIPTION**

Overview of quantitative and qualitative data analysis and reporting. Application of basic quantitative analysis concepts introduced in computational statistics and research courses. Specific emphasis on interpretation of qualitative data including data reduction, text management, coding, content analysis, and data trustworthiness.

Prerequisites: HS 295, HS 267

#### **COURSE THEMES**

This course will provide an opportunity for MPH students to build their skills in data analysis, with a particular emphasis on qualitative data analysis.

#### **COURSE OBJECTIVES**

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

1. Analyze primary or secondary data.
2. Apply a range of analysis techniques.
3. Interpret results from collected data.
4. Develop recommendations based upon evaluation or research results.
5. Report results in a format appropriate to its intended purpose, (e.g., publishable manuscript, community-based agency report).
6. Develop skills in using a computer for qualitative data analysis.

## REQUIRED TEXTS

Auerbach, C. & Silverstein, L. (2003). *Qualitative data: an introduction to coding and analysis*. New York: New York University Press. In electronic book format available to SJSU students at E-Books on the SJSU library website. Click on E-books and enter author's last name to access the publication.

Atlas.ti (vol. 5): User's Guide and Reference (available at [www.atlasti.com](http://www.atlasti.com)).

Mamary, E. *SPSS evaluation handbook*. Unpublished manuscript. (2004) – in reader.

Note: In addition to a course reader, articles may be assigned throughout the course and will be provided in advance to students by the instructor.

## COURSE FORMAT

This course will combine presentations by faculty, students, and guest speakers. Assigned readings from text books, reader, and online resources will precede each session. Small group work, case analyses, and problem solving exercises will be used when appropriate.

## COURSE REQUIREMENTS AND GRADING POLICY

1. ***Participation and attendance are essential and assumed. (10 POINTS)***  
Students are responsible for completing all reading assignments. Everyone is expected to participate in all class activities, including small and large group class discussions.
2. ***SPSS Case Study Analysis Paper (20 POINTS)***  
Students will analyze a quantitative data set and present the results in a paper in a format that is appropriate for either a publishable manuscript or as part of a report for a community-based organization. The paper should be from 4-6 pages. Guidelines will be distributed in class.
3. ***Qualitative Data Interview, Analysis, and Report (30 POINTS)***  
Each student will conduct his/her own interview with either an individual or with several people participating in a focus group. The interview should be an in-depth interview lasting no less than 20 minutes in length and recorded using either a tape or digital recorder. You should select a topic of interest to you and one that will enhance understanding of a particular phenomenon. You will be responsible for transcribing the entire interview verbatim into a Word document. The transcription will be loaded into a free demonstration version of Atlas.ti (qualitative data analysis program). The phenomenon of interest should be very basic as you are limited to only 50 codes in demonstration version of the software. Your final report will present the results of your findings in a format that is suitable for the results section of a publishable manuscript. Guidelines for the paper will be distributed in class.

4. **Presentations – (10 POINTS)**

Students will present their qualitative analysis in either a PowerPoint or Poster presentation to the class and other interested parties (e.g., agency stakeholder). You will be limited to 15 minutes (same time usually allocated for an oral presentation of research at a professional conference).

5. **Exam – (30 POINTS)**

The exam will contain questions from required readings, information presented in class, or material presented by the instructor, student teams, or guest speakers.

**Grading Scale**

A+ = 98 – 100 %	B- = 80 – 82 %	D = 66 – 67 %
A = 93 – 97 %	C+ = 78 – 79 %	D- = 65 %
A- = 90 – 92 %	C = 73 – 77 %	F = Below 65
B+ = 88 – 89 %	C- = 70 – 72 %	
B = 83 – 87 %	D+ = 68 – 69 %	

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
<b>Week 1</b> January 23	<b>Course Introduction</b> <b>Health Disparities</b>	Documenting health disparities in smoking – handout
<b>Week 2</b> January 30	<b>Guest Speakers: Forcefield Analysis, Stakeholder Analysis, Points of Data Collection</b>	
<b>Week 3</b> February 6	<b>Philosophical Underpinnings of Qualitative and Quantitative Research</b>	Selected readings in course reader
<b>Week 4</b> February 13	<b>Merits of Combining Qualitative and Quantitative Research</b>	Selected readings in course reader
<b>Week 6</b> February 20	<b>Using SPSS for Evaluation and Research</b> <i>Meet in Lab</i>	SPSS Handbook
<b>Week 7</b> February 27	<b>Case Study Analysis using SPSS</b> <i>Meet in Lab</i>	
<b>Week 8</b> March 5	<b>Writing up Quantitative Data</b>	Handouts from instructor
<b>Week 9</b> March 12	<b>Qualitative Research– Review of the Basics: Theory, Research Questions, Sampling, And Methods.</b>	
<b>Week 10</b> March 19	<b>Basics of Using Atlas.ti (student version) Computer Program for Qualitative Data Analysis: Data Formatting</b> <i>Meet in Lab</i>	Atlas.ti Manual: pp. 25-93
<b>Week 11</b> March 26	<i>Spring Recess – No Class</i>	
<b>Week 12</b> April 2	<b>Coding Qualitative Data</b> <i>Meet in Lab</i>	Aurenbach & Silverstein: pp. 31-76. Atlas.ti Manual: pp. 116-122
<b>Week 13</b> April 9	<b>Qualitative Data Analysis: Review</b>	
<b>Week 14</b> April 16	<b>Credibility and Trustworthiness of Data</b> <i>Meet in Lab</i>	Selected readings in course reader.
<b>Week 15</b>	<b>Ethics of Qualitative Research</b>	Selected readings

April 23		in course reader.
<b>Week 16</b> April 30	<b>Writing up Qualitative Data</b>	Wolcott: pp.12-47
<b>Week 17</b> May 7	<b>Student Presentations To Community Stakeholders (Also will present at the Graduate Research Forum)</b>	
May 21	<b>Final Exam – Wednesday, May 21<sup>st</sup> from 5:15 to 7:30 pm</b>	

**SAN JOSE STATE UNIVERSITY**  
*Academic Integrity Policy*

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised. Ignorance of academic integrity rules and policies is not a defense to the charge of violating the Academic Integrity Policy. You may read the specific policy at <http://www2.sjsu.edu/senate/S04-12.htm>.

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In you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. You may obtain additional information at <http://www.drc.sjsu.edu/>

**Add/Drop Policy:** You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://sjsu.edu/sac/advising>.