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Tuesday/Thursday  
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Class Meeting Times and Location:  12:00 – 1:50 pm, HST T-635 (T-Wing)

Seminar Description:
This course provides students with both a theoretical foundation in qualitative approaches to research in public health and in-depth training in qualitative data management, analysis, interpretation, and presentation. The course focuses on how to frame research questions and design appropriate research strategies that incorporate qualitative methods. Special consideration will be given to the integration of qualitative and quantitative methods in designs that include both approaches. By combining practice with theory, students will not only gain applicable skills, but will engage in a more sophisticated reflection on their encounters with the epistemological challenges, strengths, and limitations of qualitative methods in real world settings. The course will also emphasize varying approaches to the analysis and interpretation of data as students grapple with their own research transcripts. Course readings will include key texts on theory and data management in addition to illustrative case studies that feature qualitative methods.

Course Mechanics:
During each session, the first half will be devoted to lecture and discussion of assigned readings. The second half will center on presentation and discussion of student projects as they are developed. Some students will be developing their own research proposals while others may be focusing on data they have already collected for their own research. Training in transcription and coding of their interviews and data using Atlas.ti software will be provided in lab sessions. Each student will make one presentation on their progress and lead a discussion, informed by key readings, on methodological and research design challenges they have encountered in designing their proposal, gathering their own data, or analyzing their data.

Course Readings:
All readings listed in the Course Schedule are required. The following textbooks can be purchased at the UW book store:


In addition to these texts, other required articles and case studies are listed in the Course Schedule by the date they should be completed. These are available on the course website.

**Course Requirements:**

1.) **Participation:** All students are required to actively participate in class discussion discussions and exercises each week. (10% of the final grade).

2.) **Written analysis of readings:** Before each class, participants are required to submit a 1-2 page critical analysis of the readings due for that meeting. The written analysis should synthesize the materials, identify key themes, and raise questions for class discussion. (30% of the final grade).

3.) **Individual Project:** During the quarter, each student will analyze their own data or develop a draft research proposal, produce an outline, make one presentation on their progress, and write a final draft of a report or proposal (total project is 60% of the final grade). Each student must complete the following for their individual project:
   - One oral presentation on project progress (30%).
   - 10-page or linger research report or proposal (30%).

**Learning Objectives:**

Upon completing the seminar students will be able to:

• Identify and describe the major theoretical paradigms that frame current qualitative research approaches to health services.
• Describe the benefits and limitations of mixing qualitative and quantitative methods in research designs.
• Define characteristics of research questions and design appropriate for qualitative methods.
• Identify qualitative data gathering methods and sampling approaches, and describe their implications for analysis and interpretation of data.
• Identify how qualitative research design and methods can be developed to maximize rigor, validity and reliability of findings.
• Describe the range of qualitative data management and analysis strategies, and explain their relationship to differing paradigms used in qualitative research.
• Develop text coding strategies, codebooks, and approaches to testing intercoder agreement in the analysis of transcripts.
• Identify formal qualitative analysis methods, and describe approaches to visual display of qualitative data and interpretation.
COURSE SCHEDULE

Part I: Theory, Design, and Data Gathering Methods in Qualitative Research

Week 1  Introduction and Overview of Course

Tuesday:

Objectives:

- Discuss course mechanics
- Introduce student projects

Readings:

- No readings assigned for first class

Student Projects:

- Students introduce themselves and provide brief descriptions of their projects.

Thursday:

Objectives:

- Identify key concepts and discuss the spectrum of qualitative data.

Readings:


Week 2  Theory and Competing Paradigms: Positivism, Interpretation, Grounded Theory - Implications for Research Design and Data Analysis

Objectives:

- Identify key terms and paradigms in current qualitative research debates: hermeneutics, phenomenology, positivism, grounded theory, discourse analysis.
- Outline research design and analysis implications of differing paradigms.

Tuesday:

Readings:

- Strauss and Corbin, Chaps. 1 and 2
- Bernard and Ryan, Chap. 1

Student Projects:

- Student presentations projects and discuss their theoretical and epistemological orientations.

Thursday:

Readings:

- Miles and Huberman, Chap. 1

Student Projects:

- Student presentations projects and discuss their theoretical and epistemological orientations.

Week 3  Research Design: Asking the Right Questions and Choosing the Right Methods – Theoretical and Practical Perspectives

Objectives:

- Identify and define characteristics of research questions for which qualitative research strategies are appropriate.
• Discuss how to link theory to research questions, and then to methods, in developing a research design.

• Outline benefits and limitations of mixing qualitative and quantitative methods in the same research project.

**Tuesday:**

**Readings:**

• Strauss and Corbin, Chap. 3

• Miles and Huberman, Chaps. 2-3

**Case studies:**


**Student Projects:**

• Students identify their research questions and describe their research design.

**Thursday:**


**Case studies:**


**Student Projects:**
Students identify their research questions and describe their research design.

Week 4 Data Gathering Methods: Informant Selection, Review of Key Methods, and the Dynamics of Interviewing – Implications for Data Analysis and Interpretation

Objectives:

- Describe key data gathering methods and sampling approaches, and discuss their implications for analysis and interpretation of data.
- Identify how the dynamics and context of interviewing can influence data analysis and interpretation.
- Identify and discuss concerns over rigor, validity and reliability in designing and conducting qualitative research.

Tuesday:

Readings:

- Bernard and Ryan, Chap. 2 and Chap. 17

Student Projects:

- Students describe their experiences in gathering data and identify key challenges they confronted in collecting the data required by their research design.
- Atlas.ti training session 1: Introduction, setting up datasets, importing transcripts.

Thursday:
Readings:


Case Study:


Student Projects:

- Students describe their experiences in gathering data and identify key challenges they confronted in collecting the data required by their research design.

- Atlas.ti training session 1: Introduction, setting up datasets, importing transcripts.

Part II: Data Analysis: Transcribing, Coding, Interpreting, and Displaying

Week 5 Data Analysis: Transcribing and Coding Data

Objectives:

- Discuss recording and transcribing interviews, and identify challenges to transcription accuracy and interpretation.

- Identify range of management and analysis strategies for qualitative data, and discuss their relationship to differing paradigms in qualitative methods.

- Begin discussing text coding strategies

*Tuesday:*

Readings:

- Strauss and Corbin, Chaps. 4-6


**Case Studies**


**Student Projects:**

• Students describe challenges and experiences in recording and transcribing their data. Students reflect on how the transcription process may influence interpretation of their data.

• Atlas.ti Training Session 2

**Thursday:**

**Readings:**

• Miles and Huberman, Chap. 4

• Bernard and Ryan, Chaps. 10-12

**Case Studies**


**Student Projects:**

• Students describe challenges and experiences in recording and transcribing their data. Students reflect on how the transcription process may influence interpretation of their data.

• Atlas.ti Training Session 2

**Week 6  Data analysis: Coding Data and Identifying Themes**
Objectives:
- Describe varying approaches to text coding
- Describe how to develop codebooks
- Describe need for and how to measure intercoder agreement

**Tuesday:**

Readings:
- Strauss and Corbin, Chaps. 7-9
- Bernard and Ryan, Chap. 3-4

Case Studies:

**Student Projects:**
- *Turn in final project outline!!*
- Student presentations: focus on coding
- Atlas.ti training Session 3

**Thursday:**

Readings:

Case Studies:
Student Projects:

- *Turn in final project outline!!*
- Student presentations: Focus on coding
- Atlas.ti training Session 3

**Week 7  Data Analysis: Interpreting and Displaying Data**

Objectives:

- Discuss the transition from coding to interpretation and theory building.
- Identify and describe strategies of interpretation of coded transcripts in relationship to research questions and research design.
- Identify constraints and limitations on validity and reliability of interpretation.

**Tuesday:**

Readings:

- Strauss and Corbin, Chap. 10 (Chap. 11 is recommended)
- Strauss and Corbin, Chaps 12-16 (Part 2 Research Demo Project) are optional and recommended
- Miles and Huberman, Chap. 6

Case Studies:


Student Projects:

- Students discuss interpretation approaches to their own data.
- Atlas.ti Training Session 4

**Thursday:**

Readings:


Case Studies:


Student Projects:

• Students presentations: Interpretation approaches to their own data.

• Atlas.ti Training Session 4

**Week 8  Data analysis: Content Analysis, Matrices, Taxonomies, and Formal Modeling**

Objectives:

• Continue defining strategies for transcript coding.

• Identify formal qualitative analysis methods, including ethnographic decision modeling, content analysis, and componential analysis.

• Describe matrices.

**Tuesday:**

Readings:

• Miles and Huberman, Chaps. 7-8

• Bernard and Ryan, Chaps. 5-6, 13, 16


Student Projects:

• Atlas.ti Drop in Session

Thursday:

Readings:

Case Studies:


Student Projects:

• Atlas.ti Drop in Session

Week 9 Data Analysis: More Matrices and Visual Displays

Objectives:

• Identify and describe approaches to visually displaying qualitative data and interpretation: mapping, diagramming, matrices, cognitive maps, and taxonomies.

• Describe methods to verify qualitative research conclusions.

Tuesday:

Readings:

Case studies:

Student Projects:

- Students present final reports on their projects.

**Thursday:**

Readings:

- Bernard and Ryan, Chaps. 7-9, 14-15

Case studies:


Student Projects:

- Students present final reports on their projects.

**Part III Presenting Qualitative Data: Writing, Visual Representation, Publishing, Oral Presentation, Funding Proposals**

**Week 10 Data Presentation: Writing, Publishing, and Getting Funded**

Objectives:

- Discuss how to write-up and present qualitative research for reports and publication in peer-reviewed journals.

- Describe how to best include qualitative methods in research proposals to the NIH and similar health research funding agencies.

- Describe ethics concerns in qualitative research.

**Tuesday:**

Readings:

- Strauss and Corbin, Chap. 17 (Chaps. 18 and 19 recommended)

- Miles and Huberman, Chap. 11, 12, 13

**Case Study:**


**Student Projects:**

• Students presentation

**Thursday:**

**Readings:**


• *Recommended:* NIH, Office of BSSR. 2005. Qualitative Methods in Health Research: Opportunities and Considerations in Application and Review. NIH: Washington, D.C.


**Student Projects:**

• Students presentations