

**University of Florida  
College of Public Health & Health Professions Syllabus  
Course Number: PHC 6937 Qualitative Data Analysis**

**Semester: Summer C 2018  
Time: Wednesdays, 2-5:45 pm  
Classroom Location: G-201  
Delivery Format: On-Campus  
Course website on Canvas: [www.lss.at.ufl.edu](http://www.lss.at.ufl.edu)**

Instructor Name: Mary Ellen Young, PhD  
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Office Hours: 1:00-2:00 pm Wednesdays (or by appointment)  
Preferred Course Communications: Email or Canvas

**Prerequisites—None**

This is a doctoral or advanced master's level course. A Qualitative Research Foundations course is desirable, but not required. You must have a preexisting qualitative data set with which to work. If you do not have access to a qualitative data set, the instructor will help you locate one.

**PURPOSE AND OUTCOME**

**Course Overview:** This course is designed to provide hands-on experience with qualitative data analysis using data relevant to each student's area of interest.

**Course Objectives and/or Goals:** Objectives are to work intensively with your own qualitative data (e.g. text or narrative data from interviews, focus groups, opened-ended surveys) with feedback from instructor and classmates. (If you do not have data, the course instructor will help you locate an appropriate data set.) We will cover different ways of working with narrative data (e.g. by hand, with word processors and NVivo) and different approaches based on varying theoretical frameworks. The primary goal of the class is for each student to have a manuscript suitable for submission for publication by the end of the semester. We will also cover grant writing and publishing with qualitative research.

**Instructional Methods:** In class lectures, demonstrations of analytical techniques, introduction of NVivo software, peer debriefing of student writing products, and participation in an interdisciplinary data analysis group, the Qualitative Research Colloquium, which will meet concurrently with this class in the summer (see schedule). Your final product will be a manuscript draft of a qualitative research study. Participation in class discussions is required, along with weekly writing assignments, student presentations and midterm and final papers.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

Week	Date(s)	Topic(s)	Readings	Assignment Due
1	May 16	Introductions, syllabus review, data set review, Reflexivity, introduction to NVivo part 1	Richards (2015) Introduction and Chapter 1; Readings in Canvas	

Week	Date(s)	Topic(s)	Readings	Assignment Due
2	May 23	Literature review, research questions, coding by hand, introduction to NVivo part 2  QRC 4:00-5:00	Richards, (2015) Chapters 2-3; Readings in Canvas	Draft reflexivity statement; set up NVivo project
3	May 30	Coding using NVivo, free nodes, tree nodes, memos	Richards (2015, Chapters 4-5); Readings in Canvas	Draft literature review, research questions due; import data into NVivo
4	June 6	Open coding  QRC 4:00-5:00	Richards (2015, Chapters 6-7); Readings in Canvas	Summary of themes due; coding in Nvivo
5	June 13	Axial coding	Richards (2015, Chapters 8-9); Readings in Canvas	Coding report due
6	June 20	Modeling  QRC 4:00-5:00	Richards (2015, Chapter 10); Readings in Canvas	Summary of patterns and relationships due
7	June 21	Break—NO CLASS		
8	July 4	Holiday—NO CLASS		Midterm paper: Model and narrative summary of data analysis due
9	July 11	Writing up qualitative research for publication: Introduction and literature review	Readings in Canvas	
10	July 18	Writing up qualitative research for publication: Methods  QRC 4:00-5:00	Readings in Canvas	Introduction and literature review sections due
11	July 25	Writing up qualitative research for publication: Results	Readings in Canvas	Methods section due
12	August 1	Writing up qualitative results for publication: Discussion and abstract  QRC 4:00-5:00	Readings in Canvas	Results section due
13	August 8	Grant writing and publications: responding to reviewers	Readings in Canvas	Final manuscript due

### Course Materials and Technology

#### Required Text:

Richards, L. (2015). *Handling qualitative data: A practical guide* (3<sup>rd</sup> ed.). Los Angeles: Sage.

Supplemental readings: Articles and chapters to review will be assigned weekly via Canvas modules. The comprehensive bibliography of books and articles via Canvas will provide many more resources that former students have found helpful. The HSC library has some books on reserve for you and you will have access to the instructor's personal library of books to check out for short periods of time. (Any books not returned by the end of the semester will result in an incomplete grade until the book is returned). Students are

encouraged to begin building an appropriate qualitative library that supports their research philosophy and methodology.

Software: NVivo 11 Pro (available free to UF students through UF Apps)

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
<p>Writing products:</p> <ol style="list-style-type: none"> <li>1. Students write 3-5 pages per week and bring product to class for peer debriefing—(30% or 3% per week for 10 weeks).</li> <li>2. Final product—manuscript draft, 59% of final grade. Writing style must be appropriate for manuscript submission—evaluated on compliance with APA format, appropriateness of content, quality of analysis and presentation of results, and clarity of expression.</li> </ol>	<p>Weekly (3%)</p> <p>Aug 8</p>	89%
<p>Participating weekly as a peer debriefer for fellow students.</p> <p>Participating in on-going qualitative data analysis meetings. (1% per week)</p>	Weekly (1%)	11%

Point system used (i.e., how do course points translate into letter grades).

<b>Points earned</b>	100-93	92-90	89-87	86-83	82-80	79-77	76-70	NA	69-67	66-63	62-60	<60
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Policy Related to Required Class Attendance**

Because of the course content and participatory instructional methods, class attendance is mandatory. Please note that all absences will result in a deduction of 1 percentage point per class meeting, because part of the learning experience is learning how to critique and give constructive feedback to others.

### **Policy Related to Make up Work**

In case of university-sanctioned excused absences, (e.g. for personal or family illness or death in the family, with appropriate documentation) students will be permitted to turn in late assignments without penalty, but will not be able to make up the attendance credit.

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>

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Students are held to the highest level of professional behavior in this course. Expectations are that students will attend every class, come to class with readings completed, and turn in assignments when due. In the free exchange of ideas in the participatory class activities, students are expected to be fully engaged with the work of other students and to provide constructive critique in a respectful and helpful manner. Use of cell phones, personal devices or computers, unless relevant to course content, is prohibited.

### **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](http://www.multicultural.ufl.edu)

### **Communication Guidelines**

Communicate with other students in this class via Canvas email. Communicate with the instructor via Canvas or UF email. Every effort will be made to reply promptly within regular business hours. After hours communications will be answered at the first available opportunity. Timely communication of any course related concerns is essential.

### **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.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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.
- You 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>

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.

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