

Qualitative Methods for Health Research
PUBHHMP 7686
4 credit hours
Spring 2026

Class Time & Location

Mondays and Wednesdays, 5:30-7:20 pm
Cunz Hall 330

Course Instructor

Dr. Tasleem J. Padamsee
PhD in Sociology from the University of Michigan, 2007

280F Cunz Hall
(614) 688-0986
padamsee.1@osu.edu

Instructor's Office Hours

20 minutes before and after class in the classroom
4:00-5:00 pm on Mondays in 280F Cunz Hall
Or by appointment: email padamsee.1@osu.edu to schedule

Communications, Feedback, and Response Time

The best way to communicate with me is via email; you may email me directly at padamsee.1@osu.edu or through our Carmen course site. My response time for emails is 48 hours; you may hear back from me sooner than that, but please plan ahead and do not expect this. You can generally expect feedback and grades on your assignments within 7 days after you submit them, although there may be some exceptions.

Graduate Teaching Assistant (GTA)

PJ Noghrehchi, PhD Candidate in Health Services Management and Policy
noghrehchi.1@buckeyemail.osu.edu

GTA Office Hours:

Thursdays, 11:00 am to Noon on Zoom
<https://osu.zoom.us/j/91768750368?pwd=ZUO1lbukl1aajkyrPgEZclUU02fkXa.1>
Meeting ID: 917 6875 0368
Password: 267390

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and offer assistance with course material to students as needed. The GTA will also provide feedback on assignments; however, grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the GTA.**

Course Description

This course introduces students to the methods and uses of qualitative research applicable both to public health and to the full range of health sciences. The course is part survey and part practicum. The survey aspect of the class introduces students through readings, exercises, and in-class activities to a broad range of qualitative data types, along with methods for collecting and analyzing these data: informal and group/institutional observation, participant observation, ethnography, case studies, interviews, focus groups and group interviews, and participatory action research. The practicum aspect of the class involves students in a semester-long group project through which they will gain substantial hands-on experience designing and implementing an interview-based qualitative research design. Students will also gain an introduction to the concept of mixed-methods designs, and to methods of ensuring and assessing the quality of qualitative research. Basic principles, philosophies, debates, and epistemological issues relevant to the conduct and scientific presentation of qualitative research will be explored as well. Because deductive methods are the near-exclusive focus of most health science methods courses, this class involves considerable focus on inductive research questions and methods. Special topics covered in the course include introductions to abductive analysis, rapid qualitative analysis, and the use of AI in qualitative data analysis.

Prerequisites

Enrollment in an OSU graduate degree program AND at least one graduate research methods course (such as statistics, research design, survey research) or permission of instructor.

Course Learning Objectives

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

1. Explain the differences and relationships between deductive and inductive research, and the appropriate uses of each.
2. Analyze the quality of qualitative research products and design a research project that meets high quality standards for qualitative data use.
3. Address concerns about validity, reliability, and objectivity of qualitative research, and explain the appropriate correlates of these indicators in qualitative research.
4. Explain the basic structure and uses of qualitative data forms including: observation, ethnography, case studies, participatory research, and document analysis.
5. Explain and implement qualitative data collection through observation, interviews, and focus groups.
6. Analyze qualitative data and build theory to address research questions from qualitative data.
7. Describe basic principles, philosophies, debates, and epistemological issues relevant to qualitative research.
8. Describe types and appropriate uses of mixed-methods research designs.

Competencies

This course addresses the following CPH graduate public health competencies.

Foundational Public Health Knowledge Objectives

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
6. Explain the critical importance of evidence in advancing public health knowledge

MPH Foundational Public Health Competencies

2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

4. Interpret results of data analysis for public health research, policy or practice
11. Select methods to evaluate public health programs
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
19. Communicate audience-appropriate public health content, both in writing and through oral presentation

MS (Biomedical Informatics, Biostatistics, Environmental Public Health, Epidemiology) Competencies

3. Conduct a research project using appropriate research methods and ethical approaches.
4. Prepare a thesis summarizing the research project and interpreting the results.
5. Communicate in writing and orally a research project's methods, results, limitations, conclusions and public health relevance.

PhD in Epidemiology Competencies

5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.

PhD in Health Behavior and Health Promotion Competencies

3. Apply relevant theories and conceptual models to inform and ground research design and interpretation.
4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.
7. Critically assess methods for involving diverse communities in research.

PhD in Health Services Management and Policy Competencies

4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Required Readings

This course involves two types of required readings: methods readings and exemplar readings. You will usually be assigned 3-5 methods readings per week (sometimes more or less): these are book chapters and peer-reviewed articles that cover core methodological elements and related issues in qualitative research. The purpose of these readings is to introduce you to foundational and contemporary issues in the field, and we will discuss them in class and via Carmen discussion boards. You will also be assigned an exemplar reading most weeks: these are peer-reviewed journal articles and book excerpts that exemplify the uses of qualitative methods in health-related research. Some exemplars will be provided directly by our guest speakers – these materials include both published articles and unpublished data excerpts. *The reading for this class is substantial in length – totaling 60-140 pages/week – and varies in difficulty. Given the seminar-*

style nature of this course, it is very important that you complete all assigned readings before class and come to class prepared to discuss them.

There are 2 required textbooks for this course; most of the methods readings described above come from these texts. It is important that you obtain and read the listed editions of these texts; earlier editions had substantially different content.

- Patton, Michael Quinn, 2015. Qualitative Research & Evaluation Methods, 4th edition. Los Angeles: Sage Publications.
- Charmaz, Kathy, 2024. Constructing Grounded Theory, 3rd edition. Los Angeles: Sage Publications.

These two texts are available for purchase or rent at the campus bookstore or online, through the publisher's website and other vendors. In the detailed course schedule below, the textbooks are referred to as "Patton" and "Charmaz". All other required readings will be provided on Carmen. Readings available through Carmen are referred to by author, date, and abbreviated title.

In addition, you will be required to use NVivo v15 – a software package for qualitative data coding and analysis. All students will have access to NVivo in the Cunz Hall Computer Lab (2nd floor) throughout this class. If you have an NVivo v15 license through a job or personal purchase, you may use that for this course as well.

Class Format: How this course works

This course meets twice per week, in person (with exceptional virtual meetings), for 1 hour and 50 minutes per session, on Monday and Wednesday evenings from 5:30 to 7:20 pm. Although the class meets only twice/week, it is important that you spread your work for the class (readings, written assignments, discussion board participation) across the week. The class will be taught seminar style, with a heavy focus on in-class learning and participation, student leadership, and group feedback. During class, we will discuss methodology readings and examples of qualitative research; address challenging methodological, epistemological, and ethical issues; try out new types of methods; offer peer and group feedback on homework assignments; and advance group projects. Carmen and other remote learning platforms will be used for circulating readings, submitting assignments, online discussions between class sessions, and group work. Specific platforms to be used (other than Carmen) will be determined with student input and technological instruction will be provided as needed. NVivo 15 will be used for data analysis and students will receive training in how to use it during the course.

This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction in addition to 8 hours of homework and reading to receive a grade of (C) on average.

Attendance

Class attendance is mandatory. It is essential that you attend every class session. The class is taught entirely in seminar style, so you will need to be present to participate in the critical learning activities that will occur. If you **MUST** miss a class period, please consult with me in advance.

Carmen

This class has a Carmen site, which will be used for distributing assignments and readings; handing in homeworks and other assignments; and accessing announcements, readings, and documents. We will also use Carmen for discussions between class meetings and sharing documents; if we need to use additional online platforms we will select them together and technical instruction will be provided as needed.

<https://carmen.osu.edu>.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Grading

The primary goal of the course is to facilitate maximum learning, and that means allowing students to take risks, try new things, and make mistakes. We will therefore strive to create an environment that creates optimal conditions for engaged work, open discussion, and honest feedback, with minimal intrusions from concerns about grades per se.

Two of the most important components of this course will be scored on a ✓+, ✓, or ✓- basis, where ✓+ signifies fully meeting learning expectations, ✓ signifies solid effort and meeting core expectations, and ✓- signifies less-than-expected effort and/or not meeting core expectations. These two components are: (a)

homework and peer feedback (40% of final course grade), and (b) in-class participation (30% of final course grade). At the end of the course, you will be assigned a letter grade for each of these two course components based upon your overall distribution of ✓+, ✓, or ✓- scores in that component category. These scores will be converted to letter grades as follows: A=at least half ✓+ and no more than 5% ✓-; B=5-15% ✓-; C=15-30% ✓-; D=30-40% ✓-; E=more than 40% ✓-.

You will be assigned a letter grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or E for three components of the course: your discussion leadership (10% of final course grade), your project presentation (5% of final course grade), and your project paper (15% of final course grade).

To calculate your final course grade, letter grades for all 5 course components will be converted to a numerical 4.0 scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, E = 0.0) and weighted as follows to arrive at your final letter grade for the course.

(a) Homework & Peer Feedback	40%
(b) In-Class Participation	30%
(c) Leading Discussion	10%
(d) Project Presentation	5%
(e) Project Paper	15%

Final course grade ranges, after weighting:

A	> or = 3.85
A-	3.50 - 3.84
B+	3.15 – 3.49
B	2.85 – 3.14
B-	2.50 – 2.84
C+	2.15 – 2.49
C	1.85 – 2.14
C-	1.50 – 1.84
D+	1.15 – 1.49
D	0.85 – 1.14
E	< 0.85

Homework and Peer Feedback

You will complete between 20 and 25 written homework assignments over the course of the semester; at least 1 per week. Homework assignments are designed to give you opportunities to try out the methods we are learning, and to advance your project. They range considerably in length – some are very short (a paragraph or less) and some will require considerable effort and time (5+ hours). Homeworks are due in Carmen at the time specified in each assignment – these vary across the weeks of the semester. Reading, critiquing, and learning from how other people use qualitative methods is an essential part of learning their possibilities and potentials. Providing peer feedback will therefore be an integral (and structured) part of many class sessions. You will also receive periodic feedback on your homework assignments from me and the course GTA. All homeworks and peer feedback assignments are mandatory, however, you may turn in two homework assignments late (up to 5 days) and miss one peer feedback assignment (if there is a day you MUST miss class). Homework and peer feedback assignments will all be graded on a ✓+, ✓, or ✓- basis. Homework and peer-feedback assignments will together constitute 40% of your course grade.

In-Class Participation

You are expected to be prepared, present, and engaged in each class session. Your contributions do not have to be 'right', brilliant, or even particularly insightful; in fact, I would prefer that you take some risks, share your thoughts, feel free to give 'wrong' answers, and make mistakes. There will be many opportunities to participate – and many types of participation – and I do expect you to actively participate in some way in each class session. In-class participation will be graded for each class meeting on a ✓+, ✓, or ✓- basis with regard to your level of effort, engagement, and respect for all members of the classroom community. In-class participation will constitute 30% of your course grade.

Leading Discussion

Once during the semester, you will work in a team of 2-3 students to lead an online, asynchronous discussion of assigned readings. Your group will write a set of discussion questions specifically pertaining to the assigned readings. Your draft questions are due by noon on Tuesday of the relevant week. You will receive feedback from me on your draft discussion questions within 24 hours. Your approved questions must be posted on our Carmen course discussion board by 10 pm on Wednesday. All members of the class will be required to participate in each discussion over the course of the following week, with discussion posts due by the following Wednesday at noon. Your discussion leadership role will constitute 10% of your course grade and will be assigned a letter grade.

Project

Throughout the course of the semester, you will work on a project in a group of 2-4 students. Your group will agree on a general topic of interest and will focus this topic enough to generate one common interview protocol. Each member of the group will conduct, transcribe, and code at least 3 interviews. Because the best interviews are often conducted in-person, at least 2 of these interviews must be conducted in person. You may conduct 1 interview remotely if appropriate to protect you or your participants, or if that is necessary to facilitate access to the participants most relevant to your research question. Your dataset will include all the interviews conducted by members of your group. You will collaborate throughout the semester but produce separate final papers. Many of our homework assignments and in-class activities will be specifically relevant to your project topic and will help move the project forward. You will receive peer feedback from both within and outside your group, and feedback from me and the GTA, at all stages of the project. At the end of the semester, you will deliver a brief presentation to the class, covering your overall research objectives, specific research questions, methodological choices, and some findings. You will also write an individual modified research paper based on your project work. This modified research paper will include minimal attention to the content that would normally be covered in Literature Review, Discussion, and Conclusion sections of a research paper, but detailed attention to the content that would normally be covered in Introduction, Methods, and Results sections. Homeworks, peer feedback, and in-class project work will be graded on a ✓+, ✓, or ✓- basis; presentations and papers will be assigned letter grades. You will be graded mostly on your individual contributions and products throughout the semester, although in some appropriate cases a group grade will be assigned instead. Your data collection work, analysis efforts, presentation, and paper will together constitute 20% of your course grade.

Technology Use in Class

Technology will obviously be essential to our course this semester. At a minimum, this involves competence using Carmen (if you have any concerns about using Carmen please consult with me for help) and NVivo (on which you will be trained during the course). In addition, we may use other online platforms for discussions between class meetings and sharing documents; if needed, we will select these platforms together and technical instruction will be provided.

It is very important that you devote your full attention to our class activities during each class session. Please mute your phone or turn it off so that it does not distract others (or you!) during our group learning. Plan to have your computer closed or put away during class unless you are actively using it to reference course materials or take notes. Consider taking notes using pen & paper instead of your computer – copious scientific evidence attests to better learning and retention among students who handwrite their notes in class. I reserve the right to disallow the use of laptops in class if they come to distract presenters or students.

Academic Difficulties

If you find yourself struggling in the course or concerned about your performance, please contact the professor or GTA as soon as possible. There are many resources and supports we can provide to help you, but it is your responsibility to ask for help.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, slides, course materials, handouts) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are to develop your ability to generate, understand, process, analyze, and interpret data, as well as to articulate scientific findings in writing, the use of generative artificial intelligence (GenAI) tools such as ChatGPT or Copilot, writers' aids like Grammarly, or translation platforms such as Google Translate, are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity \(opens in new window\)](#) policy and [Code of Student Conduct \(opens in new window\)](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct \(opens in new window\)](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the

broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific

point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Weather or Other Short-Term Closings

Should in-person classes be canceled, I will notify you about which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen.

COURSE SCHEDULE & ASSIGNMENTS

**Updates to readings, assignments, and due dates may be issued throughout the semester*

Dates & Topics	Readings Due, by Topic	Homeworks (HW) and Discussions (DB)	Project Progress
WEEK 1			
Monday, January 12			Considering project topics
Introduction to the Course and Each Other		None	
Introduction to Asynchronous Discussions & Group Project			
Qualitative Methods: What, Why, When, and How?	Patton Chapter 1 Patton Chapter 2		
Inductive vs. Deductive Research			
Wednesday, January 14			
Introduction to Qualitative Observation	Patton Chapter 6 – Module 43 only	HW1: Observation #1 fieldnotes	
Live Observation Activity			
WEEK 2			
Monday, January 19 – Martin Luther King Jr. Day (NO CLASS)			Decide on groups & general topic areas
Wednesday, January 21			
Principles & Varieties of Qualitative Research	Creswell & Poth 2018, “Philosophical Assumptions...”	HW2: List of potential project topics	
Inductive Logics	Patton Chapter 6, Modules 44, 46 only	HW3: Plan for observation #2	
Observation & Ethnography	Emerson, Fretz, and Shaw 2011, “Fieldnotes in Ethnographic...”	DB1: Foundational ideas and Volk et al. exemplar	
Choosing Group Topics	Qualitative Exemplar: Volk et al. 2011, “Decision Making in Liver Transplant...”	HW4: Observation #2 fieldnotes	

Class Dates & Topics	Readings Due, by Topic	Homeworks (HW) and Discussions (DB)	Project Progress
WEEK 3			
Monday, January 26			Solidify general topic for group
Qualitative Frameworks & Theories	Patton Chapter 3, Modules 9-13 only	HW5: Participant observation setting & access plan	
Observation & Ethnography	Patton Chapter 6, Modules 47, 48, 51 only		
Wednesday, January 28			
Qualitative Frameworks & Theories	Patton Chapter 3, Modules 14-19 only	HW6: Group memo: names of group members, general research area, possible general and / or specific research topics	Individual research objective/ question, and justification of inductive research Planning interview protocol
Quality & Credibility of Qualitative Research	Patton Chapter 9, Modules 78, 79 only (skip criterion 3 p687-690) Morse, 2015. "Critical Analysis of Strategies for Determining Rigor..."	DB2: Quality and credibility of qualitative research HW7: Proof of CITI Human Subjects Protection Training	
WEEK 4			
Monday, February 2			
Introduction to Grounded Theory	Charmaz Chapter 1	HW8: Participant observation fieldnotes	Individual research objective/ question, and justification of inductive research Planning interview protocol
Gathering Data, Ethnography	Charmaz Chapter 2, p21-42 (the remainder of the chapter starting with "Documents as Data" is OPTIONAL) Qualitative Exemplar: Padamsee et al. 2023. "Patient-Driven Decisions and Perceptions..."	HW9: Individual memo: your research question / objective	
Wednesday, February 4			
Introduction to Interviewing	Patton Chapter 7, Modules 57-60 only Charmaz Chapter 3 Qualitative Exemplar: Dube et al. 2015. "'Nature Does Things Well, Why Should We Interfere?': Vaccine Hesitancy Among Mothers."	HW10: Informal interview in your topic area DB3: Varied qualitative frameworks and approaches, using Padamsee & Dube exemplars	

Class Dates & Topics	Readings Due, by Topic	Homeworks (HW) and Discussions (DB)	Project Progress
WEEK 5			
Monday, February 9			Develop interview protocol Practice interviewing
Interviews Guest Speaker: PJ Noghrehchi	Qualitative Exemplar: TBD		
Wednesday, February 11			
Designing Qualitative Studies Practical Applications	Patton Chapter 5, Modules 28-30 only Patton Chapter 4, Modules 20, 21, 23, 25 only	HW11: Project interview protocol and justification HW12: Plan to gain interview access DB4: Designing qualitative studies	
WEEK 6			
Monday, February 16			Data collection, transcription, field notes
Interviews Guest Speaker: TBD	Charmaz Chapter 4 Patton Chapter 7, Modules 62-63 only Qualitative Exemplar: TBD		
Wednesday, February 18			
Designing Qualitative Studies, Sampling, and Collecting Data Introduction to Focus Groups	Patton Chapter 5, Modules 31-40 only Malterud, Siersma, and Guassora 2016. "Sample Sizes in Qualitative Interview Studies..." Patton Chapter 7, Module 61 only Qualitative Exemplar: Viruell-Fuentes 2007. "Beyond Acculturation: Immigration, Discrimination, and Health Research..."	HW13: Transcript & field notes A DB5: Connecting this week's exemplars to study design, sampling, and data collection	

Class Dates & Topics	Readings Due, by Topic	Homeworks (HW) and Discussions (DB)	Project Progress
WEEK 7			
Monday, February 23			Data collection, transcription, field notes
Improving Interviewing Skills	Kidd & Marshall 2000. "Getting the Focus and the Group..."		
More about Focus Groups	Krueger & Casey 2015. "Focus Group Interviewing"		
Guest Speaker: Jeffrey Boon	Qualitative Exemplar: Boon et al. 2025, "Mitochondrial Fitness Science Communication..."		
Wednesday, February 25			
Conducting Focus Groups		HW14: Transcript & field notes B	
Stages of Fieldwork	Patton Chapter 6, Modules 52-54, 56 only	DB6: Stages of fieldwork	
Midterm Student Feedback			
WEEK 8			
Monday, March 2			Data collection, transcription, field notes
Improving Interviewing Skills			
Introduction to Coding	Charmaz Chapter 5		
Wednesday, March 4			
Coding & Analysis		HW15: Initial Coding: Line-By-Line Method	
Reflexivity and Roles of the Researcher	Patton Chapter 6, Modules 50, 55 only		
Guest Speaker: Janet Childerhose	Childerhose et al. 2024. "I can't cry on cue": Exploring distress experiences of persons with sickle cell"		

Class Dates & Topics	Readings Due, by Topic	Homeworks (HW) and Discussions (DB)	Project Progress
WEEK 9			
Monday, March 9			Data collection, transcription, field notes
Coding & Analysis	Charmaz Chapter 6		
Wednesday, March 11			
Coding & Analysis	Patton Chapter 5, Module 41 only	DB7: Mixed methods	Analysis
Mixed Methods	Patton Chapter 8, Module 74 only (p. 620-623 only) Creswell et al. 2011, NIH "Mixed Methods Best Practices" Qualitative Exemplar: Padamsee 2017. "The Politics of Prevention: Lessons from the Neglected History of U.S. HIV/AIDS Policy."		
SPRING BREAK – NO CLASS MARCH 16 AND MARCH 18			
WEEK 10			
Monday, March 23			Analysis
Coding & Analysis		HW16: Focused Coding	
Memoing	Charmaz Chapter 7		
Wednesday, March 25			
Coding & Analysis	Patton Chapter 8, Modules 68-72 only (but in Module 72 skip the first 2.5 pages and start with "Qualitative Counterfactuals") Braun & Clarke 2006. "Using Thematic Analysis in Psychology"	HW17: Coding and Reflections	

Class Dates & Topics	Readings Due, by Topic	Homeworks (HW) and Discussions (DB)	Project Progress
WEEK 11			
Monday, March 30			Analysis
Coding & Analysis			
Theoretical Sampling, Saturation	Charmaz Chapter 8		
Wednesday, April 1			
Abductive Logics and Analytic Methods	Tavory & Timmermans 2014. Chapter 4, "Abduction and Method"	HW18: Memoing	
Guest Speaker: Brian O'Rourke	Timmermans & Tavory 2022. Chapter 5, "Open Coding" and Chapter 6, "Focused Coding"	HW19: Ongoing analysis and memoing	
WEEK 12			
Monday, April 6			Analysis, theorizing
AI in Qualitative Research	Reading TBD		
Quality, Credibility, and Utility	Patton Chapter 9, Modules 76, 77, 81		
Wednesday, April 8			
Building Theory	Charmaz Chapter 9, p225-40 only	HW 20: Saturation, quality & credibility memos	
Writing about Methods			
WEEK 13			
Monday, April 13			Analysis, theorizing, writing
From Analysis to Results		HW21: NVivo AI exercise	
Wednesday, April 15			
AI in Qualitative Research		HW22: Methods section preview	
Theorizing, Visualizing, and Writing Results	Charmaz Chapter 11 Patton Chapter 8, Modules 73 & 75 only (Exhibits 8.33-8.35 optional)		

Class Dates & Topics	Readings Due, by Topic	Homeworks (HW) and Discussions (DB)	Project Progress
WEEK 14			
Monday, April 20			Presenting & writing
Reflections on Qualitative Methods Presentation Planning	Charmaz Chapter 12, p333-5 only Qualitative Exemplar: Walsh, Meagher-Stewart, and MacDonald 2015. "Persistent Optimizing: How Mothers Make Food Choices for their Preschool Children."	HW23: Analysis memo - theorizing	
Wednesday, April 22			
Group Project Presentations	None	HW24: Results section preview	
WEEK 15			
Monday, April 27			Presenting & writing
Group Project Presentations	None		
FINAL PAPER DUE MONDAY MAY 4			

Alignment of Competencies with Assessments

	Reading & Homework	Peer feedback	In-class participation	Leading discussion	Project
Foundational Public Health Knowledge Objectives					
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	X		X	X	X
6. Explain the critical importance of evidence in advancing public health knowledge	X			X	X
MPH Foundational Public Health Competencies					
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	X	X	X		X
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	X		X		X
4. Interpret results of data analysis for public health research, policy or practice	X			X	X
11. Select methods to evaluate public health programs	X				
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	X		X	X	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation			X	X	X
MS (Biomedical Informatics, Biostatistics, Environmental Public Health, Epidemiology) Competencies					
4. Conduct a research project using appropriate research methods and ethical approaches.	X		X		X
5. Prepare a thesis summarizing the research project and interpreting the results.					X
6. Communicate in writing and orally a research project's methods, results, limitations, conclusions and public health relevance.			X		X
PhD in Epidemiology Competencies					
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.	X				X
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.			X		X
PhD in Health Behavior & Health Promotion Competencies					
3. Apply relevant theories and conceptual models to inform and ground research design and interpretation.	X	X	X	X	X
4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.	X	X	X		X
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.	X				X

6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.			X		X
7. Critically assess methods for involving diverse communities in research.	X		X	X	
PhD in Health Services Management & Policy Competencies					
4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.	X	X	X		X
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.	X				X
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.			X		X