Term: Spring 2023, Thursdays 9:30am-12:50pm PT
Units: 4
Location: SSB 228 conference room
Instructor: Rachel Carmen Ceasar, PhD
Office: 225D, 2001 N. Soto Street, Health Sciences Campus
Office Hours: 12:50-1:45pm PT in-person at office, or virtual appointment via Calendly.com
Contact Info: rceasar@usc.edu
Teaching Assistant: n/a

Course Description

This course is designed to introduce professors, clinicians, and graduate-level students to common uses of qualitative methods in public health research. We will examine theoretical and practical uses of qualitative methods, with special attention to its applications in examining structural health issues, such as substance use. A hope for this course is that you will learn how to: thoughtfully interpret and critique qualitative research, and apply qualitative methods to address public health issues.

Throughout this course, we will be working with qualitative data and how to systematically collect and analyze it. The course will be divided into two components: (1) discussion and reflection of the readings among peers and guest speakers using structured activities, including a mini journal club to review "good examples" of different methods, and (2) a methods lab component to work through the qualitative research process from start to finish using lessons learned and a working example of a mixed methods study. Course work will include: developing a research question (design models, mixed methods integration), literature review, data collection (interviewing / focus groups, ethnography, participant observation), data analysis (grounded theory, thematic analysis), and dissemination of data and findings (reporting, oral presentation). In addition, we will also discuss and examine how our own positionalities and positions of power shape our biases in research, and reflect on what it means to conduct an ethical study by university and community standards.

Learning Objectives

By the end of this course, you will be equipped to:
1. Describe the rationale and application of qualitative research methods in public health.
2. Describe human subjects research protocols and safety according to university and community ethical standards.
3. Match research questions to data collection and analysis strategies.
4. Design an interview guide and collect quality qualitative data aligned to research questions.
5. Analyze qualitative data.
6. Complete and summarize a qualitative project.

Required Materials

Technological Proficiency and Hardware/Software Required: Computers
While laptops are not required, they are highly recommended. Many of the resources will be available for use digitally or via Blackboard ([how to use](), faculty; [how to use](), student). Should you need to borrow a laptop, you can contact USC ITS: https://itservices.usc.edu/spaces/laptoploaner/

Required Readings and Supplementary Materials: There are no required books for this course.
Readings are assigned on a weekly basis. See Course Calendar for details.

USC Technology Rental Program

We realize that attending courses in-person and completing coursework requires access to technology that not everyone has access to. If you need resources to successfully participate in your courses, such as a laptop or internet hotspot, USC Computing Center offers a [laptop loaner program](). (In 2022, there was an USC Technology Rental Program Application but it seems not to be running anymore. There are basic needs resources [here]() regarding food, housing, and financial insecurity).

USC Technology Support Links

For data analysis, we will be using ATLAS.ti software which can be downloaded and installed for free here from USC: https://software.usc.edu/atlas-ti/
Other helpful links for this course:
[Other software available to USC Campus]()
[Blackboard help]()
[Zoom information]()

Description and Assessment of Assignments

Unless otherwise noted, all assignments are to be completed and submitted through Blackboard prior to class in the week it is due because it will inform small group discussions in class. **Class is on Thursday at 9:30am, so assignments will be due on Tuesday by end of day (11:59pm).**

1. Reading activities and in-class work (5 points-Learning objective 1). As a record of active participation and attendance, we will require the completion of small, in-class work deliverables of your learnings each week. These will be completed individually or in teams. In-class work will be assigned and collected <u>at random</u> throughout the semester. For teamwork, all members will receive the same grade for the deliverable. These may include guest lecture prep (e.g., research and prepare questions for the following week's guest lecturer), write up on a prompt related to the week's topic via Blackboard, post/comment responding to a prompt via

Blackboard, pop-up presentations (e.g., create and present a 10-minute presentation on key issues from the week's readings).

Grading: Credit will be given for thoughtful completion. The two lowest scores will be dropped (e.g., if you miss a week of class and receive a zero for that week, that grade would be dropped). If you miss the assignment due to arriving late or leaving early, you will not have an opportunity to make up the work. <u>If you need to miss class because of illness or an emergency, be sure to check in with a classmate about the material missed before reaching out to the instructor with any clarifications or questions</u>. See also the absences policy under "Course Policies" below for more information.

Submission: In-class.

When it's your week to introduce a guest lecturer, please submit here the following:
- Provide 1-3 slides (upload to Blackboard by Tuesday of that week by 9:30am)
    - Who the speaker is
    - Current and relevant studies/interests
    - Expertise related to course learning objectives
    - 5 guiding questions (can be skipped on slide so you don't present it, but to have ready for seminar)

2. Human subjects research training (5 points-Learning objective 2). Instead of you developing and conducting your own qualitative study in 16 weeks' time, we will use a working example. As part of the working example, you are asked to take a [Collaborative Institutional Training Initiative (CITI)](#) online course to receive the required certificate needed to conduct qualitative research.

Grading: Credit will be given for completion.

Submission: CITI training and confirmation of being added to working example IRB will be completed through USC Institutional Review Board (IRB) website, [iStar](#). No submission to Blackboard needed.

3. Qualitative Area of interest + research questions (5 points-Learning objective 1, 3). You will be asked to provide a brief (1-2 paragraphs) summary of <u>your own research area</u> of interest for a public health issue you wish to examine <u>qualitatively</u>, along with two research questions (you can list/bullet them) that together are conducive to interviews and observations.

Grading: For full credit, include: 1) summary of research area and interests (1-2 paragraphs), 2) 1-2 research questions, 3) where you are in the research process, 4) what resources, coursework, etc. do you need to conduct this research? Do NOT just paste your research aims in here—think step by step and evolution of an idea.

Submission: This assignment is to be completed and submitted through Blackboard on Tuesday prior to coming to class in the week it is due. Peer feedback will be provided in class as it is an opportunity to develop your own area of interest and refine your research questions. [feedback: define your terms—all Uganda, all Latinx? In U.S., who are you focused on how bounded?, read your work before submitting—this was a 1-3 pager; if going to make references, need to include references]

4. Context paper + Research design model (5 points-Learning objective 3). The context paper is meant to frame the <u>working example study</u>, place it in the context of the literature, and to practice skills associated with developing research questions that can be answered by qualitative data collection and analysis. You will reflect on possible access/entry and ethical challenges related to the working example setting and participants (i.e., cannabis dispensary employees). In addition, you will also map out, in visual form, your decisions for study participant sampling (how, who, and what) and data collection (method and structure) intended to support the working example research questions. Examples of design models will be provided in class.

Grading: For full credit, the context paper will need to include, moving from general information to the specific: 1) <u>framing of public health issue, what's currently being said about this issue?</u> (expand your search here to include credible sources beyond academic research, such as news articles, op-eds, etc.—like New York Times, New Yorker, Stat Health), 2) context of public health issue within the <u>literature</u> (background info, a mini literature review—what's popping up in peer-reviewed journals about this topic?), 3) guiding question + intent/purpose statement + research question (see Billups 2020 reading), 4) data collection strategies (e.g., with this particular group, what issues might we run into with access, recruitment, biases, collecting accurate and truthful info, etc.), and 5) ethical challenges and how they might be addressed. For full credit, the design model will need to map out the qualitative research process from start to finish.

Submission: This assignment is to be completed and submitted through Blackboard on Tuesday prior to coming to class in the week it is due. Peer feedback will be provided in class as it is an opportunity for us to make choices related to the working example study before submission to the instructor, and will inform the "Conference" presentation and Final paper (see below).

5. Interview Guide (10 points-Learning objective 4). Building off your Context Paper and Research design model, you will produce an interview guide for a semi-structured interview or focus group (whatever was decided in class) for the <u>working example</u> that includes an introduction, at least 10 questions (possible probing questions, if developed, are in addition to the 10 main questions), and transitions between conversational themes. Your task will be to develop qualitative interview / focus group questions that are open ended, and elicit in-depth responses by asking for detailed examples and using different types of questions. This interview guide will be used to conduct a remote interview / focus group of anywhere between 60 minutes-120 minutes and will inform submission of Raw Data (see below). Examples of interview / focus group guides will be provided and a template will be provided—but please remember this is just a template, you still have to come up with your own or refine in your own words how to introduce the study to participants; you also still need to edit and refine the guiding question / intent / research question.

Grading: Credit will be given for thoughtful completion and use of "Interview Guide cheat sheet—10 tips" that will be shared during class. For full credit, the interview protocol will need to focus on the working example study population and have: 1) refined guiding question + intent/purpose statement + research question (see Billups 2020 reading), 2) introduction of

study to participant, 3) at least 10 questions plus probes to main questions, 4) header sections and transitions between conversational themes (i.e., your organization of questions should answer: How does one question connect with the other? How is one section of the interview protocol organized and connected to the next?), and 5) minimize common mistakes outlined in "Interview Guide cheat sheet—10 tips."

Submission: This assignment is to be completed and submitted through Blackboard on Tuesday prior to coming to class in the week it is due. Peer feedback will be provided in class as it is an opportunity to make choices related to the study before submission to the instructor and will inform the collection of Raw Data (see below).

6. Raw Data (10 points-Learning objective 4). This assignment asks that you bring any and all data collected so far (e.g., transcribed interviews, field notes) and any initial insights and memos by the week it is due. You will be required to complete 2 interviews of 1 hour each before putting together the Codebook--one interview where you lead and a second one where you co-lead.

Grading: For full credit, the interview will need to include:
1) transcribed interview with interview information (date, code number ID of study participation), 2) "Episode profile," i.e., short summary of interview (2-3 sentences, can be bulleted/listed), 3) a minimum of 5-10 memos made through Word/OneDrive comments. Instructor will provide and pay for transcription services. Please make sure it's clear which are your memos by having your name displayed in the comment bubble when uploading to Blackboard, or by adding your initials to the memos.

Submission: This assignment is to be completed and submitted through Blackboard on Tuesday prior to coming to class in the week it is due. Peer feedback will be provided in class and will inform the Codebook submission (see below).

<u>Feedback 2023</u>:
-Make sure summaries are person oriented, so less a statement about what you think (like in a discussion section) and more what a person stated (e.g., Women need greater autonomy over their own bodies→Leaders felt…)

7. Codebook (10 points-Learning objective 5). This assignment asks that you bring an initial set of codes being used to analyze your interview data to discuss your developing analysis.
Grading: For full credit, the codebook will need to have: 1) 4-10 codes that reflect <u>all</u> interviews (not just the interviews you lead/co-lead but all the interviews conducted), 2) each code will need to be named using a gerund (see Charmaz reading), 3) each code will need a definition, and, 4) each code will need an example from the data. After submission, as a class, we will develop <u>one</u> codebook to code the data with, and each person will code double code 2 interviews using ATLAS.ti. Additional examples provided under Week 10-slides and materials in Blackboard):
[[**DEMONSTRATING PRODUCTIVITY**]]: the amount of product produced, also to describe the productivity of workers to produce
Examples: lunch break is for worker's health; getting sick costs the farm

Submission: This assignment is to be completed and submitted through Blackboard on Tuesday prior to coming to class in the week it is due. Peer feedback will be provided in class as it is an opportunity to discuss the development of codes, your coding process, and to make any corrections as necessary.

Feedback 2023:
-specific to research questions? Not want to code everything—just pregnancy
-make sure have definition for each code!
-global code vs. regular code?
-say more—give direction (e.g., understanding history of cannabis use; describing product)
-spell out assumptions (e.g., Defining safe environment→not safe; wanting more research—what is assumption, want to actually capture that there is not a lot of research so relying on anecdotal, doing own research)

Optional assignment: Proposed qualitative study protocol (0 points, Learning objective 1-5). Now that you've gone through the qualitative research process from research question to analysis via the working example, the pilot protocol is meant to further develop your own pilot research that you've proposed in your "Area of interest + research questions" assignment. Based on your learnings from this previous assignment as well as feedback from the working example assignments, you can draft a social behavioral protocol describing specific aims, rationale, study participants, and study design for your proposed project—a potential IRB protocol submission that can also be used as a blueprint for future grant applications, your dissertation/thesis, etc. Depending how far along you are, you're welcome to include a sample interview guide for your proposed study.

Materials to submit for feedback: Examples of IRB approved social-behavioral protocols will be provided. Examples of design models and interview guides have been provided prior. Your protocol will need to follow and use the social behavioral template used by USC IRB.

Submission: Please submit by week 14 so instructor has time to review it and provide feedback.

8. Analysis (10 points-Learning objective 5). This assignment asks that you code 2 focus group transcripts from the working example, write final memos, and develop 2 statements supported by evidence.

Grading: For full credit, you will need to: 1) submit 2 transcripts that are fully coded via ATLAS.ti (submit entire ATLAS.ti file AND 2 PDFs of transcripts), 2) write 3 or more final memos for each interview via ATLAS.ti that are hyperlinked to the key quotes in the interviews, and 3) drawing upon the 2 interviews you analyzed, write a) 2 or more statements accompanied by b) a description or break down of that statement, c) key quotes or evidence to support your claims (please use a word processor to write this up, not ATLAS.ti) and also d) list the codes or memos you used to come up with these statements.

Submission: This assignment is to be completed and submitted through Blackboard on Tuesday prior to coming to class in the week it is due. Instructor feedback will be provided as it is an opportunity to review your analysis and make any corrections as necessary before going into the final assignments. You will be submitting three different items: ATLAS.ti file (2

transcripts with coding and hyperlinked final memos—info on how to this here), and a Word file (2+ statements with key quotes/evidence).

Feedback 2023: Make sure your statements reflect not just one transcript, but reflect all transcripts (i.e., don't present statements for transcript 1 and then transcript 2—they need to represent the project data and perspectives of the study participants as a whole).

9. "Conference" presentation (15 points-Learning objective 6). An important part of research is sharing results with the scientific and lay community that contributes to new and exciting knowledge. This assignment is meant to simulate a conference paper presentation where you are asked to summarize your working example methods, findings, and conclusions with the scientific community (aka, your classmates). Individually create a presentation deck that you will present for a total of 15 minutes that summarizes the key points of the working example research and reflects on your qualitative research process.

Grading: For full credit of the presentation, you will need to present a deck for 15 minutes that will need to include: 1) introduction/background, 2) methods, 3) findings/results, 4) discussion/conclusions.

Submission: This assignment will be presented in class. Please submit your final deck before class begins, Thursday at 9:30am. Peer feedback will be provided in class and will inform the Final paper assignment below.

10. Final paper (25 points-Learning objective 6). This culminating assignment will present the choices made and feedback received throughout the semester, and will reflect on the processes of entry, sampling, data collection, and analysis from the working example. Essentially, you will write up a mini manuscript from the working example that will include an extended version of your "conference" presentation: 1) introduction/background, 2) methods, 3) findings/results, 4) discussion/conclusions, 5) broader public health impact. You will also be asked to reflect on 5) the credibility and trustworthiness of the assertions made, as well as 6) any ethical issues that came up for you during this experience (a part of the limitations section under discussion/conclusion section).

Grading: A guideline document and rubric will be provided for this assignment. Please refer to examples of published qualitative journal articles—the journal club articles—provided prior.

Submission: You will be given 2 weeks to submit this paper. Please submit your final paper by Thursday, May 11 at 9:30am.

Assignment	Total points	Weight (% of final grade)	Assignment due
1. Reading activities and in-class work	5	5%	Each week
2. Human subjects research training (Dr. J Slayton, 02/02 11:45am)	5	5%	4 (1/31)
3. Areas of interest + Research questions	5	5%	5 (2/7)
4. Context paper + Research design	5	5%	6 (2/14)
5. Interview guide (Dr. Derek Dangerfield, 2/23)(Anita Schmidt, 3/9)	10	10%	8 (3/2)
6. Raw Data (2 interviews x 1hr each, total of 2hrs data) (Kara Zamora, 3/30)	10	10%	10 (4/4)
7. **Codebook** (Dr. Lindsey Richardson 4/6 11:30am)	10	10%	12 (04/11)
8. Analysis	10	10%	14 (04/18)
Optional assignment: IRB social-behavioral protocol	-	-	14**
9. **"Conference" presentation**	15	15%	15 (04/27)
10. **Final paper**	25	25%	Finals 16 05/11)
Total	100	100 %	

All assignments except the final paper are due before class for use during in-class activities. Please upload your assignment on Blackboard BEFORE class. Points will only be given for timely upload (see late policies below for possibilities for acceptable late submission).

A detailed rubric will be provided for the assignments that are **bolded** above.

Course final grades will be determined using the following scale:

A+	96-100	B-	80-82	D	63-64
A	92-95	C+	75-79	D-	60-62
A-	90-92	C	73-74	F	59 and below
B+	85-89	C-	70-72		
B	83-84	D+	65-69		

Feedback for key assignments will be provided within <u>one</u> week of assignment due dates. For longer assignments requiring more time for feedback (e.g., optional IRB protocol, final paper), instructor will often need more than 1 week to provide feedback.

Assignment submission
Please submit assignments via Blackboard, unless otherwise noted by the instructor.

Late assignments

1. Late assignments will be accepted for full points with the instructor's <u>advance permission</u> and <u>under limited circumstances</u>.
2. When late assignments are negotiated with the instructor, the new due date will be determined by the instructor but will be turned in no later than 1 week after the date the assignment was originally due.
3. Instructor will determine what constitutes sufficient advance permission and acceptable circumstances.
   a. Sufficient advance notice may range from 36 hours to 2 hours prior to the due date and time of the assignment.
   b. Acceptable circumstances do not include <u>personal</u> holidays, celebrations, and/or vacations.
4. Late papers submitted with <u>advanced permission</u> will not be docked points for lateness. If advanced permission has not been granted, late papers will not receive full credit.
5. If a student submits an assignment after the assignment deadline without advanced permission, the following will apply:
   a. A 10% reduction in the points earned per day late will be applied for up to 3 days after the due date.
   b. After 3 days late, the paper will earn no more than 50% of the credit possible for the assignment unless an agreement has been reached between the student and the instructor.

Absences

Given that presence in class is critical for learning and for completing the in-class activities, we encourage everyone to be **present and in-person** for class sessions. For this reason, we will drop the 2 lowest in-class work scores with no notice or excuse needed. For reference, see <u>University Schedule.</u> Throughout the course and living in this triple-demic (COVID, RSV, and influenza), we will be following university policy: <u>USC COVID-19 resource center website</u>.

Communication

We will use Blackboard for all course communication, including announcements, turning in assignments, online discussions, and grading. Be sure to check the Blackboard site associated with this course on a regular basis. Any change/revision to the syllabus will be communicated via Blackboard. In the past, adjustments are often made in your favor (e.g., removing a reading, setting a deadline back).

To communicate directly with the course instructor, **please use this order of communication** (instead of emailing the instructor directly) so that they may respond to you in a timely manner: 1) post your question publicly to the Blackboard discussion board or ask your classmate buddy, 2) send a direct message to instructor via Blackboard, 3) send an email.

Asynchronous session recording notice

We will follow university policy for Spring 2023 in terms of meeting in-person. To encourage students to stay home if they have COVID/RSV/influenza-related symptoms, all course sessions and materials will be uploaded to Blackboard at the end of class.

You can consult the latest COVID-19 testing and health protocol requirements for on campus courses and view continuously updated requirements on the USC COVID-19 resource center website.

Sharing of course materials outside of the learning environment (USC-wide)

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment (SCampus Section 11.12(B). Distribution or use of course slides or recordings based on university classes without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Course evaluation

Course evaluation occurs twice—halfway through the semester and at the end of the semester. It is an important review of your experience in the class and we will use it to evaluate and make changes to the course. The mid-semester evaluation will be used for early course correction.

Statement on Academic Conduct and Support Systems (USC-wide)

The Office of Academic Records and Registrar states that the current Statement on Academic Conduct and Support Systems must be attached to all USC syllabi:

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted

documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Course Schedule: Weekly breakdown

Week	Topics/Daily Activities	Readings	Assignment Due
1 01/12	Introduction Activity: Wellness card	None! Review of syllabus.	-
2 01/19	Qualitative research, from start to finish— What makes for "good" research?	1. Lisa Bowleg, 2019: Perspectives From the Social Sciences: Critically Engage Public Health, American Journal of Public Health 109, 15-16 (short article) 2. Newkirk, Vann R. II. 2017. What the 'crack baby' panic reveals about the opioid epidemic. *The Atlantic*. (news article) Journal club 1—what a good qualitative paper looks like: 3. Campwala, R.T., Schmidt, A.R., Chang, T.P. et al. Factors influencing termination of resuscitation in children: a qualitative analysis. Int J Emerg Med 13, 12 (2020). (article)	- Work on Human subjects research training.
3 01/26	Role of researcher What is the role of the researcher and qualitative research in public health? Key concepts: • Researcher as instrument • Positionality • Structural competency • Abolition Activity: Social identity mapping	1. Billups, F. D. (2020). The qualitative data collection cycle. *In* Qualitative data collection tools: Design, development, and applications (pp. 1-13, Chapter 1). Sage. (book chapter, good introduction) 2. Jacobson D, Mustafa N. Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research. International Journal of Qualitative Methods. January 2019. (article) 3. Iwai Y, Khan ZH, DasGupta S. Abolition medicine. Lancet. 2020;396(10245):158-159. (short article, structural) Additional resources (not required reading): K. Hammarberg, M. Kirkman, S. de Lacey, Qualitative research methods: when to use them and how to judge them, Human Reproduction, Volume 31, Issue 3, March 2016, Pages 498–501. (short article, criteria) Fetters MD. Getting started in primary care research: choosing among six practical research approaches. Fam Med Community Health. 2019;7(2):e000042. Published 2019 Mar 30. (article, mixed methods how to choose)	- Human subjects research training.

Week	Topics/Daily Activities	Readings	Assignment Due
4 02/02	Ethics How do we create an ethical study in human subjects research (beyond just the IRB)? Key concepts: Ethics, friendship, how view and treat research participants Guest speaker: Dr. Julie Slayton 11:45am-12:45pm (in-person)	1. Harriet Washington. Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present (book chapter, Epilogue, p.396-404) 2. Holmes, S. M., & Bourgois, P. (2013). "We Are Field Workers": Embodied anthropology of migration. In *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (1st ed., pp. 30–44). University of California Press. (book chapter) 3. Rubin, H. J., & Rubin, I. S. (2012). Chapter 5: Conversational partnerships. In Qualitative interviewing: The art of hearing data (3rd ed.) (pp. 17-25). Thousand Oaks, CA: SAGE Publications. (book chapter) Guest speaker: review https://oprs.usc.edu/oprs/ (especially org chart and HRPP dashboard) Additional resources: You're wrong about: Tuskegee syphilis study, September 8, 14, 2020 (podcast, Parts 1 & 2)	Human subjects research training (CITI)
5 02/09	Research design What makes a good qualitative research study? Research question; framing research question, role of literature review, conceptual framework Concept mapping	1. Billups, F. D. (2020). Using the research question to guide qualitative data collection tool design. *In* Qualitative data collection tools: Design, development, and applications. Sage. (book chapter) Journal club 2—what a good mixed methods paper looks like: 2. Sangaramoorthy T, Haddix M, Agopian A, Yellin H, Mouhanna F, Abdi H, Dorsey K, Peterson J, Kharfen M, Castel AD. Measuring Unmet Needs among Persons Living with HIV at Different Stages of the Care Continuum. AIDS Behav. 2021 Jun;25(6):1954-1967. doi: 10.1007/s10461-020-03125-4. Epub 2021 Feb 3. PMID: 33537918; PMCID: PMC8085070. Additional reading: Korstjens I, Moser A. Series: Practical guidance to qualitative research. Part 2: Context, research questions and designs. Eur J Gen Pract. 2017;23(1):274-279. (article good overview) Maxwell, J. (2012). What do you think is going on? In Qualitative research design: An interactive approach. Bottom of 44-72 (book chapter, identity memo, use of theory, concept map)	Area of interest + research questions

Week	Topics/Daily Activities	Readings	Assignment Due
6 02/16	Sampling Sampling techniques, match data collection and analysis	1. Baker, Sarah Elsie and Edwards, Rosalind (eds.) (2012) How many qualitative interviews is enough? Expert voices and early career reflections on sampling and cases in qualitative research. Southampton, GB. National Centre for Research Methods 43pp. (review paper, sampling size) 2. Hunt LM, Schneider S, Comer B. Should "acculturation" be a variable in health research? A critical review of research on US Hispanics. Soc Sci Med. 2004;59(5):973-986. (article) 3. Drug Policy Alliance. "Untangling Latinx: The urgency to disaggregate by ethnicity." July 22, 2021. https://youtu.be/inMBOA0_clw (video) Additional resources: Farrugia B. WASP (write a scientific paper): Sampling in qualitative research. Early Hum Dev. 2019;133:69-71. (article, sampling techniques) DelFattore J. Death by Stereotype? Cancer Treatment in Unmarried Patients. N Engl J Med. 2019;381(10):982-985. (short article, impact of physician social views, what's missing)	Context paper + Research design model
7 02/23	Data collection Focus groups Guest speaker: Dr. Derek Dangerfield 10am-11am (in-person) **Dr. Jess Barrington-Trimis' team will join us for this session**	1. Dangerfield Ii DT, Wylie C, Anderson JN. Conducting Virtual, Synchronous Focus Groups Among Black Sexual Minority Men: Qualitative Study. JMIR Public Health Surveill. 2021 Feb 8;7(2):e22980. doi: 10.2196/22980. PMID: 33427671; PMCID: PMC7899800. (article, virtual research) 2. Umaña-Taylor, A.J. and Bámaca, M.Y. (2004), Conducting Focus Groups with Latino Populations: Lessons from the Field. Family Relations, 53: 261-272. (article) Additional resources: https://richardakrueger.com/focus-group-interviewing/ (focus groups)	-

Week	Topics/Daily Activities	Readings	Assignment Due
8 03/02	Data collection Interviews conceptual How do I ask questions, observe, and listen to experiences without imposing my own expectations upon them? Designing interview guide, how to talk (and listen to) people ***Dr. Jess Barrington-Trimis' team will join us for this session***	1. Patton, M. Q. (2002). Chapter 7: Qualitative Interviewing. In Qualitative research & evaluation methods (3rd ed.) (pp. 339-394). Thousand Oaks: Sage Publications. (book chapter, interviews) 2. Seidman, Irving. 2019. Interviewing as qualitative research: A guide for researchers in education and the social sciences. Teachers college press, New York: NY. (book chapters 6, 7, pp.78-94, 95-111, interview relationship) Additional resources: Moser A, Korstjens I. Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. Eur J Gen Pract. 2018;24(1):9-18. doi:10.1080/13814788.2017.1375091 (article, overview of data collection) Drabble L, Trocki KF, Salcedo B, Walker PC, Korcha RA. Conducting qualitative interviews by telephone: Lessons learned from a study of alcohol use among sexual minority and heterosexual women. Qual Soc Work. 2016;15(1):118-133. (article)	Interview guide Mid-semester course evaluation
9 03/09 (No class: 03/16) Guest speaker: Anita Schmidt, MPH 10am-11am (in-person)	Data collection Observations, ethnography	1. Chang JS. The Docent Method: A Grounded Theory Approach for Researching Place and Health. Qualitative Health Research. 2017;27(4):609-619. (article, observations) 2. Allaine Cerwonka and Liisa Malkki. 2007. Improvising Theory: Process and Temporality in Ethnographic Fieldwork. University of Chicago Press. (book, bottom of p.50-68 middle, p.173-179) Journal club 3—what a good qualitative analysis with limited data (questionnaire) looks like: 3. Jiffry AJ, Cho CS, Schmidt AR, Pham PK, Nager AL. A Mixed Methods Needs Assessment for a Debriefing Intervention Following Critical Cases. Acad Pediatr. 2023 Jan-Feb;23(1):85-92. doi: 10.1016/j.acap.2022.05.015. Epub 2022 May 20. PMID: 35605897. Additional resources: Sangaramoorthy, T., & Kroeger, K.A. (2020). Chapter 3: Rapid ethnographic assessment design and methods. Rapid Ethnographic Assessments: A Practical Approach and Toolkit For Collaborative Community Research (1st ed.). Routledge. p.35-64 (book chapter, ethnography, observation and field notes)	-

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10 03/23	Data collection Who makes up a research team? Organizing data, project management	1. Bell K, Salmon A. What women who use drugs have to say about ethical research: findings of an exploratory qualitative study. J Empir Res Hum Res Ethics. 2011;6(4):84-98. (article on why we pay our study participants $50-100; represents views of women who use substances;) 2. Davidson P, Page K. Research participation as work: comparing the perspectives of researchers and economically marginalized populations. Am J Public Health. 2012;102(7):1254-1259. (article, on how to approach the time and expertise and work of study participants) Journal club 4—what a good ethnography looks like: 3. Knight, Kelly Ray. Addicted.Pregnant.Poor. Duke University Press, 2015. https://doi.org/10.2307/j.ctv11313rg. (book chapter on ethnography x substance use x women, Introduction, p.1-32; represents views of women who use substances) Additional resources: Sangaramoorthy, T., & Kroeger, K.A. (2020). Chapter 4: Fieldwork. Rapid Ethnographic Assessments: A Practical Approach and Toolkit For Collaborative Community Research (1st ed.). Routledge. p.65-77 (book chapter, fieldwork teams and challenges)	-

Week	Topics/Daily Activities	Readings	Assignment Due
11 03/30	Data analysis How can I accurately, succinctly, and holistically make sense of what people in my study say to me? Analyze data, sensemaking Organize data and initial memos Guest speaker: Kara Zamora, MA, 11:45am	1. Sangaramoorthy, T., & Kroeger, K.A. (2020). Chapter 5: Data analysis. Rapid Ethnographic Assessments: A Practical Approach and Toolkit For Collaborative Community Research (1st ed.). Routledge. https://doi-org.libproxy2.usc.edu/10.4324/9780429286650 p.78-96 (book chapter, practical guide on how to break down analysis and collaboration) (newer reading, BIPOC author, real world applications) 2. Starks H, Brown Trinidad S. Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. Qualitative Health Research. 2007;17(10):1372-1380. (article on different forms of analysis, activity to apply each method to one data set, focus on pages 7-8) <u>Journal club 5—what a good photo voice / CBPR paper looks like:</u> 3. True G, Rigg KK, Butler A. Understanding Barriers to Mental Health Care for Recent War Veterans Through Photovoice. Qual Health Res. 2015 Oct;25(10):1443-55. doi: 10.1177/1049732314562894. Epub 2014 Dec 8. PMID: 25488935 (article on photovoice method suggested by Kara) Additional resources: Livingston, ethnographic Charmaz K. Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. Qualitative Health Research. 2004;14(7):976-993. doi:10.1177/1049732304266795 (article, how understand and think about experience→analysis)	-

Week	Topics/Daily Activities	Readings	Assignment Due
12 04/06	Data analysis How does qualitative data become organized and analyzed into digestible chunks, themes, or statements? Thematic analysis, Grounded theory Class Activity: develop codebook from memos Guest speaker: Dr. Lindsey Richardson, 11:30am **Dr. Jess Barrington-Trimis' HEAL team will join us for this session**	1. Charmaz, Kathy. "The power and potential of grounded theory." Medical sociology online 6.3 (2012): 2-15. (article, how to grounded) Additional resources: Qureshi, H. A., & Ünlü, Z. (2020). Beyond the Paradigm Conflicts: A Four-Step Coding Instrument for Grounded Theory. International Journal of Qualitative Methods, 19. https://doi.org/10.1177/1609406920928188 Sbaraini, A., Carter, S.M., Evans, R.W. *et al.* How to do a grounded theory study: a worked example of a study of dental practices. *BMC Med Res Methodol* **11**, 128 (2011). https://doi.org/10.1186/1471-2288-11-128 ●●● Wagner KD, Davidson PJ, Pollini RA, Strathdee SA, Washburn R, Palinkas LA. Reconciling incongruous qualitative and quantitative findings in mixed methods research: exemplars from research with drug using populations. Int J Drug Policy. 2012 Jan;23(1):54-61. Epub 2011 Jun 15. PMID: 21680168; PMCID: PMC3210875. (article, incongruent findings from qual-quan) Natalie Purcell, PhD, MPA, Kara Zamora, MA, Jenny Tighe, MSPH, Yongmei Li, PhD, Mathew Douraghi, MA, Karen Seal, MD, MPH, The Integrated Pain Team: A Mixed-Methods Evaluation of the Impact of an Embedded Interdisciplinary Pain Care Intervention on Primary Care Team Satisfaction, Confidence, and Perceptions of Care Effectiveness, Pain Medicine, Volume 19, Issue 9, September 2018, Pages 1748–1763, https://doi.org/10.1093/pm/pnx254 (article--what a good rapid qualitative analysis article looks like) Charmaz, K., & Keller, R. (2016). A Personal Journey with Grounded Theory Methodology. Kathy Charmaz in Conversation With Reiner Keller. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 17(1). (article, interview with Charmaz) Roberts, K., Dowell, A. & Nie, JB. Attempting rigour and replicability in thematic analysis of qualitative research data; a case study of codebook development. BMC Med Res Methodol 19, 66 (2019). (article, codebook examples)	Raw data

Week	Topics/Daily Activities	Readings	Assignment Due
13 04/13	Synthesis and dissemination How do I write up qual research in a way that rigorous and accurate? Reporting on qualitative findings--standards <u>Class Activity</u>: Test out codebook by coding in class ½ of transcript together, adjust and finalize codebook (Rachel put together one codebook from submissions)	1. O'Brien, Bridget C. PhD; Harris, Ilene B. PhD; Beckman, Thomas J. MD; Reed, Darcy A. MD, MPH; Cook, David A. MD, MHPE Standards for Reporting Qualitative Research, Academic Medicine: September 2014 - Volume 89 - Issue 9 - p 1245-1251 (article reference; SRQR checklist) 2. Allison Tong, Peter Sainsbury, Jonathan Craig, Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups, International Journal for Quality in Health Care, Volume 19, Issue 6, December 2007, Pages 349–357 (article, reference; COREQ checklist) 3. Broyles LM, Binswanger IA, Jenkins JA, et al. Confronting inadvertent stigma and pejorative language in addiction scholarship: a recognition and response. Subst Abus. 2014;35(3):217-221. doi:10.1080/08897077.2014.930372 (short article on using person-centered language, stigma in writing manuscripts, substance use) Additional resources: Nikita P Rodrigues, MA, Lindsey L Cohen, PhD, Kevin M Swartout, PhD, Karen Trotochaud, MN, MA, RN, Eileen Murray, BSN, RN, Burnout in Nurses Working With Youth With Chronic Pain: A Mixed-Methods Analysis, Journal of Pediatric Psychology, Volume 43, Issue 4, May 2018, Pages 369–381, https://doi.org/10.1093/jpepsy/jsx105 (article, mixed methods integration of qual with quan) Other reporting guidelines for qualitative research on Equator Network. Okie S. The epidemic that wasn't. New York Times (1923-)Jan 27, 2009:2. (news article)(related video) Dowell D, Kunins HV, Farley TA. Opioid Analgesics—Risky Drugs, Not Risky Patients. JAMA. 2013;309(21):2219–2220. doi:10.1001/jama.2013.5794 (short article) Fetters MD, Molina-Azorin JF. A Checklist of Mixed Methods Elements in a Submission for Advancing the Methodology of Mixed Methods Research. Journal of Mixed Methods Research. 2019;13(4):414-423. (article, mixed methods submission checklist) O'Cathain A, Murphy E, Nicholl J. Three techniques for integrating data in mixed methods studies BMJ 2010; 341:c4587(article, mixed methods integration, examples) Fetters MD, Freshwater D. Publishing a Methodological Mixed Methods Research Article. Journal of Mixed Methods Research. 2015;9(3):203-213. doi:10.1177/1558689815594687 (article, how to write mixed methods--reference	Codebook

Week	Topics/Daily Activities	Readings	Assignment Due
14 04/20	Topic focus: Students pick topics / readings /multi-media not covered in class or desired for deeper dive based on own research interests / projects Class Activity: Review statements and provide each other feedback	**ADD new syllabus, Atlas.ti file, gumroad file access** Atlas.ti and coding in class Final memos →statements + key quotes Optional: analysis assignment (could be slide), if you want Tuesday evening for feedback Turn in everything 27th: <u>analysis</u> + presentation Still want your onedrive upload file—add me to project Atlas.ti file—put together→send out NEXT WEEK	(Optional submission of Proposed pilot protocol)
15 04/27	"Conference" presentations	-	Presentation
16 05/11	Final paper due	Re-read learning objectives for course.	Final paper