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## Applied Qualitative Research Methods - Course Syllabus 2011-2012

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## Applied Qualitative Research Methods

Fall 2011

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Welcome to Qualitative Methods! This class is designed to introduce students to Qualitative Research. You will learn about the applications of qualitative methods to clinical and health related research and when and why qualitative is the better approach to addressing a research question. As the class progresses, we will explore a variety of qualitative research methods and the “how” of conducting qualitative studies and how to analyze and manage data. An emphasis will be placed on how to critically evaluate the qualitative literature and how to communicate your study findings to others. This course focus on practical skills while laying the foundation for understanding why we do what we do. The culminating project will be a complete qualitative research proposal.

<b>Date</b>	<b>Topic</b>	<b>Assignments/Deliverables:</b>
1. Aug 30	Introduction and Designing a Research Question for Qualitative Research	
2. Sep 6	Designing a Qualitative Study and Introduction to Data Collection Methods	
3. Sep 13	Selecting a Population Sampling Strategies	
4. Sep 20	Methods: Interviews	
5. Sep 27	Methods: Focus Groups	
6. Oct 4	Strategies: Asking Good Questions	
7. Oct 11	Analysis I : Creating and Coding Transcripts	
8. Oct 18	Analysis II (inc. Data Mgmt)	
9. Oct25	Models and Matrices; Theories and Frameworks	

10. Nov 1	Quality & Validity in Qualitative Research
11. Nov 8	Presenting and Writing Up Qualitative Research:
12. Nov 15	Special Topic: IRB & Ethics issues in Qualitative Research
13. Nov 22	Special Topic: Conducting Research in Underserved Populations; Participatory Research
14. Dec 6	Special Topic: Mixed Methods Research & Triangulation
15. Dec 13	Special Topic: Mixed Methods, Continued

**Outputs and Grading.** Assignments were carefully developed to allow student to apply the knowledge and skills. Assignments and brief descriptions are listed below; additional details will be given close to the assignment date. Point distributions are described below. Points are also given for participation. Students are expected to participate fully in class discussions. All assignments, point distributions, and due dates may be changed at the discretion of the Professor.

1. **Problem Statement Worksheet and Specification of Research Question** . This will become the background to your Research Proposal. (Exercise from pg. 65 of Merriam book). Please use the Maxwell exercise 2.1 (pg. 27, Research Identity Memo) to help you with the topic/assignment. However, you only need to turn in answers to question 2 of the Maxwell exercise.
2. **Question Development Exercise.** For this assignment you will take a public health topic, specify a research question, and develop interview/focus group questions that you might use to explore the area.
3. **Practice Coding Exercise.** You will be instructed on how to obtain text for this assignment. You will then be expected to create a codesheet and “code”) several pages of text.
4. **Practice interview and transcript.** Description to be provided.
5. **Article Critique 1:** Review a Qualitative Article and assess the methods. Identify the strengths and weaknesses of the research method described by the authors, including whether it fits the research question and whether the sample is appropriate. If appropriate, bring along questions about statements in the text that are unclear or that you have questions about. Expected length = 1 to 3 pages
6. **Article Critique 2:** Using the knowledge gained throughout the semester, critically evaluate and discuss a qualitative article of your choice. Focus on the analysis, results, and conclusions. Overall, how well did the investigators/authors “do”? Can you identify strengths of the study/approach? Are there things you would have suggested/asked as a reviewer? Are there things you might have done differently if you were the investigator? Expected length 1-3 pages.
7. **Research Proposal.** This is the culminating project of the class. Students will be expected to integrate the knowledge and skills learned in the class into a cohesive qualitative research proposal due on the last day of class. Further instructions to be provided.

GRADING:

<b>Output</b>	<b>Due Date</b>	<b>Points</b>	<b>Cumulative Points</b>
Problem Statement Worksheet & Research Question	Sept 13	10	
Article Critique 1	Sept 27	15	
Question Development Exercise	Oct 11	5	
Practice Interview & transcript	Oct 25	10	
Practice Coding Exercise	Nov 1	5	
Article Critique 2	Nov 15	15	
Participation	---	10	
Research Proposal	Dec 13	30	100

Grade Ranges:

<72 points = C- or below

73-77 points = C

77-79 points = C+

80-82 points = B-

83-87 points = B

88-89 points = B+

90-92 points = A-

>93 points = A