Coding and Narrative Analysis in Arts in Health
HUM 6930
Credit Hours: 2
Spring 2020
Contact Times and Locations: Online Course
Course Website: http://lss.at.ufl.edu

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Office hours*: Tuesdays, 1:30-3:30; Fridays, 9:30-11:30.
*_Please preschedule appointments. When necessary, appointments can be scheduled at other times and days; however, I am typically not available on Thursdays_.

Description

This course provides an introduction to the process of qualitative coding and narrative analysis based on some of the most commonly employed methods. Students will read about and discuss the process of qualitative coding, the development of coding skills, and ethical issues of presenting personal sensitive data; and then engage in a few sample coding exercises, including working on a nonsynchronous, paired coding practice. A brief introduction on Qualitative Data Analysis Software (QDAS) will also be presented.

During this course, we will read and discuss the topics through Canvas Discussion Board posts and responses.

This class relies heavily on class participation on an ongoing basis, so you are required to keep up with weekly Discussion Boards and to post in robust and meaningful ways.

Student Learning Objectives

Students will be able to do the following:
1. Identify and articulate common strategies (e.g., coding and memos) and the basic processes of qualitative coding.
2. Learn, practice, and demonstrate skills through the phases of individual qualitative coding, including initial (open), focused, axial, and theme building.
3. Learn, practice, and demonstrate skills in consensus building and intercoder reliability.
4. Learn how Qualitative Data Analysis Software can assist in coding qualitative data.

Notes about Course Readings

- Remember to log onto the UF VPN in order to access the FULL TEXT (and download pdfs if you wish) of the readings!
- Please note that for some weeks there are a number of readings. Don't be overwhelmed; most are short.
- The Charmaz and Saldana chapters have specific pages assigned per week. You may, of course, read ahead (i.e., the entire chapter), but the materials we discuss will focus on the pages noted.

Course Week	Slides	Topics	Readings & Assignments *Assignments are due on or before Sunday nights at 11:59 p.m.*
1 1/6 – 1/12	1-12	Coding Basics	1. Discussion #1 (Introductions) 2. Reading Assignments Charmaz, pp 43-57 Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 1, pp 1-27, 38-42. Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. Qualitative health research, 15(9), 1277-1288. http://journals.sagepub.com/doi/abs/10.1177/1049732305276687 Krippendorff, K. (2012). Content analysis: An introduction to its methodology. Sage. https://repository.upenn.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1232&context=asc_papers **Course Resource**: O'Connor, H., & Gibson, N. (2003). A step-by-step guide to qualitative data analysis. *Pimatisiwin*: *A Journal of Indigenous and Aboriginal Community Health*, 1(1), 63-90. http://www.pimatisiwin.com/uploads/1289566991.pdf 3. Discussion #2 (What Is Qualitative Coding?)
2 1/13 – 1/19	13-21	Cycles of Coding First Cycle	1. Reading Assignments Charmaz, K. (2014). Constructing grounded theory. Sage. (pp 43-57) Coding Tools & Tips #18. Center for Evaluation and Research. Tobacco Control Evaluation Center. http://programeval.ucdavis.edu/documents/Tips_Tools_18_2012.pdf Khandkar, S. H. (2009). Open coding. University of Calgary, 23, 2009. https://pdfs.semanticscholar.org/432f/c5a51b7640a4373bf6b77a58b95561d129de.pdf Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. *Family Practice*, 25(2), 127-131. (Link to pdf) Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 1, pp 27-28 (codebook development). 2. Discussion #3 3. Coding Exercises #1a and #1b.
3 1/20 – 1/26	22-28	Second Cycle and Pair Coding	1. Reading Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 1, pp 36-38 (Solo and Team Coding). Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. Journal of advanced nursing, 62(1), 107-115. http://academic.csuohio.edu/kneuendorf/c63309/ArticlesFromClassMembers/Amy.pdf Burla, L., Knierim, B., Barth, J., Liewald, K., Duetz, M., & Abel, T. (2008). From text to codings: Intercoder reliability assessment in qualitative content analysis. *Nursing research*, *57*(2), 113-117. http://journals.lww.com/nursingresearchonline/Abstract/2008/03000/From_Te

			xt_to_Codings__Intercoder_Reliability.7.aspx
			Devotta, K. and Pedersen, C. Coding Qualitative Data: Working with a Team of Coders. CRICH Survey Research Unit Methodology Bits, 2015 (3) https://tspace.library.utoronto.ca/bitstream/1807/70247/1/SRU_MethodologyBits_2015_3_15m05d25.pdf
			2. Discussion #4
4 1/27 – 2/2	29-34	Memo Writing	1. Reading Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 2 (Writing Analytic Memos). Charmaz, K. (2012). The power and potential of grounded theory. *Medical Sociology Online*, 6(3), 2-15. https://pdfs.semanticscholar.org/93d2/8c60474e31cedd4464c5b24ae0af2efbc090.pdf Birks, M., Chapman, Y., & Francis, K. (2008). Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing*, 13(1), 68-75. https://www.researchgate.net/profile/Melanie_Birks/publication/233751553_Memoing_in_qualitative_research_Probing_data_and_processes/links/548bd0940cf214269f1dd7f8.pdf 2. Discussion #5 3. Coding Exercise #2: Memo Writing
5 2/3 – 2/9	35-36	Axial Coding & Midterm Reflection	1. Reading Charmaz, K. (2014). Constructing grounded theory. Sage. (pp 60-63) 2. Discussion #6
6 2/10 – 2/16	37-40	Coding Bias	1. Reading Cope, D. G. (2014, January). Methods and meanings: credibility and trustworthiness of qualitative research. In *Oncology nursing forum* (Vol. 41, No. 1). http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=ea3327df-033a-4883-886e-714ba1ce8e60%40sessionmgr103 Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. Sage Open, 4(1), 2158244014522633. http://journals.sagepub.com/doi/full/10.1177/2158244014522633 2. Discussion #7
7 2/17 – 2/23	41-45	From Coding to Analysis Identifying Themes	1. Readings Bradley, E. H., Curry, L. A., & Devers, K. J. (2007). Qualitative data analysis for health services research: developing taxonomy, themes, and theory. Health services research, 42(4), 1758-1772. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1955280 Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101 http://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa

			2. Discussion #8
			3. Coding Exercise #3 Coding Themes
8 2/24 – 2/28	46-47	Qualitative Data Analysis Software	1. Reading
			Cope, D. G. (2014, May). Computer-assisted qualitative data analysis software. In Oncology nursing forum (Vol. 41, No. 3). http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=7ff03d60-e7a0-49a2-a803-a86e4c2f7ad7%40sessionmgr120
			Saldaña, J. (2015). The coding manual for qualitative researchers. Sage. Chapter 1, pp 28-35.
			Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS. ti and NVivo, 1994–2013. Social Science Computer Review, 34(5), 597-617. http://journals.sagepub.com/doi/abs/10.1177/0894439315596311
			2. Assignments: Research, report, and discuss QDAS choices. • Presentation due 2/23 • Discussion #9 QDAS presentations **due 2/25** (*Option for video presentation with written handout outline uploaded.) 3. Discussion Board #10 Final thoughts **due 2/27** with conversation closed and graded by 2/28 at 11:59

*** If there is a need to revise this course syllabi after the start of the term, changes will be communicated to students through eLearning and an updated syllabus will be posted on the eLearning site.**

Assignments
Please thoroughly read and review the all assignment specifications in the **Assignments** section available in the **eLearning** site. This will ensure you receive the most complete grade for your efforts.

Class Participation and Late Assignments
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

***Late assignments** will receive a 5 percent late deduction per day for each of the first 3 days. If the assignment is turned in more than three days after the due date, the assignment will receive an overall 20% deduction.

Assignments Percent of Grade
Note: See assignments in eLearning for full details and grading rubrics related to each assignment.

Assignment Groups	Percent of Grade
Discussions Boards	60%
Coding Exercises	25%
QDAS Presentation	15%

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	93-100%	4.0
A-	87-92.9%	3.67
B+	84-86.9%	3.33
B	81-83.9%	3.00
B-	78-80.9%	2.67
C+	75-77.9%	2.33
C	72-74.9%	2.00
C- *	69-71.9%	1.67
D+	66-68.9%	1.33
D	63-65.9%	1.00
D-	60-62.9%	.67
E, I, NG, S-U, WF		0.00

UF grading policy website:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa

UF Policies

Academic Honesty

UF students are bound by The Honor Pledge that states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

UF Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- Career Resource Center, Reitz Union, 392-1601.
- Career assistance and counseling. http://www.crc.ufl.edu/
- Library Support, http://cms.uflib.ufl.edu/ask.
- Various ways to receive assistance with respect to using the libraries or finding resources. Teaching Center, Broward Hall, 392-2010 or 392-6420.
- General study skills and tutoring. http://teachingcenter.ufl.edu/ Writing Studio, 302 Tigert Hall, 846-1138.
- Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- On-Line Students Complaints: http://www.distance.ufl.edu/student-complaintprocess
- U Matter We Care: https://umatter.ufl.edu/: If you or someone you know is in need of assistance please reach out to U Matter We Care. This is UF service to assist students in following areas: emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual.