

Coding and Narrative Analysis in Arts in Health
HUM 6886
Credit Hours: 2
Spring 2022 (8 weeks)
Contact Times and Locations: Online Course
Course Website: <http://lss.at.ufl.edu>

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Office hours*: Mondays, 1:30-3:30

**Please preschedule appointments. When necessary, appointments can be scheduled at other times and days that are mutually available.*

Description

This course introduces the process of qualitative coding and narrative analysis based on some of the most 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
1 1/3 – 1/7	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. <i>Qualitative health research</i>, 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. <i>Pimatisiwin: A Journal of Indigenous and Aboriginal Community Health</i>, 1(1), 63-90. http://www.pimatisiwin.com/uploads/1289566991.pdf 3. Discussion #2 (What Is Qualitative Coding?)
2 1/8 – 1/14	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. <i>Family Practice</i>, 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 1/15 – 1/21	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. <i>Journal of advanced nursing</i>, 62(1), 107-115. http://academic.csuohio.edu/kneuendorf/c63309/ArticlesFromClassMembers/Ammy.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.

			<i>Nursing research</i>, 57(2), 113-117. http://journals.lww.com/nursingresearchonline/Abstract/2008/03000/From_Text_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 and Coding Exercise #2
4 1/22 – 1/28	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. <i>Medical Sociology Online</i>, 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. <i>Journal of Research in Nursing</i>, 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 #3: Memo Writing
5 1/30 – 2/4	35-36	Axial Coding & Midterm Reflection	1. Reading Charmaz, K. (2014). Constructing grounded theory. Sage. (pp 60-63) 2. Discussion #6
6 2/5 – 2/11	37-40	Coding Bias	1. Reading Cope, D. G. (2014, January). Methods and meanings: credibility and trustworthiness of qualitative research. In <i>Oncology nursing forum</i> (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. <i>Sage Open</i>, 4(1), 2158244014522633. http://journals.sagepub.com/doi/full/10.1177/2158244014522633 2. Discussion #7
7 2/12 – 2/18	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. <i>Health services research</i>, 42(4), 1758-1772. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1955280

			Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative research in psychology</i>, 3(2), 77-101 http://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa 2. Discussion #8 3. Coding Exercise #4
8 2/19 – 2/23	46-47	Qualitative Data Analysis Software	1. Reading Cope, D. G. (2014, May). Computer-assisted qualitative data analysis software. In <i>Oncology nursing forum</i> (Vol. 41, No. 3). http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=7ff03d60-e7a0-49a2-a803-a86e4c2f7ad7%40sessionmgr120 Saldaña, J. (2015). <i>The coding manual for qualitative researchers</i>. 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 <i>ATLAS ti and NVivo</i>, 1994–2013. <i>Social Science Computer Review</i>, 34(5), 597-617. http://journals.sagepub.com/doi/abs/10.1177/0894439315596311 2. Assignment: Research, report, and discuss QDAS choices. 3. Discussion #9 (QDAS presentations (*Option for video presentation with written handout outline uploaded.)) 4. Discussion Board #10 (Final thoughts)

Course Schedule

Note: This schedule is subject to change. Once the course begins, please refer to the syllabus and materials in eLearning for the most current course schedule.

***Assignments are due on or before Sunday nights at 11:59 p.m.**

Assignments Summaries & Points

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%

Assignments

Please thoroughly read and review the all assignment specifications in the Assignments section available in the e-Learning 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: Assignments that are late and were not arranged in advance with the instructor will receive a 5 percent late deduction per day for each of the first 3 days. If the assignment is turned more than three days after the due date without prior notification to the instructor, the assignment will receive an overall 25% deduction.

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>

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

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

UF Policies & Guidelines (2020-2021)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students [here](#).

University Honesty Policy

UF students are bound by The Honor Pledge which 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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 352-392-1161.

University Police Department at 352-392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

e-Learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling. <https://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, 352-392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
<https://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-complaint-process>.