

**American University of Beirut
Faculty of Health Sciences**

**HPCH 334
Qualitative Research In Health Promotion
[2 credits]**

**Course Syllabus
Spring Semester, Academic Year 2019-20**

Class time and venue:

VD 103 Wednesdays 3:30-5:10pm

Course Instructor(s) and Contact Details:

Dr. Judy Makhoul, Professor
Van Dyck Office 308
Extension: 4660/ 4669;
e-mail: jm04@aub.edu.lb
Office hours by appointment

Course Description

The course develops learners' qualitative research skills to address a research question relevant to health promotion. Students engage through classroom discussions, role play and assignments to gain hands on experience in conducting qualitative research beyond class settings. Students learn about qualitative research designs and methods and then apply the research process by generating data, and analyzing the data to answer a research question of their choice. They will also learn how to evaluate the quality or rigor of a qualitative research proposal or manuscript. Topics include in-depth interviews, observations, focus groups, thematic analysis, research rigor and research ethics.

Teaching approach

The class will be conducted through an interactive lecture-application session where an overview of the main points of that week will be introduced through a short lecture which will be followed by hands on applications, discussions, role plays and other interactive class activities using examples and students' own work. The material for the class sessions will be prepared by the course instructor and will be posted on Moodle.

Course Learning Objectives (LOs)

By the end of the course the students will be able to:

1. Discuss the merits and challenges of qualitative research approaches and methods.
2. Generate primary qualitative data to answer a relevant health promotion research question.
3. Conduct a collaborative or individual rigorous analysis of empirical qualitative data using thematic analysis.
4. Write a critique of a qualitative research protocol or draft manuscript.
5. Apply public health ethics in all stages of the research process.
6. Present research findings in writing to diverse audiences.

Course List of Reading Material:

The majority of reading material for a course topic will be **posted on the relevant Moodle block**, except for readings that are not available in soft copy. These will be available at AUB Bookstore as a reading pack. As there is no single textbook for the course, relevant readings for each session will be posted on Moodle. Students are required to read the relevant course material (Table 3) **before class sessions** as it will be used for class activities and discussions.

Useful On-line resources:

- *Qualitative Health Research* has examples of qualitative research for health promotion. The journal is available online from SML homepage through “Journal Finder”.
- Two other references will be used throughout the course:
 1. Sparkes, A.C. and Smith, B. (2014). *Qualitative Research Methods In Sport, Exercise and Health: From process to product*. Routledge.
 2. Tolley, E. E., Ulin, P. R., Mack, N., Robinson, E. T., & Succop, S. M. (2016). *Qualitative methods in public health: a field guide for applied research*. John Wiley & Sons.

The teaching/learning process is a contract between students and instructor. One of the requirements of this contract is that BOTH parties must be prepared for class. Part of students' preparation is completing the assigned readings.

Course Requirements and Student Evaluation

Pre-requisites: Foundations of Public Health (PBHL 312) and Research Methods in Public Health (PBHL 310) or an equivalent course.

Attendance: The instructor will take attendance regularly. The Rules and Regulations of the University stipulate that students cannot miss more than 1/5 of the sessions in the first ten weeks of any one course as stipulated in the University Catalogue. Otherwise, he/she can be dropped from the course by the instructor without warning and will receive a grade of W.

Student Evaluation: Students will be evaluated on written assignments. Research writing is an important skill that is needed in the Graduate Program as well as in the public health profession. We hope that this course will be a place to practice and refine this skill. That is why we will use written assessments of students' work and peer reviews of homework.

Instruction sheets and assessment rubrics for each assignment will be posted on Moodle and discussed in class. Please log on to Moodle to be able to participate in this on-line course management system. Also, **please check Moodle regularly** for updates on class sessions.

Table 1. Course learning objectives mapped to HPCH distinct competencies

	LO1	LO2	LO3	LO4	LO5	LO6	Assignment where Competency primarily assessed
HPCH-CC1. Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice	X						FG and Observation assignments
HPCH-CC3. Conduct rigorous quantitative and qualitative research for health promotion		X	X				evaluation paper
HPCH-CC5. Promote social justice and equity in health promotion research, practice, and policy				X	X	X	written research report

Table 2. Summary of students' assessments mapped to course learning objectives

Assessment method	Learning Objectives					
	LO1	LO2	LO3	LO4	LO5	LO6
Observation assignment (20%)		X	X		X	X
Coded FOCUS GROUP assignment (25%)		X	X		X	
Group assignment: Written research report (30%)			X		X	
Written evaluation of a qual. research paper (25%)	X			X		

Table 3. Description of Assessment methods, Due Dates and Corresponding Learning Objectives

Assessment method	Date (tentative)	LOs covered	Grade percentage
Observation assignment	<i>week 6</i>	<i>LO2,3,5,6</i>	20%
Each student performs observational work outside class [3-4 observations] in answer to a research question from a list assigned by the instructor and writes an account of the process and findings.			
Coded FOCUS GROUP assignment	<i>week 9</i>	<i>LO2,3,5</i>	25%
Students work individually to conduct and record a focus group discussion depending on the research question assigned.			
Group assignment: Written research report	<i>Week13</i>	<i>LO3,5,6</i>	30%
This is an essay type assignment worked on and written by the group of students who share the same research question. The students [groups of four to five] analyze the data from their individual FOCUS GROUP that they have already conducted for their individual assignments. They then write a referenced report of their research findings using the outline discussed in class.			
Written evaluation of a qualitative research paper	<i>after Week 14</i>	<i>LO1,4</i>	25%
This is an individually written assignment critiquing a research proposal, draft manuscript or published paper assigned by the course instructor in collaboration with students where applicable. The assignment includes a discussion of the methodological and ethical strengths and deficiencies supported with reference to the relevant theoretical literature.			

Policies and other General Notes

Academic Integrity

Education is demanding and time management is essential. Do not hesitate to use the resources available to you in the University [Libraries, Writing Center, Academic Computing]. Cheating and plagiarism will not be tolerated. It is the student’s responsibility to become familiar with the Student

Code of Conduct [AUB Student Handbook or from AUB website <http://www.aub.edu.lb> home page]. Read the definitions and penalties. If you are in doubt as to what constitutes plagiarism, ask your instructor. AUB has a strict anti-cheating and anti-plagiarism policy. ***Penalties include: a zero on the assignment in question, which may lead to failing the course,*** suspension or expulsion from University and a record of the disciplinary action in the student's file.

Special Needs

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Detailed Course Schedule

Dates	CCs	Topic	Due dates
Jan 29 LO1	CC1	Qualitative Health Research: Paradigm and Methodology - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. pp 6-32. -Tolley, E. et al (2016). <i>Qualitative methods in public health: a field guide for applied research</i> . John Wiley & Sons. Chapter 1 and 2 selected pages.	
Feb 5 LO1	CC1	Qualitative Research Traditions - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. pp 33-59 (selected pages). - Examples (Ethnography, phenomenology,..)	
Feb 12 LO1	CC1 CC2	Qualitative research for health promotion - Goins, R. T., Spencer, S. M., & Williams, K. (2011). Lay meanings of health among rural older adults in Appalachia, <i>The Journal of Rural Health</i> , 27(1), 13-20. - Makhoul, J. and Nakkash, R. (2007). Understanding youth: the use of qualitative techniques to verify quantitative community indicators. <i>Health Promotion Practice</i> . doi:10.1177/1524839907301423 - Green, H. D. (2018). A Community-Based Evaluation of Screening, Brief Intervention, and Referral to Treatment (SBIRT) for the Black Community. <i>Qualitative Health Research</i> , 1049732317746962.	
Feb 19 LO1,2,3,5	CC3 CC5	Methods of data collection 1. Observational methods - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. pp100-105. -Tolley, E. et al. (2016). <i>Qualitative methods in public health: a field guide for applied research</i> . John Wiley & Sons. Chapter 4 p86-97. - Briggs, K et al (2003). Accomplishing care at home for people with dementia: using observational methodology. <i>Qualitative Health Research</i> , 13(2), 268-280.	
Feb 26 LO6		Observational work- In class peer review of HW	
Mar 4 LO12,3,5	CC3 CC5	2. Interviewing (In-depth Interviews and Focus groups) - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. pp 83-99. - Warne, M. et al (2013). Promoting an equal and healthy environment: Swedish students' views of daily life at school. <i>Qualitative health research</i> , 23(10), 1354-1368. - Makhoul, J, et al (2011). Starting Over from Scratch: social support and youth coping with internal displacement. <i>Family and Community Health</i> 34(4): 340-348. Focus Groups -Tolley, E. et al (2016). <i>Qualitative methods in public health: a field guide for applied research</i> . John Wiley & Sons. Chapter 4 p113-127.	

Dates	CCs	Topic	Due dates
March 11		Classwork and role play	
Mar 18 LO1,4	CC3	Sampling and access - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. pp 68-73 & pp 76-78. - FGD practice in class	
March 25		holiday	
April 1 LO3,4,5,6	CC3	Data Analysis - Sutton, J., & Austin, Z. (2015). Qualitative research: data collection, analysis, and management. <i>The Canadian journal of hospital pharmacy</i> , 68(3), 226. - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. p115-146.	
Apr 8		Class work on data analysis	
Apr 15 LO4,5,6	CC3 CC5	Writing and presenting research findings -Tolley, E. et al (2016). <i>Qualitative methods in public health: a field guide for applied research</i> . John Wiley & Sons. Chapter 8 - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. (147-154) - Goldberg, A. E., & Allen, K. R. (2015). Communicating qualitative research: Some practical guideposts for scholars. <i>Journal of Marriage and Family</i> , 77(1), 3-22. - Nakkash, R., et al (2017). The practice of research ethics in Lebanon and Qatar: Perspectives of researchers on informed consent. <i>Journal of Empirical Research on Human Research Ethics</i> 1556264617730643.	
Apr 22 LO4,5	CC3 CC5	Research Rigor and hands on practice - Sparkes, A. C., & Smith, B. (2014). <i>Qualitative research methods in sport, exercise and health: From process to product</i> . Routledge. pp 179-205. -Tong, A. et al. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. <i>International journal for quality in health care</i> , 19(6), 349-357.	
Apr 29 LO4,5		Research Ethics in Qualitative research - Van den Hoonaard, W. C., & Van den Hoonaard, D. K. (2016). <i>Essentials of thinking ethically in qualitative research</i> . Routledge. Chapters 2,11.	