Syllabus: PA 5041
Qualitative Methods for Policy Analysts (4 credits)
Hubert H. Humphrey Institute of Public Affairs
University of Minnesota

Lecture: Mondays and Wednesdays 1:00-2:15 pm, Blegen Hall 115
Lab: Wednesday 2:30-3:45, Blegen 120

Professor: Greta Friedemann-Sánchez, denoted by “GFS” in syllabus
Office: Humphrey Center 267
Office Hours: Mondays 3:00-4:00, Tuesdays 4-5 and by appointment
Email: gfs@umn.edu
612-625-4747

Teaching Assistant: Marta Monti, denoted as “MCM” in syllabus
Office Hours: Wednesdays 4:00-5:00pm, Thursdays 2:00-3:00
Email: monti035@umn.edu

Overview
This class is designed to introduce students to qualitative research design, data collection, and analysis. It provides students with first-hand experience in designing, gathering and analyzing qualitative data. The course is an introduction because one semester is insufficient time to design and conduct a full study, or to fully master the various qualitative methods.

The class involves two weekly class sessions that consist of lectures, discussion, presentations, and practical training. The course also includes a weekly 75-minute lab to workshop the different components involved in research design, learn data analysis, and code by hand or using the qualitative data analysis software package, NVivo.

Learning objectives
By the end of the course, students should be able to:
● Navigate the ethical and practical challenges of research with human subjects.
● Determine when to use qualitative methodology.
● Develop strong qualitative research design skills.
● Design questions and protocols appropriate to each method.
● Gather qualitative data via primary source documents and human subjects research.
● Deploy a variety of interviewing techniques.
● Use basic techniques to analyze data using NVivo qualitative data analysis software.

Course Readings
Required readings are listed below by class and lab session. All readings are available through download on the course web site on Moodle. We will ask questions about the readings in class. Evidence of completion and reflection on the readings is an important factor in the participation grade.
**Notes on Using NVivo Software:**
NVivo software is available on all student computers in HHH Labs 80 and 85 and HHH 40. For troubleshooting related to lab computers, contact OIT 1-HELP (612-301-4357) or email help@umn.edu. For troubleshooting related to the NVivo software program, you can use the following resources: QSR International Forum [http://forums.qsrinternational.com/](http://forums.qsrinternational.com/); QSR International YouTube channel [http://www.youtube.com/user/QSRInternational?feature=watch](http://www.youtube.com/user/QSRInternational?feature=watch); and the “Help” function found within the software itself. Please first consult these resources before contacting course instructor with questions.

**Purchasing NVivo Software:**
NVivo 10 software is available on all student computers in HHH Labs 80 and 85 and HHH 40 and students are NOT required to purchase the software. However, NVivo 10 software is made available for purchase and installation on your personal computer through the University of Minnesota’s Office of Information Technology website: [http://www.oit.umn.edu/technology-products/software/nvivo.html](http://www.oit.umn.edu/technology-products/software/nvivo.html). The cost is $120 for a one-year license. A 30-day free trial of NVivo 10 is available from the QSR International website at [http://www.qsrinternational.com/products_free-trial-software.aspx](http://www.qsrinternational.com/products_free-trial-software.aspx). There is also “NVivo 10 Semester” available to students for a six-month period for $80. More information about this and other pricing options is available at [http://www.qsrinternational.com/quick-order_listing.aspx](http://www.qsrinternational.com/quick-order_listing.aspx).

**Office Hours**
Office hours with Professor Friedemann-Sánchez will be Mondays from 3-4pm, and Tuesdays from 4-5pm. To sign-up for office hours, go to Professor Friedemann-Sánchez’s office, room 267 and select a time slot. Office hours will be broken-up into 15-minute time slots, and you can sign-up two weeks in advance.

Office hours with Marta Monti will be Wednesdays from 4-5pm, and Thursdays 2-3pm. You do not need to sign up for office hours with Marta, however please let her know ahead of time if you know you will be coming. Pop-in’s always welcome.

**Grading**
Your final grade will be based on the following:

1. **Class Participation (20 points):** Elements of class participation include speaking during class and lab sessions. Being physically present, listening to others, and doing the readings is fundamental to successfully taking any course. Missing and arriving late class will lower your participation grade. We will be discussing the readings and material presented during class so that you can deepen your understanding of the subject. Active participation is graded and it includes commenting on readings, asking questions, agreeing or disagreeing with readings, professor or colleagues. Do participate, do not expect other students to “cover the crater of silence,” and if you don’t understand the material, say so, please. If you have a question: ask! Do not doubt yourself: participate! The material is engaging: participate! Engaging is to make and re-make the world: participate!
A note on attendance: Missing classes and/or being late regularly will lower the ability to understand the material in depth and your ability to participate. This is a course designed for you and on your behalf. Take full advantage of it. Attendance at class and lab sessions is important in graduate school, but in Qualitative Methods it takes on added significance because we will be planning and carrying out a research project. Missing a class will likely mean missing a crucial step in the research training and feedback. Neither instructor will go over material covered during class or lab due to a missed session. Late arrivals are very disruptive, please be on time.

Extensions: This course requires that you manage your time well, keeping track of the assigned readings and attending lectures and lab sessions. Pay attention to the deadlines in the syllabus. In the interest of fairness to your colleagues, deadlines are firm and no late work will be accepted without a medical excuse.

2. Research Assignments (30 points)
   a. Memo 1: Research question, scope, concepts, assumptions (4 points)
   b. Memo 2: “State of the Debate” on your research topic (5 points)
   c. Memo 3: Research questions (5 points)
   d. Draft interview guide (1 point)
   e. Final interview guide (2 points)
   f. Focus group interview guide (2 points)
   g. Recruitment scripts (2 points)
   h. Consent forms (2 points)
   i. Codebook and code definitions (1 point)
   j. Interview transcripts (1 points)
   k. Coding of data (5 points)

3. Research Proposal (20 points): including your research question, literature review, scope conditions, research design, case(s), and data-gathering approach. IRB protocol, recruitment scripts, informed consent documents, and sample introductory/interview questions/topics (assignments d and e) MUST be presented as separate appendices.

4. Final Project (30 points): Over the course of one semester, students in PA5041 will learn the principles of qualitative research design and sampling, qualitative data collection and analysis by conducting their own research project individually or in small groups. They will produce a piece of original written research due at the end of the semester. Students will write a summary of literature on the topic, justify their research question and design, analyze relevant primary-source documentation, conduct fieldwork including interviews, and code and analyze data using NVivo software. The final written research project should demonstrate that results are the outcome of data analysis.
5. **Peer-evaluations:** there will be 3 peer-evaluations through the semester to assess, according to group members, how well individual team members are performing in the quality of the work they contribute to the research project, how collaborative and punctual they are. Individual points will be deducted to students who get low peer-evaluation marks.

See “Final Project” document on Moodle under Resources for a detailed description of the requirements for the final project.

*Yellow* in the syllabus denotes some item for GFS to figure out or clarify. *Green* denotes a research project component for you to complete.

**Grade-Point Equivalents**

- 100-95 points = A
- 94-90 points = A-
- 89-85 points = B+
- 84-80 points = B
- 79-75 points = B-
- 74-70 points = C+
- 69-65 points = C
- 64-60 points = C-
- 59-55 points = D

**Policies**

**Academic integrity:** Academic integrity is the pillar of teaching and learning. Students are expected to complete the assignments with honesty. Misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

“SCHOLASTIC DISHONESTY: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.” The full policy can be found at:

[http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html). Acts of scholastic dishonesty and plagiarism will be reported to the Office of Judicial Affairs (http://www.sja.umn.edu) and will result in a grade of “F” or “N” for the entire course. For more information regarding plagiarism, please consult the Universities policies and procedures at: [http://writing.umn.edu/tww/plagiarism/](http://writing.umn.edu/tww/plagiarism/). *If you have any questions regarding the expectations for a specific assignment or exam, please ask. We will be more than happy to discuss the elements and expectations at length.*

**Extensions:** This course requires that you manage your time well, keeping track of the assigned readings and attending lectures and lab sessions. Pay attention to the deadlines in the syllabus. In the interest of fairness to your colleagues, deadlines are firm and no late work will be accepted without a medical excuse.
Religious conflicts: Students may ask for reasonable and timely accommodations for religious observances. Please review the syllabus closely to determine if your religion will present scheduling conflicts with any of the assignments. You must inform the instructors of any conflicts within the first two weeks of the semester.

Accommodations: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services and their instructors for a confidential discussion of their individual need for academic accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612-626-1333 voice or TTY.

Mental Health and Stress Management: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Equity, Diversity, Equal Opportunity, and Affirmative Action: The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EQO_AA.html.

Weekly Reading and Course Schedule

Prior to the semester starting

Assignments
1. Read the syllabus, yes, every word.
2. Explore the University of Minnesota’s Institutional Review Board (IRB) website: http://www.research.umn.edu/irb/
3. Complete the online CITI training before the first class meeting. Plan at least 3 hours to complete the necessary trainings. This training is required to submit an IRB application; if you have already completed it for another purpose and your training records are up to date, you do not need to repeat it. Course available at the University of Minnesota’s IRB website: http://www.research.umn.edu/irb/training.html#.UqtJuOKmYlQ
4. You will be completing a research project from beginning to end: choosing a topic, formulating the research questions, designing the study, collecting the data, analyzing the
data and writing the final report. You will be completing the project in groups of 3. To facilitate project selection please arrive to the first day of class with one topic in mind. Topics that involve interviewing vulnerable populations will not be selected as possible topics (i.e. children, prisoners, individuals with cognitive challenges or mental health concerns).

Week 1

Day 1 (September 9) Introduction to Qualitative Methods and Epistemology

How do we know what we know, or how we think we know, and why should we care? What are qualitative methods? What are they good for? What types of questions can we ask? What kinds of answers will we get?

Required Readings

Assignment
Bring one research topic as a possible group project. Be ready to describe idea concisely. Groups of 3 will be formed by the end of class and lab next Wednesday.

Lab 1 (September 9) Literature Review, Concept Definition and Theory Refinement. Meet in Blegen 120.

What is a literature review and why is it important?

Required Readings

A note on this reading: the point of assigning it is not so you learn the minutiae of the theoretical debates in the field. The intent is for you to see an example of a literature review. It is an example of the “state of the debate” with regards to unpaid labor and
...caregiving and the care economy. Note the argumentation, where the fissures are in
the field, where fields come together.


Assignment

Begin to do the literature review on the topic by finding and reading at least 9 scholarly
articles and/or academic state-of-field reports (often produced by national or international
organizations such as IOM-Institute of Medicine, UN-United Nations, or the World
Bank). Do not delay this step as it is critical to stay on track with the project and with
IRB application.

Jeffery Perkey from the UMN IRB Office will be presenting on research ethics next
Monday. Come to class with any questions you might have about completing an IRB for
your research topic. What are potential ethical challenges in your research? What type of
review is most suited for your project?

Week 2

Day 1 (September 14) Research Ethics, Human Subjects, and the IRB

Guest: Jeffrey Perkey, IRB Compliance Officer, University of Minnesota

Required Reading

1. GFS GIA research proposal 2007
2. GFS GIA IRB protocol 2008
3. GFS GIA Recruitment script 2008
4. GFS GIA informed consent 2008
5. GFS GIA Waiver of documentation of consent 2008

Assignment

Memo 1: upload a 200 word memo that details your research question, scope, concepts,
and assumptions by September 15 at 5 pm

Note: all submissions are group submissions. Moodle will accept submissions from any
group member, so designate one person to do this. Grades will be assigned to the project
and should be reflected in each individual’s grade book.

Day 2 (September 16) Theoretical Orientations and Design Approaches in
Qualitative Inquiry

In-Class Exercise

Workshop memos

Required Reading

Five Approaches.” Los Angeles: Sage. Chapter 4: “Five Qualitative Approaches to
Inquiry”
Assignment
Gather articles and begin reading and taking notes for your literature review. Coordinate with your group to make sure you are looking at different articles.

Lab 2 (September 16) Project Brainstorming, & literature search, citations, bibliography, MCM, Introduction to NVivo software. Meet in room HHH 85.

Required Reading

Required Watching Before lab
3. Watch 1st: https://www.youtube.com/watch?v=7bLZ7fqSEEc
4. Watch 2nd: https://www.youtube.com/watch?v=oelXFnJ-7Ms

Optional Resource
5. https://www.youtube.com/watch?v=O-C0XNXuBSM&list=PLNjHMRgHS4Fe013s7B6eyBBSNeGOP4f7T&feature=c4-overview-vl
6. This link takes you to the NVivo 10 eDemo that is 44 minutes long. The narrator of the eDemo takes you through all the functions of NVivo.

Please bring a few digital copies to the lab of your literature review articles.

A note on using PDFs in NVivo: PDFs that are created by scanning paper documents may contain only images—each page is a single image. If you import the PDF into NVivo, you will find that there is no text in the page to select, code or query. You can select and code regions of the page, however you are coding an image selection and you cannot use Text Search or Word Frequency queries to explore the text. If you prefer to work with text (rather than images of text), then you should consider using optical character recognition (OCR) to convert the scanned images to text (before you import the PDF files into NVivo).

Required reading and in-Class Exercise
Read all memos before class and be ready to refine them in workshop-fashion. Bring 3 copies of your memo.

Week 3
Day 1 (September 21) Research Design and Sampling

Required Reading

In-class exercise
Design and sampling exercises

Assignment
Memo 2 due by 5pm September 22

Day 2 (September 23) Conceptual Framework, Formulating Research Questions, Thinking about Policy Implications

Required Reading

2. Draft individual visual conceptual frameworks of your research problem. This will help you refine your research question. Complete by September 23. You are responsible for printing your own personal copy for class.

Lab 3 (September 23) Meet in Blegen 120.

Assignment
1. Read all memos and be ready to workshop them during lab time. You are submitting in a forum so you will be able to see other group submissions. Please upload as a word document instead of copy and pasting into the forum.
2. Upload individual peer review evaluation #1 into moodle.
3. Continue working on your literature review.

Week 4

Day 1 (September 28) Components of a Research Proposal, Sampling II

Required Reading Before Class:
2. GFS IDREAM Proposal (with subject headings removed)

Bring a printed copy of a digital version of GFS IDREAM proposal (with subject headings REMOVED). *Pay attention to how the literature review fits with the conceptual framework, and with the research questions.*

In-class exercises
1. Identify the different components of the IDREAM research proposal. Place labels.

Assignment
Memo 3: upload into moodle revised and finalized research questions by September 30 by 9am
Day 2 (September 30) Sampling II cont’d and Recruitment

Required Reading

Lab 4 (September 30) Prepare IRB protocol. Meet in Blegen 120.
**Make sure at least one group member brings their laptop to class to work on your IRB**

Required Reading
1. GFS IDREAM March 17 2014 IRB protocol application
2. GFS IDREAM December 9 2014 IRB protocol change
3. GFS IDREAM June 22 2015 IRB protocol change

Read before class and bring to class the IRB’s social and behavioral sciences application form.

In class time will be devoted to finishing the IRB protocol. By the end of class IRB should be ready to be submitted. GFS and MCM will be available to answer questions about filling out the forms.

Week 5
Day 1 (October 5) Gaining Access, Building Trust, and Conducting Field Research.

Required Reading

At the end of class:
1. By 6 pm Monday October 5 all groups will have completed their protocol and all appendices to IRB for review and will have submitted it to the IRB. This includes (1) Consent forms, and (2) Recruitment Scripts, each worth 2 points. You will also need to include documentation of the completion of your CITI training, as required in the IRB application. Since I am your supervisor and technically responsible for the protocols, I need to be copied in all your correspondence to the IRB (irb@umn.edu), including the submission. Please note that the IRB will return to you correspondence where I am not included.

Day 2 (October 7) Research Ethics


Lab 5 (October 7) Meet in Blegen 120.
Lab time will be used to ask final questions and offer suggestions about project design. This will be student led. Come prepared with questions about design. Use the time to polish your ideas about design of your project.

Assignment
1. Submit on moodle an 800-1000 word research proposal covering your research question, relevant literature, scope conditions, sampling strategy, data gathering approach and recruitment of subjects. IRB protocol, informed consent documents, and sample introductory/interview questions/topics MUST be presented as separate appendices. **Upload to moodle by October 9th by 8am.**
2. Submit individual peer review evaluation #2 into moodle.

Week 6

Day 1 (October 12) Interview Methods I – Formal/Informal, Semi-Structured/Unstructured

Required Readings
3. GFS IDREAM Interview guide Feb 2015
4. GFS IDREAM Interview guide

Assignment
**No later than October 13 at 5 pm,** upload on moodle your draft interview guide and be ready to explain how you plan to identify and recruit study participants.

Day 2 (October 14) Interview Methods I – Formal/Informal, Semi-Structured/Unstructured

Required Readings
In–class exercise
Bring your printed copies of IDREAM research proposal and interview guide. Align conceptual framework and research questions with content areas in the interview guide.

Lab 6 (October 14) Meet in Blegen 120.
In-class exercise: workshop interview guides.

Contingent on having IRB approval begin recruiting subjects, scheduling interviews and conducting interviews with appropriate interviewees.

Week 7

Day 1 (October 19) Interview Methods II— Interpretive Interviewing
Guest speaker: Benjamin Capistrant, Assistant Professor, School of Public Health, University of Minnesota

Required Reading

Assignment
No later than October 20 at 5 pm, upload on moodle your final interview guide and be ready to explain your finalized study-participant recruitment strategy.

Day 2 (October 21)
Required Reading

In–class exercise: interviewing practice.
Bring your interview guide printed to class.

Lab 7 (October 21) Check in with GFS and MCM. Meet in Blegen 120.
Sign up ahead of time to check-in with GFS or MCM. Prepare questions you may have regarding your project: recruitment, interview guides.

Week 8

Day 1 (October 26) Interview Methods III – Focus Groups

Required Readings

Assignment
Upload to moodle a focus group interview guide no later than October 27 at 5pm.

Day 2 (October 28) Focus Group Interview Guide

In-class exercise
Workshop focus group interview guides

Required Reading

Lab 8 (October 28) Meet in Blegen 120.
Mock focus group interview (if time is short, mock during lab)

Week 9

Day 1 (November 2) Data Analysis—Discourse Analysis

Required Reading

Day 2 (November 4) Action Research
Guest speaker Lauren Martin
Required Reading

Lab 9 (November 4) NVivo Workshop #1: Introduction to NVivo. Meet in HHH 85.
In-class demonstration and exercise
Codebooks, Relationship between interview guide and codes, and Code one IDREAM transcript using the study’s codebook.

Required Reading
2. Peruse only: PTSD Codebook and First level Codebook definitions
3. Peruse only: IDREAM Codebook

Week 10
Day 1 (November 9) Ethnography and Participant Observation I
Required Reading

Day 2 (November 11) Data Analysis— Matrices and Contact Sheets
Required Reading
Week 11

Day 1 (November 16) Check in with GFS and MCM.
Use the time to recruit for interviews. GFS and MCM will be available in their offices to answer questions.

Day 2 (November 18) Auditability, Reflexivity

Required Reading

Lab 11 (November 18) NVivo Workshop #2. Meet in HHH 85.

In-class exercise
- Code IDREAM exercise
- Create a codebook
- Queries by group

Week 12

Day 1 (November 23) Organizations, Policy, and Discourse – Domestic Organizations and Community Engaged Research

Note: this week’s topics are a bit out of order to accommodate guest speakers schedule

Guest speaker: Professor Ryan Allen

Required Readings TBD
Assignment
1. Upload to moodle your code book and code definitions by November 23 by 5pm.
2. Upload interview transcripts on moodle by the end of the day if you have them. (This assignment deadline is soft, not hard)

Day 2 (November 25) On Discourse Analysis
Guest Speaker: Professor Alejandro Baer

Required readings TBD

Lab 12 (November 25) No Class

[Thanksgiving]

Week 13
Day 1 (November 30) No Class
Use time to recruit, conduct interviews, transcribe, or code (depending on where you are in the process). GFS and MCM will be available in their office to meet if you have questions.

Day 2 (December 2) Rapid (or Needs) Assessment Process
Required Readings

Assignment
Be ready to quickly debrief and bring final questions about your project for class discussion.

Lab 13 (December 2) Last Lab. NVivo Workshop #3: Attributes. Meet in HHH 85.

Week 14
Day 1 (December 7) Influencing Policy with Qualitative Research & Mixed Methods Research

Required Reading

Assignment
Data coding assignment completed in NVivo project file and uploaded to moodle by the end of class. This does not need to be uploaded to moodle, but rather saved in your team file on the T-drive.

Day 2 (December 9) Student Presentations

Lab 14 (December 9) Student Presentations. Room TBD

Week 15

Day 1 (December 14) Student Presentations

Day 2 (December 16) Student Presentations

Lab 15 (December 16) Student Presentations and Class Evaluation. Room TBD

Assignment
1. Upload in moodle your final research paper AND bring TWO copies to class for GFS and MCM.
2. Upload peer evaluation form #3 into moodle.
3. Close the study protocol: download Study Inactivation Request Form the form from the IRB website, fill it and send it to the IRB to close down the study. Remember to copy GFS in the email. Final grades will not be assigned until the protocol is closed with the IRB.
Schedule of Research Projects Milestones

This class requires that you manage your time well. The following dates are required due dates for the completion of the main components of the course. For the suggested deadlines, you may complete these tasks sooner if you wish, but it is strongly recommended that you do not complete them after the deadline listed for the task below.

<table>
<thead>
<tr>
<th>RESEARCH TASK</th>
<th>DEADLINE</th>
<th>REQUIRED/ SUGGESTED</th>
<th>PART OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo 1 research question, scope, concepts, assumptions</td>
<td>September 15 Week 2</td>
<td>Required</td>
<td>X</td>
</tr>
<tr>
<td>Memo 2 State of the debate on your project</td>
<td>September 22 Week 3</td>
<td>Required</td>
<td>X</td>
</tr>
<tr>
<td>Conceptual framework</td>
<td>September 23 Week 3</td>
<td>Required</td>
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<tr>
<td>Literature reviews complete</td>
<td></td>
<td>Suggested</td>
<td></td>
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<tr>
<td>Memo 3 Finalized research question, scope, concepts, assumptions</td>
<td>September 30 Week 4</td>
<td>Required</td>
<td>X</td>
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<td>IRB applications completed</td>
<td></td>
<td>Required</td>
<td></td>
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<td>Panels and exemptions</td>
<td>October 5 Week 5</td>
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<tr>
<td>Research design</td>
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<td>Suggested</td>
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<tr>
<td>Research proposal</td>
<td>October 9 Week 5</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Draft individual interview guide</td>
<td>October 13 Week 6</td>
<td>Required for some</td>
<td>X</td>
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<tr>
<td>Begin participant recruitment (contingent on IRB approval)</td>
<td>October 14 Week 6</td>
<td>Suggested</td>
<td></td>
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<tr>
<td>Final individual interview guide</td>
<td>October 20 Week 7</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Final focus group interview guide</td>
<td>October 27 Week 8</td>
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<tr>
<td>Draft individual interview guide</td>
<td>October 28</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Pilot interview with a friend</td>
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<td>Suggested</td>
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<tr>
<td>Conduct individual and/or focus group interviews (contingent on IRB approval)</td>
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<tr>
<td>Code book and code definitions</td>
<td>November 23 Week 12</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Interview transcripts complete and uploaded</td>
<td>November 23 Week 12</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Data coding assignment completed in NVivo project file</td>
<td>December 7 Week 14</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Final research report completed and uploaded</td>
<td>December 16 Week 15</td>
<td>Required</td>
<td>X</td>
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