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

Lecture/Discussion: Mondays and Wednesdays 1:00-2:15 p.m., HHH 60
Lab: Wednesday 2:30-3:45 p.m., HHH 85

Instructor: Lisa Gulya (“LG” in syllabus)
Office: Social Sciences 952
Office Hours: Monday 2:30-3:30 p.m., Wednesday 11-noon and by appointment
Email: guly0003@umn.edu

Teaching Assistant: Claire Psarouthakis (“CP” in syllabus)
Office: Humphrey Center _______
Office Hours: Monday 11:30-12:30 p.m., Wednesday 4-5 p.m.
Email: psaro001@umn.edu

Course readings, assignments, and syllabus were designed by Professor Greta Friedemann-Sanchez, with adjustments for fall 2016 with Instructor Lisa Gulya.

Overview
This course is designed to introduce students to qualitative research, from design, data collection and analysis to writing up and sharing results. It provides students with first-hand experience in the process. 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 with the instructor that consist of lectures, discussion, presentations, and practical training. The course also includes a weekly 75-minute lab with a teaching assistant (TA) to workshop the different components involved in research design, learn data analysis, and code data either 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.

Course Readings
Required readings are listed below by class and lab session. All readings are available electronically through the course website on Moodle. Printing out the articles and annotating the hard copies is recommended. The instructor and TA will ask questions about the readings in class and lab. Demonstrating an understanding of the readings and how they can inform the research project in progress is an important part of the participation grade.

Notes on NVivo:
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 help@umn.edu. For NVivo troubleshooting: QSR International Forum http://forums.qsrinternational.com/; QSR International on YouTube http://www.youtube.com/user/QSRInternational?feature=watch; and the “Help” function in the software itself. Consult these resources before seeking instructor or TA support with questions.

Option to Purchase NVivo:
NVivo 11 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 11 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. The cost is $132 for a one-year license. A 14-day free trial of NVivo 11 is available from the QSR International website at http://www.qsrinternational.com/products_free-trial-software.aspx.

Office Hours
To sign up for instructor office hours, go to Social Sciences 952 and select a time slot. Office hours will be broken into 15-minute segments; sign-up will be available two weeks in advance.

You do not need to sign up for office hours with the TA; however, please let her know ahead of time if you know you will be coming. Drop-ins always welcome.

Grading
The overall grade for the course will be based on the following assignments, totaling 100 points:

1. Class Participation (20 points): Elements of class participation include speaking during class and lab sessions (10 points) and commenting on assigned readings before each class meeting in Moodle forums (10 points).

Written participation on Moodle: For each class meeting with assigned readings, by 9 p.m. the night before class, submit a 100-word or 3-sentence post. In this post, attempt to summarize the main idea of the reading(s) you’re responding to, commenting on something you found surprising/thought-provoking, and how you might apply the ideas to your own project.

In-class participation: 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, the interpretations offered by the instructor or other students. If you don’t understand the material, asking questions is also a way of participating.

Absences and tardiness: 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. One absence is allowed for whatever reason; each additional absence from a class meeting or lab session will result in a one-point deduction from the overall course grade. Late arrivals are 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 all students, deadlines are firm and no late work will be accepted without a documented medical excuse.

2. Research Assignments (30 points)
   a. Memo 1: Research question, scope, concepts, assumptions (4 points)
   b. Memo 2: “State of the Debate” (literature review) 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 OR memo on why focus groups are not desirable or feasible for the project (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): The proposal will include 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 in groups of three. You 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, fieldwork
including interviews, and code and analyze data using NVivo. The final written research project should demonstrate that results are the outcome of data analysis.

5. **Peer Evaluations**: There will be three peer evaluations through the semester for group members to assess how well individual team members are performing in the quality of the work they contribute to the research project, including how collaborative and punctual they are. Individual points will be deducted from the grades of students who get critical peer evaluation and are found to have contributed less than their share to the project.

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

Green highlighting in the course schedule below denotes a due date for a project component.

**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, please ask. We will be more than happy to discuss the elements and expectations.

**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.**

**Disability 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. **You must inform the instructors of any need for accommodations within the first two weeks of the semester so a reasonable timeline can be established for successful completion of the course.** 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](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 the Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

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**Weekly Reading and Course Schedule**

**Prior to the semester starting**

**Assignments**

1. **Explore the University of Minnesota’s Institutional Review Board (IRB) website:** [http://www.research.umn.edu/irb/](http://www.research.umn.edu/irb/)
2. **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#.UqtJuOKmYIQ](http://www.research.umn.edu/irb/training.html#.UqtJuOKmYIQ)
3. **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 three.
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 7) 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. For the following class: Read the syllabus completely and review assignments and deadlines.*

**Lab 1 (September 7) Literature Review, Concept Definition and Theory Refinement. Meet in HHH 60.**

*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 nine 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 12) 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 13 at 5 p.m.

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 14) Theoretical Orientations and Design Approaches in Qualitative Inquiry

In-Class Exercise
Workshop memos

Required Reading

Assignment

Gather articles and begin reading and taking notes for the literature review. Coordinate with your group to make sure each person is reviewing different articles.
Lab 2 (September 14) Project brainstorming & literature search, citations, bibliography. Introduction to NVivo. Meet in HHH 85.

Required Reading

Required Watching Before Lab
3. Watch 1st: https://www.youtube.com/watch?v=RYpRvjiFl-pM
4. Watch 2nd: https://www.youtube.com/watch?v=oelXFnJ-7Ms (Note: this is for the previous version of the software.)

Optional Resource
5. https://www.youtube.com/watch?v=jL1_PnmtlYl
6. This link takes you to the NVivo 11 demo that is 38 minutes long. The narrator 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 a workshop setting. Bring three copies of your memo.

Week 3

Day 1 (September 19) Research Design and Sampling

Required Reading

In-class exercise
Design and sampling exercises
Assignment
Memo 2: “State of the Debate” (literature review) on your research topic. Upload by 5 p.m., September 20.

Day 2 (September 21) Conceptual Framework, Formulating Research Questions, Thinking about Policy Implications

Required Reading

Assignment:
Draft individual visual conceptual frameworks of your research problem. This will help you refine your research question. Complete by September 21. You are responsible for printing your own personal copy for class.

Lab 3 (September 21) Meet in HHH 85.

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 26) 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 revised and finalized research questions to Moodle by September 28 by 9 a.m.
Day 2 (September 28) Sampling II cont’d and Recruitment

Required Reading

Lab 4 (September 28) Prepare IRB protocol. Meet in HHH 85.
**Make sure at least one group member brings a laptop to class to work on the IRB protocol**

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 3) Gaining Access, Building Trust, and Conducting Field Research.

Required Reading

At the end of class:
1. For groups completing individual IRBS: By 6 p.m. on Monday, October 3 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 correspondence where I am not cc’ed.)

Day 2 (October 5) Research Ethics
3. Reading TBD, critiques of ethnography On the Run
4. Code of Ethics, critiques of ethnography On the Run
   http://www.asanet.org/membership/code-ethics

**Lab 5 (October 5) Meet in HHH 85.**
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. Each group must submit to 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 7th by 8 a.m.**
2. Submit individual peer review evaluation #2 on Moodle.

**Week 6**

**Day 1 (October 10) 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 11 at 5 p.m.,** upload your draft interview guide to Moodle and be ready to explain how you plan to identify and recruit study participants.

**Day 2 (October 12) 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 12) Meet in HHH 85.
In-class exercise: Workshop interview guides.

Contingent on having IRB approval (disregard if working within the bounds of the class IRB exemption) begin recruiting subjects, scheduling interviews and conducting interviews with appropriate interviewees.

Week 7
Day 1 (October 17) Interview Methods II—Interpretive Interviewing
Guest speaker (tentative): Benjamin Capistrant, Assistant Professor, School of Public Health, University of Minnesota

Required Reading

Assignment
By October 18 at 5 p.m., upload the final interview guide to Moodle and be ready to explain your finalized recruitment strategy for participants.

Day 2 (October 19)
Required Reading


In-class exercise: interviewing practice.
Bring your printed interview guide to class.
Lab 7 (October 19) Group check-ins with LG and CP. Meet in HHH 85.
Sign up ahead of time to check-in with the instructor or TA. Prepare questions you may have regarding your project’s recruitment and interview guides.

**Week 8**

**Day 1 (October 24) Interview Methods III – Focus Groups**

**Required Readings**


**Assignment**

Upload the focus group interview guide OR justification for forgoing focus groups to Moodle no later than October 25 at 5 p.m.

**Day 2 (October 26) Focus Group Interview Guide**

**In-class exercise**

Workshop focus group interview guides

**Required Reading**


**Lab 8 (October 26) Meet in HHH 85.**

Conduct a mock focus group interview (if time is short, mock during lab)

**Week 9**

**Day 1 (October 31) Data Analysis—Discourse Analysis**

**Required Reading**

Day 2 (November 2) Participatory Action Research

Guest speaker TBD

Required Reading (tentative—may change depending on guest speaker’s research area)

Lab 9 (November 2) 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. Skim: PTSD Codebook and first-level codebook definitions
3. Skim: IDREAM Codebook

Week 10

Day 1 (November 7) Ethnography and Participant Observation I

Required Reading

Day 2 (November 9) Data Analysis—Matrices and Contact Sheets

Required Reading
3. GFS IDREAM Interviews Sampling Matrix April 10 2015
4. GFS IDREAM 2015 Contact Sheet and Memos
5. FACES 2010 Interview log #3
6. IPVCO LAW 2015 Interview log 2

**Lab 10 (November 9) Check in with LG and CP.**
Sign up ahead of time to check-in with the instructor or TA in their offices with questions you may have regarding your project. Otherwise, use the time to recruit for interviews.

**Week 11**

**Day 1 (November 14) Check-ins, continued.**
Use the time to recruit for interviews. GFS and MCM will be available in their offices to answer questions.

**Day 2 (November 16) Auditability, Reflexivity**

**Required Reading**

**Lab 11 (November 16) NVivo Workshop #2. Meet in HHH 85.**

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

**Week 12**

**Day 1 (November 21) 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 codebook and code definitions to Moodle by **November 21 at 5 p.m.**
2. Upload interview transcripts to Moodle by the end of the day if you have them. (This assignment deadline is suggested, not hard.)

Day 2 (November 23) On Discourse Analysis
Guest Speaker: Professor Alejandro Baer

Required readings TBD

Lab 12 (November 23) No Class

[Thanksgiving]

Week 13

Day 1 (November 28) No Class
Use time to recruit, conduct interviews, transcribe, or code (depending on where you are in the process). LG and CP will be available in their office to meet to answer questions for groups who sign up for a time slot by November 23.

Day 2 (November 30) Rapid (or Needs) Assessment Process

Required Readings

Assignment
Be ready to briefly check in and bring final questions about your project for class discussion.

Lab 13 (November 30) Final Lab. NVivo Workshop #3: Attributes. Meet in HHH 85.

Week 14
Day 1 (December 5) Influencing Policy with Qualitative and Mixed Methods Research

Required Reading

Assignment
Complete data coding assignment in NVivo project file and saved in your team file on the T-drive by the end of class.

Day 2 (December 7) Student Presentations

Lab 14 (December 7) Student Presentations. Room TBD

Week 15

Day 1 (December 12) Student Presentations

Day 2 (December 14) Student Presentations

Lab 15 (December 14) Student Presentations and Class Evaluation. Room TBD

Assignments:
1. Upload the final research paper to Moodle AND bring TWO copies to class for LG and CP.
2. Upload peer evaluation form #3 to Moodle.
3. For those who completed an individual IRB: close the study protocol. Download the Study Inactivation Request Form from the IRB website, fill it out, and send it to the IRB to close down the study. Remember to copy LG 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 13 Week 2</td>
<td>Required</td>
<td>X</td>
</tr>
<tr>
<td>Memo 2 State of the debate on your project</td>
<td>September 20 Week 3</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Conceptual framework</td>
<td>September 21 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 28 Week 4</td>
<td>Required</td>
<td>X</td>
</tr>
<tr>
<td>IRB applications completed</td>
<td>October 3 Week 5</td>
<td>Required</td>
<td></td>
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<tr>
<td>Research design</td>
<td></td>
<td>Suggested</td>
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<tr>
<td>Research proposal</td>
<td>October 7 Week 5</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Draft individual interview guide</td>
<td>October 11 Week 6</td>
<td>Required for some</td>
<td>X</td>
</tr>
<tr>
<td>Begin participant recruitment (contingent on IRB approval)</td>
<td>October 12 Week 6</td>
<td>Suggested</td>
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<tr>
<td>Final individual interview guide</td>
<td>October 18 Week 7</td>
<td>Required</td>
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<tr>
<td>Final focus group interview guide</td>
<td>October 25 Week 8</td>
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<tr>
<td>Draft individual interview guide</td>
<td>October 26</td>
<td>Required</td>
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<tr>
<td>Pilot interview with a friend</td>
<td></td>
<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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<td>Suggested</td>
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<tr>
<td>Code book and code definitions</td>
<td>November 21 Week 12</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Interview transcripts complete and uploaded</td>
<td>November 21 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 5 Week 14</td>
<td>Required</td>
<td>X</td>
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<tr>
<td>Final research report completed and uploaded</td>
<td>December 14 Week 15</td>
<td>Required</td>
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