

SOWK 770
INTRODUCTION TO QUALITATIVE AND MIXED RESEARCH METHODS

SPRING 2017

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Day/Time: Tuesdays, 1:00 to 3:50pm

I. COURSE DESCRIPTION

The objective of this course is to provide an overview of the use of qualitative and mixed methods in social, clinical and health services research. The course is divided into three components:

1. Reasons for using qualitative and mixed methods, criteria for their use in scientific research, and strategies for development of research questions and designs;
2. The pragmatics of conducting different types of qualitative methods (e.g. grounded theory, case study, thematic and content analysis) using different types of data collections: ethnographic participant observation, open-ended and semi-structured interviews, and focus groups; and
3. Case studies of the use of these methods in social, clinical and health services research.

II. COURSE OBJECTIVES

Upon completion of the course, students will be able:

1. To identify the rationale for using qualitative methods in social work research.
2. To identify the types of mixed method designs and the procedures for selecting a particular design to meet study aims and objectives.
3. To explain the procedures used to integrate quantitative and qualitative methods in a single study.
4. To describe and apply the standards for assessing the quality of qualitative methods.
5. To describe and apply principles of sampling and recruitment of study participants
6. To describe and apply principles of obtaining informed consent and adhering to ethical guidelines for data collection and management.
7. To engage in participant observation.
8. To analyze qualitative data including field notes and interview transcripts.
9. To analyze qualitative data, using techniques such as grounded theory, case study, thematic and context analysis.
10. To understand the benefits/challenges of using qualitative analysis software programs.
11. To understand and apply guidelines for presentation of qualitative data in manuscripts and presentations.

III. COURSE FORMAT

Three primary learning modalities will be used: 1) didactic presentation by the instructor, 2) case analysis and class discussion, and (3) in-class exercises and small group activities. On a rotating basis, students will be responsible for selecting an assigned reading and leading the class presentation and discussion on that reading.

IV. COURSE EVALUATION AND GRADING

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Class grades will be based on the following:

- 93 – 100 A
- 90 – 92 A-
- 87 – 89 B+
- 83 – 86 B
- 80 – 82 B-
- 77 – 79 C+
- 73 – 76 C
- 70 – 72 C-

Your grade will be based on the following:

1. **CLASS ATTENDANCE AND PARTICIPATION (25%).** Attendance and active participation at all class meetings is critical for a successful seminar course. Each week, students are expected to have read and thoughtfully analyzed all assigned readings prior to class, and to participate in discussion and in-class activities. Students should come prepared to class with a list of questions, reactions, and discussion points on the assigned reading. Throughout the semester, students will be asked present on required reading and will be expected to: (1) present/explain the study (e.g. background, significance, design, findings); (2) discuss how it relates to other articles we have previously discussed and/or were assigned for that week; (3) provide critical analysis; and (4) explain how the study informs the student's research agenda.
2. **HOMEWORK ASSIGNMENTS (20%)** Students will be required to complete two homework assignments. The first assignment will be data coding due week 7, or February 23. The second assignment is to conduct a minimum of one hour of participant observation in which you take field notes that you will bring to share with the class. Observation should be done in a public place (e.g., restaurant, campus quad, coffee shop, etc). Assignment 2 is due week 8, or March 2.
4. **FINAL PAPER (50%).** Final papers should be doubled spaced and between 10 and 12 pages in length, not counting tables, figures, supplementary materials, and references. The paper should take the form of a research proposal using qualitative methods, either alone or in combination with a quantitative design. The proposal should focus on a topic of your own choosing. The proposal should include a specific hypothesis or question to

be answered, your rationale for conducting the study, and a description of how the study would be conducted. Students should have ample opportunity and are encouraged to ask questions throughout the semester related to their research proposal.

V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND GUIDELINES

Students are expected to attend class sessions, complete all reading assignments, participate in class discussions and activities, submit work on the date and time specified by the instructor, and contribute to an atmosphere of mutual respect and civil discourse.

VII. REQUIRED TEXTBOOKS

***Cresswell, J. W., Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*, 2nd ed. Thousand Oaks, CA: Sage.**

***Padgett, D. K. (2012) *Qualitative and Mixed Methods in Public Health*. Thousand Oaks, CA: Sage.**

RECOMMENDED TEXTBOOKS

Boyatzis, R.E. (1998). *Transforming Qualitative Information: Thematic Analysis and Code Development*. Thousand Oaks: SAGE.

Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. Thousand Oaks, CA: Sage.

Crabtree, B.F. & Miller, W.L. (1999). *Doing Qualitative Research*. Thousand Oaks, CA: Sage.

Kreuger, R. A., & Casey, M. A. (2009). *Focus groups: A practical guide for applied research*, 4th ed. Thousand Oaks, CA: Sage. (Chapters 1-5; pp 1-106)

Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.

Richards, L. (2009). *Handling qualitative data: A practical guide*, 2nd ed. Los Angeles: Sage.

Saldana, J. (2009). *The coding manual for qualitative researchers*. Los Angeles: Sage.

Seidman, I. (2005). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*, 3rd ed. New York: Teachers College Press.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research: Integrating qualitative and quantitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage.

Wolcott, H. F. (2001). *Writing up qualitative research*, 2nd ed.

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus City Center

MRF – Lot B Front of the building (12th & Olive)

SWC–LotB

WPH – McCarthy Quad Orange County Campus

VKC – McCarthy Quad Faculty Parking Lot

Skirball Campus

Front of building

Do not re-enter the building until given the "all clear" by emergency personnel.

COURSE OUTLINE AND ASSIGNMENTS

PART 1: QUALITATIVE METHODS

Week 1 (Jan 10): Introduction: What are qualitative methods and why do we use them

Topics:

- The “art” and “science” of qualitative methods
- Rationale for using qualitative designs and methods
- Examples of when qualitative methods are used in social, clinical and health services research

Required Readings:

Padgett Chaps 1-2 (T)

Suggested Reading:

Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23, 334-340.

Week 2 (Jan 17): Qualitative Research Questions and Study Designs

Topics:

- Linking Methods to Aims
- Types of Research Questions
- The Use of Theory
- Design and Methods Decisions

Required Readings:

Padgett, Chap 4, pages 65-72(T)

Padgett, D. K. (2007). There's no place like (a) home: Ontological security among persons with serious mental illness in the United States. *Social Science & Medicine*, 64(9), 1925-1936.

Palinkas, L.A., Criado, V., Fuentes, D., Shepherd, S., Milian, H., Folsom, D., & Jeste, D.V. (2007). Unmet needs for services for older adults with mental illness: Comparison of views of different stakeholder groups. *American Journal of Geriatric Psychiatry*, 15, 530-540.

Suggested Readings:

Knafl, K. A., & Deatrick, J. A. (2005). Top 10 tips for successful qualitative grantsmanship. *Research in Nursing and Health*, 28, 441-443.

Morse, J. M. (2003). A review committee's guide for evaluating qualitative proposals. *Qualitative Health Research*, 13, 833-851.

National Science Foundation. *Workshop on Scientific Foundations of Qualitative Research*. 2004.

Office of Behavioral and Social Sciences Research, *Qualitative Methods in Health Research: Opportunities and Considerations in Application and Review*. National Institutes of Health. Bethesda, MD. December 2001, NIH Publication No. 02-5046.

Week 3 (Jan 24): Sampling, Recruiting and Protecting Research Participants

Topics:

- Sampling of informants and other participants
- Recruiting
- Managing relationships with informants
- Ethics

Required Readings:

Padgett, Chap 4 & 5 (T)

Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing & Health*, 18, 179-183

Puri, S., Adams, V., Ivey, S. & Nachtigall, R.D. (2011). "There is such a thing as too many daughters, but not too many sons": A qualitative study of son preference and fetal sex selection among Indian immigrants in the United States. *Social Science & Medicine*, 72, 1169-1176.

Suggested Readings:

MacQueen, K. M., & Milstein, B. (1999). A systems approach to qualitative data management and analysis. *Field Methods*, 11(1), 27-39.

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analysis. *Quality & Quantity*, 41, 105-121.

Goldashani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8, 597-607.

Week 4 (Jan 31): Qualitative Interviewing and focus groups

Topics:

- Deciding what type of interview
- Number of interviews/implications for sample size
- Tips for maximizing interviewing

Required Readings:

Padgett, Chap 7 (T)

Henwood, B.F., Melekis, K., & Stefancic, A. (2014). Introducing Housing First in a Rural Service System: A Multistakeholder Perspective. *Global Journal of Community Psychology Practice*, 5(1), 1-13.

Sue, D. W., Capodilupo, C. M., & Holder, A. (2008). Racial microaggressions in the life experience of Black Americans. *Professional Psychology: Research and Practice*, 39(3), 329.

Suggested Readings:

Kreuger, R. A., & Casey, M. A. (2009). *Focus groups: A practical guide for applied research*, 4th ed. Thousand Oaks, CA: Sage. (Chapters 1-5; pp 1-106)

Hamilton, R.J. & Bowers, B.J. (2006). Internet recruitment and email interviews in qualitative studies. *Qualitative Health Research*, 16, 821-835.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press: New York. Chaps: 1, 2-, 4, 6, & 7

Cote-Arsenault, D., & Morrison-Beedy, D. (2005). Maintaining your focus in focus groups: Avoiding common mistakes. *Research in Nursing & Health*, 28, 172-179.

Gardner, S. K. (2008). Fitting the mold of graduate school: A qualitative study of socialization in doctoral education. *Innovation in Higher Education*, 33, 125-138.

Week 5 (Feb 7): Qualitative analysis – Grounded theory

- Grounded theory
 - Coding
 - Memo writing
 - Constant comparison
 - Saturation

Required readings:

Padgett, Chap 8 (T)

Padgett, D.K., Henwood, B., Abrams, C., & Davis, A. (2008). Engagement and retention in care among formerly homeless adults with serious mental illness: Voices from the margins. *Psychiatric Rehabilitation Journal*, 31(3), 226-233.

Wimpenny, P. & Gass, J. (2000) Interviewing in phenomenology and grounded theory: Is there a difference? *Journal of Advanced Nursing*, 31(6), 1485–1492

Recommended:

Charmaz, Chapters 3, 4, 5, 8

Week 6 (Feb 14): Qualitative analytic approaches

*In-class coding exercise w/coding assignment

Topics:

- Coding data
- Content & Thematic analysis

Required readings:

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15, 1277-1288.

MacQueen, K. M., McLellan, E., Kay, K., & Milstein, B. (1998). Codebook development for team-based qualitative analysis. *Cultural Anthropology Methods*, 10(2), 31-36.

Other Readings:

Bowen, G. (2008) Naturalistic inquiry and the saturation concept: A research note. *Qualitative Research*, 8(1), 137-152

Horton, E. G., & Hawkins, M. (2010). A content analysis of intervention research in social work doctoral dissertations. *Journal of Evidence-Based Social Work*, 7, 377-386.

Primack, B. A., Salton, M. A., Carroll, M. V., Agarwal, A. A., & Fine, M. J. (2008). Content analysis of tobacco, alcohol, and other drugs in popular music. *Archives of Pediatric and Adolescent Medicine*, 162, 169-175.

Ryan, G. & Bernard, H.R. (2003). *Techniques to identify themes*. *Field Methods*, 15(1), 85-

109.

Weston, C., Gambell, T., Beauchamp, J., McAlpine, N., Wiseman, C., & Beauchamp, C. (2001). Analyzing interview data: the development and evolution of a coding system. *Qualitative Sociology*, 24(3), 381-400.

Drisko, J. Qualitative Software: A user's appraisal. [book chapter]

Gibbs, G. R. (2007). Media review: ATLAS/ti software to assist in the qualitative analysis of data. *Journal of Mixed Methods Research*, 1(1), 103-104.

Week 7 (Feb 21): Qualitative analysis – Case study

*Coding assignment due and observation assignment

- Case study
 - Case summaries
 - Data matrices

Required Readings:

Baillie, L., Gallini, A., Corser, R., Elworthy, G., Scotcher, A., & Barrand, A. (2014). Care transitions for frail, older people from acute hospital wards within an integrated healthcare system in England: a qualitative case study. *International journal of integrated care*, 14.

Padgett, D. K., Smith, B. T., Henwood, B. F., & Tiderington, E. (2012). Life course adversity in the lives of formerly homeless persons with serious mental illness: context and meaning. *American Journal of Orthopsychiatry*, 82(3), 421-430.

Felton, B. (2003). Innovation and implementation in mental health services for homeless adults: A case study. *Community Mental Health Journal*. 39(4), 309-322.

Suggested readings:

Greenhalgh, T., Hinder, S., Stramer, K., Bratan, T., & Russell, J. (2010). Adoption, non-adoption, and abandonment of a personal electronic health record: case study of HealthSpace. *BMJ* (online first), 1-11.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219-245.

Week 8 (Feb 28): The Ethnographic Study, Participant Observation, & formal ethnographic methods

*Observation assignment due

Topics:

- Objectivity and subjectivity in participation and observation
- Getting into the field
- Collecting and recording data

Required readings:

Padgett, Chap 6, pages 109-117 (T)

Duneier, M. (2000). *Sidewalk* (Appendix on Methods).

Suggested readings:

Mays N & Pope C (1995). Observational methods in health care settings. *BMJ* 311: 182-184.

Reeves, S., Cooper, A., & Hodges, B.D. (2008). Qualitative research methodologies: Ethnography. *BMJ* 337, 512-514.

- Blank Wilson, A. (2009). It takes ID to get ID: The new identity politics in services. *Social Service Review*, 111-132.
- Liebow, E. (1993). Appendix E: Research methods and writing. In: *Tell them who I am: The lives of homeless women*. New York: Penguin.
- Stanhope, V. (2012). The ties that bind: Using ethnographic methods to understand service engagement. *Qualitative Social Work*, 11(4), 412-430.
- Ware, N.C., Tugenberg, T., Dickey, B., & McHorney, C.A. (1999). An ethnographic study of the meaning of continuity of care in mental health services. *Psychiatric Services*, 50, 395-400.

Week 9 (March 7): Presenting and evaluating qualitative research

Required readings:

Padgett, Chap 9,10 and Appedix

Sandelowski, M. & Barroso, (2003). Writing the proposal for a qualitative research methodology project. *Qualitative Health Research*, 13, 781-820.

SPRING BREAK (No class March 14)

Week 10 (March 21): What are mixed methods and why use them?

Topics:

- Rationale for using mixed designs and methods
- Example of mixed methods

Required Readings:

Cresswell & Plano Clark, Chaps 1-2 (T)

Padgett, Chap 3 (T)

Suggested readings:

Bauer, M.C., & Wright, A.L. (1996). Integrating qualitative and quantitative methods to model infant feeding behavior among Navaho mothers. *Human Organization*, 55, 183-192.

Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1, 8-22.

Week 11 (March 28): Mixed Methods Research Questions and Study Designs

Required readings:

Cresswell & Plano Clark, Chaps 3 (T)

Gibson, J.D. & Hindin, M.J. (2008). "Having another child would be a life or death situation for her": Understand pregnancy termination among couples in Rural Bangladesh. *American Journal of Public Health*, 98, 1827-1832.

*Letter exchange with Gibson & Hindin, (2009) *AJPH*, 99, 774-775

Suggested readings:

Office of Behavioral and Social Sciences Research. *Best Practices for Mixed Methods Research in the Health Sciences*. National Institutes of Health. Bethesda, MD. 2011.

Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection, and analysis techniques in mixed-methods studies. *Research in Nursing & Health*, 23, 246-255.

Week 12 (Apr 4): Examples of Mixed Methods

Required readings:

Cresswell & Plano Clark, Chaps 5 (T)

Palinkas, L.A., Horwitz, S.M., Chamberlain, P., Hurlburt, M.S., & Landsverk, J. (2011). Mixed-methods designs in mental health services research: A review. *Psychiatric Services*, 62, 255-263.

Wittink, M. N., Barg, F. K., & Gallo, J. J. (2006). Unwritten rules of talking to doctors about depression: integrating qualitative and quantitative methods. *The Annals of Family Medicine*, 4(4), 302-309.

Recommended:

Myers, K. K., & Oetzel, J. G. (2003). Exploring the dimensions of organizational assimilation: Creating and validating a measure. *Communication Quarterly*, 51(4), 438-457.

Week 13 (Apr 11): Conducting Mixed Methods

Required readings:

Cresswell & Plano Clark, Chap 6 & 7 (T)

Gilmer, T. P., Katz, M. L., Stefancic, A., & Palinkas, L. A. (2013). Variation in the Implementation of California's Full Service Partnerships for Persons with Serious Mental Illness. *Health services research*, 48(6pt2), 2245-2267.

Brady, B., & O'Regan, C. (2009). Meeting the Challenge of Doing an RCT Evaluation of Youth Mentoring in Ireland A Journey in Mixed Methods. *Journal of Mixed Methods Research*, 3(3), 265-280

Suggested reading:

Henwood, B.F., Katz, M. & Gilmer, T. (2014). Aging in place within permanent supportive housing. *International Journal of Geriatric Psychiatry*. Advance online publication. doi: 10.1002/gps.4120

Week 14 (April 18): Photo-voice, photo-elicitation, and participatory methods

Required readings:

Cabassa, L. J., Parcesepe, A., Nicasio, A., Baxter, E. Tsemberis S. & Lewis-Fernández, R., (2012). Health and wellness photovoice project: Engaging consumers with serious mental illness in health care intervention. *Qualitative Health Research*.

Cooper, C. M., & Yarbrough, S. P. (2010). Tell me—show me: Using combined focus group and photovoice methods to gain understanding of health issues in rural Guatemala. *Qualitative Health Research*, 20(5), 644-653.

Padgett, D. K., Smith, B. T., Derejko, K. S., Henwood, B. F., & Tiderington, E. (2013). A Picture Is Worth...? Photo Elicitation Interviewing With Formerly Homeless Adults. *Qualitative health research*, 23(11), 1435-1444.

Suggested readings:

- Catalani, C., & Minkler, M. (2010). Photovoice: A review of the literature in health and public health. *Health Education & Behavior*, 37(3), 424-451.
- Wang, C. (1999). Photovoice: A Participatory Action Research Strategy Applied to Women's Health. *Journal of Women's Health*, 8(2), 185-191.
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369-387.
- Yi, J., & Zebrack, B. (2010). Self-portraits of families with young adult cancer survivors: Using photovoice. *Journal of psychosocial oncology*, 28(3), 219-243.

Week 15 (April 25): Course summary and student research agendas.

Final: Qualitative Research Proposal

The final proposal should be 10-12 pages long, double-spaced, 12-pt font, 1 inch margins. Parts I-III should be ready for class discussion by Feb 12th. Additional sections will be discussed thereafter. The complete proposal will be due in the last class. Follow the outline and suggested page limits below.

I. Introduction/Background to the Study (1-2 pgs). This is not an exhaustive literature review but must cite enough literature to delineate the proposed study and establish the need for it. Be sure and include a rationale for qualitative methods—why they are needed. State which qualitative method(s) you will use.

II. Research Questions/Specific Aims (1/2 to 1 pg). State the *general* questions guiding the study, then list 2 to 4 explicit research questions (you may substitute 2-4 specific aims or 'action goals' for the study research questions)

III. Theoretical Frameworks Informing the Study (1 to 1 ½ pg). Describe the appropriate theories informing your study and their relevance.

IV. Research Design and Sampling (2 pgs). Is the study longitudinal or cross-sectional? Which qualitative method(s) will be used? What sampling techniques will be used? Inclusion/exclusion criteria? How many participants? How many interviews per participant? How and when will observational data be collected? Be very explicit.

V. Ethical Issues, Recruitment, Data Collection (2 pgs). How will you gain access to the study site and/or participants? What ethical issues need addressing and how will you do that? How will data be collected? transcribed? Include some sample questions you will ask and/or append an interview guide.

VI. Data Analysis Plans (1-2 pgs). Describe how you will analyze the data using specifics and terminology/citations appropriate to the method.

VII. Strategies for Rigor (1 pg). Which strategies will be used? How?