

SOWK 770
INTRODUCTION TO QUALITATIVE AND MIXED RESEARCH METHODS
SPRING 2021

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Location: ONLINE
Day/Time: Tuesdays, 1:00 to 3:50pm (one hour will be asynchronous)

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 two 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; and
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;

II. COURSE OBJECTIVES

Upon completion of the course, students will be able:

1. To identify the rationale for using qualitative methods in social science 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 conduct a semi-structured interview and focus group.
8. To engage in participant observation.

9. To analyze qualitative data including field notes and interview transcripts.
10. To analyze qualitative data, using techniques such as grounded theory, case study, thematic and context analysis.
11. To understand the benefits/challenges of using qualitative analysis software programs.
12. 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

Assignment	Due Date	% of Final Grade
Development and Practice Paper	Week 7 (Part 1) & Week 15 (Part 2)	10% 40%
Data Coding	Week 10	20%
Final presentation	Week 15	10%
Student-led presentations	Ongoing	10%
Class Participation	Ongoing	10%

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** (10%). 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.
2. **STUDENT LED READING PRESENTATIONS** (10%). Students will be required to give a presentation in class on one of the readings, focusing on the methods of the study, including strengths and weaknesses. Each student will be responsible for selecting a week in which to present a summary of an article assigned for that week. The goal of the presentation is to provide students with an in-depth exploration of a particular method through careful reading and peer interaction. Presentations should discuss and critically analyze the assumptions, methods, findings, and implications of research.
3. **DATA CODING** (20%)
Working with a colleague (can be a classmate or a co-coder in your program/lab), you will be undertaking the coding 6-page transcript. At the end of the process described below, you will write up a short reflection (approximately 2 pages) of the process. You will submit the codebook, coded transcript, and reflection. **Due Week #10 - March 16, 2021 (1pm PST)**
4. **PAPER PART 1** (10%): The goal of this assignment is to get you started in your thinking about the final paper and to provide you with initial feedback. For this assignment you should develop an outline of paper or proposal indicating specific aims, rationale, study participants, and study design. **Due Week #7 – February 23, 2021 (1pm PST)**

PAPER PART 2: FINAL PAPER (40%). Final papers should be double spaced and between 10 and 12 pages in length, not counting tables, figures, supplementary materials, and references. The paper should take the form of an empirical study or research proposal using qualitative methods, either alone or in combination with a quantitative design. The paper or proposal should focus on a topic of your own choosing. The paper, proposal or poster 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 paper, proposal or poster. **Due end of Week #15 - April 23, 2021 (11:59pm PST)**

5. **PRESENTATION OF PROPOSED RESEARCH PROJECT (10%).** Students will give a brief (10-15 minute) Powerpoint or Poster presentation of their proposed (or actual) research project. Format is flexible. **Due Week #15 (in class)**

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 that 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 (readings with a * in the syllabus are from the book)

1. Billups, F. D. (2020). *Qualitative data collection tools: Design, development, and applications*. Sage.
2. Creswell, J. W., Plano Clark, V. L. (2018). *Designing and conducting mixed methods research, 3rd ed.* Sage.

RECOMMENDED TEXTBOOKS

- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches, 4th edition*. Sage publications.
- Kreuger, R. A., & Casey, M. A. (2014). *Focus groups: A practical guide for applied research, 5th ed.* Thousand Oaks, CA: Sage.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis*. Sage.
- Richards, L. (2014). *Handling qualitative data: A practical guide, 3rd ed.* Sage.
- Saldana, J. (2021). *The coding manual for qualitative researchers, 4th ed.* 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.
- Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods, 3rd ed.* Sage Publications, Inc.
- 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. (2008). *Writing up qualitative research, 3rd ed.* Sage.

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

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

COURSE OUTLINE
PART 1: QUALITATIVE METHODS

Week #1 (January 12): 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 science research

Activities:

Lecture (asynch) | Discussion of course syllabus and assignments | Review of articles

Required Readings:

1. *Billings, F. D. (2020). The qualitative data collection cycle. In *Qualitative data collection tools: Design, development, and applications* (pp. 1-13). Sage.
2. Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3), 498-501.
3. Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3(9), 369-387.

Week #2 (January 19): Qualitative Research Questions and Study Designs

Topics: Linking methods to aims | Types of research questions | The use of theory | Design and methods decisions

Activities:

Lecture (asynch) | Student review of two journal articles | Develop checklist of who, what, when, where, and why qualitative methods

Required Readings:

1. Ayon, C. (2016). Talking to Latino children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. *Journal of the Society for Social Work and Research*, 7(3), 449-477.
2. *Billings, F. D. (2020). Using the research question to guide qualitative data collection too design. In *Qualitative data collection tools: Design, development, and applications*. Sage.
3. Korstjens, I & Albine Moser (2017). Context, research questions and designs. *European Journal of General Practice*, 23(1), 274-279.
4. Palinkas, L. A., Um, M. Y., Jeong, C. H., Chor, K. H. B., Olin, S., Horwitz, S. M., & Hoagwood, K. E. (2017). Adoption of innovative and evidence-based practices for children and adolescents in state-supported mental health clinics: A qualitative study. *Health Research Policy and Systems*, 15, 27 doi:10.1186/s12961-017-0190-z

Week #3 (January 26): Sampling, Recruiting and Protecting Research Participants

Topics: Sampling of informants and other participants | Recruiting | Managing relationships with informants | Ethics

Activities: Lecture (asynch) | Classroom exercise – matching sampling strategy with aims | Discussion – Assumptions about research participants | Review – IRB applications

Required Readings:

1. *Billings, F. D. (2020). Conducting the qualitative study: Researcher role, access, trustworthiness, and ethical concerns. In *Qualitative data collection tools: Design, development, and applications* (pp. 15-22). Sage.
2. Farrugia, B. (2019). WASP (write a scientific paper): Sampling in qualitative research. *Early Human Development*, 133, 69-71.
3. Guest, G., Namey, E., & McKenna, K. (2017). How many focus groups are enough? Building an evidence base for nonprobability sample sizes. *Field methods*, 29(1), 3-22.
4. Moser, A., & Korstjens, I. (2018). Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9-18.

Suggested Readings:

Hennink, M. M., Kaiser, B. N., & Weber, M. B. (2019). What influences saturation? Estimating sample sizes in focus group research. *Qualitative health research*, 29(10), 1483-1496.

Week #4 (February 2): Qualitative Interviewing

Topics: Deciding what type of interview | Number of interviews/implications for sample size | Tips for maximizing interviewing

Activities: Lecture (asynch) | Student review of two journal articles | Class exercise –interview guide building

Required Readings:

1. *Billings, F. D. (2020). Interview protocols. In *Qualitative data collection tools: Design, development, and applications* (pp. 36-85). Sage.
2. Drabble, L., Trocki, K. F., Salcedo, B., Walker, P. C., & Korcha, R. A. (2016). Conducting qualitative interviews by telephone: Lessons learned from a study of alcohol use among sexual minority and heterosexual women. *Qualitative Social Work*, 15(1), 118-133.
3. Miller, T. (2017). Telling the difficult things: Creating spaces for disclosure, rapport and 'collusion' in qualitative interviews. *Women's Studies International Forum*, 61, 81-86. Pergamon.
4. Roberts, T., & Bowers, B. (2015). How nursing home residents develop relationships with peers and staff: A grounded theory study. *International Journal of Nursing Studies*, 52(1), 57-67.

Week #5 (February 9): Focus Groups

Topics: Choosing focus groups as a data collection method | Number of focus groups/implications for sample size | Tips for maximizing focus groups

Activities: Lecture (asynch) | Student review of two journal articles | Class exercise –Focus group management

Required Readings:

1. *Billings, F. D. (2020). Focus group moderator guide. In *Qualitative data collection tools: Design, development, and applications* (pp. 96-131). Sage.
2. DuBois, L. Z., Macapagal, K. R., Rivera, Z., Prescott, T. L., Ybarra, M. L., & Mustanski, B. (2015). To have sex or not to have sex? An online focus group study of sexual decision making among sexually experienced and inexperienced gay and bisexual adolescent men. *Archives of Sexual Behavior, 44*(7), 2027-2040.
3. Lindsay, A. C., Greaney, M. L., Wallington, S. F., & Wright, J. A. (2017). Easier said than done: a qualitative study conducted in the USA exploring Latino family child care home providers as role models for healthy eating and physical activity behaviours. *BMJ Open, 7*(11):e018219. doi: 10.1136/bmjopen-2017-018219.

Suggested Readings:

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

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)

Week #6 (February 16): The Ethnographic Study, Participant Observation, Photo-voice and Participatory methods

Topics: Objectivity and subjectivity in participation and observation | Getting into the field | Collecting and recording data | Use of document data

Activities: Lecture (asynch) | Student review of 2 journal articles |

Required Readings

1. Aparicio, E. M., Kachingwe, O. N., Phillips, D. R., Jasczynski, M., Cabral, M. K., Aden, F., ... & Childers, C. (2020). "Having a baby can wait": Experiences of a sexual and reproductive health promotion program in the context of homelessness among Asian American, Native Hawaiian, and other Pacific Islander youth captured through photoVoice. *Qualitative Health Research, 1049732320964423*.
2. *Billings, F. D. (2020). Observation tools. In *Qualitative data collection tools: Design, development, and applications* (pp. 132-142). Sage.
3. Collins, A. B., Boyd, J., Hayashi, K., Cooper, H. L., Goldenberg, S., & McNeil, R. (2020). Women's utilization of housing-based overdose prevention sites in Vancouver, Canada: An ethnographic study. *International Journal of Drug Policy, 76*, 102641.

4. Morton, D., Bird-Naytowhow, K., Pearl, T., & Hatala, A. R. (2020). "Just because they aren't human doesn't mean they aren't alive": The methodological potential of photovoice to examine human-nature relations as a source of resilience and health among urban Indigenous youth. *Health & Place*, 102268.

Suggested Readings

- Orton, L., Ponsford, R., Egan, M., Halliday, E., Whitehead, M., & Popay, J. (2019). Capturing complexity in the evaluation of a major area-based initiative in community empowerment: what can a multi-site, multi team, ethnographic approach offer? *Anthropology & Medicine*, (1):48-64. doi: 10.1080/13648470.2018.1508639.
- Stanhope, V. (2012). The ties that bind: Using ethnographic methods to understand service engagement. *Qualitative Social Work*, 11(4), 412-430.
- 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.
- Palinkas LA, & Zatzick D. (2019) Rapid assessment procedure informed clinical ethnography (RAPICE) in Pragmatic clinical trials of mental health services implementation: Methods and applied case study. *Administration and Policy in Mental Health and Mental Health Services Research*, 46, 255-270. doi: /10.1007/s10488-018-0909-3
- Vindrola-Padros C, & Vindrola-Padros, B. (2018). Quick and dirty? A systematic review of the use of rapid ethnographies in healthcare organization and delivery. *BMJ Quality and Safety*, 27, 321-330.

Week #7 (February 23) Management of Qualitative Data

Topics: Organizing data | Computer assisted qualitative data management and analysis
[Paper Part 1 due]

Activities: Lecture (asynch) | Student review of 2 journal articles | Creating of a code book

Required Readings

1. Haskins Lisle, A., Merenda, C., & Gabbard, J. (2020). Using affinity diagramming to generate a codebook: a case study on young military veterans and community reintegration. *Qualitative Research*, 20(4), 396-413.
2. Hemmler, V. L., Kenney, A. W., Langley, S. D., Callahan, C. M., Gubbins, E. J., & Holder, S. (2020). Beyond a coefficient: an interactive process for achieving inter-rater consistency in qualitative coding. *Qualitative Research*, 1468794120976072.
3. O'Connor, C., & Joffe, H. (2020). Intercoder reliability in qualitative research: debates and practical guidelines. *International Journal of Qualitative Methods*, 19, 1609406919899220.
4. Roberts, K., Dowell, A., & Nie, J. B. (2019). Attempting rigour and replicability in thematic analysis of qualitative research data; a case study of codebook development. *BMC Medical Research Methodology*, 19(1), 66.

Week #8 (March 2) Qualitative analysis I

Topics: Qualitative analytic strategies | Grounded theory | Phenomenological analyses

Activities: Lecture (asynch) | Student review of two journal articles | Coding exercise part 1.

Required Readings:

1. Carroll, A., Chan, D., Thorpe, D., Levin, I., & Bagatell, N. (2020). A Life Course Perspective on Growing Older With Cerebral Palsy. *Qualitative Health Research*, 1049732320971247.
2. Hancock, Mary E., et al. (2016). Focus group data saturation: A new approach to data analysis. *The Qualitative Report*, 21, 2124-2130.
3. Howard, B. N., Van Dorn, R., Myers, B. J., Zule, W. A., Browne, F. A., Carney, T., & Wechsberg, W. M. (2017). Barriers and facilitators to implementing an evidence-based woman-focused intervention in South African health services. *BMC Health Services Research*, 17(1), 746.
4. Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). Two strategies for qualitative content analysis: An intramethod approach to triangulation. *Qualitative health research*, 28(5), 824-831.

Suggested Readings

Watkins, D. C. (2017). Rapid and rigorous qualitative data analysis: The “RADaR” technique for applied research. *International Journal of Qualitative Methods*, 16(1), 1609406917712131.

Week #9 (March 9): Qualitative analysis II

Topics: Coding data | Thematic analysis

Activities: Lecture (asynch) | Coding exercise part 2.

Required Readings:

1. Benveniste, S., Goldzweig, G., & Jacoby, R. (2020). Illness narratives through the eyes of parents of children with end-stage renal disease. *Qualitative Health Research*, 30(12), 1798-1806.
2. Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying thematic saturation in qualitative data analysis. *Field Methods*, 30(3), 191-207.
3. Morgan, D. L., & Hoffman, K. (2018). A system for coding the interaction in focus groups and dyadic interviews. *The Qualitative Report*, 23(3), 519-531.
4. Ruggiano, N., & Perry, T. E. (2019). Conducting secondary analysis of qualitative data: Should we, can we, and how?. *Qualitative Social Work*, 18(1), 81-97.

Week #10 (March 16): Qualitative analysis III [Data coding assignment due]

Topics: Coding data | Content analysis

Activities: Lecture (asynch) | Use of content analysis | In-class coding exercise part 3.

Required Readings:

1. Bingaman, J. (2020). "Dude I've Never Felt This Way Towards a Celebrity Death": Parasocial Grieving and the Collective Mourning of Kobe Bryant on Reddit. *OMEGA-Journal of death and dying*, 0030222820971531.
2. Brooks, M., Wolfgang, J., Adams, J., Armstrong, N., & Cassidy, R. (2020). Using Rap Music to Better Understand African American Experiences. *Journal of Creativity in Mental Health*, 1-17.
3. Drioli-Phillips, P. G., Oxlad, M., Feo, R., Scholz, B., & LeCouteur, A. (2020). "I Feel Abused by My Own Mind": Themes of Control in Men's Online Accounts of Living With Anxiety. *Qualitative Health Research*, 30(13), 2118-2131.
4. Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). Two strategies for qualitative content analysis: An intramethod approach to triangulation. *Qualitative health research*, 28(5), 824-831.

Suggested Readings:

- Caplan, M. A., & Purser, G. (2019). Qualitative inquiry using social media: A field-tested example. *Qualitative Social Work*, 18(3), 417-435.
- Cavazos-Rehg, P. A., Krauss, M. J., Sowles, S., Connolly, S., Rosas, C., Bharadwaj, M., & Bierut, L. J. (2016). A content analysis of depression-related tweets. *Computers in human behavior*, 54, 351-357.
- Friese, S., Soratto, J., & Pires, D. (2018). Carrying out a computer-aided thematic content analysis with ATLAS. ti.
- Kane H, Hinnant L, Day K, Council M, Tzeng J, et al. (2017). Pathways to program success: a qualitative comparative analysis (QCA) of Communities Putting Prevention to Work case study programs. *Journal of Public Health Management and Practice*, 23, 104-111.
- Kim, H., Jang, S. M., Kim, S. H., & Wan, A. (2018). Evaluating sampling methods for content analysis of Twitter data. *Social Media+ Society*, 4(2), 2056305118772836.

Part II: MIXED METHODS

Week #11 (March 23): What are mixed methods and why use them?

Topics: Rationale for using mixed designs and methods | Example of mixed methods

Activities: Lecture (asynch) | Discussion of student opportunities to use mixed methods

Required Readings:

1. *Creswell, J. W., & Plano Clark, V. L. (2018). The nature of mixed methods research. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 1-20)
2. *Creswell, J. W., & Plano Clark, V. L. (2018). The foundations of mixed methods research. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 21-49)
3. Lakshmanan, A., Kubicek, K., Williams, R., Robles, M., Vanderbilt, D. L., Mirzaian, C. B., ... & Kipke, M. (2019). Viewpoints from families for improving transition from NICU-to-home for infants with medical complexity at a safety net hospital: a qualitative study. *BMC Pediatrics* 19, 223 <https://doi-org/10.1186/s12887-019-1604-6>.

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.
- Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in the social and behavioral sciences* (pp. 3–50). Thousand Oaks, CA: Sage.

Week #12 (March 30): Mixed Methods Research Questions and Study Designs

Topics: Rationale for using mixed designs and methods | Example of mixed methods

Activities: Lecture (asynch) | Student review of 2 journal articles | Breakout groups to design a mixed method study | Breakout group reports

Required readings:

1. *Creswell, J. W., & Plano Clark, V. L. (2018). Core mixed methods designs. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 51-99).
2. *Creswell, J. W., & Plano Clark, V. L. (2018). Complex applications of core mixed methods designs. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 101-141)
3. Fredricks, J. A., Hofkens, T., Wang, M. T., Mortenson, E., & Scott, P. (2018). Supporting girls' and boys' engagement in math and science learning: A mixed methods study. *Journal of Research in Science Teaching*, 55(2), 271-298.
4. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. E. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health*, 42, 533-544. doi: 10.1007/s10488-013-0528-y.

Suggested Readings:

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

Palinkas, L. A., & Cooper, B. R. (2018). Mixed methods evaluation in dissemination and implementation science In R. C. Brownson, G. A. Colditz & E.K. Proctor (Eds.), *Dissemination and implementation research in health: Translating science to practice* (2nd ed.). (pp, 335-353). New York: Oxford University Press.

Week #13 (April 6): Examples of Mixed Methods

Topics: Rationale for using mixed designs and methods | Example of mixed methods

Activities: Lecture (asynch) | Student review of 2 journal articles | Classroom discussion of criteria for determining quality and value of mixing methods

Required Readings:

1. *Creswell, J. W., & Plano Clark, V. L. (2018). Introducing a mixed methods study. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 143-172).
2. Guetterman, T. C., & Fetters, M. D. (2018). Two methodological approaches to the integration of mixed methods and case study designs: a systematic review. *American Behavioral Scientist, 62*(7), 900-918.
3. Odden, S., Landheim, A., Clausen, H., Stuen, H. K., Sverdvik-Heiervang, K., & Ruud, T. (2019). Model fidelity and team members' experiences of assertive community treatment in Norway: A sequential mixed-methods study. *International Journal of Mental Health Systems 13*, 65 <https://doi.org/10.1186/s13033-019-0321-8>.
4. McGinty, E. E., Kennedy-Hendricks, A., Linden, S., Choksy, S., Stone, E., & Daumit, G. L. (2018). An innovative model to coordinate healthcare and social services for people with serious mental illness: A mixed methods case study of Maryland's Medicaid health home program. *General Hospital Psychiatry 51*, 54-62.

Suggested Reading:

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

Palinkas, L. A., Spear, S. W., Mendon, S. J., Villamar, J., Reynolds, C., Green, C. D., Olson, C., Adade, A., & Brown, C. H. (2019) Conceptualizing and measuring sustainability of prevention programs, policies and practices. *Translational and Behavioral Medicine, Nov 25*. pii: ibz170. doi: 10.1093/tbm/ibz170.

Week #14 (April 13): Conducting Mixed Methods

Topics: Team approaches to conducting mixed methods | Modifications to quantitative and qualitative methods in conducting mixed methods

Activities: Lecture (asynch) | Student review of journal article | Presentation and discussion of mixed methods in scale development

Required Readings:

1. *Creswell, J. W., & Plano Clark, V. L. (2018). Collecting data in mixed methods research. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 172-208).
2. *Creswell, J. W., & Plano Clark, V. L. (2018). Analyzing and interpreting data in mixed methods research. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 209-256).
3. Tracy-Ventura, N., Dewaele, J. M., Köylü, Z., & McManus, K. (2016). Personality changes after the 'year abroad'? A mixed-methods study. *Study Abroad Research in Second Language Acquisition and International Education, 1*(1), 107-127.
4. Westwood, J., Howard, L. M., Stanley, N., Zimmerman, C., Gerada, C., & Oram, S. (2016). Access to, and experiences of, healthcare services by trafficked people: findings from a mixed-methods study in England. *British journal of general practice, 66*(652), e794-e801.

Suggested Readings:

- 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
- Palinkas, L. A., Spear, S. W., Mendon, S. J., Villamar, J., Reynolds, C., Green, C. D.,... & Brown CH. (2019) Conceptualizing and measuring sustainability of prevention programs, policies and practices. *Translational and Behavioral Medicine* Nov 25. pii: ibz170. doi: 10.1093/tbm/ibz170.

Week 15 (April 28): Presentation of Qualitative and Mixed Method Data

Topics: Preparation of manuscripts | Oral or poster presentations

Activities: Discussion of standards for reporting qualitative and mixed methods research
| Student presentations of papers or posters

Required Readings:

1. *Creswell, J. W., & Plano Clark, V. L. (2018). Writing and evaluating mixed methods research. In *Designing and conducting mixed methods research, 3rd ed.* (pp. 259-285).
2. Jonsen, K., Fendt, J., & Point, S. (2018). Convincing qualitative research: what constitutes persuasive writing?. *Organizational Research Methods, 21*(1), 30-67.
3. Mitchell, K. M., & Clark, A. M. (2018). Five steps to writing more engaging qualitative research. *International Journal of Qualitative Methods*, doi.org/10.1177/1609406918757613

Suggested Readings:

Guidelines for writing qualitative papers. <https://www.journals.elsevier.com/social-science-and-medicine/policies/guidelines-for-qualitative-papers>

- O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: A synthesis of recommendations. *Academic Medicine*, 89(9), 1245-51.
- Levin, H. M., Creswell, J. W., Josselson, R., Bamberg, M., Frost, D. M., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative-meta-analytic, and mixed methods research in psychology: The APA publications and communications board task for report. *American Psychologist*, 73, 26-46.
- Onwuegbuzie, A. J., & Poth, C. (2016). Editors afterward: Toward evidence-based guidelines for reviewing mixed methods research manuscripts submitted to journals. *International Journal of Qualitative Methods*, 1, 1-13.
- Tong, A., Sainsbury, P., & Craig, I. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal of Qualitative Health Care*, 19, 349-357.

Coding Homework Assignment

Working with a colleague (can be a classmate or a co-coder in your program/lab), you will be undertaking the coding 6-page transcript. At the end of the process described below, you will write up a short reflection (approximately 2 pages) of the process. You will submit the codebook, coded transcript, and reflection. **Assignment is due Week #10 (March 16, 2021) before class.**

Review a transcript (if you do not have your own data, a transcript will be provided to you).

1. Read the transcript all the way through first.
2. Now, go back to the beginning and “open code” the transcript on the first 3 pages. What this means is that you want to identify meaningful chunks of text and assign each a descriptive code.
3. Working with your partner (classmate or project co-coder), review the codes that you each identified and decide upon an initial set of codes.
4. Create a codebook with the code name and a definition.
5. Using the agreed upon codes, return to the transcript and code pages 4-6.
6. With your partner or co-coder, review your coding and try to reconcile differences.

Once complete, write up the following (a reflection on the process):

1. How much overlap was there in your initial open coding?
2. In what ways did you disagree with your colleague during your second round of coding.
 - a. Did you agree on the code but vary in terms of where the coded section should start and stop?
 - b. Did you have different codes applied to the same segment of text?
 - c. Did you agree/disagree that some segments of text were not “code worthy” (i.e. unassigned)?
3. Note whether you are a “lumper” or a “splitter.” The former assigns codes to larger segments of text with a more general code while the latter identifies multiple codes within a smaller segment of text.
4. Did you code on paper or via computer? What process would you use in your own study?

Final: Qualitative Research Proposal Option

The final proposal should be 10-12 pages long, double-spaced, 12-pt font, 1 inch margins. **Final papers are due Friday April 23, 2021 by 11:59pm.** 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?

Final: Qualitative Research Paper Option

Use this option if you have qualitative data available to you or if you are in the process of collecting qualitative data. **Final papers are due Friday April 23, 2021 by 11:59pm.** The final paper should be between 10 and 15 pages in length, 12-point font if Times Roman or 11 point if Arial, double-spaced, and include the following:

1. **Background** – including rationale for conducting the study, for using qualitative or mixed methods, statement of study aims and research question being addressed.
2. **Methods** – include description of study participants, how they were selected and recruited, procedures for data collection and analysis.
3. **Results** – include description of study findings
4. **Discussion** – include summary of most important findings, discussion of their significance to the literature, and summary of limitation to study design or interpretation.
5. **References.**