

Health Services 526/Global Health 537 – Spring 2015
Advanced Qualitative Research Methods in Public Health

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Class Meeting Times and Location: 12:00 – 1:50 pm, HST T-635 (T-Wing)

Seminar Description:

This course provides students with both a theoretical foundation in qualitative approaches to research in public health and in-depth training in qualitative data management, analysis, interpretation, and presentation. The course focuses on how to frame research questions and design appropriate research strategies that incorporate qualitative methods. Special consideration will be given to the integration of qualitative and quantitative methods in designs that include both approaches. By combining practice with theory, students will not only gain applicable skills, but will engage in a more sophisticated reflection on their encounters with the epistemological challenges, strengths, and limitations of qualitative methods in real world settings. The course will also emphasize varying approaches to the analysis and interpretation of data as students grapple with their own research transcripts. Course readings will include key texts on theory and data management in addition to illustrative case studies that feature qualitative methods.

Course Mechanics:

During each session, the first half will be devoted to lecture and discussion of assigned readings. The second half will center on presentation and discussion of student projects as they are developed. Some students will be developing their own research proposals while others may be focusing on data they have already collected for their own research. Training in transcription and coding of their interviews and data using Atlas.ti software will be provided in lab sessions. Each student will make one presentation on their progress and lead a discussion, informed by key readings, on methodological and research design challenges they have encountered in designing their proposal, gathering their own data, or analyzing their data.

Course Readings:

All readings listed in the Course Schedule are required. The following textbooks can be purchased at the UW book store:

- Strauss, Anselm and Juliet Corbin. 2015. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 4th ed. Sage Publications: Thousand Oaks, CA.

- Miles, Matthew B., A. Michael Huberman, Johnny Saldana. 2014. *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. Sage Publications: Thousand Oaks, CA.
- Bernard, H. Russell and Gery Ryan. 2010. *Analyzing Qualitative Data: Systematic Approaches*. Sage Publications: Thousand Oaks, CA.

In addition to these texts, other required articles and case studies are listed in the Course Schedule by the date they should be completed. These are available on the course website.

Course Requirements:

- 1.) Participation: All students are required to actively participate in class discussion discussions and exercises each week. (10% of the final grade).
- 2.) Written analysis of readings: Before each class, participants are required to submit a 1-2 page critical analysis of the readings due for that meeting. The written analysis should synthesize the materials, identify key themes, and raise questions for class discussion. (30% of the final grade).
- 3.) Individual Project: During the quarter, each student will analyze their own data or develop a draft research proposal, produce an outline, make one presentation on their progress, and write a final draft of a report or proposal (total project is 60% of the final grade). Each student must complete the following for their individual project:
 - One oral presentation on project progress (30%).
 - 10-page or longer research report or proposal (30%).

Learning Objectives:

Upon completing the seminar students will be able to:

- Identify and describe the major theoretical paradigms that frame current qualitative research approaches to health services.
- Describe the benefits and limitations of mixing qualitative and quantitative methods in research designs.
- Define characteristics of research questions and design appropriate for qualitative methods.
- Identify qualitative data gathering methods and sampling approaches, and describe their implications for analysis and interpretation of data.
- Identify how qualitative research design and methods can be developed to maximize rigor, validity and reliability of findings.
- Describe the range of qualitative data management and analysis strategies, and explain their relationship to differing paradigms used in qualitative research.
- Develop text coding strategies, codebooks, and approaches to testing intercoder agreement in the analysis of transcripts.
- Identify formal qualitative analysis methods, and describe approaches to visual display of qualitative data and interpretation.

COURSE SCHEDULE

Part I: Theory, Design, and Data Gathering Methods in Qualitative Research

Week 1 Introduction and Overview of Course

Tuesday:

Objectives:

- Discuss course mechanics
- Introduce student projects

Readings:

- No readings assigned for first class

Student Projects:

- Students introduce themselves and provide brief descriptions of their projects.

Thursday:

Objectives:

- Identify key concepts and discuss the spectrum of qualitative data.

Readings:

- Denzin, Norman K. and Y. Lincoln. 2000. Introduction: The Discipline and Practice of Qualitative Research. In *Handbook of Qualitative Research*, 2nd ed. Edited by Norman K. Denzin and Y. Lincoln. Pp. 1-28. Sage Publications: Thousand Oaks, CA.
- *Recommended:* Russell H. Bernard. 2002. Anthropology and the Social Sciences. In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, 3rd edition. Pp. 1-26. Altamira Press: Walnut Creek, CA.
- *Recommended:* Lambert, Helen and C. McKeivitt. 2002. Anthropology in Health Research: From Qualitative Methods to Multidisciplinarity. *BMJ*, 325: 20-23.

Week 2 Theory and Competing Paradigms: Positivism, Interpretation, Grounded Theory - Implications for Research Design and Data Analysis

Objectives:

- Identify key terms and paradigms in current qualitative research debates: hermeneutics, phenomenology, positivism, grounded theory, discourse analysis.
- Outline research design and analysis implications of differing paradigms.

Tuesday:

Readings:

- Strauss and Corbin, Chaps. 1 and 2
- Bernard and Ryan, Chap. 1
- *Recommended:* Schweitzer, Thomas. 1998. Epistemology: The Nature and Validation of Anthropological Knowledge. In *Handbook of Methods in Cultural Anthropology*. Edited by H. Russell Bernard. Pp. 39-87. Altamira Press: Walnut Creek, CA.

Student Projects:

- Student presentations projects and discuss their theoretical and epistemological orientations.

Thursday:

Readings:

- Miles and Huberman, Chap. 1

Student Projects:

- Student presentations projects and discuss their theoretical and epistemological orientations.

Week 3 Research Design: Asking the Right Questions and Choosing the Right Methods – Theoretical and Practical Perspectives

Objectives:

- Identify and define characteristics of research questions for which qualitative research strategies are appropriate.

- Discuss how to link theory to research questions, and then to methods, in developing a research design.
- Outline benefits and limitations of mixing qualitative and quantitative methods in the same research project.

Tuesday:

Readings:

- Strauss and Corbin, Chap. 3
- Miles and Huberman, Chaps. 2-3

Case studies:

- *Recommended:* Smith, Kirsten and S. Watkins. 2005. Perceptions of Risk and Strategies for Prevention: Responses to HIV/AIDS in Rural Malawi. *Social Science & Medicine* 60: 649-660.

Student Projects:

- Students identify their research questions and describe their research design.

Thursday:

- Sandelowski, Margaret. 2000. Combining Qualitative and Quantitative Sampling, Data Collection, and Analysis Techniques in Mixed-Method Studies. *Research in Nursing and Health*, 23: 246-255.
- Morgan, D.L. 1998. Practical Strategies for Combining Qualitative and Quantitative Methods: Applications to Health Research. *Qualitative Health Research* 8: 362-376.
- *Recommended:* Johnstone, P. Lynne. 2004. Mixed Methods, Mixed Methodology Health Services Research in Practice. *Qualitative Health Research*, 14(2): 259-271.

Case studies:

- *Recommended:* Samuelsena, H., et al. 2004. Prevention of Mosquito Nuisance among Urban Populations in Burkina Faso. *Social Science & Medicine* 59: 2361–2371.

Student Projects:

- Students identify their research questions and describe their research design.

Week 4 Data Gathering Methods: Informant Selection, Review of Key Methods, and the Dynamics of Interviewing – Implications for Data Analysis and Interpretation

Objectives:

- Describe key data gathering methods and sampling approaches, and discuss their implications for analysis and interpretation of data.
- Identify how the dynamics and context of interviewing can influence data analysis and interpretation.
- Identify and discuss concerns over rigor, validity and reliability in designing and conducting qualitative research.

Tuesday:

Readings:

- Bernard and Ryan, Chap. 2 and Chap. 17
- Sandelowski, Margerete. 1995. Sample Size in Qualitative Research. *Research in Nursing and Health*, 18: 179-183.
- Barbour, Rosaline. 2001. Checklists for Improving Rigour in Qualitative Research: A Case of the Tail Wagging the Dog? *BMJ*, 322: 1115-1117.
- Mays, Nicholas and Catherine Pope. 1995. Qualitative Research: Rigour and Qualitative Research. *BMJ*, 311: 109-112.
- Sandelowski, M. 1993. Rigor or Rigor Mortis: The Problem of Rigor in Qualitative Research Revisited. *Advances in Nursing Science*, 16(2): 1-8.
- Davies, Deidre and J. Dodd. 2002. Qualitative Research and the Question of Rigor. *Qualitative Health Research*, 12 (2): 279-289.

Student Projects:

- Students describe their experiences in gathering data and identify key challenges they confronted in collecting the data required by their research design.
- Atlas.ti training session 1: Introduction, setting up datasets, importing transcripts.

Thursday:

Readings:

- Levy, Robert and D. Hollan. 1998. Person-Centered Interviewing and Observation. In *Handbook of Methods in Cultural Anthropology*. Edited by H. Russell Bernard. Pp. 333-364. Altamira Press: Walnut Creek, CA.
- Fontana, Andrea and James H. Frey. 2000. The Interview: From Structured Questions to Negotiated Text. In *Handbook of Qualitative Research*, 2nd ed. Edited by Norman K. Denzin and Y. Lincoln. Pp. 645-672. Sage Publications: Thousand Oaks, CA.

Case Study:

- *Recommended:* Doyal, Leslie and J. Anderson. 2005. 'My Fear is to Fall in Love Again' how HIV-Positive African Women Survive in London. *Social Science & Medicine* 60: 1729–1738

Student Projects:

- Students describe their experiences in gathering data and identify key challenges they confronted in collecting the data required by their research design.
- Atlas.ti training session 1: Introduction, setting up datasets, importing transcripts.

Part II: Data Analysis: Transcribing, Coding, Interpreting, and Displaying

Week 5 Data Analysis: Transcribing and Coding Data

Objectives:

- Discuss recording and transcribing interviews, and identify challenges to transcription accuracy and interpretation.
- Identify range of management and analysis strategies for qualitative data, and discuss their relationship to differing paradigms in qualitative methods.
- Begin discussing text coding strategies

Tuesday:

Readings:

- Strauss and Corbin, Chaps. 4-6

- Sandelowski, Margaret and J. Barroso. 2003. Classifying the Findings in Qualitative Studies. *Qualitative Health Research*, 13(7): 905-923.
- McLellan, Eleanor et al. 2003. Beyond the Qualitative Interview: Data Preparation and Transcription. *Field Methods*, 15(1): 63-84.

Case Studies

- *Recommended:* Lopez, Ellen et al. 2005. Quality of Life Concerns of African American Breast Cancer Survivors within Rural North Carolina: Blending the Techniques of Photovoice and Grounded Theory. *Qualitative Health Research* 15(1): 99-115.

Student Projects:

- Students describe challenges and experiences in recording and transcribing their data. Students reflect on how the transcription process may influence interpretation of their data.
- Atlas.ti Training Session 2

Thursday:

Readings:

- Miles and Huberman, Chap. 4
- Bernard and Ryan, Chaps. 10-12

Case Studies

- *Recommended:* Cheung, Jenny and P. Hocking. 2004. The Experience of Spousal Carers of People with Multiple Sclerosis. *Qualitative Health Research* 14(2): 153-166.
- *Recommended:* Pfeffer, N. 2004. Screening for Breast Cancer: Candidacy and Compliance. *Social Science & Medicine* 58: 151–160.

Student Projects:

- Students describe challenges and experiences in recording and transcribing their data. Students reflect on how the transcription process may influence interpretation of their data.
- Atlas.ti Training Session 2

Week 6 Data analysis: Coding Data and Identifying Themes

Objectives:

- Describe varying approaches to text coding
- Describe how to develop codebooks
- Describe need for and how to measure intercoder agreement

Tuesday:

Readings:

- Strauss and Corbin, Chaps. 7-9
- Bernard and Ryan, Chap. 3-4

Case Studies:

- *Recommended:* Wrubel, Judith et al. 2005. Pediatric Adherence: Perspectives of Mothers of Children with HIV. *Social Science & Medicine*.

Student Projects:

- *Turn in final project outline!!*
- Student presentations: focus on coding
- Atlas.ti training Session 3

Thursday:

Readings:

- MacQueen, Kathleen. Codebook Development for Team-Based Qualitative Analysis. *Cultural Anthropology Methods*, 10(2): 31-36.
- Ayres, Lioness, et al. 2003. Within-Case and Across-Case Approaches to Qualitative Data Analysis. *Qualitative Health Research*, 13 (6): 871-883.
- Carey, James. Intercoder Agreement in Analysis of Responses to Open-Ended Interview Questions: Examples from Tuberculosis Research. *Cultural Anthropology Methods* 8(3): 1-5.

Case Studies:

- *Recommended:* Early, Evelyn. 1982. The logic of well-being: Therapeutic narratives in Cairo. *Social Science & Medicine* 16: 1491-1497.

Student Projects:

- Turn in final project outline!!
- Student presentations: Focus on coding
- Atlas.ti training Session 3

Week 7 Data Analysis: Interpreting and Displaying Data

Objectives:

- Discuss the transition from coding to interpretation and theory building.
- Identify and describe strategies of interpretation of coded transcripts in relationship to research questions and research design.
- Identify constraints and limitations on validity and reliability of interpretation.

Tuesday:

Readings:

- Strauss and Corbin, Chap. 10 (Chap. 11 is recommended)
- Strauss and Corbin, Chaps 12-16 (Part 2 Research Demo Project) are optional and recommended
- Miles and Huberman, Chap. 6

Case Studies:

- *Recommended:* Kylma, J. et al. 2001. Hope, Despair and Hopelessness in Living with HIV/AIDS: A Grounded Theory Study. *Journal of Advanced Nursing*, 33(6): 764-775.

Student Projects:

- Students discuss interpretation approaches to their own data.
- Atlas.ti Training Session 4

Thursday:

Readings:

- Aita, Virginia, et al. 2003. Using Metaphor as a Qualitative Analytic Approach to Understand Complexity in Primary Care Research. *Qualitative Health Research*, 13(10): 1419-1431.
- Savage, Jan. 2000. One Voice, Different Tunes: Issues Raised by Dual Analysis of a Segment of Qualitative Data. *Journal of Advanced Nursing*, 31(6): 1493-1500.

Case Studies:

- *Recommended:* Malcolm, S.E. et al. 2003. An Examination of HIV/AIDS Patients Who Have Excellent Adherence to HAART. *AIDS Care*, 15(2): 251-261.
- *Recommended:* Desmond, N. 2005. A Typology of Groups at Risk of HIV/STI in a Gold Mining Town in North-Western Tanzania. *Social Science & Medicine* 60: 1739–1749

Student Projects:

- Students presentations: Interpretation approaches to their own data.
- Atlas.ti Training Session 4

Week 8 Data analysis: Content Analysis, Matrices, Taxonomies, and Formal Modeling

Objectives:

- Continue defining strategies for transcript coding.
- Identify formal qualitative analysis methods, including ethnographic decision modeling, content analysis, and componential analysis.
- Describe matrices.

Tuesday:

Readings:

- Miles and Huberman, Chaps. 7-8
- Bernard and Ryan, Chaps. 5-6, 13, 16
- Sandelowski, Margarete. 2001. Real Qualitative Researchers Do Not Count: The Use of Numbers in Qualitative Research. *Research in Nursing & Health*, 24: 230-240.

- Ryan, Gery and T. Weisner. 1998. Content Analysis of Words in Brief Descriptions: How Fathers and Mothers Describe Their Children. In *Using Methods in the Field: A Practical Introduction and Casebook*. V. Munck and E. Sobo, eds. Pp. 57-68. Altamira Press: Walnut Creek, CA.

Student Projects:

- Atlas.ti Drop in Session

Thursday:

Readings:

Case Studies:

- Ryan, Gery, and H. Martinez. 1996. Can we predict what mothers do? Modeling childhood diarrhea in rural Mexico. *Human Organization*, 55(1): 47-57.
- *Recommended:* Weller, S.C. and C.I. Dungy. 1986. Personal preferences and ethnic variations among Anglo and Hispanic breast and bottle feeders. *Social Science & Medicine* 23: 539-548.

Student Projects:

- Atlas.ti Drop in Session

Week 9 Data Analysis: More Matrices and Visual Displays

Objectives:

- Identify and describe approaches to visually displaying qualitative data and interpretation: mapping, diagramming, matrices, cognitive maps, and taxonomies.
- Describe methods to verify qualitative research conclusions.

Tuesday:

Readings:

- Miles and Huberman, Chaps. 5, 9, 10

Case studies:

- *Recommended:* Chavez, Leo et al. 1995. Structure and Meaning in Models of Breast and Cervical Cancer Risk Factors: A Comparison of Perceptions among Latinas, Anglo Women, and Physicians. *Medical Anthropology Quarterly*, 9(1): 40-74.

Student Projects:

- Students present final reports on their projects.

Thursday:

Readings:

- Bernard and Ryan, Chaps. 7-9, 14-15

Case studies:

- *Recommended:* Scrimshaw, S.C.M. and Elena Hurtado. 1988. Anthropological Involvement in the Central American Diarrheal Disease Control Project. *Social Science & Medicine* 27(1): 97-105.
- *Recommended:* Garro, Linda. 1986. Intracultural Variation in Folk Medical Knowledge: a comparison between curers and noncurers. *American Anthropologist* 88: 351-370.

Student Projects:

- Students present final reports on their projects.

Part III Presenting Qualitative Data: Writing, Visual Representation, Publishing, Oral Presentation, Funding Proposals

Week 10 Data Presentation: Writing, Publishing, and Getting Funded

Objectives:

- Discuss how to write-up and present qualitative research for reports and publication in peer-reviewed journals.
- Describe how to best include qualitative methods in research proposals to the NIH and similar health research funding agencies.
- Describe ethics concerns in qualitative research.

Tuesday:

Readings:

- Strauss and Corbin, Chap. 17 (Chaps. 18 and 19 recommended)
- Miles and Huberman, Chap. 11, 12, 13

- Sandelowski, Margarete. 1998. Writing a Good Read: Strategies for Re-Presenting Qualitative Data. *Research in Nursing and Health*, 21: 375-382.

Case Study:

- Recommended: Pfeiffer, J. 2002. African Independent Churches in Mozambique: Healing the Afflictions of Inequality. *Medical Anthropology Quarterly* 16(2): 176-199.

Student Projects:

- Students presentation

Thursday:

Readings:

- Morse, Janice. 2003. A Review Committee's Guide for Evaluating Qualitative Proposals. *Qualitative Health Research*, 13(6): 833-851.
- Margarete Sandelowski and Julie Barroso. 2003. Writing the Proposal for a Qualitative Research Methodology Project. *Qualitative Health Research*, 13 (6): 781 - 820.
- Sandelowski, Margarete. 2004. Using Qualitative Research. *Qualitative Health Research*, 14(10): 1366-1386.
- Recommended: NIH, Office of BSSR. 2005. Qualitative Methods in Health Research: Opportunities and Considerations in Application and Review. NIH: Washington, D.C.
- Recommended: Carey, Martha and J. Swanson. 2003. Funding for Qualitative Research. *Qualitative Health Research*, 13(6): 852-856.

Student Projects:

- Students presentations