

Global Health 538 – Spring 2021
Advanced Qualitative Research Design and Methods in Public Health

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Department of Global Health
Department of Anthropology

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Class Meeting

Times and Location: Wednesdays 3:00-5:50, Zoom

Course Description:

This course provides students with both a theoretical foundation in qualitative approaches to research in public health and in-depth training in qualitative research design, field methods, data management, and proposal writing. The course reviews basic approaches to data analysis and interpretation to include in research design and proposals. We focus 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. 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 research proposals as they are developed. Training in transcription and coding of 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 research proposal.

Course Readings:

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

- 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. 2020. *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. Sage Publications: Thousand Oaks, CA.
- Bernard, H. Russell, Amber Wutich, and Gery Ryan. 2017. *Analyzing Qualitative Data: Systematic Approaches*. 2nd ed. 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 web-site.

Course Requirements:

- 1.) Participation: All students are required to actively participate in class 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 develop a draft research proposal, make one presentation on their progress, and submit a final draft of their 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%).
 - 10-15 page 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 public health.
- 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.
- Develop interview guides and conduct field interviews
- Describe the range of qualitative data management and analysis strategies, and explain their relationship to differing paradigms used in qualitative research design.
- Identify text coding strategies, codebooks, and approaches to testing intercoder agreement in the analysis of transcripts to include in research design.
- Identify and describe formal qualitative analysis methods and approaches for inclusion in qualitative research proposals.

ACADEMIC INTEGRITY:

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The Department of Anthropology is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington **Student Conduct Code** (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington **Community Standards and Student Conduct website**.

STUDENT CONDUCT:

The University of Washington is committed to fostering an environment where the free exchange of ideas is an integral part of the academic learning environment. Disruption or domination of classroom discussions can prohibit other students from engaging and participating. Any student causing disruption may be asked to leave any class session, and, depending on the severity and frequency of that behavior, an incident report may be filed with **Community Standards and Student Conduct**. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community. For more information please see:

Here are links for the text that is highlighted above in bold:

UW Student Conduct Code (WAC 478-120)

<http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/>

Community Standards and Student Conduct

<http://www.washington.edu/cssc/>

Disability Accommodations: If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students Office, Mary Gates Hall, (206) 543-8925 (TTY). If you have a letter from DSRO indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for the class.

Religious Accommodations Policy: Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>)."

COURSE SCHEDULE

Week 1 March 31: Introduction and Overview of the Course

Objectives:

- Discuss course mechanics.
- Introduce student projects.
- Identify key concepts and discuss the spectrum of qualitative data.

Required Readings: *Note: No reading summary required this week.*

- 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 Readings:

- Bernard, H. Russell. 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.
- Lambert, Helen and C. McKeivitt. 2002. Anthropology in Health Research: From Qualitative Methods to Multidisciplinarity. *BMJ*, 325: 20-23.

Student Projects:

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

Week 2 April 7: Theory and Competing Paradigms: Positivism, Interpretation, Grounded Theory; Community-Based Participatory Research; Asking the Right Questions for the Right Paradigm

Objectives:

- Identify key terms and paradigms in current qualitative research debates: hermeneutics, phenomenology, positivism, post-positivism, grounded theory.
- Outline research design and analysis implications of differing paradigms.
- Describe Community-Based Participatory Research approaches.
- Discuss how to link theory to research questions, and then to methods, in developing a research design.

Required Readings:

- Strauss and Corbin, Chaps. 1-2
- Bernard and Ryan, Chaps. 1-2 (Chap 1 in pdf of 1st edition)

- Miles and Huberman, Chap. 1

Recommended Reading:

- Schweizer, 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.

Recommended Readings: The “rigor” debate

- 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, Margarete. 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 present projects and discuss their theoretical and epistemological orientations.

Week 3 April 14: Principles of Mixed Methods Research Design

Objectives:

- Outline criteria and goals for mixing qualitative and quantitative methods in the same research project.
- Identify and discuss concerns over rigor, validity, and reliability in designing and conducting qualitative research.

Required Readings:

- Strauss and Corbin, Chap. 3
- Miles and Huberman, Chaps. 2-3
- Sandelowski, Margarete. 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.
- Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. *Bethesda (Maryland): National Institutes of Health*, 2013, 541-545

Recommended Readings: Case Studies

- 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.
- Johnstone, P. Lynne. 2004. Mixed Methods, Mixed Methodology Health Services Research in Practice. *Qualitative Health Research*, 14(2): 259-271.
- Samuelsen, 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 April 21: Qualitative Frameworks for implementation science and program evaluation in global health

Objectives:

- Identify and discuss current approaches to qualitative research in implementation science including CFIR, RE-AIM, and others.
- Discuss mixed methods challenges and opportunities in implementation science and program evaluation designs in global health.

Required Readings:

- Damschroder, Laura J., et al. Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. *Implementation science* 4.1 (2009): 50.
- Holtrop, Jodi Summers, Borsika A. Rabin, and Russell E. Glasgow. Qualitative approaches to use of the RE-AIM framework: rationale and methods. *BMC health services research* 18.1 (2018): 177.

Recommended Readings: Case Studies

- Soi, C., Gimbel, S., Chilundo, B., Muchanga, V., Matsinhe, L. and Sherr, K., 2018. Human papillomavirus vaccine delivery in Mozambique: identification of implementation performance drivers using the Consolidated Framework for Implementation Research (CFIR). *Implementation Science*, 13(1), pp.1-12.
- Gyamfi, J., Allegrante, J.P., Iwelunmor, J., Williams, O., Plange-Rhule, J., Blackstone, S., Ntim, M., Apusiga, K., Peprah, E. and Ogedegbe, G., 2020. Application of the Consolidated Framework for Implementation Research to examine nurses' perception of the task shifting strategy for hypertension control trial in Ghana. *BMC health services research*, 20(1), p.65.

- Means, A.R., Kemp, C.G., Gwayi-Chore, M.C., Gimbel, S., Soi, C., Sherr, K., Wagenaar, B.H., Wasserheit, J.N. and Weiner, B.J., 2020. Evaluating and optimizing the consolidated framework for implementation research (CFIR) for use in low-and middle-income countries: a systematic review. *Implementation Science*, 15(1), pp.1-19.

Student Projects:

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

Week 5 April 28: Content Analysis, and other formal deductive research designs

Objectives

- Discuss research designs that use formal qualitative frameworks, including ethnographic decision modeling, content analysis, and componential analysis.

Required Readings:

- Bernard and Ryan, Chap. 11 (Chap 13 in pdf of 1st edition)
- Sandelowski, Margarete. 2001. Real Qualitative Researchers Do Not Count: The Use of Numbers in Qualitative Research. *Research in Nursing & Health*, 24: 230-240.

Recommended Readings: Case Studies

- Bernard and Ryan, Chaps. 16
- Ryan, Gery, and H. Martinez. 1996. Can we predict what mothers do? Modeling childhood diarrhea in rural Mexico. *Human Organization*, 55(1): 47-57.
- 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.
- 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:

- Student presentations:

Week 6 May 5: Data Gathering Methods: Sampling and Informant Selection

Objectives:

- Describe key data gathering methods and sampling approaches, and discuss their implications for analysis and interpretation of data.

Required Readings:

- Bernard and Ryan, Chaps. 3-4 (Chaps 2 and 17 in pdf version of 1st edition)
- Sandelowski, Margarete. 1995. Sample Size in Qualitative Research. *Research in Nursing and Health*, 18: 179-183.
- Palinkas, Lawrence A., et al. Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research* 42.5 (2015): 533-54.

Recommended Reading: Case Study

- 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:

- Student presentations

Week 7 May 12: Review of key methods, and the dynamics of interviewing: Individual In-depth Interviews (IDIs)

Objectives:

- Identify how the dynamics and context of interviewing can influence data analysis and interpretation.
- Discuss interview guide development
- Conduct an in-class exercise on how to do an IDI

Required Readings: Interviewing

- 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.
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International journal for quality in health care*, 19(6), 349-357.

Student Projects:

- Student presentations

Week 8 May 19: Focus Groups, Observation, and textual sources

Objectives:

- Identify how to organize and conduct focus group discussions
- Discuss cross-cultural challenges in organizing and conducting FGDs
- Discuss interview guide development
- Conduct in class exercise to model an FGD

Required Readings:

- Sim, J. and Waterfield, J., 2019. Focus group methodology: some ethical challenges. *Quality & Quantity*, 53(6), pp.3003-3022.
- Kitzinger, J., 1995. Qualitative research: introducing focus groups. *Bmj*, 311(7000), pp.299-302.
- Powell, R.A. and Single, H.M., 1996. Focus groups. *International journal for quality in health care*, 8(5), pp.499-504.
- Mulhall, A., 2003. In the field: notes on observation in qualitative research. *Journal of advanced nursing*, 41(3), pp.306-313.

Recommended Readings:

- Wright, A.L., Wahoush, O., Ballantyne, M., Gabel, C. and Jack, S.M., 2016. Qualitative Health Research Involving Indigenous Peoples: Culturally Appropriate Data Collection Methods. *Qualitative Report*, 21(12).
- Guest, G., Namey, E. and McKenna, K., 2017. How many focus groups are enough? Building an evidence base for nonprobability sample sizes. *Field methods*, 29(1), pp.3-22.
- Makosky Daley, C., James, A.S., Ulrey, E., Joseph, S., Talawyma, A., Choi, W.S., Greiner, K.A. and Coe, M.K., 2010. Using focus groups in community-based participatory research: Challenges and resolutions. *Qualitative health research*, 20(5), pp.697-706.
- Cooper, C.M. and 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), pp.644-653.
- Woods-Giscombé, C.L., 2010. Superwoman schema: African American women's views on stress, strength, and health. *Qualitative health research*, 20(5), pp.668-683.
- Mkandawire-Valhmu, L. and Stevens, P.E., 2010. The critical value of focus group discussions in research with women living with HIV in Malawi. *Qualitative health research*, 20(5), pp.684-696.

Student Projects:

- Student presentations

Week 9 May 26: Data Analysis strategies:

- 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 and research design in qualitative methods.
- Data analysis plans

Required Readings:

- Strauss and Corbin, Chaps. 4-5
- Miles and Huberman, Chap. 4
- Bernard and Ryan, Chaps. 5-8 (Chaps 3-6 in pdf version of 1st edition)
- McLellan, Eleanor et al. 2003. Beyond the Qualitative Interview: Data Preparation and Transcription. *Field Methods*, 15(1): 63-84.

Recommended Reading:

- Sandelowski, Margarete and J. Barroso. 2003. Classifying the Findings in Qualitative Studies. *Qualitative Health Research*, 13(7): 905-923.
- Miles and Huberman, Chaps. 5-10

Recommended Readings: Case Studies

- 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.
- Donahue, Chantal, et al. 2019. Adolescent access to and utilisation of health services in two regions of Côte d'Ivoire: A qualitative study. *Global public health*: 1-14.

Student Projects:

- Student presentations

Week 10 June 2: Data Analysis: Coding Data, Identifying Themes, and write-up considerations

Objectives:

- Describe varying approaches to text coding
- Describe how to develop codebooks

- Describe need for and how to measure intercoder agreement
- Discuss genres of write-up in qualitative studies to inform proposal development

Required Readings:

- MacQueen, Kathleen. Codebook Development for Team-Based Qualitative Analysis. *Cultural Anthropology Methods*, 10(2): 31-36.
- Stuckey, H. L. 2015. The second step in data analysis: Coding qualitative research data. *Journal of Social Health and Diabetes*, 3(01), 007-010.
- Sandelowski, Margarete. 1998. Writing a Good Read: Strategies for Re-Presenting Qualitative Data. *Research in Nursing and Health*, 21: 375-382.

Recommended Readings:

- Strauss and Corbin, Chaps. 6-10, 18-19
- Bernard and Ryan, Chaps. 9-13, 17-19 (Chaps 7-16 in pdf version of 1st edition)
- Miles and Huberman, Chaps. 11-13
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International journal for quality in health care*, 19(6), 349-357.
- Carey, James. 1996. Intercoder Agreement in Analysis of Responses to Open-Ended Interview Questions: Examples from Tuberculosis Research. *Cultural Anthropology Methods* 8(3): 1-5.
- Morse, Janice. 2003. A Review Committee's Guide for Evaluating Qualitative Proposals. *Qualitative Health Research*, 13(6): 833-851.
- Sandelowski, Margarete 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.
- NIH, Office of BSSR. 2005. Qualitative Methods in Health Research: Opportunities and Considerations in Application and Review. NIH: Washington, D.C.

Recommended Readings: Case Studies from former students in this class

- Mussa, A. H., Pfeiffer, J., Gloyd, S. S., & Sherr, K. 2013. Vertical funding, nongovernmental organizations, and health system strengthening: perspectives of public sector health workers in Mozambique. *Human resources for health*, 11(1), 26.
- Nevin, P. E., Pfeiffer, J., Kibira, S. P., Lubinga, S. J., Mukose, A., & Babigumira, J. B. 2015. Perceptions of HIV and safe male circumcision in high HIV prevalence fishing communities on Lake Victoria, Uganda. *PloS one*, 10(12), e0145543.

- Blanco, A. J., Micek, M. A., Frenkel, L. M., Montoya, P., Karagianis, M., Matunha, L., & Pfeiffer, J. 2015. Loss to Follow-Up Among HIV-Exposed Children in an HIV Clinic in Beira, Mozambique. *SAGE Open*, 5(3), 2158244015590841
- Pfeiffer, J. 2002. African Independent Churches in Mozambique: Healing the Afflictions of Inequality. *Medical Anthropology Quarterly* 16(2): 176-199.

Student Projects:

- Student presentations

Final Project due Monday, June 7!!!