

HSERV 526, GH 537A 2012 Winter Quarter (Syllabus)

Qualitative Research Methods for Public Health

Winter Quarter, 2012

M/W 8:30-10:20 Room T473 Instructor: Stephen Bezruchka

Course Objectives

- Students will describe the basic assumptions, approach and rationale of qualitative research
- Students will conduct open-ended interviews, observations and other qualitative research techniques and analyze their findings
- Students will function as a member of a team, investigating a common research question, to analyze results, and report on the findings

Mechanics

I. General Description

This course is designed for masters level students in the health sciences interested in using a range of qualitative (ethnographic) tools for practical applications in public health. Students will form teams to investigate a research question using data collection techniques introduced in the class sessions. These methods will include direct observation, informant interviewing, and focus groups. While the course's perspective is international, the methods are general and appropriate for domestic public health investigations as well. This course requires significant time spent outside of class collecting and analyzing qualitative data.

II. Who, Where, When

- Students
 - This course fills the need for students wanting elementary practical experience in qualitative research. Those who want more theoretical or advanced approaches can find other courses in the university to fill those needs.
- Instructor
 - Stephen Bezruchka: 932-4928 (home, easiest), 616-2901 (office, less reliable), sabez@uw.edu
- Lectures: Monday Wednesdays 8:30-10:20 Room T 473
 - Each session will include didactic material and part of some will be devoted to your group planning further research and sharing findings.

III. How

- Much of the course material is learned by doing, and not by reading, so getting out and practicing is most important
- Required readings
 - All required readings are on UW Library e-reserves, including two papers (Shain et. al. 1999 and Auerswald and Eyre 2002) which present studies of the use of course methods that can be referred to throughout the course.
 - Shain, R. N., J. M. Piper, et al. (1999). "A randomized, controlled trial of a behavioral intervention to prevent sexually transmitted disease among minority women." *N Engl J Med* **340**(2): 93-100. This study exemplifies combining qualitative and quantitative research that develops and demonstrates the efficacy of an intervention.
 - Auerswald, C. L. and S. L. Eyre (2002). "Youth homelessness in San Francisco: A life cycle approach." *Social Science & Medicine* **54**(10): 1497-1512.
- Lectures, exercises in class, review of experiences with exercises
 - Audio recording of lecture will be attempted, see instructor if you need an audio file of the lecture.
 - Detailed lecture notes from a previous year are posted on the Health Services Home Page, with URL <http://courses.washington.edu/hserv526/> They do not conform to current course material but may be helpful.
- Recommended Reading (those marked with * in this list will be reserve in Health Sciences Library, T 344, with a 4 hour loan period)
 - copies of the reports from previous years are on reserve
 - *Bernard, H. R. (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham, MD, Rowman and Littlefield. (referred to in recommended readings as Bernard 2006)
 - Bernard, H. R. (2011). *Research methods in anthropology : qualitative and quantitative approaches*. Lanham, MD, AltaMira. (referred to in recommended readings as Bernard)
 - *LeCompte, M. D. and J. J. Schensul, Eds. (1999). *Analyzing and Interpreting Ethnographic Data. The ethnographer's toolkit Vol. 5*. Walnut Creek, AltaMira Press.(Referred to in Recommended Readings as Toolkit Vol 5)
 - *LeCompte, M. D. and J. J. Schensul, Eds. (1999). *Designing & Conducting Ethnographic Research. The ethnographer's toolkit Vol. 1*. Walnut Creek, AltaMira Press. (Referred to in Recommended Readings as Toolkit Vol 1)

- *Lewis, A. and C. Silver (2007). *Using Software in Qualitative Research: A Step-by-Step Guide*. Thousand Oaks, CA, Sage.
 - *Schensul, J. J., M. D. LeCompte, et al., Eds. (1999). *Enhanced Ethnographic Methods: Audiovisual Techniques, Focused Group Interviews, and Elicitation Techniques. The ethnographer's toolkit Vol. 3*. Walnut Creek, AltaMira Press. (Referred to in Recommended Readings as Toolkit Vol 3)
 - *Schensul, S. L., J. J. Schensul, et al., Eds. (1999). *Essential Ethnographic Methods: Observations, Interviews, & Questionnaires. The ethnographer's toolkit Vol. 2*. Walnut Creek, AltaMira Press.(Referred to in Recommended Readings as Toolkit Vol 2)
 - Spradley, J.P., (1979)*The Ethnographic Interview*. New York: Harcourt. Enjoyable reading.
 - *Ulin, P. R., E. T. Robinson, et al. (2005). *Qualitative Methods: A field guide for applied research*. San Francisco, Jossey-Bass. (referred to in Recommended readings as Ulin)
 - Exercises (listed in separate handout)
 - Individual
 - expect to spend 1 hr doing the data collection, 1-2 hours for the write up, and 1/2 hour class discussion in your group
 - Group
 - divide up responsibilities, and work as teams, expect to spend 2 hrs/wk at the start, then after the individual exercises 4 hours per week
 - 4 credits
- IV. Whether (Evaluation process provides feedback to your learning of the techniques, it is meant to be constructive)
- Criteria regarding grading of exercises
 - all “parts” of assignment completed (**item most neglected that results in a lower grade**)
 - demonstration of having confronted issues with data collection techniques
 - ability to synthesize lecture/reading materials with field work
 - analysis of sources of and threats to validity
 - reliability (can someone understand what you did and repeat your fieldwork?)
 - assignment turned in (on time), late assignments will not be accepted
 - Exercises 2 through 5 (15% each)
 - your reports should include your raw field notes, your memos, your findings, and a critique of the process with a statement of what you might do differently next time
 - they key to a good grade is to read the instructions carefully and complete all parts asked for
 - exercise 5 is a team project, meaning that one report will be handed in
 - there is no grade for exercise 1
 - Presentation on team project (20%)
 - Written team report (20%)
 - They key to a good grade here is to read the instructions carefully and complete all parts asked for
 - The same grade is given to everyone in the group for both the presentation and report and exercise 5.
 - The grading policies for the Department of Health Services are at
 - <http://depts.washington.edu/hserv/grading>

Session Syllabus

1. Introduction -- overview of tools

• Learning Objectives for this session

- review syllabus
- describe the terms emic and etic
- list methods of qualitative investigations
- discuss possible research questions and choosing teams

• Previous years' student topics to guide choosing a question to address (many reports available in HSL)

- Agua Verde Happy Hour as a Stress Reliever
- Bar Trivia Culture
- Behavior of pedestrians solicited by panhandlers on the Ave
- Bicycle commuters at the UW
- Big Time Brewery Study Hall
- Blood donors at the university
- Breast feeding in public in Seattle
- Bridge Player Culture
- Bus drivers at the Experimental Education Unit
- CanoerCulture at Waterfront Activities Center on weekdays and weekends
- Canoers on Lake Washington
- Capoeira
- Coffee and cigarette use among baristas on Broadway,
- Coffee Culture
- College student smoker's attitudes
- Compliance with drug prescriptions
- Copy workers' culture
- Death and dying in nursing homes
- Discount Produce
- Diets of immigrants working on the Ave
- Dog Park
- Dumpster Diving Culture
- Early discharge after delivery
- Earth Corps
- Eating habits of medical students
- Elevator use in the Health Sciences Building
- Exercise habits at the IMA
- Exercise, body image and media at the Intermural Athletic Association (IMA)
- Experiences of international students at the University of Washington
- Farmers Market Vendors
- Female Muslim UW students who cover their heads
- First Unitarian Presbyterian Church popularity among students
- Fishers
- Food choices about health in Rotunda
- Food consumption in Thai restaurants
- Food environment at HUB and Faculty Club
- Food habits of students and workers in Health Sciences/Hospital
- Food workers at By George
- Football Fans at Husky Stadium
- Foreign students perspective of quality of care at Hall Health
- Front of Hub culture
- Gardeners Who Work at Upper UW Campus
- Gasworks Park EMP The making of community and identity
- Graduate students and stress in relationships with partners/spouses
- Graduate students balancing child rearing and studies
- Greenlake walkers
- Health perspectives of elderly in community settings
- Health provider biases against poor patients in the emergency room
- Health Sciences Center's Media Center
- Hip Hop
- Hospital Security
- Hunter-gatherers on Puget Sound
- IMA climbing wall participants
- IMA swimmers
- Information Desk at UW Hospital
- International student perception of environment/culture of UW
- Interpreters perceptions of their roles in medical settings
- Issues of those in wheelchairs at University Hospital

- Issues related to body image or self esteem in students who watch soap opera
- Janitorial staff treatment
- Karoke
- Knitting health benefits to reduce stress
- local community gardening P-patches benefits
- Madison Market shoppers
- Matinee movie Goers
- Microlab users issues
- Mothers' perceptions of factors that determine their child's health and well-Being
- Motivations for student activism
- Museum visiting and mood changes
- Muslim student prayer
- Noise in computer labs
- Parent perceptions of student achievement at KapKa School
- Perception of community by first year students who live "on-campus"
- Perceptions of development in less developed countries
- Pizza eating at the HUB
- Post-earthquake student changes
- Presence in colon hydrotherapy
- Primary care physician answering behaviors
- Public safety in the U District
- Race/Class/Gender issues among Filipinos at Husky Den
- Real Change vendors
- Relationship of workers and patrons at Agua Verde
- Rock climbing at the University of Washington
- Runners on the Burke-Gilman Trail
- Salsa dancing
- Social meetings at the IMA
- Social work computer lab
- Stair use in the Health Sciences Building
- Street people on University Way
- Stress among graduate students in Health Sciences
- Stress in Asian students
- Stress in public health graduate students
- Student participation in the UW Instructional Center
- Students riding buses & reactions to cell phones
- Tanning culture
- Teaching autistic kids at the Experimental Education Unit
- Thai nursing student stress
- The culture of IMA employees, students versus full time employees
- The mental health effects of playing pool
- To explore the culture of "45th street clinic community medicine"
- Top Pot coffee culture in Wedgwood neighborhood
- Trader Joe's shoppers
- Undergraduate dorm culture
- University Police
- UW Student perceptions about the war in Iraq
- UW students with non-school age children
- Volunteers at University Hospital sense of Self Worth
- Water Activities Center boaters
- Women who breastfeed and work
- Yoga students.
- **Work before next session regarding choosing projects and teams**
 - Fill out the form below, with your example and email it to me **by Friday, January 6, 2012 12 noon**
 - be sure to give enough description of your topic so it can be clear to others
 - **by 10 pm, January 6**, you will receive all the topics from everyone, serial numbered, in a composite list
 - rank the top 3 you are willing to work on, that are consistent with your time available
 - come to the next class ready to make the choices necessary to form a group of three for your project
 - it is OK to work with others and communicate with the instructor to see if you have an acceptable topic and a group of three
 - Material to include in first email:
 - Specific Topic
 - EXAMPLE Top Pot Coffee Culture
 - YOUR TOPIC
 - Population to study
 - EXAMPLE Those who come regularly to the Top Pot in Wedgwood
 - YOUR POPULATION
 - Specific place to access population
 - EXAMPLE Top Pot Cafe

YOUR PLACE TO ACCESS

Specific site for direct observation

EXAMPLE Table inside

YOUR OBSERVATION SITE

Informant Interview focus

EXAMPLE Talk about coming here regularly?

YOUR INTERVIEW FOCUS

Participant Observation Activity

EXAMPLE Spend an hour presiding over discussion at the Top Pot

YOUR PARTICIPANT ACTIVITY

- **Required Reading after this session for this material**

- Miner, H., *Body Ritual Among the Nacirema*. American Anthropologist, 1956. 58: p. 503-507. One e-reserves UW Library for this course.

- **Recommended Reading**

- Bernard 2006: 69-74
- Bernard 54-57
- Spradley, J.P., *The Ethnographic Interview*. 1979, New York: Harcourt. pg 92-119
- Toolkit Vol 1 Ch 2, 4 (pg 82-95)
- Toolkit Vol 3 pg 115-120
- Toolkit Vol 5 pg 70-75
- Ulin et. al. Chapter One (available as a sample chapter at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787976342.html>)

2. Student discussion of projects and formation of teams

- **Learning objectives**

- describe research topics that are suitable for effort in this course and complete team selection

- **Required Reading**

- Shain, R. N., J. M. Piper, et al. (1999). *A randomized, controlled trial of a behavioral intervention to prevent sexually transmitted disease among minority women*. N Engl J Med 340(2): 93-100.

- **Recommended Reading**

- see lecture 1
- Bernard 2006: 1-24
- Bernard 1-21
- Toolkit Vol 1 Ch 5, 7, 8, 9
- Ulin et. al. Chapter Two

3. Direct Observation

- **Learning Objectives**

- describe methods and goals of direct observations
- carry out and write up an unstructured observation on a video in class

- **Required Reading**

- Auerswald, C. L. and S. L. Eyre (2002). *Youth homelessness in San Francisco: A life cycle approach*. Social Science & Medicine 54(10): 1497-1512.

- **Recommended Reading**

- Bernard 2006: 342-386, 413-437
- Bernard 256-290, 306-325
- Toolkit Vol 2 Ch 4, 5
- Ulin et. al. pg 71-91

4. Informant interviews I

- **Learning Objectives**

- recount interviewing techniques, be familiar with the write up process, and be able to identify cultural domains in interview texts
- review the use of informants in the qualitative research process
- observe an interview in class and write it up

- **Recommended Reading**

- Bernard 2006: 196-202, 387-398, 210-232
- Bernard 156-172, 291-300, 150-154
- Spradley, J.P., *The Ethnographic Interview*. 1979, New York: Harcourt. pg 55 to 68, 78-91
- Toolkit Vol 2 Ch 6
- Ulin et. al. pg 81-89

5. Informant interviews II

- **Learning Objectives**

- describe the characteristics of a good informant, how to locate and select such
- recount the behavioral stages of an interview and pitfall in the process
- list various ways of recording and managing information from interviews
- conduct an interview in class

- **Recommended Reading**

- Bernard 2006: 398-405
- Bernard 300-305
- Toolkit Vol 2, Ch 7
- Toolkit Vol 5 Ch 4
- Ulin et. al. pg 108-9

6. Guest Lecture #1, Hoang thi Dieu-Hien, Insider-Outsider Issues in Qualitative Research

- **Learning objectives**
 - identify potential underlying causes of insider/outside issues.
 - devise strategies to address these causes.

7. Coding

- **Learning Objectives**
 - describe the range of qualitative analysis
 - describe the role of coding in performing analysis
 - discuss the use of computers for coding of interview text
- **Recommended Reading**
 - Bernard 2006: 398-409, 505-512
 - Bernard 300-305, 443-447, 455-457, 567-568
 - Lewis, A. and C. Silver (2007). *Using Software in Qualitative Research: A Step-by-Step Guide*, Thousand Oaks, CA, Sage.
 - Toolkit Vol 5, Ch 5, 6
 - Ulin et. al. pg 135-6, 146-150

8. Focus Groups

- **Learning Objectives**
 - describe the history and uses of focus groups
 - list the elements of an interview guide for focus groups
 - summarize the advantages and disadvantages of focus group methods in public health
 - list design issues for focus group activities
 - enumerate moderator and observer/note taker techniques
 - participate in or observe a focus group in class
- **Recommended Reading**
 - Bernard 2006: 232-239
 - Bernard 172-176
 - Toolkit Vol 3, Ch 2
 - Ulin et. al. 89-95, 110-3

9. Formal methods

- **Learning Objectives**
 - list characteristics of formal methods and delineate their use in qualitative research
 - describe the technique of a free list and pile sort
 - describe rankings, paired comparisons, triadic comparisons
 - participate in a free list and pile sort exercise with the whole class
 - perform pile sort tabulations
- **Required Reading**
 - Weller, S.C. and A.K. Romney, *Systematic Data Collection*. Qualitative Research Methods Series, ed. J.V. Maanen. 1988, Newbury Park, CA: Sage, Pg 9-31
- **Recommended Reading**
 - Bernard 2006: 301-305, 311-315
 - Bernard 223-237
 - Toolkit Vol 3, Ch 3
 - Ulin et. al. pg 96-7

10. Participatory Research Methods & Indirect Observation

- **Learning Objectives**
 - carry out a social mapping exercise as a class
 - describe the history of participatory research methods
 - relate the principles of participatory rural appraisal in third world development work
 - present limitations of structured survey instruments
 - describe some unobtrusive measures
 - list types of data obtained from unobtrusive observation field work
- **Recommended Reading**
 - Bernard 2006: 352-3, 437-450
 - Bernard 57, 264-265, 325-336
 - Freudenberg, K. S. (1999). Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA): A Manual for CRS Field Workers and Partners. Baltimore, Catholic Relief Services. available at <http://www.crsprogramquality.org/pubs/ME/RRAPRA.pdf>
 - Schwarz, N. (1999). "Self-Reports: How the Questions Shape the Answers." *American Psychologist* 54(2): 93-105.
 - Toolkit Vol 2, Pg 128-133
 - Ulin et. al. pg 100-2, Ch 9

11. Group Process

- **Learning Objectives**
 - list key concepts for working in groups
 - describe the nominal group process
 - practice the nominal group process
- **Required Reading**

- McMurray, A.R., *Three Decision-making Aids: Brainstorming, Nominal Group, and Delphi Technique*. Jr. of Nursing Staff Development, 1994. 10(2): p. 62-65.

- **Recommended Reading**

- Jones J, et al. *Consensus methods for medical and health services research*. BMJ 1995; 311(7001): 376-80.
- Delbecq, A., A. Van de Ven, and D. Gustafson, *Group Techniques for Program Planning: A Guide to Nominal Group and Delphi*. 1986, Middleton, WI, Green Briar Press.

12. Guest Lecture #2 Helene Starks, Analysis: Synthesizing your data

- **Learning Objectives**

- identify 5 levels of findings that are produced by qualitative research.
- identify 3 strategies for writing/re-presenting qualitative findings.
- understand the differences between and relationships among open coding, axial coding and selective coding.
- review and critique 2 articles using grounded theory methods with respect to representation of data and effectiveness in conveying their stated purpose of the paper.

- **Required Reading**

- Attridge-Stirling, J. (2001). "Thematic networks: an analytic tool for qualitative research." *Qualitative Research* 1(3): 385-405.

- **Recommended Reading**

- Charmez, Kathy. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis* Chapter 3 Coding in Grounded Theory Practice pg 42-71.
- Sandelowski, M. (1998). "Writing a good read: strategies for re-presenting qualitative data." *Res Nurs Health* 21(4): 375-82.
- Sandelowski, M. and J. Barroso (2003). "Classifying the findings in qualitative studies." *Qual Health Res* 13(7): 905-23.

13. Analysis II

- **Learning Objectives**

- express analysis in terms of different levels, specialization and applicability to drawing conclusions

- **Recommended Reading**

- Bernard 2006: Ch 16, 17, 18
- Bernard Ch 15, 18, 19
- Toolkit Vol 2 Ch 3, 10, 11
- Toolkit Vol 5 Ch 7, 8, 10, 11
- Ulin et. al. pg 139-74

14. Guest Lecture #3 Rachel Chapman, Tales of a born/made anthropologist

- **Learning Objectives**

- **Recommended Reading**

- Chapman, R. R. (2010). *Family secrets : risking reproduction in central Mozambique*. Nashville [Tenn.], Vanderbilt University Press.

15. Guest Lecture #4, James Pfeiffer Developing Research Questions

- **Learning Objectives**

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

- **Recommended Reading**

- Johnstone, P. L. (2004). "Mixed Methods, Mixed Methodology Health Services Research in Practice." *Qual Health Res* 14(2): 259-271.
- Toolkit Vol 1, Ch 3
- Ulin et. al. Chapter Three

16. Presenting Qualitative Data

- **Learning Objectives**

- critique presentations from last time
- list factors to consider in making a good presentation
- describe different methods of presenting qualitative data, and their applicability to answering research questions posed

- **Recommended Reading**

- Bernard 2006: pg 456-462, 503-505
- Bernard 341-345, 438-441
- Duarte, N. (2008). *Slide:ology : the art and science of creating great presentations*. Sebastopol, CA, O'Reilly Media.
- Duarte, N. (2010). *Resonate : present visual stories that transform audiences*. Hoboken, N.J., Wiley.
- Kosslyn, S. M. (2007). *Clear and to the point : 8 psychological principles for compelling PowerPoint presentations*. Oxford; New York, Oxford University Press.
- Toolkit Vol 2 Ch 2
- Toolkit Vol 5 Ch 10
- Tufte, E. R. (2003). *The Cognitive Style of Powerpoint*. Cheshire, CT, Graphics Press.
- Ulin et. al. pg 195-213
- <http://www.norvig.com/Gettysburg/>

17. Student presentation of projects -- results and discussion