Anthropology 519/Health Services 521/Global Health 538 – Spring 2014
Advanced Qualitative Research Methods in Anthropology and Public Health

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Class Meeting Times and Location: Tu – Th 3:30-5:20, Denny Hall 216

Seminar Description:
This course provides students with both a theoretical foundation in qualitative approaches to research in medical anthropology and 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. 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 unless indicated as “recommended”. The following textbooks can be purchased at the UW book store:


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. Assignments are submitted on the course website. (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:
   - Preliminary outline of individual project (10%).
   - One oral presentation on project progress (20%).
   - 20-page 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 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 4/1:*

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 4/3:*

Objectives:

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

Readings:


**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.
- Student presentations: Outline research design and analysis implications of differing paradigms.

**Tuesday 4/8:**

**Readings:**

- Strauss and Corbin, Chaps. 1-2
- Bernard and Ryan, Chap. 1

**Student Projects:**

- Student presentations: Theoretical and epistemological orientations.

**Thursday 4/10:**

**Readings:**

- Miles and Huberman, Chap. 1

**Student Projects:**

- Student presentations: 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 4/15:

Readings:

• Strauss and Corbin, Chaps. 3-4

• Miles and Huberman, Chaps. 2-3

Case studies:


Student Projects:

• Student presentations: Identify research questions and describe research designs.

Thursday 4/17:

• 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.


Case studies:


Student Projects:
• Student presentations: Identify research questions and describe research designs.

**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 4/22:**

**Readings:**

• Bernard and Ryan, Chap. 2 and Chap. 17


**Student Projects:**

• Student presentations: Experiences in gathering data and key challenges in collecting the data required by the research design.

• Atlas.ti training session 1: Introduction, setting up datasets, importing transcripts.
Thursday 4/24:

Readings:


Case Study:


Student Projects:

- Student presentations: Experiences in gathering data and key challenges in collecting the data required by the research design.

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 4/29:

Readings:

- Strauss and Corbin, Chaps. 5-7, 14


**Case Studies**


**Student Projects:**

• Student presentations: Challenges and experiences in recording and transcribing data.

• Atlas.ti Training Session 2

**Thursday 5/1:**

**Readings:**

• Miles and Huberman, Chap. 4

• Bernard and Ryan, Chaps. 10-12

**Case Studies**


**Student Projects:**

• Student presentations: Challenges and experiences in recording and transcribing data.

**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 5/6:

Readings:

- Strauss and Corbin, Chaps. 8-9
- Bernard and Ryan, Chap. 3-4

Case Studies:


Student Projects:

- Student presentations: Coding and data analysis
- Atlas.ti training Session 3

Thursday 5/8:

Readings:


Case Studies:


Student Projects:

- *Turn in project outline!!!*
- Student presentations: Coding and data analysis
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 5/13:

Readings:

- Strauss and Corbin, Chaps. 10-11
- Miles and Huberman, Chap. 6

Case Studies:


Student Projects:

- Student presentations: Coding and data analysis
- Atlas.ti Training Session 4

Thursday 5/15:

Readings:


Case Studies:

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**Student Projects:**

- Student presentations: Coding and data analysis

**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 componental analysis.
- Describe matrices.

**Tuesday 5/20:**

**Readings:**

- Miles and Huberman, Chaps. 7-8
- Bernard and Ryan, Chaps. 5-6, 13, 16

**Student Projects:**

- Student presentations: Data display
- Atlas.ti training session 5: Working with and manipulating coded transcripts, generating output.
Thursday 5/22:

Readings:

- Strauss and Corbin, Chaps. 12-13

Case Studies:


Student Projects:

- Student presentations: Data display

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 5/27:

Readings:

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

Case studies:


Student Projects:

- Student presentations: Data display
Thursday 5/29:

Readings:

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

Case studies:


Student Projects:

- Student presentations: Data display

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 6/3:

Readings:

- Strauss and Corbin, Chaps. 15-17

- Miles and Huberman, Chap. 11, 12, 13


Case Study:

**Student Projects:**

• Students presentations: Final projects

**Thursday 6/5:**

**Readings:**


• **Recommended**: NIH, Office of BSSR. 2005. Qualitative Methods in Health Research: Opportunities and Considerations in Application and Review. NIH: Washington, D.C.


**Student Projects:**

• Students presentations: Final projects

**Final paper due Monday, June 9, 2014: Drop off at Anthropology office by 3:00 pm**