

# *Advanced Health Services Research Methods and Applications*

3 Credit Hours

Fall 2018

Wednesdays 1:25-4:15pm, MG 1303

Department of Health Policy and Management

Gillings School of Global Public Health

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## **Course Rationale and Objectives**

HPM 886 is the third in a series of three research methods courses. Therefore, students should complete HPM 884 and HPM 885 prior to enrolling in this course.

This course focuses on qualitative and mixed methods research. As evidenced by recent initiatives and funding announcements, it is important for health services researchers to study not only what works, but why it works (or does not) and how to disseminate and implement what works effectively. The “what” can be policies, programs, or interventions at various levels (e.g., federal, state, organizational, team, individual). Qualitative and mixed methods can be useful for improving policies, programs, and interventions as well as for promoting diffusion of those that are effective. Therefore, becoming familiar with these methods is important, both for those who wish to focus on these approaches and for researchers who will participate on research teams with members who focus on these methods.

The goals of this course are to provide students with (1) guidance about conditions under which qualitative and mixed methods are appropriate; (2) the ability to design and assess studies using qualitative and mixed methods approaches; and (3) the ability to perform qualitative data collection and analysis.

## **Resources**

The course Sakai site enables you to access course readings (under “Resources” and “Course Reserves”) and submit assignments. Please be sure that you have access to the site and that your email address is correct.

**Requirements and Expectations** (e.g., discussion forums, class participation, cell phones and laptops)

HPM 886, Fall 2018

Chris Shea, PhD, UNC-Chapel Hill

## ***Roles***

The instructor's primary role is to help create an effective learning environment, act as an expert resource, help you find other resources, and facilitate learning. The student's role is to be an open learner and to help each other learn. Students do this by keeping up with the readings, participating in class discussion, completing required assignments, and helping each other to add value to the course. Most class sessions will include some combination of class discussion (either instructor or student led), guest lecture, and group activities. Ultimately, the success of this course depends on the efforts of everyone involved. Diligently preparing for class sessions, actively engaging with course material, and effectively communicating with each other are ways in which we can each enhance the value of the course.

## ***Class Participation***

Attendance in class is mandatory for each class session. In the event of a truly extraordinary circumstance, attendance may be excused if brought to the instructor's attention in advance. All students are expected to do the assigned reading for each class and to come to class prepared to actively participate in class discussions.

## ***Cell Phones and Laptops***

Turn off cell phones in class and during exams. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed. Please do not use laptops at all during guest speakers.

## ***Course Evaluation by Students***

You will be asked to participate in a short written evaluation at the end of each module and at the end of the overall course. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

## **Student Evaluation Method**

The weighting of grade components is summarized in the table below.

Abstract of HPM 885 Proposal	5%
Study Critiques (2 @ 15% each)	30%
Draft Specific Aims	10%
Final Grant Proposal	35%
Participation (discussion leader, class discussion, group activities, ungraded assignments)	20%

### ***Abstract of HPM 885 Proposal (5%)***

Students will submit the specific aims from their final research proposal submitted in HPM 885. The specific aims should be 1 page single-spaced in 11-point Arial font with at least 0.5 inch margins. In addition, students will answer questions provided about strengths and weaknesses of the proposal and ideas about how to incorporate qualitative and/or mixed methods.

### ***Critiques (2 @ 15% each)***

The instructor will provide two studies to review. Each student will write a brief (maximum 500 words) critique of the study. The format of the critique should be similar to comments that would be provided to the authors in a journal peer review. However, do not feel obligated to comment on the originality of the article because you may not be familiar with the literature on the topic. Instead, focus your critique on the appropriateness and reporting of the design, methods, results, and conclusions. Based on the stated aims of the article and the content you have read in this course about qualitative and mixed methods, detail both areas of strength and weakness (i.e., your concerns) about the design, methods, results, and conclusions. For areas of strength, discuss why they are a strength. For areas of concern, discuss why they are a concern, classify them as major or minor concerns, and suggest alternative approaches that the authors could have employed. Examples of issues to consider include appropriateness and effectiveness of design, integration of data sources, qualitative methods employed, diagram of procedures, data displays, and discussion of findings. In short, the critique should summarize both what the authors have done well and what they could have improved.

### ***Draft Specific Aims for Final Grant Proposal***

Students will submit draft specific aims for the proposal they plan to develop for the course. The specific aims should be no more than 1 page single-spaced in 11-point Arial font with at least 0.5 inch margins. Also, the aims must incorporate some qualitative and/or mixed methods content.

### ***Final Grant Proposal***

The final paper for the course is a grant proposal, ideally one that is a stepping stone toward the dissertation proposal. Consistent with the specific aims assignment, the proposal must include some qualitative and/or mixed methods content from this course. Also, the proposal should be structured similar to the Research Strategy section of an NIH proposal. The body of the proposal (Research Strategy section) may be up to 10 single-spaced pages, and the specific aims must be 1 page maximum, for a total of no more than 11 pages. The proposal should be formatted with 11-point Arial font and at least 0.5 inch margins.

### ***Participation***

#### Reading Questions

In advance of each session, each student will post to the Forum one question based on the core/required readings for that day (not the student-led readings). The instructor will use some of the students' questions to structure the discussions. Questions should spark insightful discussions during the sessions. *Questions are due the day of each session by 9am.*

#### Leading In-class Discussion

Each student will lead the in-class discussion of one peer-reviewed journal article. The instructor will assign the presentation date, but the article will be chosen by the student. Students will bring ideas about articles and/or topics to class for the second session. Articles must meet

the following criteria:

- Peer-reviewed journal
- Published within last 10 years or “seminal” work
- Not discussed in another class
- Methods are relevant to course

All article selections are subject to instructor approval.

The discussion leader will develop list of 5 discussion questions. The discussion questions should promote critical examination of the paper and can include questions the leader would like answered by the class. The leader should be prepared to discuss, in depth, the research question(s), background/context, approach/methodology (including connections to research designs covered in HPM 885), key results, strengths and weaknesses (critical evaluation), and take-away messages. Discussion leaders are encouraged to supplement the discussion with relevant examples from professional experience and/or online resources.

*Please submit the article and its citation to the instructor no later than noon Friday prior to the class period when you are leading. Earlier submissions are encouraged.*

All students are expected to have read the paper in advance, participate in the discussion, and share their own questions about the article.

## UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).

UNC Writing Center [handout on plagiarism](#)

## Recognizing, Valuing, and Encouraging Diversity

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:** <http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:** <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:** <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

## Accommodating Students with Disabilities

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email [ars@unc.edu](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

## Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

## Course Schedule

Date	Topic	Readings	Assignment Due
8/22	Overview of Course		
8/29	Introduction to Mixed Methods	<ul style="list-style-type: none"> <li>• Creswell ch. 1-4, 7</li> <li>• Creswell &amp; Creswell “The selection of a research approach”</li> <li>• Johnson “Toward a definition of mixed methods”</li> </ul>	Bring idea about paper or topic for discussion
9/5	Writing and Evaluating Mixed Methods Studies  Guest Lecture: Sarah Birken (1:30pm)	<ul style="list-style-type: none"> <li>• Creswell 5, 6, 8, 9</li> <li>• Fetters “Publishing a Mixed Methods Article”</li> <li>• Sarah’s proposal (TBD)</li> <li>• Guetterman “Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays”</li> </ul>	Abstract of 885 paper  Discussion Leader: Kathleen
9/12	CANCELED DUE TO HURRICANE		
9/19	Case Studies  Qualitative Approaches  Guest Lecture: Paul Mihás (2:45pm)	<ul style="list-style-type: none"> <li>• Yin chapters 1, 4, 5</li> <li>• Nararro-Haro “The use of virtual reality to facilitate mindfulness skills training in dialectical behavioral therapy for borderline personality disorder: a case study”</li> <li>• Webb “Experiences of General Practitioners and Practice Support Staff Using a Health and Lifestyle Screening App in Primary Health Care: Implementation Case Study”</li> <li>• Sandelowski “Whatever Happened to Qualitative Description?”</li> <li>• Tong “COREQ” <b>Read Table 1 only</b></li> <li>• <u>Optional Reading</u>: Agee “Developing qualitative research questions”</li> </ul>	Discussion Leader: Dani and Tyler
9/26	Program Evaluation: Working with Stakeholders to Design Studies / Evaluations  Guest Lecture: Karl Umble (2:45pm)	<ul style="list-style-type: none"> <li>• <a href="#">Centers for Disease Control. Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide</a> <ul style="list-style-type: none"> <li>○ Exec Summary, Intro and up through Step 4</li> </ul> </li> <li>• Practical Evaluation Using the CDC Evaluation Framework (webinar) : <a href="http://www.cdc.gov/asthma/program_eval/evaluation_webinar.htm">http://www.cdc.gov/asthma/program_eval/evaluation_webinar.htm</a></li> </ul>	Discussion Leader: Soo

		<ul style="list-style-type: none"> <li>○ Watch Videos 1 (25 minutes) and 1A (10 minutes) – Pitfalls and CDC Guide Overview</li> <li>○ Watch Video 2 Up through Example 1 on Asthma in Low income housing (about 35 minutes)</li> <li>● Change et al. (2011)</li> </ul>	
10/3	Data Collection & Sampling & Integration & Triangulation  Guest Lecture: Nina Sperber (1:25pm)	<ul style="list-style-type: none"> <li>● Creswell and Clark ch. 6 “Collecting Data in Mixed Methods Research</li> <li>● Creswell and Clark ch. 7 “Analyzing and Interpreting Data in Mixed Methods Research”</li> <li>● TBD</li> </ul>	Draft Specific Aims for Final Proposal Due  Discussion Leader: Burcu and Kate
10/10	Conducting Interviews and Focus Groups  Guest Lecture: Randall Teal (1:30pm)	<ul style="list-style-type: none"> <li>● Seidman ch. 6 “Technique Isn’t Everything But It Is a Lot”</li> <li>● Seidman ch. 7 “Interviewing As a Relationship”</li> <li>● Morgan ch. 4 “Planning and Research Design for Focus Groups”</li> </ul>	Critique #1 Due
10/17	More on Integration and Analysis in Mixed Methods Research  Guest Lecture: Heather King (1:30pm)	<ul style="list-style-type: none"> <li>● Bazeley ch. 4 “Sequential Integration: Analysis Guiding Design and Further Analysis”</li> <li>● Bazeley ch. 5 “Drawing and Verifying Conclusions”</li> <li>● Goh “Using community-based participatory research to identify potential interventions to overcome barriers to adolescents’ healthy eating and physical activity”</li> <li>● TBD</li> </ul>	Discussion Leaders: Rumana and Ryan
10/24	Analyzing Qualitative Data (part 1)  Guest Lecture: Paul Mihos (2:45pm)	<ul style="list-style-type: none"> <li>● Miles, Huberman, Saldana ch. 4 “Fundamentals of Qualitative Data Analysis”</li> <li>● TBD</li> </ul>	Discussion Leader: Natalie
10/31	Analyzing Qualitative Data (part 2)	<ul style="list-style-type: none"> <li>● Miles, Huberman, Saldana ch. 11 “Fundamentals of Qualitative Data Analysis”</li> </ul>	Qualitative coding assignment

	Guest Lecture: Renee Ferreri (1:25pm)	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	Discussion Leader: Wendi
11/7	Analyzing Qualitative Data (part 4)  Developing Survey Measures: Scales and Indices	<ul style="list-style-type: none"> <li>• Devellis</li> <li>• TBD</li> </ul>	Discussion Leader: Meghan  Critique #2 Due
11/14	Developing Good Survey Items / Cognitive Interviews  Guest Lecture: Teresa Edwards (1:30pm)	<ul style="list-style-type: none"> <li>• Fowler</li> <li>• Willis <i>Cognitive Interviewing</i></li> <li>• TBD</li> </ul>	Discussion Leader: Will
11/21	<b>Thanksgiving</b>	No class meeting	Draft Proposals for Peer Review Due 11/19
11/28	Course Summary / Proposal Workshop	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
12/5	Proposal Presentations	No readings	Final Proposals Due