SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course title:	Mixed Methods Research
Course #/term:	SW861 / Fall 2021
Time and place:	Tuesday, 9:00am-12:00pm, Hybrid (In-person via Zoom)
Credit hours:	3
Prerequisites:	Doctoral standing or permission of instructor
Instructor:	Daphne C. Watkins, PhD
Pronouns:	She, her, hers
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Phone:	(734) 647-0161; Preferred method is via "Inbox" in Canvas
Office hours:	By appointment only

1. Course Statement

a. Course Description

Social workers often wonder "what is mixed methods research?" and "when should I use mixed methods in my own research?" While mixed methods have been around for a long time, only recently has it begun to gain momentum in social work research. Before decisions can be made about mixed methods, other aspects of the research process must be addressed such as a philosophical standpoint, the research question, collecting the data, and analyzing and interpreting the data. Mixed methods are more than mixing the methods: it also involves mixing the assumptions that we have about the methodologies, the methods, and the data.

In this course, students will be introduced to mixed methods research in the social and behavioral sciences. A primary aspect of the course will be to teach students how to determine if mixed methods are necessary, given the problem statement and research questions. In this course, attention will be given to how the single methods (qualitative and quantitative) integrate during each stage of the research process for a mixed methods study. The focus of the course is namely how each single method converges during each step of the research process to answer the mixed methods research question(s). The course is best suited for students with comfort and familiarity using one (or both) of the single methods (qualitative or quantitative).

b. Course Content

Modeling that of mixed methods, this course will provide depth and breadth on developing well-refined and theoretically driven mixed methods studies, along with specific guidance on utilizing appropriate methods and instruments during data collection, integration, and analysis. The course content will be enhanced by an overview of both qualitative methods and quantitative methods, separately, then together, and their role in a mixed methods study. This course provides (1) an

introduction to mixed methods research; (2) an examination of the philosophical assumptions that guide the decision to used mixed methods research; (3) a context for data analysis and integration; and (4) a framework for drawing conclusions from mixed methods studies that can inform future research, practice, and policy efforts.

c. **Course Objectives and Competencies**

By the end of the course, students will be able to:

1. Adopt a philosophical stance and highlight the major theoretical underpinnings guiding mixed methods research;

2. Determine when someone should consider conducting a mixed methods study and understand the procedures involved with choosing a mixed methods design;

3. Discuss measurement, sampling, and analyzing qualitative and quantitative data for mixed methods research;

4. Describe ways to integrate and interpret qualitative and quantitative data to address a mixed methods research question; and

5. Describe ways to disseminate results from mixed methods research.

d. **Course Design**

The course objectives and competencies will be achieved through readings, virtual class discussions and presentations, videos, and written assignments.

e. **COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities.

Please notify me via Canvas "Inbox" about your absence as soon as practical, so that I can make accommodations. Documentation (a Doctor's note) for medical excuses is *not* required.

Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done.

The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, she will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the Canvas site.

On days when classes are recorded, students will be notified in advance and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without the written consent of the instructor.

2. Class Requirements

a. <u>Text and Class Materials</u>

Required Text

- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research. Los Angeles, CA: Sage Publications.

Other Readings *(PDFs are available under the "Course Readings" Tab in Canvas)*

1. Doolan, D. M., & Froelicher, E. S. (2009). Using an existing data set to answer new research questions: A methodological review. *Research and Theory for Nursing Practice: An International Journal, 23*(3), 203-215.

2. Fetters, M.D., Curry, L. A., & Creswell, J.W. (2013). Achieving integration in mixed methods designs- principles and practices. *Health Services Research, 48* (6), 2134-56.

3. Greenhalgh, T. (1997). How to read a paper. Statistics for the non-statistician. I: Different types of data need different statistical tests. BMJ.com, 315(7104), 364-366.

4. Greenhalgh, T. (1997). How to read a paper. Statistics for the non-statistician. II: "significant" relations and their pitfalls. BMJ.com, 315(7105), 422-425.

5. Guetterman, T. C., Fetters, M. D., & Creswell, J. W. (2015). Integrating quantitative and qualitative results in health science mixed methods research through joint displays. *Annals of Family Medicine, 13*(6), 554-561.

6. O'Cathain, A., Murphy, E., & Nicholl, J. (2010). Three techniques for integrating data in mixed methods studies. *BMJ: British Medical Journal, 341*(7783), 1147-1150.

7. Hammersley, M. (2009). Can we re-use qualitative data via secondary analysis? Notes on some terminological and substantive issues, *Sociological Research Online, 15*(1), at http://www.socresonline.org.uk/15/1/5.html

8. Johnston, M. P. (2014). Secondary method: A method of which the time has come. *Qualitative and Quantitative Methods in Libraries, 3*(3), 619-626.

9. Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly, 22I(4), 557-584.*

10. Lincoln. Y. S. & Guba, E. G. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K., Denzin & Y. S. Lincoln. [Eds.], The SAGE handbook of qualitative research. (3rd ed. Pp. 191-215). Thousand Oaks, CA: Sage.

11. Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). Qualitative research methods: A data collector's field guide. Family Health International, Research Triangle Park, North Carolina. http://www.fhi.org

12. Muijs, D. (2011). Introduction to quantitative research. In Doing quantitative research in education with SPSS. Chapter 1. Second Edition. Los Angeles, CA: Sage Publications.

13. Onwuegbuzie, A. J., & Combs, J. P. (2010). *Emergent data analysis techniques in mixed methods research: A synthesis.* In Tashakkori, A. & Teddlie C. (Eds.), SAGE handbook of mixed methods in social and behavioral research (2nd ed., pp. 397-430). Thousand Oaks, CA: Sage.

14. Plano Clark, V. L. (2019). Meaningful integration within mixed methods studies: Identifying why, what, when and how. *Contemporary Educational Psychology, 57,* 106-111.

15. Shannon-Baker, P. (2015). Making paradigms meaningful in mixed methods research. *Journal of Mixed Methods Research, 1-16.*

16. Watkins, D. C. (2012). Qualitative research: The importance of conducting research that doesn't 'count.' *Health Promotion Practice, 13*(2), 153-158.

17. Watkins, D.C. (2017). Rapid and rigorous qualitative data analysis: The RADaR technique for applied research. *International Journal of Qualitative Methods, 16*(1): 1-9.

18. Watkins, D. C., Wharton, T., Mitchell, J. A., Matusko, N., Kales, H. (2017). Perceptions and receptivity of non-spousal family support: A mixed methods study of psychological distress among older, church-going African American men. *Journal of Mixed Methods Research, 11*(4): 487-509.

Other Resources

VIDEO 1: https://www.youtube.com/watch?v=1OaNiTlpyX8 (Introduction to MM)

VIDEO 2a: https://umich.instructure.com/courses/320297/pages/video-2a-mm-history-and-worldview
(MM History and Worldview)

VIDEO 2b: https://www.youtube.com/watch?v=Q3NHKLuBwHQ&feature=youtu.be (Mixed thinking)

VIDEO 3: https://www.youtube.com/watch?v=LiWmpBM_tb0 (Build an integrated MM Design)

VIDEO 4: https://www.youtube.com/watch?v=qJVzoxZ5s4U (Statistics in your Research Part 1)

VIDEO 5: http://www.youtube.com/watch?v=PufeCtQqA4s (Statistics in your Research Part 2)

b. <u>Student Expectations</u>

As adult learners, you bring experience and knowledge to the classroom setting. Approaches to adult education assume you will want to be proactive about defining and pursuing your own goals and will need to link new knowledge and learning with what you already know (which may involve some unlearning). As adult learners, you will depend on one another to be up front about what is unclear, uncomfortable, or problematic. Class attendance and participation are <u>essential</u>.
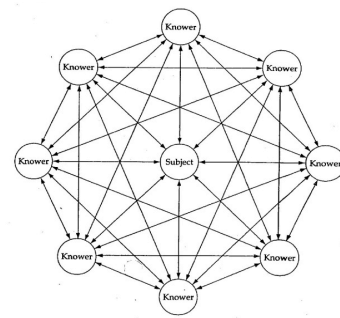
Students are expected to:
(1) Attend all classes (virtually) and be engaged during class time;
(2) Be on-time (promptly at 9:00am), prepared, and remain online until class is dismissed;
(3) Participate in online activities and discussions; and
(4) Complete all class assignments thoroughly and on-time.

In my doctoral seminars, I teach using the "Community of Truth" philosophy. This philosophy simply implies that you will join me as a "knower" of the subject, and we will explore perspectives and interpretations of the subject together.

Lectures will be minimized, and we will spend time discussing the readings, as well as our own interpretation of the concepts covered. We will spend some time during the course considering how the class will function and getting to know each other's backgrounds and interests. Discussing mixed methods research in the social and behavioral sciences through our own disciplinary lens can be intimidating, but also exciting and challenging. We are likely to differ in many aspects, but that will make the course beneficial to us as we learn and grow together.

Additional School and University policies, information and resources are available here:
https://ssw.umich.edu/standard-policies-information-resources.

c. <u>Class schedule</u>

Wk	Date	Topic	Readings/ Videos to Watch *(Complete readings prior to the class session. Submit assignments by 11:59pm that evening)*
1	8/31/21 **Online**	Intro to Course & Mixed Methods	• Review our Syllabus • Click here for Video 1
2	9/7/21 **Online**	History of MM and Worldview	• Creswell & Plano Clark - Ch. 1 & 2 • Lincoln & Guba (2005). • Click here for Video 2a • Click here for Video 2b
3	9/14/21 **In-person**	Choosing a mixed methods design	• Shannon-Baker (2015) • Creswell & Plano Clark - Ch. 3 & 4 • Click here for Video 3 *Assignment #1 (Philosophical stance) Due*
4	9/21/21 **In-person**	The QUAL SIDE of MM	• Creswell & Plano Clark - Ch. 6 • Watkins (2012)
5	9/28/21 **Online**	Analyzing qualitative data	• Creswell & Plano Clark - Ch. 7 • Leech & Onwuegbuzie (2007) • Watkins (2017) *Assignment #2 (Paper topic, research question, and data) Due*
6	10/5/21 **Online**	The QUANT SIDE of MM	• Creswell & Plano Clark - Ch. 6 *(Review it again)* • Muijs (2010)
7	10/12/21 **In-person**	Analyzing quantitative data (Descriptive + Inferential)	• Creswell & Plano Clark - Ch. 7 ➔ ➔ *1:1 Consultations* • Onwuegbuzie & Combs (2010) • Click here for Video 4 • Click here for Video 5 *Assignment #3 (Design diagram) Due*
8	**10/19/21**	**No Class**	***Fall Break***
9	10/26/21 **Online**	Data integration & interpretation 1	• Fetters, Curry, & Creswell (2013) • Plano Clark (2019) • Guetterman, Fetters, & Creswell (2015)
10	11/2/21 **In-person**	Data integration & interpretation 2	• Creswell & Plano Clark - Ch. 9 ➔ ➔ *1:1 Consultations* • O'Cathain, Murphy, & Nicholl (2010) *Assignment #4 (Methods & Results section) Due*
11	11/9/21 **Online**	MMR Advances 1	• Johnston, M. P. (2014). • Watkins, Wharton, Mitchell, et al. (2017). • Doolan, & Froelicher (2009). • Hammersley, M. (2009).
12	11/16/21 **Online**	Writing up & Reporting MM	• Creswell & Plano Clark – Ch. 5 • Creswell & Plano Clark – Ch. 8
13	11/23/21 **Online**	MMR Advances 2	• *Readings to be determined* ➔ ➔ *1:1 Consultations*
14	11/30/21 **Online**		*Group 1 - Present Final MM Papers/Proposals*
15	12/7/21 **Online**		*Group 2 - Present Final MM Papers/Proposals*

3. Class Assignments

A. Final Mixed Methods (MM) Paper OR Proposal [35 points]

The major project for this course will be the application of the mixed methods research approaches you learn to a final MM paper OR proposal. Individually, students will develop a final MM paper OR proposal due at the end of the semester. Sections of this paper/proposal will be due at different points throughout the semester. At the end of the semester, you will hand in your entire MM paper/proposal containing all sections. These components include your: (1) philosophical stance; (2) paper topic, research question, and data to be used; (3) mixed methods study design diagram; and (4) methods (sampling, measures, and procedures) and results (including tables and figures if applicable). Consult with the professor and your classmates throughout the semester. Further details for this assignment are below and will also appear on the Canvas site.

*[Submission guidelines: Papers/proposals should be written using the American Psychological Association Publication Manual (6th edition) and be 15 to 20 pages, NOT including a 250-word abstract, tables and/or figures, and references. Make sure papers are double-spaced size 11 Arial font, and 1-inch margins. The final paper should be submitted via Canvas "Assignments" by 11:59pm no later than **December 10th**.]*

B. Mixed Methods Paper OR Proposal Components [30 points Total]

Over the course of the semester, you will be working on your own mixed methods paper/proposal. You will complete and submit portions of this paper/proposal throughout the semester for feedback. Each component of the final paper/proposal will receive a separate grade, and then it will receive a collective grade at the end of the semester. These components include your: (1) philosophical stance; (2) paper topic, research question, and data to be used; (3) mixed methods study design diagram; and (4) methods and results section. See below for details.

Assignment #1 = Draft Philosophical Stance (5 points)

It is tempting to dive right into the methods of a mixed methods study, but instead of doing that, I want you to think more deeply about the lens through which you see your work. Before you consider the mixed method research question, data, and design, I want you to consider the different mixed methods paradigm stances, in general, and which one(s) seem(s) most appropriate for your mixed methods orientation, overall, and your final paper or proposal, specifically. In this assignment, I want you to focus on the methodology (not to be confused with methods) of your work and write a paragraph that outlines your philosophical stance. Build your case for mixed methods research and for why you are choosing mixed methods for your final paper or proposal. *(Examples will be provided).*

*[Submission guidelines: This assignment should be about 2-3 pages, typed (1" margins, double-spaced, 11-point Arial font). The philosophical stance should be submitted via Canvas "Assignments" by 11:59pm no later than **September 14th**.]*

Assignment #2 = Draft Paper Topic, Research Question, and Data you plan to Use *(5 points)*

Paper Topic: What problem/topic do you want to examine this semester? What are you trying to discover or learn about? Why is this of interest? Write a brief paragraph discussing the concept you have selected for your final paper/proposal. Give me an idea of why it is important to study this topic. Put your topic into a larger context that encompasses social and behavioral science.

Research Question: Write at least one MM research question you plan to address with your MM paper/proposal. Think about your topic critically and try to develop a research question that has not already been addressed in previous studies. [HINT→ looking at the discussion section of published research articles can inform you of topics future researchers should explore. Are you able to address any of these suggestions for your MM paper/proposal?]

Data to be Used: What quantitative data or qualitative data do you want to use to address the above research question? Will you collect new data or use existing data for one or both data components? Why do you think using this type of data will help you address your research question?

[Submission guidelines: This assignment should be about 2-3 pages (1" margins, double-spaced, 11-point Arial font.) The combined paper topic/research question/ data to be used assignment should be submitted as one document via Canvas "Assignments" by 11:59pm no later than September 28th.]

Assignment #3 = Draft mixed methods study design diagram *(10 points)*

Design diagrams are used to frame the design for a mixed methods study. We will review some examples of these diagrams in class for the exploratory sequential design, the explanatory sequential design, and the convergent design. Design diagrams are usually one of the first tools a MM researcher develops. This type of diagram is usually included in proposals to fund mixed methods research, as well as reports that disseminate study findings. Design diagrams are usually simple and "clean." They offer a minimal description for how the qualitative and quantitative data will be treated in the mixed methods design. They are not crowded with details, but rather, keep down the confusion of mixed methods by offering a simple and easy way to describe the "flow" of the study. Boxes (solid line and dotted line), circles, and directional arrows are used in design diagrams. *[Submission guidelines: This assignment should be 1 page. The study design diagram should be submitted as a PDF via Canvas "Assignments" by 11:59pm no later than October 12th.]*

Assignment #4 = Draft of Methods & Results section *(10 points)*

Methods: The purpose of this assignment is to draft the methods section for your final MM paper/proposal. Your methods section plays an important role in how your research will be understood and how readers will interpret your findings. Writing a strong methods section allows you to better plan for how you will analyze your data and interpret your findings. The length of your Methods section will vary but should include the following section for both the quantitative and qualitative components for your MM study: (a) Study design; (b) Participants/Sample; (c) Recruitment; (d) Data Collection/ Procedures; (e) Data Analysis.

Results: The purpose of this assignment is to draft the results section for your final MM paper/proposal. How you present your findings plays an important role in how your research will be understood and how readers will interpret your findings. You will want to address the following questions for this assignment: What are the important findings from my analysis? What is/are the best way(s) to present these results (e.g., table, graph, chart, or image)?

The length of your results section will vary based on your topic, research questions, and the type of data you are using. NOTE: If you choose to submit a final MM proposal, your results section should be written as "Anticipated Results."

*[Submission guidelines: This assignment should be about 4-6 pages. The methods and results section should be submitted via Canvas "Assignments" by 11:59pm no later than **November 2nd**.]*

Table 1: Questions to consider for your Methods and Results Sections	
For the QUANTITATIVE Component	**For the QUALITATIVE Component**
METHODS	**METHODS**

Address the following:
 	
1. **What is your _study design_?**
  • How did/will you conduct the research? Did/will you use a mail survey? Telephone survey? Experimental design?
  • Why did you choose this method? What are its advantages/ disadvantages? Where will you go to collect this information?
 	
2. **Who are you _sampling_?**
  • What is the sampling plan for your study?
  • Why did you choose the sampling plan?
  • What is your sample size? Why?
 	
3. **What type of _measures_ did the original researchers use? Why?**
  • Are they valid? Reliable?
  • Report sample items from the measures
  • Provide citations, if applicable.
 	
4. **What _variables_ do you plan to measure?**
  • If they are variables from existing instruments, be sure to cite the articles where these instruments have been previously used.
	Address the following:
	
	1. **What is your _study design_?**
	  • How did/will you conduct the research? Did/will you use participant observation? Focus groups or in-depth interviews?
	  • Why did you choose this method? What are its advantages/ disadvantages? Where will you go to collect this information?
	
	2. **Who are you _sampling_?**
	  • What is the sampling plan for your study?
	  • Why did/will you choose this sampling plan?
	  • What is your sample size? Why?
	
	3. **What type of _instrument_ did the original researchers use? Why?**
	  • How were the items developed?
	  • Are they dependable? Credible?
	  • Provide citations, if applicable
	
	4. **What _themes/ideas_ do you plan to analyze?**
	  • Which section(s)/sub-heading(s) of the focus groups/interviews do you plan to analyze?
	  • What will you be looking for in your analysis?
	
	5. **How will you _analyze the data_? Or what procedures will you use to answer your research questions?**
	  • What type of qualitative data analysis procedures will you use?
	  • Why are these procedures the best ones to use for your analysis?

5. How will you _analyze the data_? Or what procedures will you use to answer your research questions? • What type of statistical procedures will you use? Descriptive? Inferential?	• Who analyzed the data?
RESULTS	**RESULTS**
Address the following: 1. **What were the sample characteristics?** • What were the demographics of the sample? How many were male? Female? African American? White? Etc. (This should be the first paragraph of your Results section.) 2. **With regard to your research question(s), what were the results of your analysis?** • What variables did you run? • What did you find? 3. **How will you present your findings visually?** • Include a table, graph, chart, or an image. (This will be placed at the end of your completed project, but you may submit it with this assignment for my review.)	Address the following: 1. **What were the sample characteristics?** • What were the demographics of the sample? How many were male? Female? African American? White? Etc. (This should be the first paragraph of your Results section.) 2. **With regard to your research question(s), what were the results of your analysis?** • What key words did you search for? • Did you use a content analysis? Constant comparative analysis? The RADaR technique? If so, explain how you used it to generate your results. 3. **How will you present your findings visually?** • Include a table, graph, chart, and/or an image. (This will be placed at the end of your completed project, but you may submit it with this assignment for my review.)

C. Mixed Methods Paper OR Proposal Presentation [20 points]

On the last two days of class, each student will give a 10-minute, five (5) PowerPoint slide presentation on their final MM paper/proposal. Images and graphics are encouraged. Use this time to orally present what you write in your MM paper/proposal. If there are ideas or concepts that are still crystalizing by the last day of class, you may raise them during your presentation. Please note, however, you are not to use the entire presentation to pose questions to the class. The time should be dedicated to presenting what you have learned about your mixed methods paper/proposal.

[We will divide the class into 2 groups: Group 1 will present on November 30th and Group 2 will present on December 7h].

D. Class Attendance, Preparation, and Participation [15 points]

Since the success of a doctoral seminar is the mutual responsibility of all its members, it is expected that you will do the assigned readings each week and participate regularly, fully, and in a manner that demonstrates respect for your colleagues. This includes <u>critically</u> reading; coming prepared to class, taking responsibility for identifying key issues to discuss; participating in class activities, and using class virtual interactions to deepen your experience and knowledge.

<u>The following criteria will be used to grade assignments:</u>
1) The *quality* of the analysis and depth of understanding of the concepts, ideas, and information.
2) The *clarity* of expression and organization of the final project– i.e., an order to its major themes.
3) The *appropriate use* of references and resources, and the variety/range of resources referenced.
4) The use of *proper grammar* and the overall *professional presentation* of the paper.

Summary of Written Assignments and Grading

Class Attendance, Preparation, & Participation	15
MM Final Paper or Proposal	35
MM Final Paper or Proposal Components (Total)	30
MM Final Paper or Proposal Presentation	<u>+20</u>
	100 Total Points

Each assignment will be given points that summed to determine the final course grade:

A+ = 99 - 100	B+ = 87 - 89	C+ = 77 - 79
A = 95 – 98	B = 84 - 86	C = 74 - 76
A– = 90 - 94	B– = 80 - 83	C– = 70 – 73

Grade	Each grade will be determined by:
A+	The grade of A+ signifies work that is goes beyond the content of the course and the expertise students are expected to master. An A+ is rare to obtain, but not impossible.
A or A-	Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content, but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades is determined by the degree to which the student has demonstrated these skills.
B+	A grade of B+ is given to work, which is judged to be very good. This grade denotes that a student has demonstrated a more-than competent understanding of the material.
B	A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work and meets basic course expectations.
B-	A grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
C+ or C	The grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.
C- to F	Grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.