



COURSE INFORMATION

HTHRHSC / PUBAFRS 7574: Mixed Methods Approaches for Policy-Related Research (3 credits)

Tuesdays @ 3:00 – 5:30 pm in (*Location TBD*)

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Research has powerful potential to inform public policy at the local, state, and federal level, but it is important that researchers design their projects with this end in sight. Policy researchers have access to a variety of methodological tools and can combine qualitative and quantitative data in pragmatic ways to answer important research questions. This course introduces students to theories and methods of data collection techniques, such as in-depth interviews, focus groups, and surveys. It also considers conceptual and methodological reasons for designing a mixed method research study as well as different design options.

Over the course of the semester, we will evaluate the strengths and weaknesses of various mixed method research designs and how to identify a design that is appropriate for your research question. As part of this exploration, the course will compare different paradigms, sample/case selection logics, and types of evaluation associated with qualitative, quantitative, and mixed methods research. We will also discuss and engage in more concrete topics such as building relationships with partners; developing rapport with partners and participants; writing a mixed method research proposal; designing an interview or focus group guide; designing a survey questionnaire; conducting a qualitative interview or focus group; analyzing qualitative and mixed methods data; and publishing mixed methods research.

This course is of best use to students in the beginning (proposal development) stage of a research-focused thesis or doctoral degree. Upper-class undergraduates may enroll with permission.

COURSE GOALS & LEARNING OUTCOMES

Upon successful completion of this course, students will:

- A. **Appreciate the historical and contextual factors that motivate the use of mixed methods among contemporary researchers by...**
 1. Describing the advantages and challenges of a taking a mixed methods approach, and
 2. Discussing the worldviews and theoretical lenses through which mixed methods work can be designed;
- B. **Understand how conceptual frameworks and study design typologies are used to inform and organize mixed methods research by...**
 1. Comparing the structure and utility of various mixed methods design typologies,
 2. Constructing a framework of key concepts and phenomena to be studied in a mixed methods proposal, and
 3. Selecting and justifying a study design for a mixed methods proposal;
- C. **Grasp the unique methodological procedures associated with the conduct of high-quality quantitative and qualitative research by...**
 1. Designing and field-testing qualitative and quantitative data collection tools, and
 2. Planning for and practicing analysis of qualitative and quantitative data;
- D. **Know how to integrate quantitative and qualitative methods into mixed methods research proposals for the study of policy-relevant questions by...**
 1. Demonstrating competence in research ethics,
 2. Appraising the quality of mixed methods research studies, and
 3. Developing a comprehensive mixed methods research proposal for the study of a policy-relevant topic.

REQUIRED TEXTS

Creswell JW, Clark VL. *Designing and Conducting Mixed Methods Research*. Sage publications; 2017. 3rd edition. ISBN-13: 978-1483344379.

Fowler Jr FJ. *Survey Research Methods*. Sage publications; 2014. 5th edition. ISBN-13: 978-1452259000.

Weiss RS. *Learning from Strangers: the Art and Method of Qualitative Interview Studies*. Free Press; 1995. 1 edition. ISBN-13: 978-0029346259.

Students can access textbook information via the Barnes & Noble bookstore website (<https://ohiostate.bncollege.com>) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice or shop for books online (always use ISBN# for searches).

COURSE EXPECTATIONS

Participation & Readings

Due to the discursive nature of the course's content and the small class size, *most lessons will be run in a seminar-like fashion*. This will provide maximal opportunity for engagement with course content and application to students' own research project(s). Given this format, students will be expected to complete all reading assignments before class. Participation will also involve posting critical, reading-related comments or questions to Carmen ahead of each class; being an active and consistent contributor to in-class discussions; serving as a facilitator of one class discussion (i.e. providing a brief summary of the reading(s) and using peer's posted content to guide discussion); and providing constructive feedback on other student's research plans.

Attendance

Students are expected to be prepared for, attend on-time, and actively participate in all class session and activities. Due to the small class size, long class periods, and participatory nature of the course, absences impede both the student's ability to master course concepts and the entire class dynamic. That being said, I respect that extenuating circumstances may arise. Please exercise professionalism and email me as far in advance as possible regarding any absences.

Assignments

For each major assignment (Assignments 2-5), you will receive a written assignment prompt that includes the assignment description, rubric, due date and time, and mechanism for submission. There will be an opportunity in-class to ask clarifying questions. I am always happy to accept assignments early in cases where the due date conflicts with other obligations. Assignments will not be accepted late except in cases of verified extenuating circumstances.

UNIVERSITY GRADING SCALE

The University's standard grading scheme will be used for this course. Grades will be available for students to view on the course's CARMEN website.

A	100% to 93%	B-	< 83% to 80%	D+	< 70% to 67%
A-	< 93% to 90%	C+	< 80% to 77%	D	< 67% to 60%
B+	< 90% to 87%	C	< 77% to 73%	E	< 60% to 0%
B	< 87% to 83%	C-	< 73% to 70%		

COURSE ACTIVITIES & EVALUATION

Graded Item Type	Quantity	Points per	Total Points
Carmen Postings	12	5	60
Leading Discussion	1	20	20
Assignment 1: Ethics Training	1	20	20
Assignment 2: Study Design & Framework	1	50	50
Assignment 3: Quantitative Methodological Memo	1	50	50
Assignment 4: Qualitative Methodological Memo	1	50	50
Assignment 5: Mixed Methods Research Proposal	1	100	100
TOTAL POINTS FOR THE COURSE			350

Graded Item Descriptions

Carmen Postings (Post) – Every week, I will be start a discussion thread on Carmen for you to use in posting a brief reflection on the week’s reading(s) ahead of class. The reflection need not exceed a paragraph. It can contain comments on the readings or questions you have about the content. While there is no rubric for this activity, exceptionally brief posts and those submitted after the deadline will receive zero points. *Posts must be made by 9 a.m. the day before class to allow time for the discussion leader(s) to collate comments and questions for discussion.* You will be exempt from making a post during the week in which you are assigned to lead discussion. The goal of this activity is to promote individual reflection on the readings, including consideration of how content may apply to one’s own project; facilitate constructive class discussion; and allow a structured opportunity for students to provide feedback on the utility of assigned readings.

Leading Discussion – During our first class period, we will discuss and set a discussion leader schedule. Depending on course enrollment, 1-2 individuals will lead discussion each week. Discussion leaders will be charged with identifying important points from the reading(s) (5 pts), drawing connections between the reading(s) or prior course content (5 pts), compiling and generating questions for class discussion (5 pts), and demonstrating effort to facilitate a meaningful discussion among classmates (5 pts). No rubric will be provided. PowerPoint may be used, but is not required. Discussion leaders are welcome to consult with me on their discussion plans during office hours or a different, pre-arranged time. The goal of this requirement is to provide students with a structured opportunity to engage more deeply with a subset of course content and to practice group discussion facilitation skills, which are an asset for qualitative data collection and the conduct of both 1:1 interviews and focus groups.

Assignment 1 (A1) – Given the course’s emphasis on primary data collection via both quantitative and qualitative means, it is essential that students are familiar with internationally-recognized research ethics and standards. To demonstrate competency of this information, all students must complete Human Subjects Training available via the OSU Institutional Review Board website: <https://orrrp.osu.edu/irb/training-requirements/citi/> (Click “Access CITI”). *Please complete the track most in line with your planned research.* HRS students may be best served by the Biomedical track, while the Social and Behavioral track may be more appropriate for Glenn College students and others conducting work outside of clinical settings. Allow ~2-3 hours total for completion, though know that you can complete the required modules over multiple sessions. Once complete, please save your completion certificate as a PDF and submit via Carmen. No rubric will be provided. Full credit will be granted based on submission of the completion certificate.

Note: Students should consider their thesis or dissertation research and use assignments 2-5 as an opportunity to prepare a robust research proposal for use toward their degree completion.

Assignment 2 (A2) – This assignment is the first step toward the development of a complete mixed methods research proposal. This assignment will involve the preparation of 1) a conceptual framework that summarizes, visually, the key constructs that you are proposing to study and their relationship to one another, and 2) a diagram that summarizes, visually, the proposed mixed methods study design. These visuals should be accompanied by 2-3 paragraphs outlining your research questions (one to be answered qualitatively, the other quantitatively), your rationale for pursuing these questions (e.g. what research gap are you filling or what policy are you attempting to inform?), a description of your conceptual framework, and a rationale for your study design. A full rubric will be provided at least three weeks in advance of the due date.

Assignment 3 (A3) – For this assignment, you will draft a survey questionnaire to use for the collection of data to answer your “quantitative” research question. The survey should be accompanied by a methodological memo (~1 pg) that details your process for selecting questions (e.g. did you draw upon validated scales? If so, which one(s)?), and summarizes feedback received from peers (during an earlier in-class session) and edits you made accordingly. A full rubric will be provided at least three weeks in advance of the due date.

Assignment 4 (A4) – For this assignment, you will draft either an in-depth interview guide or a focus group guide to use for the collection of data to answer your “qualitative” research question. Please allow time to test the guide with one individual (e.g. a friend, roommate, or someone whom who know that approximates the target sample). Your submission will include the guide, a methodological memo (<1 pg) explaining your process for question development (e.g. how do the questions relate to your conceptual framework?), a coded transcript of your test interview, field notes regarding the circumstances of your test interview (1/2 pg), and a draft qualitative

codebook outlining key initial codes and their definitions. A full rubric will be provided at least three weeks in advance of the due date.

Assignment 5 (A5) – Finally, you will bring your work from assignments two through four together, along with additional content, to prepare a complete mixed methods research proposal. The final proposal should include background on the rationale or motivation for your study, all research questions (and hypotheses, as appropriate), your conceptual framework with explanation, research design with explanation/justification, description of data collection tools (with them attached as appendices), sampling strategy with explanation/justification, statement on the role of research ethics for your study, proposed qualitative and quantitative analytical methods, plan for integration of qualitative and quantitative data, projected implications (e.g. for any policies related to your work), and a project timetable. A full rubric will be provided at least six weeks in advance of the due date.

COURSE CALENDAR

Week	Date	Topic	Readings	Due	Outcomes
1	Jan 6-10	Intro to Mixed Methods	Creswell Ch. 1		A.1.
2	Jan 13-17	Worldviews & Theories	Creswell Ch. 2	Post; A1	A.2., D.1.
3	Jan 20-24	MM Study Designs	Creswell Ch. 3	Post	B.1.
4	Jan 27-31	Shaping your MM Study	Creswell Ch. 5	Post	B.1.
5	Feb 03-07	Collecting MM Data	Creswell Ch. 6	Post; A2	B.2., B.3.
6	Feb 10-14	Survey Methods I	Fowler Ch. 1-4	Post	C.1.
7	Feb 17-21	Survey Methods II	Fowler Ch. 5-7	Post	C.1.
8	Feb 24-28	Quantitative Data Analysis	Fowler Ch. 9-10	Post; A3	C.1., C.2.
9	Mar 02-06	Qualitative Methods I	Weiss Ch. 1-3	Post	C.1.
10	Mar 09-13	SPRING BREAK – NO CLASS			
11	Mar 16-20	Qualitative Methods II	Weiss Ch. 4-5	Post	C.1.
12	Mar 23-27	Qualitative Data Analysis	Weiss Ch. 6	Post	C.2.
13	Mar 30-03	Analyzing MM Data	Creswell Ch. 7	Post; A4	C.2.
14	Apr 06-10	Writing & Evaluating MM	Creswell Ch. 8	Post	D.2.
15	Apr 13-17	Advances in MM	Creswell Ch. 9	Post	D.2.
Final	Apr 22-28	Submit proposal via Carmen by XX am/pm		A5	D.3.

Additional readings will be incorporated into a future version of the syllabus, and will be available on Carmen or as embedded links. Supplementary readings may also be posted to Carmen throughout the semester for optional reading.

COURSE POLICIES

All University, College, School, and Program course policies apply to this course. See your student handbook for more information.

Academic Misconduct – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].

Disability Services & Accommodation – The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements

with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Counseling and Consultation Services – As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting <https://ccs.osu.edu/> or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at <https://suicidepreventionlifeline.org/>. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

Diversity – “The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.”

Title IX – Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Grievances and Solving Problems – For SHRS students, please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.

Conduct in the Classroom and Academic Learning Environment – Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6.

Copyright – The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances. Students will be made aware, in writing, of any such changes.