

**Korea University International Winter Campus (KU IWC) 2023-2024**

*Join our winter, cherish your winter*

December 26, 2023 ∼ January 12, 2024

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| **IWC000 – Advanced Public Health Research Seminar Using Mixed Methods** | | | | | |
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| **Ⅰ. Instructor** | | | | | |
| Professor | | : | Sugy Choi | | |
| E-mail | | : | [Sugy.choi@nyulangone.org](mailto:Sugy.choi@nyulangone.org) | | |
| Home Institution | | : | New York University Grossman School of Medicine | | |
| Class Time | | : | 09:00 am - 11:40 am (KST) | | |
| Office | | : | Virtual | | |
| Virtual Office Hours | | : | 08:00 am – 09:00 am (KST) on Tuesdays | | |
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| **Ⅱ. Textbook** | | | | | |
| Required Textbook | | : | Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Sixth Edition  by John W. Creswell (Author), J. David Creswell (Author) | | |
| other | | : | Provided readings | | |
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| **Ⅲ. Course Description and Objectives** | | | | | |
| This advanced public health research seminar offers an immersive and comprehensive exploration of the dynamic interplay between quantitative and qualitative research methodologies within a single study. It is designed to equip students with the knowledge, skills, and practical experience necessary to conduct sophisticated and multi-faceted research projects.  **Course Objectives:**   1. **Competency in Research Design:** Through a series of in-depth lectures and practical exercises, students will develop a deep understanding of various research designs that incorporate both quantitative and qualitative elements. They will learn how to create research questions that can be effectively addressed through a mixed-methods approach. 2. **Rationale Development:** Students will gain proficiency in justifying the choice of mixed-methods research for specific research questions. They will learn to articulate the advantages of blending quantitative rigor with qualitative insights, ensuring that their research approach aligns with their objectives. 3. **Data Collection:** This course will provide hands-on training in the collection of data, covering a wide range of techniques such as surveys, experiments, interviews, focus groups, and observations. Students will learn how to select, design, and implement data collection methods that align with their research objectives. 4. **Data Analysis:** Participants will develop the skills necessary to analyze both quantitative and qualitative data. This includes statistical analysis, thematic coding, content analysis, and the integration of findings from different data sources. 5. **Integration of Results:** One of the key focuses of the course is on synthesizing quantitative and qualitative findings to generate a holistic understanding of research questions. Students will explore strategies for merging diverse data sets and reconciling potentially divergent results. 6. **Dissemination Strategies:** Effective communication of research findings is paramount. Students will explore various strategies for disseminating mixed-methods research results, including academic papers, presentations, and reports tailored to different audiences. | | | | | |
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| **Ⅳ. Grading** | | | | | |
| Midterm Exam | | : | 30% | | |
| Final Exam (Project) | | : | 30% | | |
| Assignments | | : | 15% | | |
| Participation | | : | 25% | | |
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| **Ⅴ. Class Outline** | | | | | |
| Date | Topic | | | Chapter | Remarks |
| Dec 26 (Tue) | 1. Course introduction & overview | | | - | Class starts at 10:30 |
| Dec 27 (Wed) | 2. Review of monomethod (quantitative and qualitative) designs | | | Creswell Ch.1,  Skim: 8,9 |  |
| Dec 28 (Thu) | 3. Historical, philosophical, and the issues in mixed methods research | | | Creswell  Ch.2 |  |
| Dec 29 (Fri) | 4. Core theories in mixed methods design: Part 1 | | | Ch. 3 | Assignment 1 due |
| Jan 1 (Mon) | No class (National Holiday) | | |  |  |
| Jan 2 (Tue) | 5. Core theories in mixed methods design: Part 2 | | | Assigned readings |  |
| Jan 3 (Wed) | 6. Midterm exam | | |  |  |
| Jan 4 (Thu) | 7. Developing research questions, theories and hypothesis | | | Ch. 5,6,7 |  |
| Jan 5 (Fri) | 8. Sampling, recruitment, and sample size | | | Ch. 8,9 | Assignment 2 due |
| Jan 6 (Sat) | 9. Mixed methods procedures | | | Ch. 10 | Make-up class |
| Jan 8 (Mon) | 10. Quality appraisal: validity and reliability in mixed methods research | | | Assigned readings |  |
| Jan 9 (Tue) | 11. Research administration | | | Assigned readings |  |
| Jan 10 (Wed) | 12. Writing and publishing mixed methods research | | | Ch. 4 |  |
| Jan 11 (Thu) | 13. Final project presentation  Q&A and peer-review | | |  |  |
| Jan 12 (Fri) | 14. Final project presentation  Q&A and peer-review | | |  | Final presentation/paper due  Class until ~ 11:50 am |

**Course Overview:** This course offers a comprehensive exploration of theory and methodologies for collaborating with diverse stakeholders to conduct research that informs public health practice and policy, including applications in healthcare settings like quality improvement practices. Using a combination of lectures, discussions, and real-world case studies, we will delve into the historical context of research in various settings, theoretical underpinnings, ethical considerations, and methodological approaches in the realm of mixed methods research. We will also examine the pivotal role of specific datasets in shaping mixed methods research and draw insights from concrete examples within NIH research initiatives. Furthermore, the course will provide students with the essential skills to formulate research questions, select appropriate mixed methods approaches in response to these questions, and compose research proposals for conducting mixed methods research.

\*\*\*Each session will begin with a voluntary “check-in” where every student is invited to discuss key impressions and take-homes from the past week’s class and/or questions or observations from the assigned reading that students hope to discuss in the class period.

**Course Expectations:** Successful students in this course will attend all class sessions, have read the assigned material prior to class, and actively participate in and outside the classroom. In order to maximize learning and ensure an animated and productive class environment, each student is encouraged to participate actively in discussions, in-class exercises and small group sessions.

**Assignments:**

**Final Project:** The final product of this course will be a proposal to conduct a mixed methods study or evaluation project. Proposals may be written in teams of 2 or more, on research in response to a public health practice/policy concern or question, or on a health-related topic of interest to you. Either way, you will be required to articulate your conceptual model/logic model, and how the research will benefit the end user. The draft and final written proposals are expected to be of very high quality; as such, a series of assignments and multiple opportunities for feedback and revision will “build” toward your final product.

**Written Assignment 1** (due December 29th):

**Background.** In no more than 2 single spaced pages (not counting AMA style references), write the Background section of your research proposal. This should include a summary of the existing literature and detail on specific population characteristics (demographics, geographic location, etc.) and health or related social problem(s).

**Specific Aims.** In no more than 1 single-spaced page write your specific aims, objectives and/or hypotheses. This should include very basic background and context, and description of the problem and research question.

**Written Assignment 2** (due January 5th):

**Methods:** In no more than 2 single-spaced pages (not counting AMA style references), provide greater detail on proposed approaches to conducting your mixed methods research project. This will comprise the Methods section of your proposal and should include a careful comparison and assessment of the strengths and weaknesses of your methods.

**Detailed Research Proposal Draft** (due January 11th): In no more than 5 single-spaced pages (not counting AMA style references), use your revised specific aims, background and methods sections to compile a complete draft of your proposal. This will be workshopped and peer reviewed in Class 13. You will also be tasked to score and review other proposals before class.

**Presentations** (January 11th or 12th)**:** Students will orally defend their research proposals to the class. Presentation will be no longer than 10 minutes and summarize each section of the research proposal.

\*An essential component of professional writing and presenting is correctly and adequately acknowledging the bibliographic sources you have used. For this course, the AMA system is will be required. Guidance on this style and examples of citations can be found at <http://www.amamanualofstyle.com/view/10.1093/jama/9780195176339.001.0001/med-9780195176339>

**Weekly Reading Assignments**

Jan 2 (Tue)

Class 5. Core theories in mixed methods design: Part 2

* Kelle U. Sociological Explanations between Micro and Macro and the Integration of Qualitative and Quantitative Methods. Forum: Qualitative Social Research. Feb 2001;2(1) Art 5. <https://www.qualitative-research.net/index.php/fqs/article/view/966/2109>
* Woolley CM. Meeting the Mixed Methods Challenge of Integration in a Sociological Study of Structure and Agency. J Mix Method Res. Jan 2009;3(1):7-25. <https://journals.sagepub.com/doi/10.1177/1558689808325774>
* Sale JE, Lohfeld LH, Brazil K. Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. 2002. Quality & Quantity. 36:43-53. 6 <https://pubmed.ncbi.nlm.nih.gov/26523073/>
* Bazeley P. Editorial: Integrating Data Analyses in Mixed Methods Research Journal of Mixed Methods Research 2009; 3; 203 <https://journals.sagepub.com/doi/10.1177/1558689809334443>

Jan 8 (Mon)

Class 10. Quality appraisal: validity and reliability in mixed methods research

* Wagner, K. D., Davidson, P. J., Pollini, R. A., Strathdee, S. A., Washburn, R., & Palinkas, L. A. Reconciling Incongruous Qualitative and Quantitative Findings in Mixed Methods Research: Exemplars from Research with Drug Using Populations. International Journal of Drug Policy. 2011 23(2012), 54-61.

<https://www.sciencedirect.com/science/article/abs/pii/S0955395911000909?via%3Dihub>

* Moffatt S, White M, Mackintosh J, Howel D. Using quantitative and qualitative data in health services research - what happens when mixed method findings conflict? [ISRCTN61522618]. BMC Health Services Research. Mar 8 2006;6. <https://pubmed.ncbi.nlm.nih.gov/16524479/>
* STROBE - A checklist to Strengthen the Reporting of Observational studies in Epidemiology for cohort, case-control, and cross-sectional studies. Available at: <http://www.strobe-statement.org/index.php?id=available-checklists>

Jan 9 (Tue)

Class 11. Research administration

* West R. A checklist for writing up research reports. Addiction. Dec 2000;95(12):1759- 1761. <https://pubmed.ncbi.nlm.nih.gov/11177490/>
* Hendren, K., Luo, Q. E., & Pandey, S. K. (2018). The state of mixed methods research in public administration and public policy. *Public Administration Review*, *78*(6), 904-916. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/puar.12981?casa_token=RmceDkzPAv0AAAAA:7KI7T1eqYbZah_8KI3LdbtzDbCYYGYQSDOjy4svVHx2CAXDKxFtVdNDxcjrLYc8ZLSRqAiN49qMM>
* Kaplan, N. (1959). The role of the research administrator. *Administrative Science Quarterly*, 20-42. <https://www.jstor.org/stable/pdf/2390647.pdf?casa_token=6wOsZaO0zIkAAAAA:zHF3byiy4fjcBSmTISG6q4J9TqIxNZWCZ_NP5NS0VGxH_yMCl97LLrMk1cgwOSs8aYtpkSlTyQ6LeykkQmvY7YQOdC2PYJ5nNgU0rwA4KwSfltlzVA>
* Baumgartel, H. (1957). Leadership style as a variable in research administration. *Administrative Science Quarterly*, 344-360. <https://www.jstor.org/stable/pdf/2391003.pdf?casa_token=IbfjV7nRpbQAAAAA:RWzA2R1dkU0XQmpcvKIXWySyMdnKTuY7CG_aK0t3LXLTFgBs5MjNaMQ_PdA76ty_KrsxWTZWWA1alGgeeclLWS2ZWR7WWRWp46MtsFmn9IUOqjLfEg>

**Optional Reading Assignments**

**Protocol papers**

* Choi S, Naik R, Kiszko K, Neighbors C, D’Aunno T. (2022) Mixed-methods study to examine the response of opioid addiction treatment programmes to COVID-19: a study protocol. *BMJ Open*. <https://doi.org/10.1136/bmjopen-2021-056168>.
* Choi S, O’Grady M, Cleland C, Knopf E, Hong S, D’Aunno T, Bao Y, Ramsey K, Neighbors C., (2023) Changing and Optimizing MEthadone Take-homes for opioid use disorder (COMET): Protocol for a stepped-wedge randomized trial to facilitate clinic level changes. *PLOS ONE.* <https://doi.org/10.1371/journal.pone.0286859>.

**Social network analysis example**

* Han S, Choi S, Park J, Kweon S, Oh S, Shakya H, Kim W, H, Heo J. (2022) The teamwork structure, process, and context of a pediatric cardiac surgery team in Mongolia: a mixed-methods approach. *International Journal of Health Planning and Management.* <https://doi.org/10.1002/hpm.3463>.

**Special populations example**

* Wagner KD, Davidson PJ, Pollini RA, Strathdee SA, Washburn R, Palinkas LA. Reconciling incongruous qualitative and quantitative findings in mixed methods research: exemplars from research with drug using populations. *Int J Drug Policy*. 2012;23(1):54-61. <https://pubmed.ncbi.nlm.nih.gov/21680168/>
* Bazzi, A. R., Bordeu, M., Baumgartner, K., Sproesser, D. M., Bositis, C. M., Krakower, D. S., ... & Biello, K. B. (2023). Study protocol for an efficacy trial of the “PrEP for Health” intervention to increase HIV PrEP use among people who inject drugs. *BMC Public Health*, *23*(1), 513. <https://journals.sagepub.com/doi/abs/10.1177/1077801218794302?casa_token=gMJJNzYONDwAAAAA:LeBiLneKqZsL8VUjQl0Jqxi4gaBRimE1PuSfKvgg48RcddiTEbEOL-PyXMgmHN5NTZDk70ZNvSA>
* Biello, K., Salhaney, P., Valente, P. K., Childs, E., Olson, J., Earlywine, J. J., ... & Bazzi, A. R. (2020). Ecological momentary assessment of daily drug use and harm reduction service utilization among people who inject drugs in non-urban areas: A concurrent mixed-method feasibility study. *Drug and alcohol dependence*, *214*, 108167. <https://link.springer.com/article/10.1007/s11606-022-07672-5>