**Professor**: Samantha Hurst, PhD, MA **Email**: shurst@health.ucsd.edu

**Class** **Time**: Wednesday 9 am–11:50 am **Office Hours**: online by appointment

**Credit** **Units**: 4 units **Office Phone**: 858-822-0766 **Cell:** 619-818-0809

Course Description: This online course will provide an introduction to the definition, design and practice of mixed methods research. Mixed methods approaches are becoming increasingly common in many research areas, especially in public health. Most research methods classes focus on either qualitative or quantitative methods and rarely focus on how to meaningfully integrate the two. This course will have an applied focus and will include lectures, applied and methodological readings, in-class (online) activities and a variety of assignments to help make meaning of what you are learning. Our class will conclude with a “final” quiz to help “re-imprint” the concepts that you have learned throughout the quarter.

Course Prerequisite: Students are expected to have completed a graduate-level qualitative research methods class prior to taking this course (submit proof of course - if you have not taken a qualitative class with me).

Course Reading Weekly (Required):

* Articles from Peer Reviewed Journals (posted on TritonEd CANVAS website). All reading should be completed by to class lecture for the purpose of discussion.

Course Reading (Optional):

* John W. Creswell and Vicki L. Plano Clark (2015). Designing and Conducting Mixed Methods Research. (2nd Ed.) Thousand Oaks, CA: Sage Publications.

Course Outcomes:

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

1. Describe the epistemological or philosophical underpinnings of qualitative, quantitative, and mixed  methods approaches
2. Determine if a mixed methods approach is suitable for answering their research questions
3. Demonstrate an understanding of the fundamental principles for designing mixed methods studies, constructing quantitative and qualitative research questions, understanding considerations for sampling in mixed methods, and ensuring validity of analysis and results.
4. Evaluate published mixed methods articles through critical discussion of weaknesses and strengths

Course Format: This course is being taught for the first time “online.” This format requires the active participation of all class members through in-class activities, active listening, and engaged discussion. Typically, each class will be 2-3 hours of interactive lecture and 30-60 minutes of class activity. PowerPoint’s for each lecture and additional readings will be made available in CANVAS in weekly modules. Prior to each lecture and students are expected to complete the readings and review of the PPT for discussion in the scheduled class. EACH WEEKLY MODULE WILL ALSO CONTAIN A ZOOM LINK TO ENTER OUR ONLINE CLASS on Wednesday mornings at 9 am.

Attendance and Participation. Class participation is required. The nature of the online course and the importance of interaction and discussion make attendance and class participation critical. Please notify the professor if you must be absent from class due to the observation of a major religious observance or other reason. Students should come to class prepared to contribute to class discussions. Points are not deducted if you are still in your “jammies.” ☺

Absences. You are expected to attend all classes and to be on time. In the event where you must miss a class, it is your responsibility to contact me to arrange make-up work. Excessive absences (more than 8 hours of a 4-unit course) will deduct from the final grade.

Homework. There are four (4) reflective writing assignments , four (4) article discussions, 1 student presentation and 1 final quiz exam for the quarter. Please see schedule for assignment deadlines and points assigned are listed below. Reflective papers and article discussion assignments are aligned with the topic of the weekly lectures. The student presentation will involve an structured critique of a mixed methods published article, and final exam quiz will cover objective and essay questions on topics from each lecture. Every assignment comes with detailed instructions, will be discussed in class to answer any questions, and can be found in the weekly folder for which it is assigned.

Late work. All late assignments will be deducted (2 pts if turned in 1 day late; 3 pts if 2 days late; 5 pts if 3 days late) and so on. Failure to complete any assignment will not constitute a reason for requesting an “Incomplete” grade in the course. Exceptions to this policy will be made only in the case of severe illness, documented family emergency or similar problem.

Academic Integrity Policy. I take academic integrity very seriously. All assignments must adhere to standards of academic ethics. Your work must reflect your own writing and ideas. Violations of standards of academic honesty will be reported to the UCSD Academic Integrity Office for appropriate action. If you have any questions about what constitutes plagiarism, then you should check out – www.plagiarism.org for information! “Not knowing” will not protect you. Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions.

Course Assignments

Reflective Papers (x 4) 20 points = 80 points

Readings Discussion (x 4) 15 points = 60 points Total points = 230 points

Article Review Presentation 40 points = 40 points

Final Quiz 50 points = 50 points

Course Grading:

98 - 100% = A+

94 - 97% = A (\*http://blink.ucsd.edu/instructors/academic-info/grades/system.html)

90 - 93% = A-

S – Satisfactory: B minus or better

U – Unsatisfactory: Below B minus

88 - 89% = B+

84 - 87% = B

81 - 83% = B-

78 - 80% = C+

77 - below

In this course "A+" grades are used to acknowledge achievements that go beyond specified course requirements and criteria. By its very nature, this type of performance cannot be spelled out clearly in advance. A+ and A’s are reserved for special efforts that exceed expectations that demonstrate exceptional creativity, boldness, commitment, involvement, ingenuity, or elegance. Meeting the minimum requirements of a stated assignment will typically result in a B-level grade.

A+ superior performance; clearly surpasses course requirements.

A excellent performance; exceeds expected course requirements.

A- high achievement; significantly meets course requirements and criteria.

B+ praiseworthy achievement; clearly and substantially meets course requirements and criteria.

B above average performance; definitely above average.

B- satisfactory performance; meets most course requirements and criteria.

C+ awarded for marginal performance

 ... and so forth ...

SOME RECOMMENDED WEBSITES:

RWJF Guidelines for Designing, Analyzing and Reporting Qualitative Research

<http://qualres.org/HomeGuid-3868.html>

NSF Workshop on Interdisciplinary Standards for Systematic Qualitative Research

<https://www.nsf.gov/sbe/ses/soc/ISSQR_workshop_rpt.pdf>

NIH OBSSR Best Practices for Mixed Methods Research in the Health Sciences

[http://obssr.od.nih.gov/mixed\_methods\_research/pdf/Best\_Practices\_for\_Mixed\_Metho ds\_Research.pdf](https://www.obssr.od.nih.gov/wp-content/uploads/2018/01/Best-Practices-for-Mixed-Methods-Research-in-the-Health-Sciences-2018-01-25.pdf)

SOME RECOMMENDED BOOKS

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition (Mar 14, 2013) by [John W. Creswell](http://smile.amazon.com/John-W.-Creswell/e/B001H6M9V4/ref%3Dsr_ntt_srch_lnk_4?qid=1458491390&sr=1-4)

Handbook of Methodological Approaches to Community-Based Research: Qualitative, Quantitative, and Mixed Methods (Jan 8, 2016) by Leonard A. Jason and David S. Glenwick

Mixed Methods Research: A Guide to the Field - Mixed Methods Research Series (Oct 22, 2015)

by Vicki L. Plano Clark and Nataliya V. Ivankova

SAGE Handbook of Mixed Methods in Social & Behavioral Research (Jun 21, 2010) by Abbas M. Tashakkori and Charles B. Teddlie

Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral (Sep 18, 2008) by Charles B. Teddlie and Abbas M. Tashakkori