



NUR1025H
Doing Qualitative Research: Design and Data Collection
Winter, 2018

Day and Time: Thursday, 1-4pm

Room: HSB 614

Prerequisites: Students must have taken NUR1024/CHL5131, JRP1000 or equivalent doctoral level qualitative research course prior to taking this course.

Website: <http://portal.utoronto.ca>

Total Lecture/Seminar Hours: 36

Faculty Instructor: Denise Gastaldo, PhD

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Office Hours: before & after seminars on Thursday, or times can be arranged on Monday or Wednesday.

This qualitative course is intended for doctoral students in Nursing, Public Health Sciences (SBSH), Pharmacy, Physical Education, Rehabilitation Science, and Social Work as well as other health sciences programs, if space permits. This course has been designed for doctoral students who plan to conduct a qualitative research for their thesis.

A. COURSE DESCRIPTION

Qualitative inquiry has found an important niche in the health sciences because many health issues are social in nature, requiring the investigation of meanings and interpretation. However, qualitative research is a diverse field, with each variant marked by distinctive interests, goals and strategies, and there is considerable blurring of genres. It is also a continually evolving field, characterized as much by creativity as by rules and procedural conventions. Newcomers are challenged to make many choices as they define a problem area or question within an appropriate tradition or method, frame a design, and develop a proposal. Engagement in fieldwork is often accompanied by further dilemmas and resultant decisions. These choices are accomplished in the context of continuing debates about the role of theory, the possibility of finding universal indicators of rigour and the merit of various data collection techniques.

This course will deal with the issues and activities involved in the design and conduct of qualitative research studies. It will build on courses in the CQ shared PhD curriculum that cover the theoretical foundations of methods

([http://www.ccqhr.utoronto.ca/sites/default/files/Course%20map_rev6%20with%20link%20\(PhD\).pdf](http://www.ccqhr.utoronto.ca/sites/default/files/Course%20map_rev6%20with%20link%20(PhD).pdf)). It emphasizes the practical considerations associated with designing qualitative studies, coordinating fieldwork, field relations, techniques of data development, and data management. We will also consider the implications of the activities of knowledge construction by addressing the issues associated with reflexivity, positionality and rigour at various points in the design and conduct of qualitative studies. *We will explore literature from the health and social sciences to gain insights into the fertile ground of the qualitative research nexus, where epistemology, theory, methodology, and methods intersect.*

Classes will include discussions of weekly topics and readings, in addition to small group and individual exercises that encourage reflexive experiential learning. Analysis of qualitative data is not dealt with in this course because this topic is the focus of the CQ shared curriculum course “CHL 5115 – Qualitative Analysis & Interpretation”, however, some topics in this course are related to analysis as an ongoing component of reflexive fieldwork.

B. COURSE OBJECTIVES:

Several learning objectives will guide seminar discussions and activities. These will strongly emphasize preparation for designing and conducting a qualitative research project. On completion of the course the learner will be able to:

- Examine the qualitative research process as a series of key decisions with multiple implications related theory, methodology, and methods
- Appreciate qualitative design issues associated with establishing goals, sampling, entering the field, coordinating fieldwork, approaches to data collection, and data management
- Identify strategies for ensuring rigour in qualitative research design and conduct
- Deepen engagement with a methodological perspective that is appropriate for the learner’s doctoral research
- Practice data collection methods and critically reflect about its data generation possibilities and limits.

C. EXPECTATIONS:

As a seminar participant, you are expected to:

- Take responsibility for your own learning and support the learning efforts of others
- Prepare for seminars in advance, giving careful thought to assigned readings
- Attend on time and fully prepared to contribute to seminar activities – in case of extenuating circumstances for absence, please notify instructor prior to the seminar
- Turn off cell phones during the seminar meeting and use computers exclusively for class readings and note taking

You can expect me to:

- Establish and maintain a collaborative and constructive learning environment
- Create opportunities for you to discuss your work and to receive suggestions from other seminar participants
- Provide constructive oral feedback in class and in written format for assignments
- Seek and act on your feedback related to the course activities.

D. EVALUATION METHODS:

Students will be graded based on three individual learning activities. These components will be weighted as follows:

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|--|-----|
| 1. Seminar presentation/facilitation & reflexive paper (date varies) | 20% |
| 2. Interview reflexive exercise and paper (due February 15) | 30% |
| 3. Final Paper (due April 12) | 50% |

1. Paper based on seminar and seminar presentation/facilitation (20%)

Each student is responsible to plan and lead a 30-minute portion of one seminar meeting. The topic will relate to a paper on a facet of qualitative methodology as it pertains to the student's own thesis research plans. The facilitator will collaborate with the course instructor to select one article to serve as the heuristic point of departure for the session. The facilitator will use the article as the foundation to discuss her/his thesis research plans, generate group participation, and receive feedback. The week after presenting, the student will submit a brief (4-page) critical and reflexive paper exploring his/her learning about the qualitative topic during preparation, presentation and evaluation of the session – especially in relation to the planned thesis research. This paper will be the basis of the grade, not the actual class session, but students can get written feedback from colleagues using an evaluation form.

Important tips for facilitation:

- a) Do not simply outline and review the content of your selected paper. Other seminar participants will have read it and should be familiar with it. Instead, select key points and issues that you wish to discuss in depth. This should provide a scholarly introduction and link to your own work.
- b) Encourage discussion by asking open-ended questions, or even providing tasks for small group activity.
- c) If you plan to use additional AV such as a video, ensure that it is a brief segment and there is a clear and strong connection with your content. Plan a discussion activity around it to ensure the group is able to see this connection. Avoid using AV that is only tangentially related to the topic because it will waste time that could be better spent in discussion.
- d) Meet with course instructor at least a week prior to your session to review your facilitation plan.
- e) Use the session as a problem-solving opportunity that will help you move forward in planning your thesis proposal or pilot study. Former students have used the session to consider alternative ways to link their methods with their theoretical foundations and

better understand fieldwork issues they may face during conduct of their research. Some have prepared short in-class activities to stimulate discussion and collective learning.

- f) Be open to and encourage friendly debate – not all students will approach topics from the same philosophical and theoretical foundations and it is helpful to explore these differences.

2. Interview reflexive exercise (30%)

You will team up with a colleague to conduct an interview and be an interviewee. Topics recommended for interviews in this course include health promotion practices, eating habits and food preparation, and strategies for being a successful graduate student. Other topics (excluding any sensitive issue) can be selected with instructor's approval. Students will create an interview guide in advance, working under a specific theoretical perspective. Interviews should last approximately one hour; they should occur between weeks 3 and 5. Interviews will be audio and video recorded. Students will keep the recordings during the preparation of the paper and erase them after the paper is submitted. The paper should be five pages long (excluding appendices and reference list), double-spaced, using 12-point Times New Roman font, with one-inch margins at all edges of the paper. Use APA or similar "author-date" format for in-text citations and references. The structure of the paper should include an introduction to qualitative interviews, particularities of interviews according to your theoretical perspective, reflexive considerations about the interview process considering the development of the interview guide, researcher's positionality, quality of data generated, contextual factors, among others, and a conclusion integrating practical and theoretical elements.

3. Final paper (50%)

The final assignment requires an integration of your learning in the course with your existing research project. Use relevant literature to support your discussion throughout the paper. The paper can take the format of a research project or a position paper about a methodology. The paper should be 15 pages long, double-spaced, using 12-point Times New Roman font, with one-inch margins at all edges of the paper. Use APA or similar author-date format for in-text citations and references. Append relevant information as appropriate; appendices will not be included in page limit.

The recommended structure:

- a) Background: A statement of the problem you wish to study for your doctoral research (research project format) or a methodological/method issue you want to study (position paper format). You may include a short review of the most pertinent literature that inspires your thinking in this area, but also your reflexive "entry-level" thinking about it. This issue should be something that will help further your plan for doctoral research. Examples include a detailed analysis of a particular method (photovoice, for example), comparison of various foundations you could use for inquiry (constructivist vs. Glaserian grounded theory, for example), fleshing out a part of your research proposal.
- b) Theoretical/paradigmatic foundations: This section should briefly state the theoretical or paradigmatic basis you are working from, based on a rationale that aligns with your background discussion. If you wish, you can frame this as a continuing dialogue with theoretical foundations, especially pertaining to the theory/method nexus for your thesis.
- c) Purpose and goals: This short section will clearly state your paper objectives or goals.

You can also phrase this as a question that you want to answer in the paper. These should be logically consistent with the issues identified in the first section and the foundations described in the second section.

- d) Methodological and methods choices: Describe how you plan to meet your objectives or answer your question through your research design. Explain specific strategies you will employ and cite literature to support it. If you are going to find out more about a particular data collection technique (position paper format), what questions will you keep in mind to interrogate the literature about that method? If you are presenting your doctoral research proposal (research project format), what approaches will you focus on and why? Will you employ a generic qualitative design or a specific methodology? Include issues of rigour related to the theory and methods/methodology you are discussing (e.g. reflexivity, positionality, trustworthiness, authenticity).
- e) Relevance and potential contributions: Provide arguments to support your paper – why are these methodology and methods important for your research? What are the major potential contributions it will help you make? If you are writing about a specific design (position paper format), describe how this method/methodology can potentially be used in the health sciences.

E. TEACHING/LEARNING METHODS:

Each seminar is intended to support proposal development and progress in the first and second years of doctoral study. The first few seminars will involve group discussion, so students can develop rapport in preparation for later sessions when individual presentations will predominate. The goal will be to develop a collaborative learning environment so that students can teach and learn from each other while deepening their knowledge of qualitative research.

F. IMPORTANT UNIVERSITY AND FACULTY POLICIES

Course Drop Date

February 26, 2018 is the final date to drop the course without academic penalty.

Grading of Written Papers

All written assignments are subject to the grading regulations as outlined in the Lawrence S. Bloomberg Faculty of Nursing calendar and the School of Graduate Studies Calendar. Students are expected to adhere to assignment due dates. Should unforeseen extenuating circumstances arise, renegotiate assignment due dates in advance. In circumstances where no new due date has been arranged with the professor, a penalty of 2% of the assignment grade will be deducted for each day an assignment is late. If you are late in handing in your paper you are to put it in the drop-box during regular office hours outside the Student Services Office (next to room 130, HSB).

Submission of Assignments

By 11:59 pm on the due date, please submit an electronic copy of your paper to the Turnitin digital box in Blackboard. Your paper will NOT be evaluated until it is submitted to Turnitin.

Your teacher will post the unique class ID and password on a message within Blackboard and / or in class.

Plagiarism & Academic Honesty

Normally, students will be required to submit their course assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Students do have the option of handing in all their rough drafts and notes of their paper if they are opposed using to Turnitin. These students should approach faculty in advance.

Academic Offenses (from the Code of Behaviour on Academic Matters, 1995)

It shall be an offence for a student knowingly:

- (a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
- (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
- (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
- (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ;
- (e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- (f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (Code of Behaviour on Academic Matters, 1995)

Accessibility Statement

Students with diverse learning styles and needs are welcomed in this course. In particular, if you have a disability/health consideration that may require accommodations, please contact the Accessibility Services Office as soon as possible. The St. George Campus Accessibility Services staff (located in Robarts Library, First Floor) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416)978-8060 or accessibility.services@utoronto.ca.

Student Evaluation of Courses

Student evaluation of courses is an essential component of our educational programs at the Lawrence S. Bloomberg Faculty of Nursing. Student feedback enables us to continue to improve our teaching effectiveness to enhance student learning. The Lawrence S. Bloomberg Faculty of Nursing participates in the University of Toronto's centralized 'Student Evaluation of Courses' system. Towards the end of this course, you will receive an email inviting you to complete an online evaluation of this course. The email will provide you with the specific information and links needed to access and complete course evaluation. Your ratings and comments will be

anonymous but will be aggregated for summary across evaluations. Once a process has been established, summarized course evaluations will be made available within the faculty and university community. For more information about the University of Toronto policy about student evaluation of courses, please refer to the following website:

http://www.governingcouncil.utoronto.ca/policies/Policy_Student_Evaluation_of_Teaching_in_Courses.htm

Course Communication

Please ensure that you have an active “your.name@mail.utoronto.ca” email address as this is the only one to which faculty will respond. If your contact information changes, please notify the Faculty immediately. Blackboard will be used to post the course syllabus, class outlines, lecture notes, and important announcements.

G. COURSE READINGS:

Self selected required resource:

Each student should select a primer that is personally suitable. Make sure it is a text that helps you with all stages of your research, from posing appropriately framed questions or goals to handling data analysis. **Some examples are listed here**, but make your own choice and do get into the habit of collecting a range of references in your methodological area, as well as several general books on qualitative research.

Grounded theory – Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London; Sage.

Case study – Yin, R. (2013). *Case study research: Design and methods* (5th Edition). Sage: Thousand Oaks, California.

Ethnography - Pelto, P.J. (2013). *Applied Ethnography: Guidelines for Field Research*. Walnut Creek, CA; Left Coast Press Inc

Institutional Ethnography – Campbell, M. & Gregor, F. (2002). *Mapping social relations; A primer in doing Institutional Ethnography*. Toronto; Garamond.

Some students might prefer to work from a more generic text that guides the reader through design and methods choices. Here are some options that might be of some help:

Denzin, N. & Lincoln, Y. (2018). *The Handbook of Qualitative Research* (5th ed). Thousand Oaks: Sage.

Lapan, S.D., Quartaroli, M.T., & Riemer, F.J (2012). *Qualitative research: An introduction to methods and designs*. San Francisco; Jossey-Bass.

Marshall, C. & Rossman, G. (2010). *Designing qualitative research* (5th ed.). Thousand Oaks,

CA; Sage.

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks; Sage.

Ritchie, J. & Lewis, J. (2003). *Qualitative Research Practice; A Guide for Social Science Students and Researchers*. Los Angeles; Sage.

Seale, C., Gobo, G., Gubrium, J. & Silverman, D. (2004). *Qualitative Research Practice*. Thousand Oaks: Sage.

Silverman, D. (2013). *Doing qualitative research* (4th Edition). Thousand Oaks; Sage.

Stake, R. (2010). *Qualitative research: Studying how things work*. New York; Guilford Publications.

Other suggested resources:

Becker, H.S. (1990). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.

Hammersley, M. & Traianou, A. (2010). *Ethics in qualitative research*. Los Angeles; Sage.

Packer, M. (2011). *The Science of Qualitative Research*. Cambridge and New York; Cambridge University Press.

Students can access course references from the U of T online collection. In the content outline for each week, these readings are accompanied by a durable hyperlink. This will enable students to access readings if they are logged into the online library through the Portal.

Week & Date	Topic	Student-facilitated topic	Discussion & Activities
Week 1 – Jan 11	Beginning a thoughtful and rigorous inquiry	-----	Introductions, course introduction, and ‘quality’ of qualitative research
Week 2 – Jan 18	Systematizing the inquiry	-----	Situating your study: problem, questions, finding a place in <i>your</i> field, identifying your theoretical stance
Week 3 – Jan 25	Generic and specific qualitative designs		What characterizes a methodology? Connections to theory, disciplines, and methods
Week 4 – Feb 1	Sampling to generate rich data		Qualitative sampling; justifying sample size; criteria for inclusion and exclusion
Week 5 – Feb 8	Entering the field; the researcher as the main instrument for data generation		Positionality; fear of bias or active engagement in the field? What will you do and why?
Week 6 – Feb 15	Ethics and power relations in qualitative research	Assignment 1 due February 15	Power relations; ethical field relationships in health science studies
Week 7 – Mar 1	Reflexivity and participant engagement		Reflexive about what? Participants’ intellectual engagement and politics of participation
Week 8 – Mar 9	Observation		Types of observation; observations in health care settings; insider-outsider debate
Week 9 – Mar 16	Individual interviews		Conducting interviews; comparing approaches; what do these differences mean for interview “technique”?
Week 10 – Mar 23	Focus groups		What is the focus? Participant interactions as the focus; facilitations skills
Week 11 – Mar 30	Rigour and the quality of the research: design implications		Different “takes” on rigour and quality; doing rigorous research vs evaluating research
Week 12 – Apr 5	Becoming an independent qualitative		Establishing oneself as a qualitative researcher

	researcher and informal presentation and discussion of progress in doctoral research plans		
		Final Assignment due April 12	

Weekly Seminar Readings

Week 1 – Beginning a thoughtful and rigorous inquiry

Read the introductory chapter in your chosen text.

Day, S. (2012). A reflexive lens: Exploring dilemmas of qualitative methodology through the concept of reflexivity. *Qualitative Sociology Review*, 8(1), 60-85.

<http://simplelink.library.utoronto.ca/url.cfm/491718>

Jackson, A.Y. and Mazzei, L.A. (2013). Plugging one text into another: Thinking with theory in qualitative research. *Qualitative Inquiry*, 19(4), 261-271.

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10778004/v19i0004/261_potiatwtiqr.xml

Gastaldo, D. Re: An open letter to The BMJ editors on qualitative research.

Rapid Responses. BMJ <http://www.bmj.com/content/352/bmj.i563/rr-21> Epub February 12, 2016.

Kitto, S., Chesters, J. & Grbich, C. (2008). Quality in qualitative research - Criteria for authors and assessors in the submission and assessment of qualitative research articles for the Medical Journal of Australia. *The Medical Journal of Australia*, 188 (4): 243-246 (available on Research Gate)

Additional Readings:

Gastaldo, D. (2015). Research Paradigms:

http://www.ccqhr.utoronto.ca/sites/default/files/Research%20Paradigms_2011_DG.pdf

Doyle, S. (2013). Reflexivity and the capacity to think. *Qualitative health research*, 23 (2), 248-255. doi: 10.1177/1049732312467854

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10497323/v23i0002/248_ratctt

Week 2 – Systematizing the inquiry

Your selected reading: *See what your chosen text says about focusing your research plans. How does the research genre affect the framing of a research problem and questions? What can your review of the literature contribute? Be prepared to bring key points for discussion.*

*Silverman, D. (2013). Focusing a research project (pp. 17-39) and Formulating a research question (pp. 77-99). In *Doing qualitative research* (4th Edition). Thousand Oaks; Sage.

*Stake, R.E. (2010). Review of literature: Zooming in to see the problem. In *Qualitative Research: Studying How Things Work*. New York; Guiliford Press.

Examples of literature reviews: These papers provide an example of how some doctoral students critically reviewed the literature in the area of interest, using approaches that were compatible with the methodological approaches they were working with. What other possibilities are open for you?

Dale C, Angus JE, Sinuff T, & Mykhalovskiy E. (2012). Mouth care for orally intubated patients: A critical ethnographic review of the nursing literature. *Intensive & Critical Care Nursing*, 29(5), 266–274, <http://dx.doi.org/10.1016/j.iccn.2012.09.003>

Lapum, J. (2005). Women’s experiences of heart surgery recovery: A poetical approach to research dissemination. *Canadian Journal of Cardiovascular Nursing*, 15 (3), 12-20.

Additional reading

Atkinson, P. & Delamont, S. (2006) 'In the roiling smoke': qualitative inquiry and contested fields. *International Journal of Qualitative Studies in Education*, 19(6), 747-755. <http://simplelink.library.utoronto.ca/url.cfm/85415>

Bryman, A. (2006). Paradigm peace and implications for quality. *International Journal of Social Research Methodology*, 9(2), 111-126.

Schram, T. (2003). Engaging problem and purpose (pp.17-28). In *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education and the social sciences*. Columbus, Ohio; Merrill Prentice Hall.

Silverman, D. (2006). Beginning research. In *Interpreting qualitative data* (3rd. ed) (pp. 3-61). London; Sage

Stake, R.E. (2010). Chapter 4: Stating the problem – questioning how this thing works. In *Qualitative research: Studying how things work* (pp. 71-87). New York; Guilford Publications.

Week 3 – Generic and specific qualitative designs

Your selected reading: *Read the chapter of your book that describes the methodology you are considering for your research project and prepare a summary of the key features of this design.*

Caelli, K., Ray, L. & Mill, J. (2003). ‘Clear as Mud’: Toward a greater clarity in generic qualitative research. *International Journal of Qualitative Methods*, 2 (2): 1-13. http://www.ualberta.ca/~iiqm/backissues/2_2/pdf/caellietal.pdf

Watch the video: Drs. Craig Dale, Denise Gastaldo, Shan Mohammed, Shiva Sadeghi, and Anne Simmonds. Generic qualitative design – a debate. September 2015.

<https://media.library.utoronto.ca/play.php?YTnbVTbPHOhI&id=29661&access=public>

Week 4 – Sampling to generate rich data

Your selected reading: *What will you do to answer your research questions? Check your own reference book(s) to see what sampling and fieldwork entails. What will constitute an adequate sample? Consider how to generate rich data for your inquiry.*

Malterud, K., Siersma, V. & Guassora, A. (2016). Sample Size in Qualitative Interview Studies: Guided by Information Power. *Qualitative Health Research*, 26 (13): 1753-1760
https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/10497323/v26i0013/1753_ssiqis.xml

* Becker, H. S. (1998). Chapter 3: Sampling (p.67-108). In *Tricks of the trade: how to think about your research while you're doing it*. Chicago: University of Chicago Press.

* Ritchie, J. & Lewis, J. (2003). Ch. 4: Designing and selecting samples (p. 77-104). In, *Qualitative Research Practice; A Guide for Social Science Students and Researchers*. Los Angeles; Sage.

Additional reading:

Curtis S., Gesler W., Smith G. & Washburn S. (2000). Approaches to sampling and case selection in qualitative research: Examples in the geography of health. *Social Science and Medicine*, 50(7-8), 1000-1014. <http://simplelink.library.utoronto.ca/url.cfm/85424>

Draucker, CB., Martsolf, DS., Ross, R. & Rusk, TB. (2007). Theoretical sampling and category development in Grounded Theory. *Qualitative Health Research*, 17 (8), 1137-1148.
<http://simplelink.library.utoronto.ca/url.cfm/85427>

Gibbs, L., Kealy, M., Willis, K., Green, J., Welch, N. & Daly, J. (2007). "What have sampling and data collection got to do with good qualitative research?" *Australian and New Zealand Journal of Public Health*, 31(6), 540-544.
<http://simplelink.library.utoronto.ca/url.cfm/85420>

Marshall & Rossman (2010). Chapter 6: Primary data collection methods (p.137-170). In, *Designing qualitative research* (5th ed.). Thousand Oaks, CA; Sage.

Maxwell, J. (2006). What will you actually do? In J. Maxwell, *Qualitative research design: An interactive approach* (2nd ed.) (79-103). Thousand Oaks, CA; Sage.

Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *International Journal of Social Research Methodology*, 11(4), 327-344.
<http://simplelink.library.utoronto.ca/url.cfm/85423>

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality and Quantity*, 41(1), 105-121.

Reybold, L., Lammert, J. & Stribling, S. (2013). Participant selection as a conscious research method: thinking forward and the deliberation of 'Emergent' findings. *Qualitative Research*, 13(6), 699-716 <http://simplelink.library.utoronto.ca/url.cfm/432262>

Week 5 – Entering the field and the researcher as the main instrument for data generation

Your selected reading: Consider how you will enter the field and present yourself as a researcher. Look for content on how the researcher interacts with participants, introduces her/himself, and the duration of fieldwork. Explore how the “role of the researcher” is conceived according to different theoretical perspectives.

- *Leibing, A. & McLean, A. (2007). “Learn to value your shadow!” An introduction to the margins of fieldwork. In A. McLean and A. Leibing (Eds). *The shadow side of fieldwork. Exploring the blurred borders between ethnography and life.* Oxford: Blackwell (p. 1-28).
- *McLean, A. (2007). When the borders of research and personal life become blurred: Thorny issues in conducting dementia research. In A. McLean and A. Leibing (Eds). *The shadow side of fieldwork. Exploring the blurred borders between ethnography and life.* Oxford: Blackwell (p. 63-287).

Week 6 – Ethics and power relations in qualitative research

Your selected reading: *Read chapters or sections in your reference book(s) on ethics and power relations in qualitative research. Which aspects of your interaction with participants may shape the study results? What ethical issues must be considered as you plan for your doctoral research? You can also explore the UofT Life Sciences REB form.*

Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2007). Doing sensitive research: what challenges do qualitative researchers face? *Qualitative Research*, 7(3), 327–353.
<http://simplelink.library.utoronto.ca/url.cfm/493826>

Lancaster, K. (2016). Confidentiality, anonymity and power relations in elite interviewing: conducting qualitative policy research in a politicised domain. *International Journal of Social Research Methodology*, <http://simplelink.library.utoronto.ca/url.cfm/493730>

*Mertens, D. (2012). Ethics in qualitative research (p.19-38). In Lapan, S.D., Quartaroli, M.T., & Riemer, F.J (2012). *Qualitative research: An introduction to methods and designs.* San Francisco; Jossey-Bass.

Additional reading

Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "Ethically important moments" in research. *Qualitative Inquiry*, 10(2), 261-280.

Ryen, A. (2004). Ethical issues. In C. Seale, G. Gobo, J. Gubrium & D. Silverman (Eds), *Qualitative research practice* (pp 231-247) . London; Sage.

Watts, J. (2006). ‘The outsider within’: dilemmas of qualitative feminist research within a culture of resistance. *Qualitative Research*, 6(3), 385-402
<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/85969>

Wiles, R., Charles, V., Crow, G. P., & Heath, S. J. (2006). Researching researchers: Lessons for research ethics. *Qualitative Research*, 6(3), 283-299.
<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/125536>

Week 7 – Reflexivity and participant engagement

Your selected reading: *Reflexivity is touted as a cornerstone of rigour and quality in qualitative inquiry, yet it has been recently pointed out that it is usually absent in articles reporting qualitative findings. To add to the problem, there are many definitions and approaches to reflexivity. What does your reference book say about reflexivity? What does it mean for your research? In addition, what do you think about “participants’ roles” in research? Are they “passive information donors”, “experts”, “talking heads” or “political agents” trying to shape what is known about the topic under study?*

Humphreys, M. (2005). Getting Personal: Reflexivity and Autoethnographic Vignettes. *Qualitative Inquiry*, 11(6), 840-860.
<http://simplelink.library.utoronto.ca/url.cfm/492205>

Parsons, J., Heus, L. & Moravac, C. (2015). Seeing voices of health disparity: Evaluating arts projects as influence processes. *Evaluation and Program Planning*, 36(1), 165-171.
<http://simplelink.library.utoronto.ca/url.cfm/494605>

Defenbaugh, N.L. (2008). “Under erasure”: The absent ill body in doctor-patient dialogue. *Qualitative Inquiry*, 14(8), 1402-1424.
<http://simplelink.library.utoronto.ca/url.cfm/494696>

Additional reading

*Charmaz, K. (2006). Memo-writing. In K. Charmaz, *Constructing grounded theory: A practical guide through qualitative analysis* (pp. 72-95). London; Sage.

Maton, K. (2003). Reflexivity, relationism, and research: Pierre Bourdieu and the epistemic conditions of social scientific knowledge. *Space and Culture*, 6(1), 52-65.
<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/125526>

Mauthner, N. & Doucet, A. (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37 (3), 413-431.
<http://simplelink.library.utoronto.ca/url.cfm/38774>

Week 8 – Observation: What am I looking at/for?

Your selected reading *about observation as a research method*

*Emerson, R.M., Fretz, R.I. & Shaw, L.L. (2001). Participant observation and fieldnotes (p.352-367). In P. Atkinson, A. Coffey, S. Delamont, J. Lofland & L. Lofland (2001). *Ethnography*. London; Sage.

*Pelto, P.J. (2013). Note taking and other recording; Capturing and managing the data (p. 103-125). In *Applied Ethnography: Guidelines for Field Research*. Walnut Creek, CA; Left Coast Press Inc.

Richard, V. M., & Lahman, M. K. E. (2015). Photo-elicitation: Reflexivity on method, analysis, and graphic portraits. *International Journal of Research & Method in Education*, 38(1), 3-22

Additional reading

Atkinson, P. & Coffey, A. (2003). Revisiting the relationship between participant observation and interviewing. In J. Holstein & J. Gubrium (Eds.), *Inside interviewing: New lenses, new concerns* (pp.415-427). Thousand Oaks: Sage.

Mulhall, A. (2003). In the field: notes on observation in qualitative research. *Journal of Advanced Nursing*, 41(3), 306-313 <http://simplelink.library.utoronto.ca/url.cfm/38765>

Wheatley, E. (2005). Discipline and resistance: Order and disorder in a cardiac rehabilitation clinic. *Qualitative Health Research*, 15 (4), 438-459.
<http://simplelink.library.utoronto.ca/url.cfm/85462>

Week 9 – Individual interviews: What goes on inside the interview?

Your selected reading *about interview as a research method*

Carpiano, R. M. (2009). Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place for health and well-being. *Health and Place*, 15(1), 263-272. <http://simplelink.library.utoronto.ca/url.cfm/492491>

*Kvale, S. & Brinkmann, S. (2009). Conducting an interview (p.123-141). In *Interviews. Learning the craft of qualitative research interviewing*. Los Angeles; Sage.

*McCoy, L. (2006). Keeping the institution in view: Working with interview accounts of everyday experience. In D. Smith (Ed.) *Institutional Ethnography as Practice* (pp. 109-125) Lanham, MD; Rowman & Littlefield.

Additional reading

Coar, L. & Sim, J. (2006). Interviewing one's peers: methodological issues in a study of health professionals. *Scandinavian Journal of Primary Health Care*, 24(4), 251-256. <http://simplelink.library.utoronto.ca/url.cfm/497848>

Dickson-Swift, V., James, E., Kippen, S. & Liamputtong, P. (2007). Doing sensitive research: what challenges do qualitative researchers face? *Qualitative Research*, 7(3) 327–353.
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Elwood, SA. & Martin, DG. (2000). Placing interviews: Location and scales of power in qualitative research. *Professional Geographer*, 52(4), 649-657.
<http://simplelink.library.utoronto.ca/url.cfm/85432>

Holstein, J. & Gubrium, J. (2003). Active interviewing. In J. Gubrium & J. Holstein (Eds.), *Postmodern Interviewing* (pp. 67-80). Thousand Oaks, CA; Sage.

Johnson, B. & Clarke, J. (2003). Collecting sensitive data: The impact on researchers.

Qualitative Health Research, 13(3), 421-434.

<http://simplelink.library.utoronto.ca/url.cfm/38761>

Kierans, C. (2005). Narrating kidney disease: The significance of sensation and time in the emplotment of patient experience. [Review]. *Culture, Medicine and Psychiatry*, 29(3), 341-359. <http://simplelink.library.utoronto.ca/url.cfm/492481>

Lapum, J., Angus, J. E., Peter, E., & Watt-Watson, J. (2010). Patients' narrative accounts of open-heart surgery and recovery: Authorial voice of technology. *Social Science and Medicine*, 70(5), 754-762. <http://simplelink.library.utoronto.ca/url.cfm/438879>

Liamputtong, P. & Ezzy, D. (2005). In depth interviews. In P. Liamputtong & Ezzy, D., *Qualitative research methods (2nd ed.)* (pp.54-73). Victoria, AU; Oxford.

de Medeiros, K., & Rubinstein, R. L. (2015). "Shadow stories" in oral interviews: Narrative care through careful listening. [Article]. *Journal of Aging Studies*, 34, 162-168. <http://simplelink.library.utoronto.ca/url.cfm/492487>

Frank, A. W. (2007). Five dramas of illness. *Perspectives in Biology and Medicine*, 50(3), 379-394. <http://simplelink.library.utoronto.ca/url.cfm/492474>

Peter, E., Mohammed, S., & Simmonds, A. (2014). Narratives of aggressive care: Knowledge, time, and responsibility. [Article]. *Nursing Ethics*, 21(4), 461-472. <http://simplelink.library.utoronto.ca/url.cfm/441703>

Riessman, C.K. (2015). Ruptures and sutures: Time, audience and identity in an illness narrative. [Article]. *Sociology of Health and Illness*, 37(7), 1055-1071. <http://simplelink.library.utoronto.ca/url.cfm/492473>

*Schwalbe, ML. & Wolkomir, M. (2003). Interviewing men. JA. Holstein & JF. Gubrium (Eds), *Inside interviewing; New lenses, new concerns* (pp. 55-71). Thousand Oaks, CA; Sage.

Warren, C., Barnes-Brus, T., Burgess, H. & Wiebold-Lippisch, T. (2003). After the interview. *Qualitative Sociology*, 26 (1), 93-110. <http://simplelink.library.utoronto.ca/url.cfm/38757>

Week 10 – Focus Groups: What is your focus and why such focus?

Your selected reading *about focus group as a research method*

Krueger, R. (1998) Developing questions for focus groups (book 3). In D. Morgan & R. Krueger (Eds). *The Focus Group Kit*. Thousand Oaks: Sage.

Barbour, R. (2007). Uses and abuses of focus groups (chapter 2). In *Doing Focus Groups*. Thousand Oaks: Sage.

Green, J & Hart, L. (1999). The impact of context on data (chapter 2). In Barbour, R. & Kitzinger, J. (Eds) (1999). *Developing focus group research – politics, theory and practice*. Thousand Oaks: Sage.

Week 11 – Rigour and the quality of research: Design implications

Your selected reading *about rigour and quality in qualitative research*

Barbour, R. (2001). Checklists for improving rigour in qualitative research: A case of the tail wagging the dog? *British Medical Journal*, 322 (7294), 1115-1117.

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Eakin, J. & Mykhalovskiy, E. (2003). Reframing the evaluation of qualitative health research: reflections on a review of appraisal guidelines in the health sciences. *Journal of Evaluation in Clinical Practice*, 9(2), 187-94

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Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, 19(6), 349-357.

<http://simplelink.library.utoronto.ca/url.cfm/492511>

Additional reading

Giacomini, M., Cook, D., & DeJean, D. (2009). Life support decision making in critical care: Identifying and appraising the qualitative research evidence. *Critical Care Medicine*, 37(4), 1475-1482.

<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/125593>

*Patton, M. (2002). Designing qualitative studies (p. 209-257). In, *Qualitative Research and Evaluation Methods* (3rd edition). Thousand Oaks; Sage.

Porter, S. (2007). Validity, trustworthiness and rigour: Reasserting realism in qualitative research. *Journal of Advanced Nursing*, 60(1), 79-86.

<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/125595>

Week 12 – Becoming an independent qualitative researcher

Hart, C., Poole, J., Facey, M. & Parsons, J. (2017). Holding firm: power, push back, and opportunities in navigating the liminal space of critical qualitative health research. *Qualitative Health Research*, 27(12): 1765-1774.



The Centre for Critical Qualitative Health Research ('CQ') at the University of Toronto This course is part of CQ's Essentials of Qualitative Research curriculum. CQ is an extra-departmental unit in the Dalla Lana School of Public Health also supported by the Faculties of Kinesiology and Physical Education, Nursing, Pharmacy, Social Work, and the Rehabilitation Sciences Institute. CQ builds capacity in the health sciences to advance critical and theoretically informed qualitative inquiry. As a hub for researchers, graduate students, and professors teaching qualitative methodology, its academic fellows promote research that addresses the socio-political dimensions of health and questions prevailing assumptions that naturalize health, for example, as individual and biological phenomena. Visit the CQ website www.ccqhr.utoronto.ca to learn more about CQ's resources and activities, which include other QR courses (Essentials of Qualitative Research Course Series), free methodology seminars (At the Centre Speaker Series; 3-4 seminars per term), the Certificate in Advanced Training in Qualitative Health Research Methodology for PhD students, and the Joan Eakin Award for Methodological Excellence in a Qualitative Doctoral Dissertation.

Useful Links:

1. turnitin.com: <http://www.turnitin.com>
2. University of Toronto Library System: <http://www.library.utoronto.ca/>
3. Writing Centre: <http://www.utoronto.ca/writing/>
4. Information on plagiarism:
<http://www.utoronto.ca/ota/resources/resourcecentre/Plagiarism.pdf>
5. Blackboard Portal: <http://www.portalinfo.utoronto.ca/>
6. School of Graduate Studies: <http://www.sgs.utoronto.ca/>

Useful Qualitative Links and Online Journals:

1. Centre for Critical Qualitative Health Research (CQ), University of Toronto:
<http://www.phs.utoronto.ca/qualmethod>
2. International Institute for Qualitative Methodology: <http://www.uofaweb.ualberta.ca/iqim/index.cfm>
3. The Qualitative Report: <http://www.nova.edu/ssss/QR/index.html>
4. FQS: Online International Journal: <http://qualitative-research.net/fqs/fqs-eng.htm>

Journals of Interest (that publish qualitative research):

Critical Public Health
Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine
Journal of Advanced Nursing
Journal of Contemporary Ethnography
Nursing Inquiry
Research in Nursing and Health
Qualitative Health Research

Qualitative Inquiry
Qualitative Research
Social Science and Medicine
Sociology of Health and Illness