

University of Toronto
Dalla Lana School of Public Health
JRP 1000 (Winter Term 2018)
Theory and Method for Qualitative Researchers: An Introduction

Thursday 9:00am-Noon
Health Sciences (155 College St.), Room 715

Faculty: Pia Kontos

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ESSENTIALS OF QUALITATIVE RESEARCH (EQR) COURSE SERIES

This course is part of the *Essentials in Qualitative Research* course series (<http://www.ccqhr.utoronto.ca/>) – an integrated graduate-level set of courses in qualitative research methodology offered collaboratively between the Dalla Lana School of Public Health and the Graduate Department of Rehabilitation Science.

COURSE DESCRIPTION

This course provides an introduction to a range of qualitative research methods and theoretical perspectives, with particular emphasis on the role that theory plays across the different stages of the research process. It examines the underlying theoretical assumptions of qualitative research methods, and the implications that these assumptions have for framing a research problem, data collection, analysis, and dissemination strategies, including traditional and arts-based approaches. It provides opportunities to attain practical, hands-on experience with developing research questions, data collection, and data analysis. The course was designed in 2009 by Dr. Pia Kontos in the Dalla Lana School of Public Health and Dr. Barbara Gibson in the Graduate Department of Rehabilitation Sciences, and is being offered in 2017/18 by Dr. Pia Kontos. The course is an introductory level course and has no prerequisites. Preference will be given to students enrolled in a thesis-based graduate program. Some knowledge of social theory is preferred. Permission of the instructor is required for enrollment. Audits are not generally accepted. Priority is given to students in departments/faculties that are ‘contributing’ members in *CQ*, and to those with optimal backgrounds and current research situations for benefiting and contributing to the course.

COURSE OBJECTIVES

This course aims to provide students with an introduction to the theory and method of qualitative inquiry. Students will be expected to engage in critical reflection and debate of the ideas presented. At the completion of the course students will:

- Appreciate the scope and complexity of qualitative inquiry
- Understand the role of theory across the research process
- Be familiar with different paradigms and theoretical perspectives in qualitative research
- Understand how to choose different data gathering techniques and acquire basic skills in their use
- Understand the notion and practice of reflexivity and its role in the research process
- Understand the various ways that rigour is enhanced in qualitative research
- Be familiar with the basics of qualitative analysis
- Identify ethical issues related to the use of qualitative methods
- Have an introductory understanding of how to write up qualitative research
- Be aware of arts-based approaches to the dissemination of qualitative research findings

COURSE FORMAT

This course utilizes a variety of approaches to teaching and learning about qualitative research: lectures, group discussion of readings, in-class exercises, and assignments. Weekly seminar discussions and presentations are best when they are dynamic, informed, creative, stimulating and collective. This requires that students **read and think about** the required material assigned for each week's class and attend seminars fully prepared to participate. The success of this course relies on the active participation of students; you will be expected to attend all classes, to participate in group discussions and share your research and reading experiences. Recommended readings are to be used as needed for assignments, and will also be useful as resources for students who wish to follow up on ideas introduced in the course.

SUMMARY OF COURSE REQUIREMENTS

| Activity/Assignment | % FINAL GRADE | Due Date |
|---|---------------|-----------------------------------|
| Class preparation and participation (including leading one class discussion of the assigned readings for that week) | 10% | |
| Theoretical Application Paper (3-5 pages) | 15% | February 8 (before drop deadline) |
| Data Collection, Description and Analysis Paper (5 pages) | 35% | March 15 |
| Critical Annotated Bibliography (8 pages) | 40% | April 12 |

Due Dates and Formatting: All assignments are due on the dates specified (emailed to pia.kontos@uhn.ca). Page limits should be strictly adhered to. Use 12pt font. Late assignments will be accepted only in exceptional circumstances (documented).

DETAILS OF COURSE REQUIREMENTS

1. Class Preparation, Attendance, and Participation (10%): (1) Attendance, preparation, informed participation in class discussions; you will be expected to reflect on assigned readings, prepare for in-class exercises, and share your questions and comments; (2) Leading a seminar discussion based on a week's readings, summarizing main points, including some critical reflection about the arguments put forward, how they are constructed, their coherence, and how the readings compare and contrast regarding the week's topic.

2. Theoretical Application Paper (15%)

DUE DATE: February 8

Length: 3-5 pages (double spaced)

This project requires you to creatively review some aspect of our culture's representation of a health-related topic of your choice. Right from the beginning of the course students should watch for items related to health, illness, the body, and health care in the media and popular press, public texts, etc.. Books, stories, television/film, health campaigns, popular literature (e.g., financial, leisure, marketing), print media, online and social media, social/public spaces, fashion, music, sports, government policies, poetry, and fairy tales are all possible sources of cultural representations.

Students should select one particular item/observation for analytic theoretical commentary. Some questions that may guide your analysis (you do not have to specifically answer these, they are meant for give some direction): What is it an instance of, or what assumptions are made about health, illness, the body, and/or health care? What theoretical approach does it invite, or what are implicit theoretical stances in the text? What concepts from the course does it invoke, what theoretical problems are raised?

- Explain terms. Don't assume meanings of terms are shared with your reader.
- Do not need to bring in outside theories (but if you do then explain them)
- Students should include the item (e.g. a photocopy, photograph, video) with their written analysis.

3. Data Collection Description and Analysis Paper* (35%)

DUE DATE: March 15

Length: 5 pages (double spaced) + required appendices

For this assignment you must either carry out an observation of a health related setting **OR** conduct an in-depth one-on-one interview with a friend about a topic of your mutual choosing. Each option is described below. The assignment is designed to give you an opportunity to engage in and reflect on a qualitative data collection strategy. Because of university ethics requirements, the work you do for this assignment cannot be part of a research study that will be published in any form. You cannot draw on this exercise as part of your thesis or dissertation project.

Option One: Observation

For this option you will carry out an observation of a public setting (e.g. a setting where one could normally sit and observe activity that does not require permission). You are encouraged to choose a health related setting. Suitable settings include a hospital lobby or waiting room, a clinic waiting room (e.g. physiotherapy, massage, chiropractic, naturopathic, walk-in), a research lab (e.g. research institute, university), sports club (e.g. gym, yoga studio, Pilates studio), health spa (e.g. bodywork, esthetics, wellness class), community centre (e.g. recreational, health clinic). You should carry out two separate occasions of observation of the same setting, each of approximately 20-30 minutes in duration.

Draw on what you have learned about ethnographic observation through your readings and class discussions to conduct your observation. As part of your observation you might ask yourself the following questions (this is **not** an exhaustive list, nor do you necessarily have to cover all these points): What is the setting as a physical/social space? Who are the people in the setting? How are they different? What are they doing? How? With or/to whom? What social class, gender, race or other similarities/differences can you see? What physical "props" are being used? How?

You are to submit the following:

1. Any rough notes taken during observation
2. Your fieldnotes
3. A diagram of the setting
4. An analytic memo (**maximum** 5 pages, double spaced) in which you:

a) *Produce an account of what you observed.* Include a description of the setting. In addition, try to address questions such as the following: What patterns emerged in the setting? What forms of interaction did you observe? How did they take place, who did what how, etc.? What struck you as particularly interesting and or curious about what you observed? What did you learn about social life from the observation you conducted? If you were to conduct a full study of the setting, what might you focus on? As much as is possible you should try to provide an account of what you have learned about how the setting works. In other words, what analytic insights about the setting do you take away from the exercise?

b) *Reflect on the experience of doing observation.* Try to address the following type of questions (remember this list is not exhaustive nor do you have to cover all the points): What did you observe that you might not have seen

* Assignment adapted from Eric Mykhalovskiy, Department of Community Health and Epidemiology, Dalhousie University

as a casual observer or participant in the setting? How did your personal history, identity, and theoretical presuppositions shape your observation? How did you feel in the setting? What issues arose for you in writing up your fieldnotes?

You will be evaluated on how well you engage in detailed ethnographic description of your setting. The character of your fieldnotes and the connections between your fieldnotes and the account you make of the setting in your analytic memo, and your capacity to raise interesting questions about the process of observation will be evaluated.

Option Two: In-Depth Interview

For this option you will conduct an in-depth one-to-one interview with a friend about a topic you mutually agree upon. For example this may be a health related experience, perspectives on the health system, what health means to him/her etc. Non-health related topics are also fine. For example a meaningful or life changing experience, or the experiences of being a graduate student. Draft some specific research questions or purposes to guide your inquiry. Your interview should last about 45 minutes. You should draw on readings and class discussions of interviewing to carry out an interview that draws from **an interview guide** that might address the following: The details of the experience; how it came to happen; in what ways did the event/activity involve others?; in what ways it affected your respondent's attitudes, self-perception, relationships, and interactions with others?; how was it perceived by others?; how did the respondent feel about the experience?

You should tape record the interview and transcribe it verbatim.

You are to submit the following:

1. The interview guide
2. The tape recording of the interview and transcript
3. An analytic memo (**maximum** five double-spaced pages) in which you:

a) Offer a brief analysis of the interview (about 4 pages)

You need to produce a brief analytic commentary about the experience of your respondent. What did you learn about the respondent? You are not required to conduct a full-scale analysis of the transcript but you must at least suggest some directions for analysis of the interview. You can, for example, point to interesting passages of interview text and reflect analytically on what has been said. What did you learn about the person that you didn't know previously? What kind of an impression was the person trying to achieve? What is missing from the interview? In other words, what lines of inquiry would you need to undertake to extend your understanding of the respondent or on interviews with other respondents? What if anything does your interview tell us about relationships between life events, identities (gender, class, ethno-cultural identity, SES, work roles, age etc) and social systems?

b) Reflect on your experience with this exercise (about 1 page)

You might consider the following issues (this is not exhaustive nor do you have to cover all the points): what thoughts and feelings did you bring to the interview exercise? What feelings came up for you as part of the experience? What are your strengths and weaknesses as an interviewer? What worked? How so? What would you do differently the next time? Why? What impact did your choice of respondent have on the interview you conducted? How did the interview interaction proceed? Did you detect moments of conversational tension or "power" struggle in the conversation? Were you speaking the same "language?" What work did you have to do to keep the interview talk focused appropriately? What was the experience of transcription like?

You will be evaluated on how well you engage in detailed interviewing about your interview participant's work activities including how well you are able to engage in the approach to interviewing that we will have discussed in class. The care you take in producing your transcript, the quality of the analytic discussion in relation to the data, and intellectual creativity (i.e. interpretation rather than summarizing), and your capacity to raise interesting questions about the interview process that draw on and extend class readings and discussions will be considered.

4. Critical Annotated Bibliography* (40%)

DUE DATE: April 12

Length: 8 pages (double spaced) + copies of the publications that you have reviewed

For the final assignment you must identify, read and write about **three** high quality published **empirical** qualitative research articles (not mixed methods and not a conceptual or review article) on a topic of your choice. Using what you have learned in the course, you will write a critical response to each article and an overall statement about how the research area has been explored by the work you have reviewed.

The point is not to simply summarize the article (although you will need to give some kind of general account about it) but to engage in a critical reflection about what the article tells you about how the topic has been researched. To do this well you need to reflect and write about how the authors have researched the topic, analyzed their data, and represented their research practice in writing.

Some suggestions for issues to consider in writing individual critiques include the following (this is not an exhaustive list nor do you have to cover all the points; it is meant as a starting place for your own thinking about how a topic has been researched qualitatively):

1. How are the authors constructing a given topic as an object of investigation? How do the authors discuss the purpose of their research? How are the authors representing/treating a topic as a problem or as something that needs to be known? There are, for example, many ways of treating “teen-aged smoking” as an object of inquiry. Policy-oriented health promoters might approach it as a health problem that needs to be changed. Social psychologists might look at it in terms of a knowledge-attitude-behaviour framework. An ethnographer may be interested in the culture of teen smoking. A grounded theorist may be concerned with the meaning that smoking has for teen-aged smokers. Some authors draw on more than one organizing framework to make sense of, or “produce” their topic as a particular kind of problem that, in turn, calls for a particular kind of research response. You need to write about how the authors constitute their object of inquiry.
2. Is the work located within a particular paradigm and/or tradition of inquiry? How so? Do the authors explicitly locate their work within a set of theoretical concerns or preoccupations? Do the authors name their work as an instance of, or something informed by, an organized approach to qualitative research (e.g. phenomenological study, ethnography). Is that naming warranted? Is the study a good/bad example of a particular tradition of inquiry? Why? How do the authors use the various research labels we have discussed in class? Is their usage a good one?
3. Research process: How much do the authors tell you about how they have gone about their research? Are you satisfied with what you know about how they carried out their inquiry? What did they leave out of their account? What, if anything, do you want to know about how they proceeded? What difference would it make? How do they represent the research process in the first place? How did they conceptualize and collect their data? Do their data collection strategies make sense to you? In other words have they produced useful data? Will the data help them speak to the research problem they have set for themselves?
4. What does the text look like? What sections and subsections are being used here? What is being said in the introduction? In the conclusion? And in other sections? What is being given most “air-time” in this text? What does this tell you? What does this exclude? How is quoted material being represented and commented on here? Where is the analysis being accomplished? What does this tell you about how the author is communicating? What does the text’s visual appearance tell you?
5. What argument is being made? In qualitative research making an argument involves writing about empirical findings in some way. What kind of argument is the author making? What is the scope of the argument? What specific claims are being made? How are these claims and/or the overall argument supported? How is

* Assignment adapted from Eric Mykhalovskiy, Department of Community Health and Epidemiology, Dalhousie University

data being used and commented upon? How were they expressed by the authors and used to support their argument? Are data theorized? Is the theorization convincing? What kind of analysis is being done in the text? What story is being communicated? Is it plausible?

In addition to your individual critiques you need to include an overview where you offer some analytic commentary about the overall treatment of the research area within the literature you have read. What work are you most drawn to and why? What methodological perspectives did you find most compelling? How do different traditions of inquiry construct different objects? What might methodological perspectives not represented in your selection of reading add to the investigation of your topic area? What are the similarities and differences in how authors working from different traditions have researched this particular area? What works and what doesn't? Given what you've read, how might you go about researching your area?

In evaluating this assignment your ability to draw on class readings and discussion to produce original, thoughtful and creative commentary on specific examples of qualitative research will be evaluated. Simply summarizing what the authors have done and said will not be enough. Nor will simply pointing out what is missing. Your ability to critically assess the articles and how well you convey an understanding of the implications of different ways of researching a topic area from a qualitative perspective will be considered.

COURSE SCHEDULE/TIMETABLE

| SESSION | TOPIC |
|-----------------|---|
| 1 (January 11) | Introduction |
| 2 (January 18) | Paradigms & Traditions of Inquiry (Part I) |
| 3 (January 25) | Paradigms & Traditions of Inquiry (Part II) |
| 4 (February 1) | Research Design |
| 5 (February 8) | Learning from Doing: Interviews and Focus Groups |
| 6 (February 15) | Learning from doing: Participant Observation |
| February 22 | READING WEEK NO CLASS |
| 7 (March 1) | Strategies for Analysis and Interpretation (Part I) |
| 8 (March 8) | Strategies for Analysis and Interpretation (Part II) |
| 9 (March 15) | Strategies for Analysis and Interpretation (Part III) |
| 10 (March 22) | Dramatizing the Data |
| 11 (March 29) | Ethical Issues in Qualitative Research |
| 12 (April 5) | Evaluating Qualitative Research |

SESSION BY SESSION OUTLINE (sub-topics, assigned and optional readings)

S1 Introduction

- Overview of the course: objectives, assignments, evaluation, etc.
- Self-introductions
- Mapping our experiences with/of qualitative research
- What kinds of claims do authors make about qualitative research?
- How is the specificity of qualitative research typically represented?
- What can be said of the central principles or defining features of qualitative research?
- The historical background of qualitative research and its growing popularity within the health sciences

Required Readings

Morse, J.M. (2012) Introducing the first global congress for qualitative health research: What are we? What will we do – and why? *Qualitative Health Research*, 22 (2), 147-156.

Reisetter, M., Yexley, M., Bonds, D., Nikels, H., & McHenry, W.I. (2003). Shifting paradigms and mapping the process: Graduate students respond to qualitative research. *Qualitative Report*, 8(3), 462-480.

Additional readings

Greenhalgh, T., Snow, R., Ryan, S., Rees, S., & Salisbury, H. (2015). Six ‘biases’ against patients and carers in evidence-based medicine. *BMC medicine*, 13(1), 1-11.

S2 Paradigms & Traditions of Inquiry (Part I)

- What is a theoretical perspective?
- How do you ‘see’ a theoretical perspective?
- What difference does a theoretical perspective make?
- Key ways in which theoretical perspectives differ
- What systems of classification are used to make sense of qualitative research?

Required Readings

Good, B. J. (1994). How medicine constructs its objects. *Medicine, rationality, and experience* (pp. 65-87). Cambridge: Cambridge University Press.

Grant, B. M., & Giddings, L. S. (2002). Making sense of methodologies: A paradigm framework for the novice researcher. *Contemporary Nurse*, 13(1), 10-28.

Green, J. and Thorogood, N. (2009). Qualitative methodology and health research. *Qualitative Methods for Health Research*, 2nd Edition London: Sage. (Chapter 1).

Additional readings

Denzin N.K. (2017). Critical Qualitative Inquiry. *Qualitative Inquiry*, 23(1): 8-16.

Nicholls, D. (2009) Qualitative research: Part one – Philosophies. *International Journal of Therapy and Rehabilitation*, 16(10), 526-533.

Sandelowski, M. (1993). Theory unmasked: The uses and guises of theory in qualitative research. *Research in Nursing*, 16, 213-218.

Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies and methods in qualitative research. *Qualitative Health Research*, 17, 1316-1328.

Reeves, S., Albert, M., Kuper, A., and Hodges, B.D. (2008). Why use theories in qualitative research? *British Medical Journal*, 337(Sept 13), 631-634.

Green, J. and Thorogood, N. (2004). Qualitative methodology and health research. *Qualitative Methods for Health Research* (pp.3-26). London: Sage.

Guba, E.G., Lincoln, Y.S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed.) (pp. 183-191). Thousand Oaks: Sage.

Nicholls, D. (2009) Qualitative research: Part one – Philosophies. *International Journal of Therapy and Rehabilitation*, 16(10), 526-533.

Reeves, S., Albert, M., Kuper, A., and Hodges, B.D. (2008). Why use theories in qualitative research? *British Medical Journal*, 337(Sept 13), 631-634.

Sandelowski, M. (1993). Theory unmasked: The uses and guises of theory in qualitative research. *Research in Nursing, 16*, 213-218.

Upshur, R.E.G. (2001). The status of qualitative research as evidence. In J. M. Morse, J. M. Swanson & A. J. Kuzel (Eds.), *The nature of qualitative evidence* (pp. 5-27). Thousand Oaks, CA: Sage Publications Inc.

Willis, J.W. (2007). History and context of paradigm development. In *Foundations of qualitative research: Interpretive and critical approaches* (pp. 27-65). Thousand Oaks: Sage.

Willis, K., Daly, J., Kealy, M., Small, R., Koutroulis, G., Green, J., Gibbs, L., Thomas, S. (2007). The essential role of social theory in qualitative public health research. *Australian and New Zealand Journal of Public Health, 31*(5), 438-443.

S3 Paradigms & Traditions of Inquiry (Part II)

- The interpretivist paradigm up close
- The critical paradigm up close
- Methods associated with these paradigms

Required Readings

Hunt M.R. (2009). Strengths and challenges in the use of interpretive description: Reflections arising from a study of the moral experience of health professionals in humanitarian work. *Qualitative Health Research, 19*(9): 1284-92.

Eakin, J. (2010). Towards a 'standpoint' perspective: Health and safety in small workplaces from the perspective of the workers. *Policy and Practice in Health and Safety, 8*(2): 113-127.

Lock, M. (1993). Prologue. In *Encounters with aging: Mythologies of menopause in Japan and North America* (pp. xviii-xliv). Berkeley, University of California Press.

Kontos, P., Miller, K.L., Mitchell, G., & Cott, C. (2010). Dementia care at the intersection of regulation and reflexivity: A critical realist perspective. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 66B*(1), 119-128.

Additional Readings

Alasuutari, P. (1996). Theorizing in qualitative research: A cultural studies perspective. *Qualitative Inquiry, 2*(4), 371-384.

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In *Handbook of qualitative research* (pp. 509-535). Thousand Oaks: Sage.

Edley, N., & Wetherell, M. (1997). Jockeying for position: The construction of masculine identities. *Discourse & Society, 8*(2), 203-217.

Grahame, P. R. (1998). Ethnography, institutions, and the problematic of the everyday world. *Human Studies, 21*, 347-360.

Kincheloe, J.L., McLaren, P. Rethinking critical theory and qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed.), (pp. 303-342). Thousand Oaks: Sage.

Layder, D. (1994). Meanings, situations and experience. In *Understanding social theory* (pp. 57-74). Thousand Oaks: Sage.

Lock, M., & Kaufert, P.A. (1998). Introduction. In M. Lock, & P.A. Kaufert (Eds.), *Pragmatic women and body politics* (pp. 1-27). Cambridge: Cambridge University Press.

- Lopez, K.A., Willis, D.G. (2004). Descriptive versus interpretive phenomenology: Their contributions to nursing knowledge. *Qualitative Health Research*, 14(5), 726-735.
- Phoenix, C., Smith, B., & Sparkes, A.C. (2010). Narrative analysis in aging studies: A typology for consideration. *Journal of Aging Studies*, 24: 1-11.
- Poland B. (1992). Learning to 'walk our talk': The Implications of sociological theory for research methodologies in health promotion. *Canadian Journal of Public Health*, 83(Supplement 1), S31-S46.
- Prasad, P. (2005). Qualitative research as craft: Postpositivist traditions and research styles. In *Crafting qualitative research: Working in the postpositivist traditions* (pp. 3-42). New York: M.E. Sharpe Inc.
- Robertson, A. (1990). The politics of Alzheimer's disease: A case study in apocalyptic demography. *International Journal of Health Services*, 20(3), 429-442.
- Rock, M., McIntyre, L., Rondeau, K. (2008). Discomforting comfort foods: Stirring the pot on Kraft Dinner and social inequality in Canada. *Agriculture and Human Values*.
- Shaw JA, Connelly DM (2012) Phenomenology and physiotherapy: meaning in research and practice. *Physical therapy reviews*, 17, 398-408.
- Wacquant, L. (1992). Toward a social praxeology: The structure and logic of Bourdieu's sociology. In P. Bourdieu, & L. Wacquant (Eds.), *An Invitation to Reflexive Sociology* (pp. 2-59). Chicago: University of Chicago Press.
- Willis, J.W. (2007). History and Foundations of Interpretivist Research. In *Foundations of qualitative research: Interpretive and critical approaches* (pp. 27-65). Thousand Oaks: Sage.

S4 Research Design

- How does research design relate to traditions of inquiry?
- Developing research questions (positivist and interpretivist)
- Choosing the appropriate qualitative methods

Required Readings

- Green, J. and Thorogood, N. (2004). Qualitative methodology and health research. *Qualitative Methods for Health Research* (pp.3-34). London: Sage.
- Patton, M.Q. (2002). Qualitative designs and data collection. In *Qualitative research & evaluation methods* (pp. 207-257). Thousand Oaks: Sage.

Additional Readings

- Booth, W.C., Colomb, G.G. & Williams, J.M. (1995). From topics to questions. In *The craft of research* (pp. 35-50). Chicago: University of Chicago Press.
- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design*. Sage. (Chapter 2: Designing a qualitative study).
- Kuzel, A. (1992). Sampling in qualitative inquiry. In B. F. Crabtree, & W. L. Miller (Eds.), *Doing qualitative research* (pp. 31-44). Newbury Park, CA: Sage.
- Janesick, V. (2000). The choreography of qualitative research design. In Denzin, N., and Lincoln, Y. (Eds.), *Handbook of qualitative research*. 2nd Edition. Thousand Oaks: Sage.
- Miles, M. B., & Huberman, A. M. (1994). Focusing and bounding the collection of data: The substantive start. *Qualitative data analysis* (2nd ed.) (pp. 16-39). Thousand Oaks, CA: Sage Publications Inc.
- O'Reilly, M., Parker, N. (2012). 'Unsatisfactory saturation': A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research* 13(2), 190-197.
- Silverman, D. (1985). *Qualitative Methodology and Sociology*. Gower. (Chapter 1: The research process).

S5 Learning from Doing: Interviews and Focus Groups

- Why choose these methods?
- What interviews and focus groups allow you to access that other methods cannot
- Constructing an interview and a focus group guide (open-ended vs. closed-ended questions)
- Conducting an interview and a focus group
- How do gender, race, class and other social relations shape the interview process for both the interviewer and the interviewee?
- Reflexivity

Required Readings

Hermanovicz, J.C. (2002). The great interview: 25 strategies for studying people in bed. *Qualitative Sociology*, 25(4), 479-499.

Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *British Medical Journal*, 311(7000), 299-302.

Lehoux, P., Poland, B., & Daudelin, G. (2006). Focus group research and "the patient's view". *Social Science & Medicine*, 63, 2091-2104.

Manderson L, Bennett E, Andajani-Sutjahjo S. The social dynamics of the interview: Age, class, and gender. *Qualitative Health Research*. 2006; 16(10): 1317-34.

Additional Readings

Sallee, M.W., & Harris III, F. (2011). Gender performance in qualitative studies of masculinities. *Qualitative Research*, 11(4): 409-429.

Belzile, J.A., Öberg, G. (2012). Where to begin? Grappling with how to use participant interaction in focus group design. *Qualitative Research* 12(4), 459-472.

Bottorff, J.L., Oliffe, J.L., & Kelly, M. (2012). The gender(s) in the room. *Qualitative Health Research*, 22(4): 435-440.

Carey, M.A. & Casey, M.A. (2000). Capturing the group effect in focus groups: A special concern in analysis. *Qualitative Health Research*, 4(1), 123-127.

Fontana, A. & Frey, J. (2005). The interview: From neutral stance to political involvement. In NK Denzin & YS Lincoln (Eds), *The Handbook of Qualitative Research* (3d ed.) (pp. 695-727). Thousand Oaks, CA: Sage Publications Inc.

Holstein, J., & Gubrium, J. F. (1997). Active interviewing. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 113-129). Thousand Oaks, CA: Sage.

Kvale, S. (1996). The interview as a conversation. *InterViews: An introduction to qualitative research interviewing* (pp. 19-37). Thousand Oaks, CA: Sage.

Kvale, S. (1996). The interview situation. *InterViews: An introduction to qualitative research interviewing* (pp. 124-143). Thousand Oaks, CA: Sage Publications Inc.

Miller, J., & Glassner, B. (1997). The 'inside' and the 'outside': Finding realities in interviews. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 97-112). Thousand Oaks, CA: Sage.

Morgan, D.L., and Bottorff, J.L. (2010). Advancing our craft: Focus group methods and practice. *Qualitative Health Research*, 20(5), 6579-581.

Patton, M.Q. (2002). Qualitative interviewing. In *Qualitative research & evaluation methods* (pp. 339-427). Thousand Oaks: Sage.

Sullivan, K. (1998). Managing the 'sensitive' research interview: A personal account. *Nurse Researcher*, 6(2), 72-85.

Wilkinson, S. (1998) Focus groups in feminist research: Power, interaction, and the co-construction of meaning. *Women's Studies International Forum*, 21, 1, 111-125.

S6 Learning from doing: Participant Observation

- Why choose participant observation?
- What participant observation allows you to access that other methods cannot
- How and what to observe?
- What are ethnographic fieldnotes? How are they made, what do they look like, and what role do they play in ethnographic research?
- Experiencing and addressing tensions in the field
- Reflexivity

Required Readings

Baker, L.M. (2006). Observation: A complex research method. *Library Trends*, 55(1): 171-189.

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 & Place*, 15, 263-272.

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Prasad, P. (2005). Ethnography: Cultural Understandings of Natives (pp. 75-90). *Crafting Qualitative Research*. New York: M.E. Sharpe.

Wind, G. (2008). Negotiated interactive observation: Doing fieldwork in hospital settings. *Anthropology & Medicine*, 15(2), 79-89.

S7 Strategies for Analysis and Interpretation (Part I)

- What is involved in analyzing qualitative data?
- Analytic devices: coding, memoing, constant comparison, negative cases
- Problems of meaning – the ways in which meaning relates to how data is collected

Required Readings

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Coffey, A. & Atkinson, P. (1996). Concepts and coding. *Making Sense of Qualitative Data* (pp. 26-53), Thousand Oaks, CA: Sage Publications Inc.

Dierckx de Casterle, B., Gastmans, C., Bryon, E., Denier, Y. (2011). QUAGOL: A guide for qualitative data analysis. *International Journal of Nursing Studies* doi:10.1016/j.ijnurstu.2011.09.012.

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Lapadat, J.C. (2000). Problematizing transcription: Purpose, paradigm and quality. *International Journal of Social Research Methodology*, 3(3): 203-219.

Carey, M. A. (1995). Comment: Concerns in the analysis of focus group data. *Qualitative Health Research*, 5(4), 487-495.

Hodder, I. (2000). The interpretation of documents and material culture. In N. K. Denzin (Ed.), *Handbook of qualitative research* (pp. 703-715). Thousand Oaks, CA: Sage.

Jarvinen, M. (2000). The biographical illusion: Constructing meaning in qualitative interviews. *Qualitative Inquiry*, 6(3), 370-391.

Miles, M. B., & Huberman, A. M. (1994). Early steps in analysis. *Qualitative data analysis* (pp. 50-89). Thousand Oaks, CA: Sage Publications Inc.

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Sandelowski, M. (2011). When a cigar is not just a cigar: Alternative takes on data and data analysis. *Research in Nursing & Health*, 34, 342-352.

Strauss, A., & Corbin, J. (1998). Basic operations: Asking questions and making comparisons. *Basics of qualitative research: Techniques and procedures for developing grounded theory* (pp. 73-85). Thousand Oaks, CA: Sage.

Strauss, A., & Corbin, J. (1998). Open coding. *Basics of qualitative research: Techniques and procedures for developing grounded theory* (pp. 101-121). Thousand Oaks, CA: Sage.

S8 Strategies for Analysis and Interpretation (Part II)

- Theorizing: pulling it all together
- Connecting data, research questions and theory

Required Readings

Finlay, L. (2002). 'Outing' the researcher: The provenance, process and practice of reflexivity. *Qualitative Health Research*, 12(4), 531-545.

Holstein, J.A. & Gubrium, J. (2004). Context: Working it up, down and across. Chapter 19 in C. Seale, G. Gobo, J.F. Gubrium, & D. Silverman (Eds.), *Qualitative Research Practice*. Sage.

James, A. (2013) Seeking the analytic imagination: Reflections on the process of interpreting qualitative data. *Qualitative Research*, 13, 562-577.

Additional Readings

Mills, C.W. (1959). On intellectual craftsmanship. I *The Sociological Imagination* (pp. 195-226). Oxford University Press.

Danermark, B., Ekstrom, M., Jakobsen, L., & Karlsson, J. C. (2002). Theory in the methodology of social science. *Explaining society: Critical realism in the social sciences* (pp. 115-149). New York, NY: Routledge.

Eakin, J.M., MacEachen, E., & Clarke, J. (2003). 'Playing it smart' with return to work: Small workplace experience under Ontario's policy of Self-reliance and early return. *Policy and Practice in Health and Safety* 1(2), 19-39.

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Sinding, C. (2014). Metaphors in a patient's narrative: Picturing good care. *Ethics and Social Welfare*, 8(1): 57-74.

Strauss, A., & Corbin, J. (1998). Description, conceptual ordering, and theorizing. *Basics of qualitative research: Techniques and procedures for developing grounded theory* (pp. 15-25). Thousand Oaks, CA: Sage.

Zitzelsberger, H. (2005). (In)visibility: Accounts of embodiment of women with physical disabilities and differences. *Disability & Society*, 20(4), 389-403.

S9 Strategies for Analysis and Interpretation (Part III)

- Writing up the data
- Choosing the data to represent your participants
- Constructing an argument with the data

Required Readings

Bischoping, K. (2005). Quote, unquote: From transcript to text in ethnographic research. In D. Pawluch, W. Shaffir, C. Miall (Eds.), *Doing ethnography: Studying everyday life* (pp.141-156). Toronto: Canadian Scholars' Press.

Hammersley, M., & Atkinson, P. (1989). Writing ethnography. *Ethnography: Principles in practice* (pp. 207-232). London: Routledge.

Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. *Research in Nursing & Health*, 21, 375-382.

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Frank, A.W. (2004). After methods, the story: From incongruity to truth in qualitative research. *Qualitative Health Research*, 14(3), 430-440.

Kvale, S. (1996). Improving interview reports. *InterViews* (pp. 253-276). Thousand Oaks, CA: Sage Publications Inc.

Rabinow, P. (1986). Representations are social facts: Modernity and post-modernity in anthropology. In J. Clifford, & G.E. Marcus (Eds.), *Writing culture: The poetics and politics of ethnography* (pp. 234-261). Berkeley: University of California Press.

Radley, A., & Billig, M. (1996). Accounts of health and illness: Dilemmas and representations. *Sociology of Health & Illness*, 18(2), 220-240.

Werner, A., Isaksen, L.W., and Malterud, K. (2003). 'I am not the kind of woman who complains of everything': Illness stories on self and shame in women with chronic pain. *Social Science & Medicine*, 59, 1035-1045.

S10 Dramatizing the Data

- Using drama to represent the data
- Why would you choose to use drama?
- What is the relation between drama and the data?

Required Readings

Gray, J. & Kontos, P. (2015). Immersion, Embodiment, and Imagination: Moving Beyond an Aesthetic of Objectivity in Research-Informed Performance in Health. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 16(2), Art. 29, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1502290>.

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Beck, J.L., Belliveau, G., Lea, G.W., Wager, A. (2011). Delineating a spectrum of research-based theatre. *Qualitative Inquiry*, 17(8), 687-700.

Gray, R., Sinding, C., Ivonoffski, V., Fitch, M., Hampson, A., & Greenberg, M. (2000). The use of research-based theatre in a project related to metastatic breast cancer. *Health Expectations*, 3, 137-144.

Kontos, P., Naglie, G. (2006). "Expressions of personhood in Alzheimer's": Moving from ethnographic text to performing ethnography. *Qualitative Research*, 6(3), 301-317.

- Kontos, P., & Naglie, G. (2007). "Expressions of personhood in Alzheimer's disease": An evaluation of research-based theatre as a pedagogical tool. *Qualitative Health Research*, 17(6), 799-811.
- Kontos, P.C., Mitchell, G.J., Mistry, B., Ballon, B. (2010). Using drama to improve person-centred dementia care. *International Journal of Older People Nursing*, 5, 159-168.
- Lorenz, K.A., Steckart, J.J., & Rosenfeld, K.E. (2004). End-of-life education using the dramatic arts: The Wit educational initiative. *Academic Medicine*, 79(5), 481-486.
- Mienczakowski, J. (1999). Ethnography in the hands of participants: Tools of dramatic discovery. *Studies in Educational Ethnography*, 2, 145-161.
- Rosenbaum, M.E., Ferguson, K.J., & Herwaldt, L.A. (2005). In their own words: Presenting the patient's perspective using research-based theatre. *Medical Education*, 39, 622-631
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- Shapiro, J., & Hunt, L. (2003). All the world's a stage: theatrical performance in medical education. *Medical Education*, 37(10), 922-927.
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S11 Ethical Issues in Qualitative Research

- What are some of the ethical challenges in designing and conducting qualitative research?
- The ethics of representation

Required Readings

- 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.
- Carol Bacchi (2007). The ethics of problem representation: Widening the scope of ethical debate. *Policy and Society*, 26(3), 5-20.
- Pickering, L., & Kara, H. (2017). Presenting and representing others: towards an ethics of engagement. *International Journal of Social Research Methodology*, 20(3), 299-309.

Additional Readings

- Day, S. (2012). A reflexive lens: Exploring dilemmas of qualitative methodology through the concept of reflexivity. *Qualitative Sociology Review*, 8(1): 60-85.
- Sanders, T. (2006). Sexing up the subject: Methodological nuances in researching the female sex industry. *Sexualities*, 9(4), 449-468.
- Thorpe, A.S. (2014). Doing the right thing or doing the thing right: Implications of participant withdrawal. *Organizational Research Methods*, 17(3): 255-277.
- Clarke A. (2006). Qualitative interviewing: Encountering ethical issues and challenges. *Nurse Research*, 13(4), 19-29.
- DeVault, M.L. (1995). Ethnicity and expertise: Racial-ethnic knowledge in sociological research. *Gender & Society*, 9(5), 612-631.

Green, J. and Thorogood, N. (2004). Responsibilities, ethics and values. *Qualitative Methods for Health Research* (pp.51-76). London: Sage.

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Harris, M. (2015). “Three in the room”: Embodiment, disclosure, and vulnerability in qualitative research. *Qualitative Health Research*, 25(12): 1689-1699.

Kvale, S. (1996). Ethical issues in interview inquiries. *InterViews* (pp. 109-123). Thousand Oaks, CA: Sage Publications Inc.

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S12 Evaluating Qualitative Research

- What constitutes evidence?
- What makes something convincing?
- Different approaches to the evaluation of qualitative research
- What assumptions are apparent in the different approaches to the evaluation of qualitative research?

Required Readings

Eakin, J., Mykhalovskiy, E. (2003). Reframing the evaluation of qualitative research: Reflections on a review of appraisal guidelines in the health sciences. *Journal of Evaluation in Clinical Practice*, 9(2), 187-194.

Mays, N., & Pope, C. (2000). Assessing quality in qualitative research. *British Medical Journal*, 320(7226), 50-52.

Tracy, S. J. (2010). Qualitative quality: Eight “Big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

Additional Readings

Angen, M.J. (2000) Evaluating Interpretive Inquiry: Reviewing the Validity Debate and Opening the Dialogue. *Qualitative Health Research* 10(3), 378.

Devers, K.J. (1999). How will we know 'good' qualitative research when we see it? Beginning the dialogue in health services research. *Health Services Research*, 34(5 Part II), 1153-1188.

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- Miyata, H., and Kai, I. (2009). Reconsidering evaluation criteria for scientific adequacy in health care research: An integrative framework of quantitative and qualitative criteria. *International Journal of Qualitative Methods*, 8(1), 64-75.
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