



FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

U N I V E R S I T Y O F T O R O N T O

EXS 5540H

Narrative Methods in Health Research

COURSE OUTLINE - Fall 2019

Lectures: Time: xxxx
Location: xxxx

COURSE DESCRIPTION: Narrative Methods in Health Research

Narrative methodologies and their associated techniques of research practice have ascended to popularity in health-related research across the social sciences, humanities, and medical sciences. In this course, we examine the rise of narrative methods in the pursuit of phenomenological and existential accounts of pain, illness, disease, and more patient-oriented healthcare. Specific attention is given to the ontological and epistemological underpinnings of narrative methods, and several narrative-producing and representational methodologies such as interviewing, life history analysis, discourse analysis, arts-based techniques, visual and documentary approaches, and narrative ethnography. Emphasis is also given to the complex and evolving relationship between narrative methods, the field of narrative ethics, and the practice of narrative medicine by healthcare practitioners. The use of case studies, first-hand assignments conducted by students, and patient accounts of pain, illness, and suffering will highlight the personal significance and translational impact of narrative methods within healthcare.

Pre-Requisites: None
Co-Requisites: None

Instructor: Professor Michael Atkinson
Email: michael.atkinson@utoronto.ca
Phone: 1-416-978-7205
Office Hours: Tuesday 9-11am
Location: 40 Sussex, Room 102
Communication: Preferred method is via email: Response time to e-mail inquiries is within 24 hours (weekends excluded).

Course Webpage: Quercus website for this course at <https://q.utoronto.ca>
You are responsible for all information posted to this site

STUDENT CONDUCT AND ACADEMIC BEHAVIOUR

Adherence to the Code of Student Conduct and the Code of Behaviour on Academic Matters will be strictly enforced in this course.

These policies can be found online at www.governingcouncil.utoronto.ca/policies.htm

ACADEMIC DISHONESTY

Academic dishonesty is not qualitatively different from other types of dishonesty. It is a misrepresentation by deception or other fraudulent means.

Academic dishonesty can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with transcript notation (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. You are responsible for understanding what constitutes academic dishonesty.

In an academic setting this includes things such as:

- copying or the use of unauthorized aids in tests, examinations and laboratory reports
- plagiarism
 - the submission of work that is not one's own
 - submission of 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, without the knowledge and approval of the instructor to whom work is submitted
- aiding and abetting another student's dishonesty
- giving false information for the purposes of gaining admission or credit
- giving false information for the purposes of obtaining deferred examinations or extension of deadlines
- forging or falsifying University of Toronto documents

For complete information visit: <http://academicintegrity.utoronto.ca/> and <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf> for the Code of Behaviour on Academic Matters.

LEARNING ENVIRONMENT EXPECTATIONS:

All members of the class are expected to demonstrate courtesy and mutual respect for the views of others and to refrain from any actions that are contrary to respectful relationships. If students encounter any problems in the course, these should be discussed with the course instructor. If problems persist, the Dean can be contacted.

Please note that students may not record lectures in any form, or share/post course related-materials through any social media platform, without the expressed consent of the course instructor. Also, please be aware that I will be posting slides on Quercus each week pertaining to the lecture content for that week.

IMPORTANT DATES:

XXXX

Last date to enrol in Fall 2019 academic courses

XXXX

Last date to drop Fall 2019 academic courses

(You will have received at least 30% of your grade for this course by the drop date)

EVALUATION

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Evaluation Components:

Component I: Listening exercise	Value: 30%	Date: October 2019
	Description: For the first assignment in the course, students will engage in a reflexive listening exercise as part of a broader narrative interview workshop session with a classmate. Here, the goal will be to develop one's skills for one-on-one narrative facilitation, examination, and critical inspection. A small reflection paper, of 2000 words in length, will be submitted by each student. Detailed instructions will be discussed in class and will be available on Quercus course website.	
Component II: Narrative comparison	Value: 40%	Date: November 2019
	Description: The major paper for the course will involve students experimenting with at least two different forms of narrative analysis to provide a representation of a health/illness issue of their choice. Students may pursue this assignment individually or in groups. Papers will be up to 4000 words in length. Detailed instructions will be discussed in class and will be available on Quercus course website.	
Component III: Auto-narrative	Value: 30%	Date: December 2019
	Description: This assignment will involve students composing an auto-narration of a health-related story of their own. Building on the tradition of narrative medicine, the goal is to have students think reflexively about their own practices as a teaching tool for others. Students will submit a 3000 word paper. Detailed instructions will be discussed in class and will be available on Quercus course website.	

POLICY ON LATE ASSIGNMENTS AND MISSED TESTS/EXAMINATIONS:

Students who miss a a course component for an unforeseen and petitionable reason must notify the Graduate Program Office within 24 hours of the scheduled examination. Failure to do so within the allotted time will result in the assignment of zero. Assignments missed because of documented petitionable grounds may be replaced by a make-up examination where feasible. It is the responsibility of the student to contact the professor and the Registrar's Office promptly to arrange for the make-up examination.

****Course grades are not final until approved by the Faculty's Examinations Committee****

LEARNING OUTCOMES:

LEARNING OUTCOME	PROCESS BY WHICH THESE SKILLS WILL BE DEVELOPED
<p><u>I. Subject-Specific Content.</u> By the end of the course, students should be able to (feel free to use different language)</p> <p>(i) Demonstrate a working knowledge of the relationship between onyology, narratives, and lived experiences in health, illness, and healing.</p> <p>(ii) Apply a range of narrative methodological techniques to contextually study what illness does to people, and how such experiences can be articulated.</p> <p>(iii) Suggest innovative and progressive health-related policies geared toward the protection, tolerance, appreciation, and respect of illness narratives.</p>	<p>Each of the 3 subject-specific skills listed to the left will be developed in 4 keys ways:</p> <ol style="list-style-type: none"> a. Through careful and considerate reading of the assigned books, articles and chapters; b. Through in-class discussion during seminars, and student presentations; c. Hands-on, experiential research for course assignments; d. Reflection on and synthesis of coursework for the course papers
<p><u>II. Transferable Skills.</u> By the end of this course, students will have enhanced the following skills:</p> <ol style="list-style-type: none"> (i) equity and diversity (ii) literacy (iii) presentation skills (iv) critical thinking skills (v) research/inquiry skills (vi) independent and collaborative learning (vii) professional responsibility 	<p>This course focuses on how health care researchers and workers in a range of institutions may consider a full range of narrative methods as relevant to their practice. Here, specific attention is given to a range of narrative techniques commonly used for research and translational work. The seminars and (research) assignments focus on the complexity of narratives in the practice of health care, and how innovative approaches to understanding of illness are clearly needed in policy/ethics circles. Emphasis is given, equally, to the generation of narratives through the research act, the analysis of narratives, and the production of narratives by reseachers and health care workers themselves.</p>

READING

Links to essential course readings (i.e., 1-2 journal articles per week) will be posted weekly on Quercus. **Please keep up to date with the posted readings.**

The following texts are reading for the course. I will be drawing on them extensively in class.

1. Frank, A. (2010). *Letting Stories Breathe: A Socio-Narratology*. University of Chicago Press.
2. Kim, J-H. (2015). *Understanding Narrative Inquiry: The Crafting and Analysis of Stories as Research*. Sage.
3. Charon, R. & S. DasGupta. (2016). *The Principles and Practice of Narrative Medicine*. Oxford University Press.
4. Clandinin, J. & V. Caine. (2018). *Relational Ethics and Narrative Inquiry*. Routledge.

CLASS SCHEDULE and READING OUTLINE:

DATE	LECTURE TOPIC	READING
Week 1	Narrative ontologies a	Read: Frank (ch -12); Kim (1-2)
Week 2	Storytelling: What and how	Read: Frank (ch 3-4); Kim (1-2, 4)
Week 3	Narrative interviews	Read: Frank (ch 4-5); Kim (ch 3, 5)
Week 4	Narrative interviews	Read: Kim (ch 3, 5, 6)
Week 5	Discourse analysis	Read: Charon & DasGupta (Part IV); Kim (ch 7)
Week 6	Narrative ethnography	Read: Kim (ch 8-9); Charon & DasGupta (Part VI)
Week 7	(Mass) mediated narratives	Read: Kim (ch 8-9)
Week 8	Arts-based narratives	Read: Kim (ch 8-9)
Week 9	Embodied narratives	Read: Kim (ch 8-9)
Week 10	Narrative (ethics) and medicine	Read: Charon & DasGupta (Part I and II)
Week 11	Relational ethics and narrative	Read: Charon & DasGutpa (Part VI)
Week 12	Narrative translation and impact	Read: Frank (ch 6); Clandinin & Caine; kim (ch 9)

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XS STUDENT SUPPORT SERVICES:

We're here to help! The Registrar's Office offers student services related to academic success, health and wellness, career planning and much more.



EXS Graduate Programs Office

The EXS Graduate Programs Office provides a variety of services, including academic, program and personal advising. For information regarding coursework extension, program requirements, etc, email exs.kpe@utoronto.ca or drop by the Registrar's Office. Forms and further information available at: www.exs.utoronto.ca. For program information, refer to the [EXS Student Handbook](#).



Writing Centre (www.hswriting.ca)

KPE's in-house Health Sciences Writing Centre, provides free instruction by trained instructors to help:

- Develop your writing skills
- Improve your capacity to plan, organize, write and revise academic papers (in any subject)
- Manage ESL/EFL language challenges

Visit the website to book an appointment or for more information.



Academic Success Centre (www.asc.utoronto.ca)

In addition to KPE in-house offerings, the Academic Success Centre at U of T offers group workshops and individual counselling to develop strategies for a range of learning challenges such as:

- time management
- stress and anxiety
- memory
- exams
- note-taking
- other aspects of study
- textbook reading
- concentration

Visit the website to view upcoming workshops and drop-in centre hours.



Accessibility Services (www.accessibility.utoronto.ca)

Accessibility Services provides services and programs for students with a documented disability, whether *physical, sensory, learning disabilities* or *mental disorders*. Students with a temporary disability (e.g. concussion, broken arm or leg,) also qualify. Services include test and exam arrangements, note-taking services, on-campus transportation, concussion support etc. Visit the website to find out about registering, accommodations, peer mentoring, financial supports etc.



Career Services (<http://www.careers.utoronto.ca>)

The KPE Registrar's office has a **dedicated** Career Centre advisor on specific days for career counselling services, along with specific career workshops throughout the year geared towards KPE students. Visit the website to view other broad services including resume writing, cover letter workshops and career exploration programs. <http://kinesiology.utoronto.ca/Undergraduate/student-support-services.aspx>



Health and Wellness

- EXS now has an embedded Mental Health Counsellor providing first-level counselling services. Available Monday-Friday by appointment only.
- Contact: Health & Wellness, 416-978-8030, to book an appointment with a Wellness Counsellor or for questions about the counselling service. Students should state that they would like to meet with the "KPE Wellness Counsellor".
Instructors may refer students to the Counsellor using the [Counselling Referral Form](#)
Numerous additional health, wellness and counselling services are offered through the University of Toronto's Health and Wellness Centre.
 - Contact: <https://www.studentlife.utoronto.ca/hwc/services-offered>

Tri-Campus Sexual Violence Prevention and Support Centre ("The Centre").

The Centre has a location on all three campuses to help students who disclose to access supports and, in cases where the student chooses to formally make a report, the Centre will explain the process, and facilitate the making of the report to the University and/or to the Police. The Centre can be contacted through its confidential phone at 416-978-2266 or thesvpcentre@utoronto.ca.

Students are encouraged to call or email for an appointment, which will be booked as soon as possible. Students in crisis or in need of immediate support related to sexual violence can contact Women's College Hospital Sexual Assault Care Centre at 416-323-6040.