

University of Toronto
Dalla Lana School of Public Health
CHL5221
Introduction to Qualitative Research Methods-*in times of COVID19*

Course Syllabus
Summer 2020

Time: Monday 1:00 pm – 4:00 pm

Place: Zoom Room (detailed information will be posted on Quercus)

Course Instructor: Dr. Clara Juando-Prats
Office: By Zoom, Windows Teams, or phone call; by appointment.
Email: clara.juando@utoronto.ca

Teaching Assistants:

TBD

Prerequisites

There are no prerequisites for this course. CHL 5221 is a requirement for MPH Health Promotion and Community Nutrition students. Students from other programs and fields will be admitted space permitting with the permission of the professor.

Acknowledgments

The Professor gratefully acknowledges the intellectual and creative contributions of Dan Allman, Ann Fox, Blake Poland and the Centre for Critical Qualitative Health Research to planning and implementing of earlier versions of this course.

Course Description

This is an introductory course intended for Master students in public health with limited prior exposure to qualitative research. Students will acquire an introductory-level understanding of qualitative research; it will provide students with an understanding of the foundations, theory, approaches, and methods associated with qualitative inquiry, become informed consumers of qualitative research, and begin to plan and implement qualitative approaches to public health inquiry. Students pursuing qualitative research for master or doctoral thesis work will need to take additional courses to acquire the required proficiency for that level of work.

This course covers a range of issues including the theoretical grounding of qualitative research, reflexive practice, methods of data collection and analysis, application of qualitative research to the exploration of

public health issues, appraisal of qualitative research, and writing of grant proposals. The assigned readings, videos and other media, for each session include both theoretical and applied material. Assignments give students an opportunity to begin to develop new skills and learn by doing, writing, presenting, as well as by reflecting on aspects of qualitative research.

This course will take place online, students will need a device (desktop computer, notebook or laptop) for remote learning and internet connection,, classes and all activities will take place online.

Course Objectives

Through course readings, learning activities, videos, creative exercises, assignments and other related work students will be able to:

1. Discuss the diversity, breadth, nature, complexity, and application of qualitative research.
2. Collect/generate and analyze data in qualitative inquiry.
3. Interpret and describe qualitative research findings.
4. Develop research proposals for qualitative research, with an emphasis on contemporary SSHRC and CIHR Project Grant practices.
5. Discuss research ethics and examine areas of sensitivity with regards to qualitative research approaches and methods.
6. Identify potential strengths and limitations of qualitative research within students' own areas of research and public health practice.
7. Apply constructive and critical reflexivity through discussion and written or visual work.

Course Format

This course draws on a variety of approaches to teaching and learning qualitative research: mini-lectures, guest presentations, reflexive exercises, digital stories, individual experience and group discussion of readings (literature on qualitative research & exemplars of qualitative research), fieldwork exercises, in-class exercises, and take-home assignments. This course encourages students to “learn by doing” therefore active participation in all course activities is emphasized.

Communication with the Professor

Dr. Juando-Prats has overall responsibility for the course. Office hours are by appointment. Emails will be responded as soon as possible (Monday to Friday). Students are also encouraged to post questions and participate in discussions on Quercus.

Submission of Assignments

Format of written assignments: All written assignments must be submitted electronically on Quercus. Assignments must be double spaced, with one-inch margins, in 12 point font, Time New Roman, and saved as a Word document. Please number pages. Your name should be in the document header and part of the electronic filename.

All assignments are to be submitted electronically on Quercus (<https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>). Your assignment will not be evaluated until it is submitted to the Assignments page on Quercus. The Assignments webpage will remain open beyond the due date. Turnitin is used in this course when submitting written course essays 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 here <https://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/>.

Note: Because of university ethics requirements, the work you do for this course may not be part of a research study that will be published in any form. It is expected that you would not draw on this material as part of a thesis or dissertation project, or for a paper for any other course unless permission was sought and attained, and any appropriate ethical requirements met.

Assessment and grading practices follow the principles and key elements as stated

- by the University of Toronto's Assessment and Grading Practices Policy
<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>
- by the rules and regulations as stated by the University of Toronto School of Graduate Studies
<https://www.sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx>
- and by the policies set out by the University of Toronto Office of the Governing Council
<http://www.governingcouncil.utoronto.ca/policies.htm>

Late Assignments

Specified due dates must be adhered to unless prior permission—extension—has been sought and granted on medical or other compelling grounds (in which case a new due date will be specified by the professor). Penalties will be incurred for late assignments (5% per day of lateness reduction in mark) unless the student has been given an extension in writing. Students should make every effort to discuss anticipated late papers with the professor in advance of due dates.

Late assignments owing to illness or injury: The only medical documentation acceptable at the University of Toronto is the University's "Verification of Illness or Injury" Form, which can only be completed by a registered practitioner (see <http://www.illnessverification.utoronto.ca/Frequently-Asked-Questions.htm>). Find the form at <http://www.illnessverification.utoronto.ca/>

If illness or injury is being presented as the reason for the request for an exception or an accommodation, the claim of illness or injury itself is not necessarily sufficient grounds to guarantee approval of the request. All cases are examined in their entirety before a decision is made: an illness or injury's duration and resulting incapacitation are taken into account along with other relevant factors in the context of the course at issue. Note that the medical practitioner's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. The Faculty will not accept a statement that merely confirms a later report of illness made by the student to a physician.

If the reason for the request for an exception or an accommodation is non-injury or illness related, the documentation acceptable include a letter from your Graduate Faculty or Supervisor (appropriate in certain circumstances); a letter from Accessibility Services (required for accessibility-related petitions); or in some situations, other non-medical supporting documentation may be relevant.

Statement on Academic Integrity

Plagiarism is a serious academic offence. Please review the University policies about plagiarism and visit <https://www.academicintegrity.utoronto.ca/>

An excellent document on How Not to Plagiarize is also listed on this website. Review other academic offences in the Code of Behaviour on Academic Matters:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

The Code of Behavior on Academic Matters (University of Toronto Governing Council, 2019) reads:

It shall be an offence for a student knowingly:

- *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;*

- *to submit, without the knowledge and approval of the Professor 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;*

- *to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (B.1.d-f)*

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgment
- Submitting your own work in more than one course
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work)

Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. It is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Any instance of suspected academic dishonesty will follow the procedures specified in the aforementioned Academic Code of Behavior on Academic Matters.

Accommodations for Students with Disabilities or Medical Conditions

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health/learning consideration that may require accommodations, please feel free to approach the Professor and/or Accessibility Services at (416) 978 8060 and visit <http://aoda.hrandequity.utoronto.ca/>.

If you need or desire an accommodation for a disability or medical condition, please inform the Professor and TAs early in the course, so we are able to proactively modify the way the course is taught to facilitate participation and/or use resources available to us, such as Services for Students with Disabilities and Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

Religious Observances

Please notify the Professor if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements for alternate scheduling of evaluations or make up of missed work.

Absence Due to Illness

If an illness is likely to interfere with meeting a due date for an assignment or other requirements, you should have your physician or health care provider complete a Verification of Student Illness or Injury Form (<http://www.illnessverification.utoronto.ca/index.php>) at the time of your illness and submit it to the Professor.

Course Resiliency

The University's Policy on Academic Continuity (January 26, 2012) states that the "University of Toronto is committed to fulfilling its core academic mission of educating students. It recognizes that events such as pandemic health emergencies, natural disasters, prolonged service interruptions, and ongoing labour disputes are potential threats to academic continuity. Good stewardship requires that the University undertake appropriate planning and preparation to promote continuity." Concerning COVID-19, find resources and updates for the U of T community at <https://www.utoronto.ca/message-from-the-university-regarding-the-coronavirus>

In keeping with the University of Toronto policies governing grading practices, course evaluation methods can be changed under the *Grading Practices Policies* with the consent of at least a simple majority of the students enrolled in the course. If a decision is made to change the evaluation methods or their relative weights, then the consent of students may be obtained by a vote taken in class or through Quercus or other virtual means. See: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>

Recording Lectures and Class Notes

Lectures will be audio-recorded live and posted on Quercus 24h after. Students are permitted to audio-record lectures as a form of note-taking for personal use (no video-recording). Students are instructed to not upload the recordings to a shared drive or folder or hosted on a video service platform such as YouTube, SnapChat, Facebook messenger, or any other. Students are reminded that lectures are the intellectual property of the Professor, and the recordings should be respected thus. Students are further reminded that the Academic Handbook states: “It is absolutely forbidden for a student to publish a Professor’s notes to a website or sell them” (section 4.5).

There may be guest lecturers in this course, and if the topics they cover include medical record/confidential/un-published information, recordings will not be permitted, and Chatham House Rules (<https://www.chathamhouse.org/chatham-house-rule>) will be in effect. Students will receive advance warning should recordings be prohibited from any lecture in this course.

In addition to considerations of copyright and intellectual property, the need to protect the privacy of fellow students in the class is also essential. In addition to general privacy protection, some students have very serious and genuine reasons for not wanting their presence in a particular class or at a particular institution to be public information and may be endangered by insufficient privacy protection when classes are audio or video recorded. These considerations are guided both by university policy and the Ontario Freedom of Information and Protection of Privacy Act (FIPPA) regulations.

Course Website—Quercus

Course description, links to readings, videos, audio files, class slides from lectures, further resources, and announcements will be posted on Quercus. Please check Quercus regularly a minimum of twice a week not to miss updates and announcements.

Evaluation of Learning and Course Assignments

The final grade for the course will be based on 3 assignments. Each student will be responsible for the work in these following areas (see Quercus “Assignments” for specific guidelines and expectations):

Assignment 1: Reflexive Paper and Research Question Development (20%) —Individual Submission, due June 1st 2020, maximum of 3 pages (double space, Times New Roman 12, 1-inch margin).

Identify and describe one problem/issue/topic (related to public health), develop a qualitative research question, and present the goals of a qualitative research study that would aim to answer the research question. The ideas covered in the course readings, class presentations, and discussions must be clearly present in the assignment.

- The problem or phenomenon identified (public health with a social perspective) has to be clearly described. Use publicly available media and academic literature to present and support your statements.
- Key features of qualitative inquiry, relevant for the problem identified, are presented and reflected on from the perspective of the author.
- The role of the researcher (author of the paper), and a reflection of the researcher’s role and positionality, in relation to the topic or population, needs to be presented and described.

- The research question must be clearly presented and connected to the topic of interest/problem.
- Present the goals of a research study based on the problem and question.

Assignment 2: Class Journal (35%)—Individual submission, due July 20th 2020. Specific instructions will be given in class and posted on Quercus (different types of visual, text, and audio media will be accepted).

Develop a class journal with weekly entries with the exercises done in class (up to July 14th) and a brief critical reflection on the topic worked in class connected to the class exercise. The journal has to be done individually. The instructions and details of the content of the journal will be weekly posted in Quercus and explained in class.

- Clearly indicate the week number, name of the exercise, and day(s) every single entry was created.
- Describe and present the class activity for every entry. The activity can have the format of a written piece, image(s), a video clip, an audio file, a map, or other; this will be specifically indicated and described weekly in class and posted in Quercus.
- Critically and reflexively answer the questions posted in Quercus using the weekly readings.
- Any written text must be double space, Times New Roman 12, and 1-inch margin.
- One (only one) of the journal entries will be presented in class.

Assignment 3: Research Proposal (45%)—Individual or group submission (2 people max) due August 3rd 2020, maximum 10 pages (double space, Times New Roman 12, 1-inch margin).

Develop a research proposal, based on the CIHR structure, and using the contents of the course (further guidance and instructions will be posted on Quercus).

- Introduce the research study, identify a relevant research problem, question, and objectives. Use a convincing argument for the reader.
- Provide context based on available literature and studies done on the research topic to provide context and justification for the study you are proposing.
- Explain the research approach and design used and justify its appropriateness.
- Provide a description of the methods you plan to use, population and sample, sampling and recruitment strategies, data collection/generation methods.
- Describe the reflexive strategies used and how these will relate to rigor.
- Describe ethical considerations and challenges.
- Provide a data analysis framework and plan.
- Provide a budget and timeline.
- Describe a knowledge translation plan (with detailed strategies if possible).
- Identify impact and outcomes.
- Include references and relevant appendices (appendices only if needed).
- For a group-submission include contributions of each member of the group after the appendix

Criteria for Grading Assignments

Assessment and grading practices are subject to the grading regulations outlined by the School of Graduate Studies, University of Toronto.

B+	Understanding of the central ideas and arguments covered in the course readings, class presentations, and discussions, applied to the student's research interests. Well-written, coherent, well organized, and concise.
A-	The above, plus the ability to integrate and analyze the ideas/arguments covered in the course readings, class presentations, and discussions, applied to the student's research interests.
A	The above plus the ability to go beyond the ideas/arguments covered in the course readings, class presentations and discussions, in a critical and constructive manner (i.e., compare and contrast ideas/arguments, consider their implications, articulate your own position in relation to the central ideas/arguments; the ability to support your own position).
A+	The above, plus intellectual creativity and flexibility (e.g., a new synthesis, insight or application).

Grading Scale, School of Graduate Studies, University of Toronto:

Letter Grade Scale	Scale of Marks
A+	90 - 100%
A	85 - 89%
A-	80 - 84%
B+	77 - 79%
B	73 - 76%
B-	70 - 72%
FZ (Fail)	0-69%

Class Schedule

Week	Date (2020)	Topic
1	May 4	Introduction to Qualitative Research
2	May 11	Introduction to Qualitative Research: Ontology, Epistemology, and Methodology
3	May 18	Thinking Qualitatively: Research Problems and Questions
4	May 25	Reflexivity in Qualitative Research
5	June 1	Participants and Populations
6	June 8	Data Collection Methods
7	June 15	<i>Reading Week</i>
8	June 22	The Qualitative Analytical Process I
9	June 29	Analytical Process II
10	July 6	Ethics of Qualitative Research and Power Relations
11	July 13	Critically Reading Qualitative Research
12	July 20	Writing Qualitative Research Proposals I
13	July 27	Writing Qualitative Research Proposals II and KT Strategies

Suggested Readings

Readings are available electronically through the University of Toronto Library or on Quercus. Additional readings and visual material may be announced in class or in Quercus during the course.

The following readings are suggested readings; required readings (and visual resources) are highlighted in bold.

Week 1. Introduction

Teti, M., Schatz, E., & Liebenberg, L. (2020). Methods in the Time of COVID-19: The Vital Role of Qualitative Inquiries. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406920920962>

Charmaz, K. (2004). Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. *Qualitative Health Research*, 14 (7), 976-993.
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10497323/v14i0007/976_ppa_piqrtrtf

Reimer-Kirkham, S. & Anderson, J.M. (2010). The advocate-analyst dialectic in critical and post-colonial feminist research. *Advances in Nursing Science*, 33 (3): 196-205.

Kuper A, Reeves S, & Levinson, W. (2008). An introduction to reading and appraising qualitative research. *BMJ: British Medical Journal*, 337. [https://dx.doi-org.myaccess.library.utoronto.ca/10.1136/bmj.a288](https://dx.doi.org.myaccess.library.utoronto.ca/10.1136/bmj.a288)

Mehra, B. (2002). Bias in Qualitative Research: Voices from an Online Classroom. *The Qualitative Report*, 7(1), 1-19. Retrieved from <http://nsuworks.nova.edu/tqr/vol7/iss1/2>

Week 2. Ontology, Epistemology, and Methodology

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. <http://simplelink.library.utoronto.ca/url.cfm/292119>

Chamberlain, K. (2015). Epistemology and Qualitative Research. Chapter 2. In Rohleder, P., & Lyons, A. C. (Eds.). (2015). *Qualitative Research in Clinical and Health Psychology*. New York, NY : Palgrave Macmillan, pp. 9-28.

Hesse-Biber, S.N. & Leavy, P. (2011). Chapter 1: The Craft of Qualitative Research. In *The Practice of Qualitative Research*. Thousand Oaks: Sage. (PDF).

Week 3. Thinking Qualitatively: Research Problems and Questions

Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, 22 (4), 431-447.
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/09518398/v22i0004/431_dqr_garp

Fletcher, A. J. (2016). Applying critical realism in qualitative research: methodology meets method. *International Journal of Social Research Methodology*, 1-14.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.1080/13645579.2016.1144401>

Reeves, S., Albert, M., Kuper, A. & Hodges, B. (2008). Why use theories in qualitative research? *British Medical Journal*, 337: 631-634. <http://www.bmj.com/content/337/bmj.a949.extract>

Scambler, G. (2009). Health-related stigma. *Sociology of Health & Illness*, 31(3), 441-455.
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01419889/v31i0003/441_hs.xml

Honan, E, Knobel, M., Baker, C., Davies, B. “Producing possible Hannahs: Theory and the subject of research”, *Qualitative Inquiry* 6 (1), 2000:9-32
<http://journals.sagepub.com.myaccess.library.utoronto.ca/doi/pdf/10.1177/107780040000600102>

Sandelowski, M. (1993). Theory Unmasked: The Uses and Guises of Theory in Qualitative Research. *Research in Nursing & Health*, 16, 213-218. <http://simplelink.library.utoronto.ca/url.cfm/377092>
<http://simplelink.library.utoronto.ca/url.cfm/377117>

Week 4: Reflexivity in Qualitative Research

Finlay, L. (2002). “Outing” the Researcher: The Provenance, Process, and Practice of Reflexivity.

Qualitative Health Research, 12, 531-545. <http://simplelink.library.utoronto.ca/url.cfm/292136>

Dickson-Swift, V., James, E.L., Kippen, S., & Liamputtong, P. (2007) Doing sensitive research: what challenges do qualitative researchers face? *Qualitative Research*, 7, 327-353. <http://simplelink.library.utoronto.ca/url.cfm/292150>

Berger, R. (2015). Now I see it, now I don't: researcher's position and reflexivity in qualitative research" *Qualitative Research*, 15(2), 219-234

Doyle, S. (2013). Reflexivity and the capacity to think. *Qualitative Health Research*, 23 (2), 248-255. http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10497323/v23i0002/248_ratctt

Garcia, A., Standlee, A., Bechkoff, J., & Yan Cui, . (2009). Ethnographic approaches to the internet and computer-mediated communication. *Journal of Contemporary Ethnography*, 38(1), 52-84. <http://uoft.me/2NW>

Wolfiger, N. H. (2002). On writing fieldnotes: collection strategies and background expectancies. *Qualitative Research*, 2(1), 85-93. <http://uoft.me/2NZ>

Bogdewic, S. (1999). Participant observation. In BF Crabtree and WL Miller (Eds.). *Doing qualitative research* (second edition). Thousand Oaks, CA. Sage Publications. Pp 47-69. PDF.

Pezalla, A., Pettigrew, J., Miller-Day, M (2012) Researching the researcher-as-instrument: an exercise in interviewer self-reflexivity. *Qualitative Research*, 12 (2), 165-185. <http://simplelink.library.utoronto.ca/url.cfm/508295>

Week 5: Participants and Populations

Mandeson, L., Bennett, E., Andajani-Sutjaho, S. (2006). The social dynamics of the interview: age, class and gender. *Qualitative Health Research*, 16 (10), 1317-1334. <http://qhr.sagepub.com.myaccess.library.utoronto.ca/content/16/10/1317.full.pdf+html>

Jachyra, P., Atkinson, M., and Gibson, B. (2014). Gender performativity during interviews with adolescent boys. *Qualitative Research in Sport, Exercise and Health*, 6(4), 568-582.

Week 6. Data Collection Methods

Lehoux, P., Poland, B., & Daudelin, G. (2006). Focus group research and “the patient’s view”. *Social Science & Medicine*, 63, 2091-2104. <http://simplelink.library.utoronto.ca/url.cfm/377117>

Bauer, K.W., Yang, Y.W., & Austin, S.B. (2004). “How Can We Stay Healthy when you’re Throwing All of this in Front of Us?” Findings from Focus Groups and Interviews in Middle Schools on Environmental Influences on Nutrition and Physical Activity. *Health Education and Behavior*, 31, 34-46.

van Manen, M. A. (2017). The ventricular assist device in the life of the child: A phenomenological pediatric study. *Qualitative health research*, 27(6), 792-804.

Starks, H., & Trinidad, S.B. (2007). Choose Your Method: A Comparison of Phenomenology, Discourse Analysis and Grounded Theory. *Qualitative Health Research*, 17, 1372-1380.

Kearney, M.H., Murphy, S., & Rosenbaum, M. (1994). Mothering on Crack Cocaine: A Grounded Theory Analysis. *Soc. Sci. Med.*, 38, 351-361. <http://simplelink.library.utoronto.ca/url.cfm/292122>

Ahmad, F., Driver, N., McNally, M.J., & Stewart, D.E. (2009). “Why doesn’t she seek help for partner abuse?” An exploratory study with South Asian immigrant women. *Social Science and Medicine*, 69, 613-622. <http://simplelink.library.utoronto.ca/url.cfm/377112>

Kenny, M. & Fourie, R. (2014). Tracing the History of Grounded Theory Methodology: From Formation to Fragmentation. *The Qualitative Report*, 19(103), 1-9.

<http://www.nova.edu/ssss/QR/QR19/kenny103.pdf>

Week 8: The Analytical Process

Brown, N. (2019). "Listen to Your Gut": A Reflexive Approach to Data Analysis. *The Qualitative Report*, 24(13), 31-43. Retrieved from

<https://nsuworks.nova.edu/tqr/vol24/iss13/4> Birks M, Chapman Y, and Francis K. (2008).

Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing*, 13(1):68-75. <https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/abs/10.1177/1744987107081254>

Goodman, J. H. (2004). Coping With Trauma and Hardship Among Unaccompanied Refugee Youths From Sudan. *Qualitative Health Research*, 14, 1177-1196.

<http://simplelink.library.utoronto.ca/url.cfm/377125>

Hayes, M., Ross, I.E., Gasher, M., et al. (2007). Telling stories: News media, health literacy and public policy in Canada. *Social Science and Medicine*, 64, 1842-1852.

<http://simplelink.library.utoronto.ca/url.cfm/292128>

MacIntosh, J., Wuest, J., Gray, M.M., & Cronkhite, M. (2010). Workplace Bullying in Health Care Affects the Meaning of Work. *Qualitative Health Research*, 20, 1128-1141.

<http://simplelink.library.utoronto.ca/url.cfm/377126>

Mykhalovskiy, E., & McCoy, L. (2002). Troubling ruling discourses of health: using institutional ethnography in community-based research. *Critical Public Health*, 12, 17-37.

<http://simplelink.library.utoronto.ca/url.cfm/377127>

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

Kahlke, R. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13: 37-52

<https://ejournals.library.ualberta.ca/index.php/IJQM/article/view/19590/16141>

Gratton, M., O'Donnell, S. (2011) Communication technologies for focus groups with remote communities: a case study of research with First Nations in Canada. *Qualitative Research*, 11 (2): 159–175. <http://simplelink.library.utoronto.ca/url.cfm/507551>

Lopez, K. A. and Willis, D. G. (2004). Descriptive versus interpretive phenomenology: Their contributions to nursing knowledge. *Qualitative Health Research*, 14 (5), 726-735.

<http://simplelink.library.utoronto.ca/url.cfm/508293>

Glaser, B.G. (2002). Conceptualization: On theory and theorizing using grounded theory. *International Journal of Qualitative Methods*, 1 (2): 1-31.(PDF)

Wallerstein, N.B. & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*, 7 (3), 312-323.

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/15248399/v07i0003/312_ucprtahd

Week 9. Analytical Process II

Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality and Quantity*, 36. 391-409.

Pamphilon B (1999) The Zoom model: A dynamic framework for the analysis of life histories. *Qualitative Inquiry* 5: 393–410.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101. <http://uoft.me/2Tr>

Moylan, C. A., Derr, A. S., & Lindhorst, T. (2015). Increasingly mobile: How new technologies can enhance qualitative research. *Qualitative Social Work*, 14(1), 36-47. <http://uoft.me/2SQ>

Bazeley, P. (2009). Analyzing qualitative data: More than ‘identifying themes’. *Malaysian Journal of Qualitative Research*, 2, 6-22.

http://jayneglass.weebly.com/uploads/3/7/9/9/3799002/more_than_themes.pdf

Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, 8:45, 1-10.

<http://bmcmmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-8-45>

Thorne, S., Jensen, L., Kearney, M., Noblit, G. & Sandelowski, M. (2004). Qualitative metasynthesis: Reflections on methodological orientation and ideological agenda. *Qualitative Health Research*, 14 (10), 1342-1365.

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Week 11. Critically Reading Qualitative Research

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Week 12 and 13. Writing Qualitative Research Proposals I and II

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See the additional list of references in Quercus, in the two last Modules.