



COURSE OUTLINE

CHL5131H – Theoretical Foundations of Qualitative Health Research

Fall 2020 - Thursday, 1 p.m. to 4 p.m. (online)

Online via Zoom¹

University of Toronto
Located on the traditional land of the
Mississauga of the New Credit First Nation,
Anishnawbe, Wendat,
Huron, and Haudenosaunee Indigenous Peoples

Course Instructor

Dr. Brenda Gladstone

Contact: 416-978-4904

brenda.gladstone@utoronto.ca

Pre-requisites

To be a PhD student developing health-related research

Course Context

The history of qualitative research is one of confrontations between different paradigmatic approaches to knowledge production. In the health sciences, an early preoccupation with a polemic bifurcation between qualitative and quantitative methods has given way to debates that denote powerful tensions within the field of qualitative research itself. The cross-disciplinary nature of current qualitative research has added distinctive elements to the academic debate and consensus on many issues is not forthcoming. Despite these tensions (and perhaps because of them) qualitative research thrives, as evidenced by an abundance of books, journals and articles dealing with a vast range of themes and approaches to scientific inquiry.

Course Description

This course examines the paradigmatic bases of qualitative health research. In a series of seminars, the instructor and students will explore the ontological and epistemological underpinnings of specific

¹ See Appendix A: Guidelines for using Zoom.

theoretical frameworks for knowledge production, and consider the methodological implications that emanate from these foundations. Specific debates related to theories employed in the field of health, research questions, methodological designs, the positionality and reflexivity of the researcher, epistemological rigour, and ethics will be discussed. This course addresses current debates, which are relevant to students in all health science disciplines.

Course Objectives

- To understand paradigms for knowledge production and key theoretical foundations that inform qualitative studies in the health sciences
- To describe the link between onto-epistemology and methodology and to show how different epistemic approaches to inquiry are connected to decisions about how social phenomena in the health sciences are studied
- To examine well-established and innovative methodologies for qualitative health research
- To discuss elements for epistemological and methodological rigour (epistemological congruence) and ethics as process in qualitative health research
- To explore qualitative approaches that address individual research interests

Teaching and Learning Strategies

This course will involve lectures, seminars and group discussion. Learning will take place both inside and outside the classroom (CHL5131 will offered online via Zoom in fall 2020, please see: Guidelines for using Zoom, Appendix A). Students are expected to come to class prepared to participate and contribute to the development of topics. Assignments are to be submitted on the specified dates; extensions must be negotiated with the course instructor one week prior to the due date. A penalty of 2% per day will be applied to late assignments. Written work should adhere to a particular bibliographic format (e.g. Vancouver, APA, etc.) and the specified page length.

Each student will be responsible for the work assigned in the following areas:

1. Class Seminar (25%)

Each student will plan and lead one presentation and group discussion that elaborates on the topic in a given week. This one-hour discussion is based on a critical analysis of the required class readings and an empirical research article selected by the student(s) to illustrate the topic discussed. The student(s) leading the seminar must make the suggested article available to class members *at least one week* before the class and provide a brief outline of the topic, including objectives/questions for discussion. If more than one student leads the seminar the presentation will be assigned a group grade.

2. Reflexive Paper (25%)

This paper provides a critical analysis in response to the question: “who am I as a researcher?” Students should consider biographical, professional/disciplinary and conceptual/theoretical orientations that shape their positionality as a researcher and how this contributes to the formation of the research question and the study methodology and design. The paper should be 4 pages long, double-spaced, Times New Roman font size 12, references on additional pages. The paper is due **October 26th**. An electronic copy of the paper must be submitted to: Brenda.gladstone@utoronto.ca.

3. Final Paper (50%)

This paper examines “the onto-epistemological congruence of my study”. Students should describe the particular paradigm their work is oriented toward and the theory/theoretical framework they are considering, making a clear argument explaining how this approach is aligned with their research question and proposed methodology. They should address questions of rigour and ethics as relevant to their proposed study. Some students may want to discuss specific methods for data generation, but this is not required. The paper should be 10 pages long, double spaced, Times New Roman, font size 12; references on additional pages. The paper is due **December 14th**. An electronic copy of the paper must be submitted to: Brenda.gladstone@utoronto.ca.

Grading

The criteria for evaluation in all three assignments include: the key argument or objective(s) is clearly stated; theoretical orientation is explored; key concepts/ themes are introduced and contextualized; critiques to the topic under discussion are raised; presentation is clear and stimulating and/or the document is well-written; and references include, but go beyond course material. Grading of assignments will follow the School of Graduate Studies grading and evaluation policy (A+ to B- or FZ). The grading plan for the course is:

Grading Plan & Due Dates

Assignment #1	Class seminar*	25% of final grade	TBD
Assignment # 2	Reflexive Paper	25 % of final grade	Due: October 26
Assignment # 3	Final Paper	50 % of final grade	Due: December 14

*See Seminar Presentation Evaluation Form posted on Quercus for grading criteria for this assignment.

Criteria for Grading Written Assignments:

B+	Understanding of the central ideas/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 of Written Assignments

All written assignments are subject to the grading regulations as outlined by the School of Graduate Studies. In this course late assignments are subject to a penalty of 2% per day. Late assignments will not be accepted after 14 days of the due date.

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences: (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>)

University of Toronto's policy regarding plagiarism:
<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

Accessibility and Accommodation:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>

Course Communication

Please ensure that you have an active "your.name@mail.utoronto.ca" email address as this is the only one to which faculty will respond.

Writing Support

1. Graduate Centre for Academic Communication (GCAC)

The Graduate Centre for Academic Communication (GCAC) was formerly known as the Office of English Language and Writing Support (ELWS). GCAC offers a wide range of free non-credit courses throughout the academic year.

School of Graduate Studies
University of Toronto

704 Spadina Avenue, 2nd Floor
Toronto, ON, Canada M5S 2J2
Sgs.gcac@utoronto.ca
416-946-7485

The GCAC Listserv is a broadcast list designed to keep graduate students up to date about GCAC offerings. It is not a discussion list. To subscribe to the list, send an email to listserv@listserv.utoronto.ca (upper or lower case is acceptable). In the BODY of the message, type a command of the form:

subscribe gcac-l firstname lastname

2. **Health Sciences Writing Centre**

- BN317: rm.317, Faculty of Physical Education and Health, 55 Harbord St.
- HS151: rm.151, Faculty of Nursing, 155 College St.
- PB416: rm.416, Faculty of Pharmacy, 144 College St.
- SK326: rm.326, Faculty of Social Work, 246 Bloor St. W.

URL: <http://www.hswriting.ca/> (use this site to book an appointment)

The Centre for Critical Qualitative Health Research ('CQ') at the University of Toronto



This course is part of CQ's Essentials of Qualitative Research curriculum. CQ is an extra-departmental unit in the Dalla Lana School of Public Health also supported by the Faculties of Kinesiology and Physical Education, Nursing, Pharmacy, Social Work, and the Rehabilitation Sciences Institute. CQ builds capacity in the health sciences to advance critical and theoretically informed qualitative inquiry. As a hub for researchers, graduate students, and professors teaching qualitative methodology, its academic fellows promote research that addresses the socio-political dimensions of health and questions prevailing assumptions that naturalize health, for example, as individual and biological phenomena.

Visit the CQ website www.ccqhr.utoronto.ca to learn more about CQ's resources and activities, which include other QR courses (Essentials of Qualitative Research Course Series), free methodology seminars (At the Centre Speaker Series; 3-4 seminars per term), the Certificate in Advanced Training in Qualitative Health Research Methodology for PhD students, and the Joan Eakin Award for Methodological Excellence in a Qualitative Doctoral Dissertation.

Useful Qualitative Links, Online Resources and Journals

Centre for Critical Qualitative Health Research, Facey, M., Gastaldo, D., Gladstone, B., & Gagnon, M. (2018). *Learning and Teaching Qualitative Research in Ontario: A Resource Guide*. Toronto: eCampusOntario. Retrieved from <http://qualitativeresearchontario.openetext.utoronto.ca/>

International Collaboration for Participatory Health Research Methodology: <http://www.icphr.org/>

International Institute for Qualitative Methodology: <http://www.uofaweb.ualberta.ca/iiqm/index.cfm>

The Qualitative Report: <http://www.nova.edu/ssss/QR/index.html>

FQS: Online International Journal: <http://qualitative-research.net/fqs/fqs-eng.htm>

Some Journals of Interest for this Class

Critical Public Health

Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine

International Journal of Qualitative Methods

Journal of Contemporary Ethnography

Nursing Inquiry

Research in Nursing and Health
Qualitative Health Research
Qualitative Inquiry
Qualitative Research
Qualitative Social Work
Qualitative Sociology
Social Science and Medicine
Sociology of Health and Illness

**Graduate Department of Public Health Sciences
Dalla Lana School of Public Health
University of Toronto**

CHL5131H – Theoretical Foundations of Qualitative Health Research

Fall 2020, Thursday, 1 p.m. to 4 p.m.

Location: Online

Course Schedule

September 10 Introduction to the course

Part I: Foundations of Qualitative Research

17 Paradigms for knowledge production: What is critical qualitative research? What is the focus of current paradigms for knowledge production? (Students select their class seminars)

24 Will this be a qualitative study? Developing a qualitative research question.

October 01 NO CLASS

08 Phenomenological and social constructionist approaches: a focus on meaning

15 Feminist and emancipatory approaches: a focus on power structures

22 Part 1) Post/structuralism (postmodernism): a focus on power relations

Part 2) an introduction to post/humanism, new materialisms: a focus on matter; and an introduction to Indigenous ways of knowing: a relational focus

***Paper # 1 due October 26** (submit electronic copy to: Brenda.gladstone@utoronto.ca)

Part II: Methodological and Design Issues

October 29 Qualitative designs 1: Ethnography

November 05 Qualitative designs 2: Case Study and Grounded Theory

November 12 Qualitative designs 3: Participatory, community- and arts-based research approaches

19 Qualitative designs 4: Guidance or constraint? Generic qualitative approaches

26 Epistemological and methodological rigour: Reflexivity, positionality and the quality of qualitative research

December 03 Ethics as process

* **Final paper due December 14th** (submit electronic copy to:
Brenda.gladstone@utoronto.ca)

READINGS & RESOURCES

Part I: Foundations of Qualitative Research

September 10 - The role of the researcher: Positioning yourself as a qualitative health researcher

Required Readings:

1. 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.
2. Becker, H. (1967). Whose side are we on? *Social Problems*, 14 (3), pp. 239-247.

Additional Resources:

3. Mah, K. (August 15, 2018). Studying qualitative research: Nudging my inner health scientist [video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/>

*Direct link to the video here:

<http://qualitative-research-ontario.openetext.utoronto.ca/chapter/video-module-1-foundations-of-qualitative-inquiry/>

Optional Readings:

4. 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*, 19:1-5.

September 17 - Paradigms for knowledge production: What is critical qualitative research? What is the focus of current paradigms for knowledge production?

Required Readings:

1. Denzin, Norman. (2015). What is critical qualitative inquiry? In G.S. Canella, M. Salazar-Pérez and P.A. Pasque (Eds.). *Critical Qualitative Inquiry – Foundations and Futures*. Walnut Creek, CA: Left Coast Press, Pp. 31-49.
2. Giacomini, M. (2010). Theory matters in qualitative health research. *The Sage Handbook of Qualitative Methods in Health Research*. Bourgeault, I., Dingwall, R., deVries, R. (Eds.). Sage: London, Pp. 125-156.
3. Collins, C.S. & Stockton, C.M. (2018). The role of theory in qualitative research. *International Journal of Qualitative Methods*, 17:1-10.

Additional Resources

4. Gastaldo, Denise (2017). Research paradigms table.
5. Gastaldo, D. (August 15, 2018). Theoretical congruence and rigour in qualitative health research.

[video file] Retrieved from: <http://qualitativeresearchontario.openetext.utoronto.ca/>

*Direct link to the video here:

<http://qualitativeresearchontario.openetext.utoronto.ca/chapter/video-module-2-theoretical-foundations-of-qualitative-health-research/>

September 24- Will this be a qualitative study? Developing a qualitative research question

Required Readings:

1. Eakin, J., Robertson, A., Poland, B., Coburn, D., Edwards, R. (1996). Towards a critical social science perspective on health promotion research. *Health Promotion International*, 11(2): 157-165.
2. Schwartz-Shea, P. & Yanow, D. (2012). Ways of knowing: Research questions and logics of inquiry. *Interpretive Research Design: Concepts and Processes*. London: Routledge, Chapter 2, Pp. 24-44.
3. Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, 22(4): 431-447.

Optional Readings:

4. Alvesson, M. & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*. 38(2): 247-271.

October 01 NO CLASS

October 08 – Phenomenological and social constructionist approaches: a focus on meaning

Required Readings:

1. van Manen, M. (2017). Phenomenology in its original sense. *Qualitative Health Research*, 17(6): 810-825.
2. Crotty, M. (1998). Constructionism: the making of meaning. *The Foundations of Social Research: Meaning and Perspective*. Thousand Oaks, CA: Sage. Chapter 3, Pp. 42 – 65.
3. Schwartz-Shea, P. & Yanow, D. (2012). Starting from meaning: Contextuality and its implications. *Interpretive Research Design: Concepts and Processes*. London: Routledge. Chapter 3, Pp.45 - 53.

Additional Resources:

4. van Manen, M. (2011). Phenomenology Online (A resource for phenomenological inquiry): retrieved from: <https://www.phenomenologyonline.com/inquiry/>

Optional Readings:

5. Berger, P.L. & Luckmann, T. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Introduction and Chapter 1, *The Foundations of Knowledge in Everyday Life*. Penguin Books, London. Pp. 11- 49.
6. van Manen, M. (2017). But is it phenomenology? *Qualitative Health Research*, 27(6): 775-779.
7. Dowling, M., From Husserl to van Manen. A review of different phenomenological approaches. *International Journal of Nursing Studies*, 2007. 44(1): Pp. 131-142
8. Ward, K., Hoare, K., & Gott, M. (2015). Evolving from a positivist to constructionist epistemology while using grounded theory: reflections of a novice researcher. *Journal of Research in Nursing*, 20(6), 449-462. <http://simplelink.library.utoronto.ca/url.cfm/507968>

October 15 – Feminist and emancipatory approaches: A focus on power structures

Required Readings:

1. Doucet, A. & Mauthner, N. (2006). Feminist methodologies and epistemology. In C. D. Bryant and D. L. Peck (Eds.), *Handbook of 21st Century Sociology*, Thousand Oaks, CA: Sage, Pp. 26-32.

2. Collins, P. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41:1-20. Doi: 10.1146/annurev-soc-073014-112142
3. Kincheloe, J.L., McLaren, P., Steinberg, S. R. & Monzo, L.D. (2018). Critical pedagogy and qualitative research: Advancing the bricolage. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 5th Edition, Thousand Oaks, CA: Sage, Pp. 235-260.

Additional Resources:

4. Sim, S. & Van Loon, B. (2012). *Introducing critical theory – A graphic guide*. London: Icon Books (Pp. 3-15 and 164-165).

Optional Readings:

5. Ahmed, S. (2007). A phenomenology of whiteness. *Feminist Theory*, 8(2): 149-168.
6. Deliovksy, K. (2017). Whiteness in the qualitative research setting: Critical skepticism, radical reflexivity and anti-racist feminism. *Journal of Critical Race Inquiry*, 4(1): 1-24.
7. Olesen, V. (2018). Feminist qualitative research in the millennium's first decade: Developments, challenges, prospects. In N.K. Denzin and Y.S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 5th Edition, Thousand Oaks, CA: Sage, Chapter 6.

October 22 – Part 1) Post/structuralism (postmodernism): a focus on power relations *

Part 2) Post/humanism, new materialisms; and Indigenous ways of knowing: a focus on matter

***Guest Lecture** (2 – 3 pm), Donya Mosleh, PhD(c), MA, Rehabilitation Sciences Institute, University of Toronto, Holland Bloorview Kids Rehabilitation Centre
Project title: '*Becoming the child with DMD*': *A posthuman ethnography of the production of disability, identity and illness*

Required Readings:

1. Ramazanoglu, C. with Holland, J. (2002). Escape from epistemology? The impact of postmodern thought on feminist methodology. *Feminist Methodology – Challenges and Choices*. London: Sage, Pp. 83 – 104.
2. Jackson, A.Y. & Mazzei, L.A. (2018). Thinking with theory: A new analytic for qualitative inquiry. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 5th Edition, Thousand Oaks, CA: Pp.717-735.

3. Tuhiwai Smith, L. (2013). Towards developing Indigenous methodologies: Kaupapa Maori Research. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd Edition, London: Zed Books, Pp. 315-342.

Additional Resources:

4. *New Materialisms: Key approaches*. Compiled by D. Lupton, 4th revised version, September 2018.

Optional Readings:

5. Cheek, J. (2000). *Situating postmodern thought*. Postmodern and Poststructural Approaches to Nursing Research. London: Sage, Pp. 17 -38; Cheek, J. (2000). *Thinking and researching poststructurally*. Postmodern and Poststructural Approaches to Nursing Research. London: Sage, Pp. 39-66.
6. Kumm, B.E. & Berbary, L. (2018). Questions for postqualitative inquiry: Conversations to come. *Leisure Sciences*, 40 (1-2): 71-84.
7. Fox, N. & Alldred, P. (2015). New materialist social inquiry: designs, methods and the research-assemblage. *International Journal of Social Research Methodology*, 18(4): 399-414.
8. Feely, M. Assemblage analysis: an experimental new-materialist method for analysing narrative data. *Qualitative Research*, 1-20, DOI: 10.1177/1468794119830641.
9. Kovach, M. (2018). Doing indigenous methodologies: A letter to a research class. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 5th Edition, Thousand Oaks, CA: Pp. 214-234.
10. For further readings see also: Key Readings on Indigenous Ways of Thinking, Methodologies and Decolonization: CQ. (2019, December 09). *Publications*: <https://ccqhr.utoronto.ca/resources/publications/>.

Part II: Methodological and Qualitative Design Issues

October 29 - Qualitative designs 1: Ethnography

***Guest Lecture** (2-3 pm), Margot McMain-Klein, PhD, Project title: ‘*Bringing visibility to disability*’: *Rethinking childhood disability online*.

Required Readings:

1. Prentice, R. (2010). Ethnographic approaches to health and development research: the contributions of anthropology. In *The Sage Handbook of Qualitative Health Research*, I.

Bourgeault, R. Dingwall, R. de Vries (Eds.), Pp. 157-173.

2. Wall, S. (2015). Focused ethnography: A methodological adaptation for social research in emerging contexts. *Forum Qualitative Sozialforschung/Forum Qualitative Research* 16(1), Art. 1, <http://www.qualitative-research.net/index.php/fqs/article/view/2182>
3. Emerson, R., Fretz, R., Shaw, L. (2001). Participant observation and fieldnotes. Chap 24 in *Handbook of Ethnography*, P. Atkinson, A. Coffey, S. Delamont, J. Lofland, L. (Eds.). Sage Publications, Chapter 24, Pp. 352-368.

Additional Resources:

4. Paradis, E. (August 15, 2018). (Participant) Observations in qualitative health research [video file]. Retrieved from: : <http://qualitative-research-ontario.open-text.utoronto.ca/>
5. Webster, F. (August 15, 2018). Ethnography: Entering the field [video file]. Retrieved from: <http://qualitative-research-ontario.open-text.utoronto.ca/>

*Direct link to these videos here:

<http://qualitative-research-ontario.open-text.utoronto.ca/chapter/video-module-3-doing-qualitative-research/>

Optional Readings:

4. Delamont, S. (2004). Ethnography and participant observation. In C. Seale, G. Gobo, J. F. Gubrium & D. Silverman (Eds.), *Qualitative Research Practice*, London: Sage Publications, Pp. 217-229.
5. Mulhall, A. (2003). In the field: notes on observation in qualitative research. *Journal of Advanced Nursing*, 41(3), 306-313.
6. Wolfinger, N. On writing fieldnotes: collection strategies and background expectancies, *Qualitative Research*, 2002, 2(1) 85-89.

November 05 - Qualitative designs 2: Case Study & Grounded Theory

Required Readings:

1. Stake, R. (2005). Qualitative case studies. In N.K. Denzin & Y.S. Lincoln (Eds.). *Handbook of qualitative research*, 3rd Edition, Thousand Oaks: Sage, Chapter 17, Pp. 443-466.
2. Sandelowski, M. (2011). “Casing” the research case study. *Research in Nursing & Health*, 34: 153-159.
3. Kenny, M. & Fourie, R. (2015). Contrasting classic, Straussian and constructivist grounded

theory: Methodological and philosophical conflicts. *The Qualitative Report*, 20(8): 1270-1289. Retrieved from <http://www.nova.edu/ssss/QR/QR20/8/kenny1.pdf>

4. Clarke, A. (2005). Pushing and being pulled around the postmodern turn. *Situational Analysis: Grounded Theory After the Postmodern Turn*, Sage, Pp. 2-36.

Additional Resources:

5. Mohammed, S.D. (August 15, 2018). Case study research [video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/>

*Direct link to the video here:

<http://qualitative-research-ontario.openetext.utoronto.ca/chapter/video-module-3-doing-qualitative-research/>

Optional Readings:

6. Charmaz, K. (2017). Special invited paper: Continuities, contradictions and critical inquiry in Grounded Theory, *International Journal of Qualitative Methods*, 16:1-8.

November 12 – Qualitative designs 3: Participatory, community- and arts-based research approaches

***Guest lecture** (2 – 3pm): Charlotte Lombardo, PhD (c), York University, Faculty of Environmental and Urban Change. Project title - Making With Place: Youth Artist Researchers as Creative Agents of Change

Required Readings:

1. Kemmis, S. & McTaggart, R. (2005). Participatory action research. In N.K. Denzin & Y.S. Lincoln (Eds.). *Handbook of qualitative research* (3rd ed.). Thousand Oaks: Sage (chapter 23).
2. Wang, C. (1999). Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health*, 8(2): 185-191.
3. Gladstone, B.M., and Stasiulis, E. (in press). Digital Story-telling Method. In P. Liamputtong (Ed.), *Handbook of Research Methods in Health Social Sciences*, Vol. 1. Singapore: Springer.

Additional Resources:

4. Poland, B. (August 15, 2018). Community based participatory research [video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/>

Direct link to the video here:

<http://qualitativeresearchontario.openetext.utoronto.ca/chapter/video-module-3-doing-qualitative-research/>

5. What is participatory health research? International Collaboration for Participatory Health Research, Position paper no. 1 available at: <http://www.icphr.org/position-papers/position-paper-no-1>

Optional Readings:

6. Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. (2012). Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping. Introduction, pp. 5 – 9 and Body mapping for research, pp. 10 – 18. Retrieved from http://www.migrationhealth.ca/sites/default/files/Body-map_storytelling_as_research_HQ.pdf
7. Pink, S. (2004). Visual methods. In C. Seale, G. Gobo, J. F. Gubrium & D. Silverman (Eds.), *Qualitative Research Practice* (pp. 361-377). London: Sage Publications.

November 19 – Qualitative designs 4: Guidance or constraint? Generic approaches

Required Readings:

1. Kahlke, R. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13: 37-52.
2. Sandelowski, M. (2010). What’s in a name? Qualitative Description Revisited. *Research in Nursing & Health*, 33:77-84.
(*Note: written in response to ideas first formulated in a 2000 paper on ‘qualitative description’ - see optional readings).

3. Carter, S. M. & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17 (10): 1316 – 1328.

Optional Reading:

4. Sandelowski, M. (2000). What ever happened to qualitative description? *Research in Nursing & Health*, 23:334-340.

November 26 – Epistemological and methodological rigour: Reflexivity, positionality and the quality qualitative research

Required Readings:

1. Finlay, L. (2002). “Outing” the researcher: The provenance, process and practice of reflexivity. *Qualitative Health Research*, 12 (4), 531-545.
2. Eakin, M. & Mykhalovskiy, E. Reframing the evaluation of qualitative health research: reflections on a review of appraisal guidelines in health sciences. *Journal of Evaluation in Clinical Practice*, 9(2): 187-194.
3. Tracy, S. (2010). Qualitative quality: Eight “big tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10): 837-851.

Optional Reading:

4. Ravenek, M.J. & Rudman, D. (2013). Bridging conceptions of quality in moments of qualitative research. *International Journal of Qualitative Methods*, 12: 436 – 456.
5. Morrow, S. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology*, 52 (2): 250-260.

December 03 – Ethics as process

Required Readings:

1. Guillemin, M. & Gillam, L. (2004). Ethics, reflexivity and “ethically important moments” in research. *Qualitative Inquiry*, 10 (2): 261-280.
2. Liamputtong, P. (2007). Moral and ethical issues in researching vulnerable people. *Researching the Vulnerable*, London: Sage, pp. 23-46.
3. Cox, S., Drew, S., Guillemin, M., Howell, C., Warr, D. & Waycott, J. (2014). *Guidelines for Ethical Visual Research Methods*, The University of Melbourne, Melbourne.

Additional Resources:

4. Peters, E. (August 15, 2018). Ethics in qualitative health research [video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/>

Direct link to video here:

<http://qualitative-research-ontario.openetext.utoronto.ca/chapter/video-module-2-theoretical-foundations-of-qualitative-health-research/>

Optional Readings:

5. Ramcharan, P. and Cutcliffe, J. (2001). Judging the ethics of qualitative research: considering “ethics as process” model. *Health and Social Care in the Community*, 9 (6): 358-366.
6. Green, J. & Thorogood, N. (2014). *Responsibilities, ethics and values. Qualitative Methods for Health Research*. Sage Publications, Third Edition, pp. 64-92.

7. Tuhiwai-Smith, L. Choosing the margins: The role of research in indigenous struggles for social justice (2006). In N. K. Denzin & M. D. Giardina (Eds.) *Qualitative inquiry and the conservative challenge*. Walnut Creek: Left Coast Press.

Appendix A

GUIDELINES FOR USING ZOOM²

Getting Started

If you have not used zoom before, you can connect via the Internet or phone. See for example, this Zoom tutorial (and there are others): <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>. (Consider experimenting on the zoom platform ahead of time if you can, how to mute your microphone, turn your video on and off, use the ‘raise hand’ and other features listed under ‘participants’ at the bottom of the zoom screen. We will also go over this briefly in class.)

Plan to join the Zoom class on time.

Connectivity

Students are encouraged to connect via computer, if there is a problem then connecting by phone is possible, as needed. When using the Zoom platform on your computer, close unneeded applications during class, to keep the video functioning optimally. If you are experiencing connection problems, try turning off the video to increase sound quality until connectivity is better, then turn your video back on. When possible, use a headset with an external microphone to improve audio.

Video & Audio

Students will be asked to mute their microphones at the start of class when they are not speaking to reduce background noise. If possible, students will ideally turn on their video at the start of class, to create a sense of community. However, if this is not possible at times, due to technical reasons, or due to privacy concerns, or other disruptions in your environment, I understand. Be mindful of your background lighting. If you are sitting in front of a window or light, you may be completely darkened on the screen. Using an overhead light or placing a light in front of you is recommended. Check your background to reduce distractions (moving cars, TV) or that nothing private is showing up on the screen.

Participating

When you want to speak you can physically raise your hand (which will be seen on video), or use the ‘raise hand’ feature, located at the bottom of your screen (under ‘participants’). We will not be using the chat feature while in class, except to post links to resources we want to share with each other. When you are finished speaking it helps to let others know by saying “that’s all” or “I’m done” or “thank you”, to avoid confusion and the tendency to talk over one another (there is often a short delay on Zoom that makes it hard to know when someone is finished speaking).

Security & Privacy

The zoom platform is user friendly, but can also have some security and privacy weaknesses. To prevent interference from the outside, or ‘zoom bombing’, students will be provided a unique zoom link and password for this course.

Student Code of Conduct

As we all adjust to online classes and lectures, and increasingly participate in virtual learning environments, students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the

² Adapted from: CHL7001H F1: *Public Health Perspectives on COVID-19*, Instructor: Blake Poland, which was originally adapted from: *Advanced Qualitative Research Methods in Social Work— Critical Discourse & Narrative Approaches for Interpretive Policy Analysis*. Instructor: Rupaleem Bhuyan & Plante, T. (2020, March 20). Top 10 tips for good zoom hygiene and etiquette education. Psychology Today.

Student Code of Conduct, the University of Toronto does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. The University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. The institution will monitor and address discriminatory comments or behavior including on U of T's online platforms and classrooms. In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

- Racial slurs or “jokes”
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion

The University of Toronto's Equity Offices remain available to students to provide support on equity issues that arise as a result of COVID-19. Students are encouraged to support one another and the University's commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive behaviours. If you experience or witness inappropriate comments or behaviours in your classes, you are encouraged to contact your instructor. If you can, take and share a screenshot of the inappropriate content with your instructor so they can follow-up with you and address the conduct.

Session Recordings

Session recordings for asynchronous review by students may be made available, archived and posted to Quercus. Recording decisions will be decided on a session-by-session basis. For example, exemptions may include guest lecturers who prefer not to be recorded, and instances where the instructor may use unpublished study data for teaching purposes. Recording decisions will be clarified at the beginning of each class, including whether or not it is viable to record full class discussions or a portion thereof, depending on the teaching and learning plan for each session. These resources are intended for use as a student study aid, and are not a substitute for class participation.