

**Instructor:** Heather Boon

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**Office:** Simcoe Hall room 225

**Office Hours:** By appointment (Please contact my assistant: Justine Cox [justine.cox@utoronto.ca](mailto:justine.cox@utoronto.ca) )

**Class time:** Wednesdays 10-12 beginning September 9, 2020. **Note: no classes on September 23;** last class December 2, 2020.

**Classroom:** Online Synchronous Seminar via Zoom; access to camera highly recommended to support full participation.

### **Rationale**

Qualitative research methods are gaining in importance in the health sciences, and the need for graduate students to learn about qualitative research and conduct their own projects is growing. Unfortunately, basic training in qualitative research often focuses mostly on the tools – or methods – used by qualitative researchers, ignoring their important historical, intellectual and social underpinnings. In Block 1, this graduate seminar course will introduce students to qualitative research methods in the health sciences, with an emphasis on the interpretive and critical traditions. It will anchor qualitative research in ways that will help students articulate its relationship with other forms of research, its strengths and limitations, and emphasize the continuous questioning that is characteristic of interpretive and critical qualitative research. This section of the course has a substantial required reading load; students are expected to complete the week's readings before class, and to be ready to discuss and apply them to specific research topics during class discussions. In Block 2, students will learn about specific tools for qualitative data collection; and in Block 3, they will learn about different ways to analyze data.

Each 2 hour class will include a critical discussion of the readings, short didactic sessions with hands-on activities and small- and large-group discussion. Examples from the qualitative health sciences literature and from the instructor's own research will help students connect methods texts to published empirical articles, and to demystify the research and publication process.

### **Learning Objectives**

At the end of this course, students will be able to:

1. Conceptualize, write up and justify scientifically a research project that uses qualitative research methods;

2. Articulate how interpretive and critical qualitative research traditions differ from other forms of research in the health sciences, including quantitative and post-positivistic traditions;
3. Evaluate the rigour of qualitative research methods in health sciences research.

Specific learning objectives for each session are provided in this syllabus.

### **Expectations for the Course:**

In this course we will occasionally discuss controversial social and political issues, so be prepared. The atmosphere of the class should be as conducive as possible to positive inquiry and the free exchange of ideas. Please be considerate of other opinions and beliefs, even if you do not agree with them, but also feel free to express your own opinions if you can do so respectfully. Respect also includes being prompt to class, finishing course work by due dates, refraining from interrupting others, and giving full attention to your fellow students and the professor. I do not tolerate rudeness, slurs, or personal attacks. Violation of these expectations will result in a significant lowering of your participation grade or, if necessary, more substantial penalties. See the Code of Student Conduct for more information.

### **Accessibility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. (From [Accessibility Office, U of T](#))

### **Scheduling and Format of Assessments**

#### **Assessment # 1: Asking a qualitative research question and drafting objectives (10% of Final Grade)**

*Description: See Details in Assignment #1 on Quercus*

**Before class on Session 3 (September 30, 2020)**, students will submit their tentative research question and 2-4 objectives on Quercus in preparation for the final research proposal. Students who miss this class are also responsible for submitting their research question and objectives on Quercus by that time. Feedback will be given to help

students refine their project and identify the kind of data collection approaches that might be most appropriate. Approval of the research question and objectives is required before moving forward with the proposal.

**Due on Wednesday September 30, 2020 before 10 am**

**Assessment # 2: Interview Assignment (30% of Final Grade)**

*Description: See Details in Assignment #2 on Quercus*

Each student will interview a fellow student and be interviewed by a fellow student using an interview guide we create together in class. Each student will then write a reflection on what they learned being the interviewer compared with what they learned from being interviewed and will submit this reflection on Quercus **before class on November 4, 2020**. Students are expected incorporate concepts discussed in the readings and class materials and to work independently on their reflections.

**Due on Wednesday, November 4, 2020 before 10 am**

**Assignment #3: Final research proposal (45% of Final Grade)**

*Description: See Details in Assignment #3 on Quercus*

As their final project, students will submit a 10-page research proposal that builds upon the knowledge and skills acquired during this course. The proposal will include a research question, short literature review, consideration of the project's paradigm and theory (if applicable), description of methods, and a plan for data analysis. It is expected that students consider the recommended materials pertinent to their chosen method. Students are encouraged to team up with colleague(s) to gather feedback and revise their proposal.

**Due Wednesday, December 9, 2020 at noon**

**In-class participation (15% of Final Grade)**

*Description:*

This is a graduate seminar course and students are expected to come to class prepared and engage in conversations during the class. Students will be evaluated not merely on attendance, but on their substantive participation to class discussions. In addition, each student will be expected to volunteer to be a formal "discussant" of 2-3 required readings during the course. Full credit will be given for demonstration of critical understanding of the materials. Please contact the instructor if you will miss a class and arrange with a classmate to obtain notes.

### **Late Assignments:**

Note that late assignments will be penalized by 5% every 24 hours, starting immediately after the due time, including evenings and weekends. Any assignment submitted after the agreed-upon date and time will be considered late. For example, the interview assignment is due on November 4, before 10 am. Assignments submitted between 10:01 am on Nov 4<sup>th</sup> and 9:59 am on Nov 5<sup>th</sup> will be graded and then 5% will be deducted; assignments submitted between 10:01 am on Nov 5<sup>th</sup> and 9:59 am on Nov 6<sup>th</sup> assignments will be graded and then 10% will be deducted from the grade for the assignment etc.

### **Submitting Assignments**

Students should submit assignments directly to Quercus. Please use Times New Roman size 12 and a line spacing of 1.5 for all your assignments. All margins should be 1 inch. Consistency in citation style is expected, and preference is given to Chicago or Vancouver styles. Use of a citation software is recommended. Please feel free to discuss with the instructor if you want suggestions. This is a good investment for your academic career.

In preparation for the final research proposal, students are encouraged to work with classmates, and to meet with the instructor. In the interest of fairness, note that the instructor will not provide comments on draft proposals, and that students are not expected to have their work revised by their Master's or PhD supervisors beforehand.

### **Use of computers/cameras**

This is an online, synchronous course offering that uses the Zoom platform. You will need access to a computer and the internet. It is highly recommended that you have the option of using a camera. Cameras are recommended (but not required).

### **Recommended e-Text**

We will be using videos from the Centre for Critical Qualitative Health Research e-book *Learning and Teaching Qualitative Research in Ontario: A Resource Guide*:

<http://qualitativeresearchontario.openetext.utoronto.ca/>

## Topics, Specific Learning Objectives and Readings

### Block 1: Qualitative Research in Theory and Practice.

#### Session 1. September 9, 2020. Why use qualitative methods?

##### *Learning Objectives:*

At the end of this session you should be able to:

- Discuss why qualitative research is important to the health sciences;
- Articulate your own aims for learning/using qualitative inquiry.
- Reflect on and articulate how your past experiences and education have shaped your own assumptions about what can be known, and how it can be known.

##### *Mandatory Readings:*

1. Bunniss, S. and D.R. Kelly. 2010. "Research Paradigms in Medical Education." *Medical Education*, Vol. 44, No. 4. 358-66.  
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1365-2923.2009.03611.x>
2. Paradis, E. L. Nimmon, D. Wondimagegn, C. Whitehead. "Critical Theory: Broadening our thinking to explore the structural factors at play in health professions education". *Academic Medicine* 2020: 95(6): 842-845.  
[https://journals.lww.com/academicmedicine/fulltext/2020/06000/critical\\_theory\\_broadening\\_our\\_thinking\\_to.23.aspx](https://journals.lww.com/academicmedicine/fulltext/2020/06000/critical_theory_broadening_our_thinking_to.23.aspx)

*Watch:* not applicable for this session

##### *Recommended Readings:*

1. Green, J. and N. Thorogood. 2009. "Qualitative methodology and health research" in *Qualitative methodologies for health research*, Second edition. Sage Publications, Thousand Oaks, CA. 3-34.
2. Xavier University Library. 2012. Qualitative versus quantitative research table.  
[http://www.xavier.edu/library/students/documents/qualitative\\_quantitative.pdf](http://www.xavier.edu/library/students/documents/qualitative_quantitative.pdf)

#### Session 2. September 16, 2020. Qualitative Paradigms and Qualitative Questions

##### *Learning Objectives:*

At the end of this session you should be able to:

- Describe your understanding of qualitative research in terms of research paradigms, worldviews, and politics (i.e. critical research);

- Describe the range of traditions in health research, and where interpretive, critical qualitative research might fit;
- Discuss the characteristics of “good” qualitative research questions
- Describe the affordances and limitations of qualitative research;
- Integrate the knowledge learned so far and start to apply it to your own area of interest.

*Mandatory Readings:*

1. Illing, J. 2014. “Thinking about research: Theoretical perspectives, ethics and scholarship”, in T. Swanwick (ed.), *Understanding Medical Education: Evidence, Theory and Practice*, Second Edition. John Wiley & Sons, Ltd. 331-347.
2. Ponterotto, J.G. 2005. “Qualitative Research in Counseling Psychology: A Primer on Research Paradigms and Philosophy of Science.” *Journal of Counseling Psychology*, Vol. 52, No. 2, 126-136.
3. Varpio L, E Paradis, S. Uijtdehaage, M. Young. 2020. The Distinction between theory, theoretical framework and conceptual framework. *Academic Medicine*. 95(7): 989-994.  
[https://journals.lww.com/academicmedicine/Fulltext/2020/07000/The\\_Distinctions\\_Between\\_Theory\\_Theoretical.21.aspx](https://journals.lww.com/academicmedicine/Fulltext/2020/07000/The_Distinctions_Between_Theory_Theoretical.21.aspx)
4. Ellaway RH, A Kehoe, J Illing. 2020. Critical realism and realist inquiry in medical education. *Academic Medicine*. 95(7): 984-988.  
[https://journals.lww.com/academicmedicine/Fulltext/2020/07000/Critical\\_Realism\\_and\\_Realist\\_Inquiry\\_in\\_Medical.20.aspx](https://journals.lww.com/academicmedicine/Fulltext/2020/07000/Critical_Realism_and_Realist_Inquiry_in_Medical.20.aspx)

*Watch:*

Mah, K (2018). Studying Qualitative Research: Nudging my Inner Health Scientist [ [https://www.youtube.com/watch?v=mvz35HwHP6A&feature=emb\\_logo](https://www.youtube.com/watch?v=mvz35HwHP6A&feature=emb_logo) ]  
Retrieved from: <http://qualitativeresearchontario.openetext.utoronto.ca/>.

*Recommended Readings:*

1. Paradis, E, L Nimmon, D Wondimagegn, C Whitehead. 2020. Critical Theory: Broadening our Thinking to Explore Structural Factors at Play in Health Professions Education. *Academic Medicine*. 95(6): 842-845.  
[https://journals.lww.com/academicmedicine/FullText/2020/06000/Critical\\_Theory\\_Broadening\\_Our\\_Thinking\\_to.23.aspx](https://journals.lww.com/academicmedicine/FullText/2020/06000/Critical_Theory_Broadening_Our_Thinking_to.23.aspx)
2. Eakin, J. 2016. Educating Critical Qualitative Health Researchers in the Land of the Randomized Controlled Trial. *Qualitative Inquiry*. Vol. 22, No. 2. 107–118.  
<https://journals.sagepub.com/doi/10.1177/1077800415617207>

3. O'Brien, B.C., Ruddick, V.J. and J.Q. Young. 2016. "Generating Research Questions Appropriate for Qualitative Studies in Health Professions Education." *Academic Medicine*. Vol. 91, No. 12. E16.  
[https://journals.lww.com/academicmedicine/Fulltext/2016/12000/Generating\\_Research\\_Questions\\_Appropriate\\_for.49.aspx](https://journals.lww.com/academicmedicine/Fulltext/2016/12000/Generating_Research_Questions_Appropriate_for.49.aspx)

### **September 23, 2020 Class Cancelled**

### **Session 3. September 30, 2020. Using theory in qualitative research; Four Qualitative Approaches**

#### **SUBMIT ASSIGNMENT 1 BEFORE CLASS**

#### *Learning Objectives:*

At the end of this session you should be able to:

- Articulate the importance of theory as a lens through which to see the world;
- Describe the different ways theory is used in and informs qualitative research;
- Identify and differentiate between four common approaches to qualitative health research: ethnography, phenomenology, grounded theory and case study

#### *Mandatory Readings:*

1. Creswell, J.W. and Creswell JD (2018) "The Use of Theory." *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fifth Edition. Los Angeles: Sage. Qualitative research section, pages: 49-74.
2. Reeves, S., Albert, M., Kuper, A. and B.D. Hodges. 2008. "Why use theories in qualitative research?" *BMJ*. Vol 337. 631-7.  
<https://www.bmj.com/content/337/bmj.a949>
3. Creswell J.W. (3<sup>rd</sup> edition) "Chapter 4: Five Qualitative Approaches to Inquiry" in *Qualitative Inquiry & Research Design. Choosing Among Five Approaches* Los Angeles: Sage. Pages 69-110

#### *Recommended Readings:*

4. Nimmon, L., Paradis, E., Schrewe, B. and M. Mylopoulos. 2016. "Qualitative rip out series: Integrating theory into qualitative medical education research." *Journal of Graduate Medical Education*, Vol. 8, No. 3. 437-438. doi:  
<http://dx.doi.org/10.4300/JGME-D-16-00206.1>

5. Paradis: Ethnography in health professions education: Slowing down and thinking deeply - Bressers - 2020 - Medical Education - Wiley Online Library  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/medu.14033>

#### **Session 4. October 7, 2020. Sampling in qualitative research.**

##### *Learning Objectives:*

At the end of this session you should be able to:

- Use specific, scholarly language to talk about the different forms of qualitative research sampling strategies;
- Connect these strategies to implications for knowledge claims.

##### *Mandatory Readings:*

1. Patton, M. Q. 2002. "Designing Qualitative Studies", in *Qualitative Research & Evaluation Methods Integrating Theory and Practice*, Third Edition. Sage Publications, Thousand Oaks, CA. pp. **230-ff. (only sampling)**.
2. Malterud, K., Siersma, V.D. and A.D. Guassoral. 2015. "Sample Size in Qualitative Interview Studies: Guided by Information Power." *Qualitative Health Research*, November 27, 2015.  
<https://journals.sagepub.com/doi/10.1177/1049732315617444>
3. Sim, J., Saunders, B., Waterfield J. and T. Kingstone. 2018. "Can sample size in qualitative research be determined a priori?" *International Journal of Social Research Methodology*. Vol. 21, No. 5. 619-34.  
<https://www.tandfonline.com/doi/full/10.1080/13645579.2018.1454643>

##### *Recommended Readings:*

4. Paradis, E. 2015. "Unanswered questions on access from the margins." *Medical Education*, Vol. 49, No. 2, 145-146.  
<https://onlinelibrary.wiley.com/doi/full/10.1111/medu.12652>

## **Block 2: Data Collection. What's the right tool?**

#### **Session 5. October 14, 2020. Designing and conducting interviews.**

##### *Learning Objectives:*

At the end of this session you should be able to:

- Describe the key aspects that determine the success of interviews as a method of data collection;



- Compare the features of several types of interviews (open-ended, semi-structured, and structured);
- Discuss key ethical issues arising during interview research.

*Mandatory Readings:*

1. Kvale, S. and S. Brinkmann. 1996. "Thematizing and Designing an Interview Study", in *InterViews: Learning the Craft of Qualitative Research Interviewing*. Sage Publications: Thousand Oaks, CA. 99-140.
2. Fontana, A. and J. Frey. 1994. "Interviewing: The Art of Science", in Denzin, N. and Y.S. Lincoln (ed.) *The Handbook of Qualitative Research*. Thousand Oaks: Sage Publications. 361-376.
3. Bourdieu, P., Accardo, A. and Ferguson, P. P. 1999. "Understanding" in *The weight of the world: Social suffering in contemporary society*. Stanford, CA: Stanford University Press. 607-629.

*Recommended Readings:*

4. DiCicco-Bloom, B. and B.F. Crabtree. 2006. "The qualitative research interview." *Medical Education*, Vol. 40, No.4, 314–321  
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1365-2929.2006.02418.x>

*Watch:*

Gardner, P. 2018. Qualitative Interviewing – More Than Asking Questions and Getting Answers. CQ E-Learning Qualitative Methods.  
<https://www.youtube.com/watch?v=3nviCBklmfQ>

**Session 6. October 21, 2020. Designing and conducting focus groups.**

*Learning Objectives:*

At the end of this session you should be able to:

- List the different forms (tools) of data collection methods;
- Describe the key aspects that determine the success of focus groups as a method of data collection;
- Discuss key ethical issues arising during focus group research.

*Mandatory Readings:*

1. Stalmeijer, R.E.E., McNaughton, N. and W.N. Van Mook. 2014. "Using focus groups in medical education research: AMEE Guide No. 91." *Medical Teacher*, Vol. 36, No. 11, 923-939.  
<https://www.tandfonline.com/doi/full/10.3109/0142159X.2014.917165>
2. Kidd, P.S. and M.B. Parshall. 2000. "Getting the Focus and the Group: Enhancing Analytical Rigor in Focus Group Research." *Qualitative Health Research*, Vol. 10, No. 3, 293-308.  
<https://journals.sagepub.com/doi/abs/10.1177/104973200129118453>

*Recommended Readings:*

3. Green, J. and N. Thorogood. 2014. "Group Interviews," in *Qualitative Methods for Health Research, Third Edition*. Sage Publications: Thousand Oaks, London. 123-146.

*Watch:*

Sakamoto, I. 2018. Focus Groups. CQ E-Learning Qualitative Methods.  
<https://www.youtube.com/watch?v=emHEs3H42rQ>

**Session 7. October 28, 2020. Designing and conducting an observation study.**

*Learning Objectives:*

At the end of this session you should be able to:

- Explain the key aspects that determine the success of observations as a method of data collection;
- Describe the complexity inherent to description based on observations;
- Discuss issues of emic versus etic perspectives on social phenomena;
- Critically reflect on the concept of triangulation in observational research;
- Integrate the knowledge gained in Block 2 to compare and contrast different forms of data collection, their defining features, strengths and limitations.

*Mandatory Readings:*

1. Allen D. (2010). Fieldwork and participant observation. In I. Bourgeault, R. Dingwall, & R. deVries (Eds.), *SAGE handbook of qualitative methods in health research* (pp. 353-372). Thousand Oaks, CA: SAGE Publications Inc.
2. Mulhall, A. 2003. "In the field: notes on observation in qualitative research". *Journal of Advanced Nursing*, Vol. 41, No. 3, 306–313.  
<https://onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2648.2003.02514.x>
3. Paradis, E. and G Sutkin. January 2017. "Beyond a good story: from Hawthorne effect to reactivity in health professions education research" *Medical Education*. Vol. 51, No. 1. 31-39.  
<https://onlinelibrary.wiley.com/doi/full/10.1111/medu.13122>

*Recommended Readings:*

1. Paradis, E., Leslie, M. and M.A. Gropper. 2016. "Interprofessional rhetoric and operational realities: an ethnographic study of rounds in four intensive care units." *Advances in Health Sciences Education*. Vol. 21, No. 4. 735-48. doi:  
<https://link.springer.com/article/10.1007/s10459-015-9662-5>
2. Madison, D.S. 2012. "Introduction to critical ethnography," in *Critical Ethnography*, Second Edition. Sage Publications: Thousand Oaks, CA. 1-15.

*Watch:*

Paradis, E. (2018) "(Participant) Observations in Qualitative Health Research."  
*CQ E-Learning Qualitative Methods*.  
[https://www.youtube.com/watch?v=p\\_z2cAqAul](https://www.youtube.com/watch?v=p_z2cAqAul)

### Block 3: Data Analysis, Quality, Rigor and Ethics, Writing the Manuscript

#### Session 8. November 4, 2020. What do I do with my data? Data analysis strategies I

##### SUBMIT ASSIGNMENT 2 BEFORE CLASS

###### *Learning Objectives:*

At the end of this session you should be able to:

- Compare the broad features of different types of coding (open vs. directed, theoretically-driven coding, grounded theory, frequency coding);
- Describe how different forms of coding lead to different findings;
- Critically discuss the language of theme emergence;
- Reflect on the practice of coding and its connection to knowledge claims, including the role of subjectivity in data analysis.

###### *Mandatory Readings:*

1. Braun, V. and V. Clarke. 2006. "Using thematic analysis in psychology." *Qualitative Research in Psychology*. 3(1): 77-101.  
<https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>
2. Hsieh, H.F. and S.E. Shannon. 2005. "Three approaches to qualitative content analysis." *Qualitative Health Research*. Vol. 15, No. 9. 1277-88.  
<https://journals.sagepub.com/doi/10.1177/1049732305276687>
3. Boeije, H. 2002. "A Purposeful Approach to the Constant Comparative Method in the Analysis of Qualitative Interviews". *Quality and Quantity*, Vol. 36, No. 4, 391-409.  
<https://link.springer.com/article/10.1023/A:1020909529486>

###### *Watch:*

Eakin, J. (2018) Qualitative Analysis and Interpretation I: Theoretical Background and Introduction. *CQ E-Learning Qualitative Methods*.  
<https://www.youtube.com/watch?v=hHQhzdV1UxE>

#### Session 9. November 11, 2020. What do I do with my data? Data analysis strategies II: Coding

###### *Learning Objectives:*

- Same as previous week.

*Mandatory Readings:*

1. Frankham J., Stronacha, I., Bibi-Nawaza, S., Cahilla, G., Cuia, V., Dymokea, K., Dunga, M.T., Lungkaa, P., Mat-Soma, H. and M.M. Khira. 2014. "De-skilling data analysis: the virtues of dancing in the dark." *International Journal of Research and Method in Education*, Vol. 37, No. 1, 87-100.  
<https://www.tandfonline.com/doi/full/10.1080/1743727X.2013.795531>
2. Finlay, L. 2002. "'Outing' the Researcher: The Provenance, Process, and Practice of Reflexivity." *Qualitative Health Research*, Vol. 12, No. 4. 531-545.  
<https://journals.sagepub.com/doi/10.1177/104973202129120052>

*Recommended:*

1. Lynch, M. 2000. Against reflexivity as an academic virtue and source of privileged knowledge." *Theory, Culture & Society*, Vol. 17 No. 3. 26-54.  
<https://journals.sagepub.com/doi/10.1177/02632760022051202>

*Watch:*

Eakin, J. (2018) Qualitative Analysis and Interpretation II: Key principles and Analytic Devices. CQ E-Learning Qualitative Methods.

[https://www.youtube.com/watch?time\\_continue=247&v=ogeT7UPTTgl](https://www.youtube.com/watch?time_continue=247&v=ogeT7UPTTgl)

**Session 10. November 18, 2020. What do I do with my data? Data analysis strategies III: Moving Beyond Coding**

*Learning Objectives:*

- Same as previous week

*Mandatory Readings:*

1. Lucas K, S, D'Enbeau. (2013) Moving Beyond Themes: Reimagining the qualitative analysis curriculum. *Qualitative Communication Research*. 2(2): 213-227.  
<https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1350&context=faculty>
2. Thorne, S. (2020) Beyond theming: Making qualitative studies matter. *Nursing Inquiry*. 27:e12343.  
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/nin.12343>

## Session 11. November 25, 2020. Quality and rigour in qualitative research

### Learning Objectives:

At the end of this session you should be able to:

- Situate debates over the *rigour* and *quality* of qualitative research in historical context;
- Use scientific language to describe quality and rigour in qualitative research;
- Discuss critically the strengths and limitations of a checklist approach to qualitative research.

### Mandatory Readings:

1. O'Brien, B.C., Harris, I.B., Beckman, T.J., Reed, D.A. and D.A. Cook. 2014. "A synthesis of recommendations." *Academic Medicine*, Vol. 89, No. 9. 1245-1251. [https://journals.lww.com/academicmedicine/fulltext/2014/09000/standards\\_for\\_reporting\\_qualitative\\_research\\_a.21.aspx](https://journals.lww.com/academicmedicine/fulltext/2014/09000/standards_for_reporting_qualitative_research_a.21.aspx)
2. Varpio, L., Ajjawi, R., Monrouxe, L.V., O'Brien, B., and C.E. Rees. 2017. Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. *Medical Education*. Vol. 51, No. 1. 40-50. <https://onlinelibrary.wiley.com/doi/full/10.1111/medu.13124>
3. Eakin, J. and E Mykhalovskiy. 2003. "Reframing the evaluation of qualitative health research: reflections on a review of appraisal guidelines in the health sciences." *Journal of Evaluation in Clinical Practice*. <https://onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2753.2003.00392.x>

### Recommended Readings:

1. Frambach, J.M., Van der Vleuten, C.P.M. and S.J. Durning. 2013. "Last page: Quality criteria in qualitative and quantitative research." *Academic Medicine*, Vol. 88, No. 4. 552. [https://journals.lww.com/academicmedicine/Citation/2013/05000/AM\\_Last\\_Page\\_The\\_MCAT\\_Exam\\_Comparing\\_the\\_1991.39.aspx](https://journals.lww.com/academicmedicine/Citation/2013/05000/AM_Last_Page_The_MCAT_Exam_Comparing_the_1991.39.aspx)
2. Barbour, R.S. 2001. "Checklists for improving rigour in qualitative research: a case of the tail wagging the dog?" *BMJ*, Vol. 322, 7294. 1115-1117. <https://www.bmj.com/content/322/7294/1115>
3. Malterud, K. 2001. "Qualitative research: standards, challenges, and guidelines." *The Lancet*, Vol. 358. 483-488. <https://www.sciencedirect.com/science/article/pii/S0140673601056276?via%3Dihub>
4. Cho, J. and A. Trent. 2006. "Validity in qualitative research revisited." *Qualitative Research*. <https://journals.sagepub.com/doi/abs/10.1177/1468794106065006>

## **Session 12. December 2, 2020: The Qualitative Research Process: Reflexivity, Ethics, Writing up, Dissemination**

### *Learning Objectives:*

At the end of this session you should be able to:

- Describe strategies to move from coded data to a final qualitative manuscript/thesis
- Reflect on concrete examples of research in the health sciences to develop an understanding of the ethical issues that arise in qualitative research.
- Integrate your learning to date and apply it to your own research proposal.

### *Mandatory Readings:*

1. Guillemin, M and L. Gillam. 2004. "Ethics, Reflexivity, and 'Ethically Important Moments' in Research." *Qualitative Inquiry*, Vol.10, No. 2. 261-80.  
<https://journals.sagepub.com/doi/abs/10.1177/1077800403262360>
2. Reid, A.M., Brown, J.M., Smith, J.M., Cope, A.C. and S. Jamieson. (2018) "Ethical dilemmas and reflexivity in qualitative research." *Perspectives on Medical Education*. Vol. 7, No. 2. 69-75.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5889383/>
3. Wolcott HF. 2002. Writing up qualitative research .....better. *Qual Health Res* 2002 Jan;12(1):91-103.  
<https://journals.sagepub.com/doi/abs/10.1177/1049732302012001007>

### *Recommended Readings:*

1. Rekdal, O.B. (2014) "Academic urban legends." *Social Studies of Science*. Vol. 44, No. 4. 638-54.  
<https://journals.sagepub.com/doi/full/10.1177/0306312714535679>

### *Watch:*

Gastaldo, D. (2018) "Creative Presence of the Researcher and Reflexivity." *CQ E-Learning Qualitative Methods*.  
<https://www.youtube.com/watch?v=EZI0T9izAZo>

**SUBMIT FINAL RESEARCH PROPOSAL BY WEDNESDAY DECEMBER 9, 2020 AT NOON.**