

JRP 1000: Theory and Method of Qualitative Health Research
Course Syllabus: Winter 2022
Wednesday 9:00 am-12:00 pm

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Location: BA 2179

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Office Hours: By appointment (in-person or virtual)

ACKNOWLEDGEMENT OF TERRITORY

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

ESSENTIALS OF QUALITATIVE RESEARCH (EQR) COURSE SERIES

This course is part of the Centre for Critical Qualitative Health Research (CQ) EQR curriculum (<https://ccqhr.utoronto.ca/education/about-course-series/>). CQ is an extra-departmental unit located in the Dalla Lana School of Public Health, with an overarching aim of building capacity in the health sciences to advance critical and theoretically informed qualitative inquiry. The course is offered collaboratively by the Dalla Lana School of Public Health and the Rehabilitation Sciences Institute.

Visit the CQ website www.ccqhr.utoronto.ca to learn more about CQ's resources and activities, including other EQR courses, free methodology seminars, 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.

PREREQUISITES

The course is an introductory level course and has no specific course prerequisites; however, preference will be given to learners enrolled in a thesis-based graduate program and some knowledge of social theory is beneficial toward success in the course. Permission of the

instructor is required for enrollment. Audits are not generally accepted. Priority is given to learners in departments/faculties that are “contributing members” in CQ, and to those with optimal backgrounds and current research situations for benefiting and contributing to the course.

RESPECT FOR CLASSMATES

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.

ACADEMIC INTEGRITY

Students must adhere to the [Code of Behaviour on Academic Matters](#). **It is your responsibility to know what constitutes appropriate academic behaviour.** You are responsible for ensuring that you do not act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, personating another person, and committing plagiarism. For more information see [U of T Academic Integrity](#) website.

Academic integrity includes understanding appropriate research and citation methods. If you are uncertain about this, please seek out additional information from the instructors or from other institutional resources including the following:

- This tip sheet provides clear and helpful information about appropriate academic citation: <http://guides.library.utoronto.ca/citing>
- This site offers a series of scenarios to help students understand how to prevent themselves from being subject to academic offence allegations <https://www.utm.utoronto.ca/academic-integrity/students/scenarios>
- Before handing in assignments students can also review this [academic integrity checklist](#) provided by the UofT Centre of Teaching Support & Innovation:
 - I have acknowledged the use of another’s ideas with accurate citations.
 - If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
 - When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
 - I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
 - My references include only the sources used to complete this assignment.
 - This is the first time I have submitted this assignment (in whole or in part) for credit.
 - Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
 - This is the final version of my assignment and not a draft.

- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's Academic Integrity policies as outlined in the [Code of Behaviour on Academic Matters](#).

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/us 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. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>.

KEY RESOURCES AND SUPPORTS FOR DLSPH GRADUATE STUDENTS

- U of T [Student Mental Health Resources](#)
- U of T [Graduate Student Union](#)
- [DLSPH Covid Information](#)
- [DLSPH Student Resources \(Policies, Financial Aid, Health and Wellness, etc.\)](#)
- [DLSPH Student Handbook](#)

COURSE DESCRIPTION

This course introduces a range of qualitative research methods and theoretical perspectives with emphasis on the role that theory plays across the different stages of the research process. Learners will examine the underlying theoretical assumptions of qualitative research methods and the implications that these assumptions have for framing a research problem, data generation, data analysis, and dissemination strategies, including traditional and arts-based approaches. The course provides opportunities to attain practical, hands-on experience with developing research questions, data generation, and data analysis.

JRP 1000 was designed in 2009 by Dr. Pia Kontos (Dalla Lana School of Public Health) and Dr. Barbara Gibson (Rehabilitation Sciences Institute).

COURSE OBJECTIVES

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

- Appreciate the scope and complexity of qualitative inquiry
- Understand the role of theory across the research process
- Be familiar with different paradigms and theoretical perspectives in qualitative research

- Understand how to choose different data generation techniques and acquire basic skills in their use
- Understand the notion and practice of reflexivity and its role in the research process
- Understand the various ways that rigour and quality are enhanced in qualitative research
- Be familiar with the basics of qualitative analysis
- Identify ethical issues related to the use of qualitative methods
- Have an introductory understanding of how to write up qualitative research

COURSE FORMAT

This course utilizes a variety of approaches to teaching and learning about qualitative research:

- Group discussion of readings/audio-visual material
- Engagement with guest lecturers
- In-class exercises
- Learner-facilitated discussions
- Assignments

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

SUMMARY OF COURSE ASSESSMENTS

Activity/Assignment	% Final Grade	Due Date
Class preparation, attendance, and participation (including leading one class discussion of the readings/audio-visual material assigned for that week)	10%	(January 12 – April 6)
Theoretical Application Paper (3-5 pages)	15%	February 9 (before drop deadline: February 14)
Data Generation, Description and Analysis Paper (5 pages)	35%	March 16
Critical Annotated Bibliography (8 pages)	40%	April 13 (one week after the last class)

Due Dates and Formatting:

All assignments are due on the dates specified and are to be uploaded to Quercus. Late assignments will be accepted only in exceptional circumstances and with prior discussion with the instructor.

Please double-space all assignments and use 12pt font. Page limits must be strictly adhered to using 2.54 cm margins. Please format assignment filenames as follows: last name_first name_course name_assignment name. All assignments must have a title page and be formatted per American Psychological Association (APA) 7th Edition (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html).

DETAILS OF COURSE ASSESSMENTS

1. Class Preparation, Attendance, and Participation (10%):

- a) Reflect on assigned readings/audio-visual material, prepare for in-class exercises, and share your informed questions and comments with the class.
- b) Lead a seminar discussion based on the week's readings/audio-visual material, briefly summarizing main points, including some critical reflection about the arguments put forward, how they are constructed, their coherence, and how the material compares and contrasts to the week's topic.
- c) To be clear: the idea is not to simply summarize the readings/audio-visual material; rather, the idea is to “workshop” the material – engage your classmates in a critical discussion about the key concepts. For example: Was there new/challenging learning for you? Anything you are confused about? Anything you are not sure you agree with? Were there particular concepts/material that resonated with you? How does this relate to your own research? (e.g., Do you think about your methodology/method differently now?) Can you suggest/lead the class in an activity that helps make the material “stick”? (a game to remember different philosophical perspectives, acting out a “bad” interview, analyzing a portion of an interview transcript together, etc.)

2. Theoretical Application Paper* (15%)

DUE DATE: February 9

Length: 3-5 pages (double spaced) + appendix

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

* This assignment was developed by Dr. Pia Kontos and Dr. Barbara Gibson.

With this assignment, you will put skills to use that you have been developing in class to problematize or “rethink” a particular health-related cultural representation.

Students should select **one** item or observation for analytic theoretical commentary. The analysis should be of the cultural representation itself (for example, do not provide an overview of research on the health-related topic). You need to discuss how the health-related topic is **constructed**, and how that construction may or may not be problematic.

Some questions that may guide your analysis (you do not have to specifically answer these; they are meant to give some direction): What is it an instance of, or what assumptions are made about health, illness, the body, and/or health care? What’s going on in the text/image? What is the intent or effects? What is taken for granted? What is left out? How else could the object have been portrayed? What would the effects be? What are implicit or explicit assumptions in the text/image? What concepts from the course does it invoke? What theoretical problems are raised?

- Don’t assume shared understanding of terminology. Explicitly define how you are using terms.
- It is not necessary to invoke the paradigms, either as implicit in the object or in your explanation.
- It is not necessary to bring in outside theories (but if you do then explain them).
- Include the item being analyzed (e.g., photograph, video) with their written analysis as an appendix (in addition to the 3-5 pages of written analysis).

3. Data Generation, Description and Analysis Paper (Analytic Memo)[†] (35%)

DUE DATE: March 16

Length: 5 pages (double spaced) + required appendices

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

Option One: Observation

For this option, you will carry out an observation of a public setting (i.e., a setting where one could normally sit and observe activity that does not require permission). You are encouraged to choose a health-related setting. Suitable settings include a hospital lobby or waiting room, a clinic waiting room (e.g., physiotherapy, massage therapy, chiropractor, naturopath, primary

[†] This assignment was developed by Dr. Pia Kontos and Dr. Barbara Gibson, adapted from Dr. Eric Mykhalovskiy, Department of Sociology, York University.

care), research lab (e.g., research institute or university), sports club (e.g., gym or yoga/Pilates studio), health spa (e.g., bodywork, esthetics, or wellness classes), or community centre. You should carry out two separate occasions of observation of the same setting, each of approximately 20-30 minutes in duration.

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

You are to submit the following:

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

a) *Produce an account of what you observed.*

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

b) *Reflect on the experience of doing observation.*

Try to address the following type of questions (remember this list is not exhaustive nor do you have to cover all the points): What did you observe that you might not have seen as a casual observer or participant in the setting? How did your personal history, multiple identities, and theoretical presuppositions shape your observation? How did you feel in the setting? What issues arose for you in writing up your field notes?

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

Option Two: In-Depth Interview

For this option, you will conduct an in-depth, one-to-one interview with a friend about a topic you mutually agreed upon. For example, this may be a health-related experience, perspectives

on the health system, what health means to them, etc. Non-health related topics are also fine (e.g., a meaningful or life changing experience, or the experiences of being a graduate student). Draft some specific research questions or purposes to guide your inquiry. Your interview should last about 45 minutes. You should draw on readings and class discussions of interviewing to carry out an interview that draws from **an interview guide** that might address the following: The details of the experience; how it came to happen; ways the event/activity involved others; ways it affected your respondent's attitudes, self-perception, relationships, and interactions with others; how was it perceived by others; and how the respondent felt about the experience. You should tape record the interview and transcribe it verbatim.

You are to submit the following:

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

a) *Offer a brief analysis of the interview.*

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

b) *Reflect on your experience with this exercise.*

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

You will be evaluated on how well you describe your engagement in interviewing (including how well you can engage in the approach to interviewing that we will have discussed in class), and the experience of your respondent. The care you take in producing your transcript, the quality of the analytic discussion in relation to the data, and intellectual creativity (i.e., interpretation rather

than summarizing), and your capacity to raise interesting questions about the interview process that draw on and extend class readings and discussions will also be considered.

4. Critical Annotated Bibliography[‡] (40%)

DUE DATE: April 13

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

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

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

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

- a) How are the authors constructing a given topic as an object of investigation? How do the authors discuss the purpose of their research? How are the authors representing/treating a topic as a problem or as something that needs to be known? There are, for example, many ways of treating “teen-aged smoking” as an object of inquiry. Policy-oriented health promoters might approach it as a health problem that needs to be changed. Social psychologists might look at it in terms of a knowledge-attitude-behavior framework. An ethnographer may be interested in the culture of teen smoking. A grounded theorist may be concerned with the meaning that smoking has for teen-aged smokers. Some authors draw on more than one organizing framework to make sense of, or “produce” their topic as a specific type of problem that, in turn, calls for a congruent research response. You need to write about how the authors constitute their object of inquiry.

- b) Is the work located within a specific paradigm and/or tradition of inquiry? How so? Do the authors explicitly locate their work within a set of theoretical concerns or preoccupations? Do the authors name their work as an instance of, or something informed by, an organized approach to qualitative research (e.g., phenomenological study or ethnography)? Is that naming warranted? Is the study a “good”/ “bad” example

[‡] This assignment was developed by Dr. Pia Kontos and Dr. Barbara Gibson, adapted from Dr. Eric Mykhalovskiy, Department of Sociology, York University.

of this tradition of inquiry? Why? How do the authors use the various research labels we have discussed in class? Is their usage a good one?

- c) Research process: How much do the authors tell you about how they have gone about their research? Are you satisfied with what you know about how they carried out their inquiry? What did they leave out of their account? What, if anything, do you want to know about how they proceeded? What difference would it make? How do they represent the research process in the first place? How did they conceptualize and generate their data? Do their data generation strategies make sense to you? In other words, have they produced useful data? Will the data help them speak to the research problem they have set for themselves?
- d) What does the text look like? What sections and subsections are being used here? What is being said in the introduction? In the conclusion? And in other sections? What is being given most “air-time” in this text? What does this tell you? What does this exclude? How is quoted material being represented and commented on here? Where is the analysis being accomplished? What does this tell you about how the author is communicating? What does the text’s visual appearance tell you?
- e) What argument is being made? In qualitative research making an argument involves writing about empirical findings in some way. What kind of argument is the author making? What is the scope of the argument? What specific claims are being made? How are these claims and/or the overall argument supported? How is data being used and commented upon? How were they expressed by the authors and used to support their argument? Are data theorized? Is the theorization convincing? What kind of analysis is being done in the text? What story is being communicated? Is it plausible?

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

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

COURSE SCHEDULE

SESSION AND DATE	TOPIC	DEADLINES	GUEST LECTURER/PRACTICAL EXAMPLE
1. January 12	Introduction		
2. January 19	Paradigms & Traditions of Inquiry 1		Dr. Ruth Rodney: Emancipatory Research
3. January 26	Paradigms & Traditions of Inquiry 2		
4. February 2	Research Design		Dr. Jesse Jenkinson: Critical Realism
5. February 9	Interviews & Focus Groups	Assignment #1 due *Drop date: February 14*	
6. February 16	Participant Observation		Dr. Naomi Thulien: Post-Colonial Feminist Theory/Critical Ethnography
February 21st – 25th	READING WEEK NO CLASS		
7. March 2	Analysis & Interpretation 1		
8. March 9	Analysis & Interpretation 2		Dr. Heather Burnside: Indigenous Methodologies
9. March 16	Race, Power, & Health Research	Assignment #2 due	
10. March 23	Arts-Based Health Research Methods		Dr. Pia Kontos: Art as Advocacy
11. March 30	Ethical Issues in Qualitative Research		
12. April 6	Evaluating Qualitative Research	Assignment #3 due April 13	Dr. Alex Abramovich: Critical Action Research with the 2SLGBTQ+ Community

SESSION BY SESSION OUTLINE (sub-topics, required and additional material)

Some of our sessions will include guest lecturers who will draw on their own research to engage the class in a discussion of how a particular research paradigm and/or method plays out in practice.

S1 Introduction

- Overview of the course: objectives, assignments, evaluation, etc.
- Self-introductions

- Mapping our experiences with/of qualitative research
- What kinds of claims do authors make about qualitative research?
- How is the specificity of qualitative research typically represented?
- What can be said of the central principles or defining features of qualitative research?
- The historical background of qualitative research and its growing popularity within the health sciences

Required Readings

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

Note: While Reisetter et al. (2003) is admittedly an older paper, the themes around research experience, learning style, philosophical/epistemological commitments, and professional viability are still relevant for graduate students today, and we will “unpack” these themes in our class discussion.

Additional Readings

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. <http://qualitative-research-ontario.open-text.utoronto.ca/>

Eakin, J. M. (2016). Educating critical qualitative health researchers in the land of the randomized controlled trial. *Qualitative Inquiry*, 22(2), 107-118.

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

Hunt, M. R., Mehta, A., & Chan, L. S. (2009). Learning to think qualitatively: Experiences of graduate students conducting qualitative health research. *International Journal of Qualitative Methods*, 8(2), 129-135.

Luciani, M., Jack, S. M., Campbell, K., Orr, E., Durepos, P., Li, L., ... & Di Mauro, S. (2019). An Introduction to Qualitative Health Research-Un'introduzione alla ricerca sanitaria qualitativa. *Professioni Infermieristiche*, 72(1), 60-68.

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

West, C. H., Rieger, K. L., Chooniedass, R., Adekoya, A. A., Isse, A. A., Karpa, J. V., ... & Martin, D. E. (2018). Enlivening a community of authentic scholarship: A faculty-mentored experience for graduate students at the 2016 qualitative health research conference. *International Journal of Qualitative Methods*, 17(1), 1609406918808122.

S2 Paradigms & Traditions of Inquiry (Part I)

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

Required Readings and Audio-Visual Material

Bhattacharya, K. (2017). Unit 1: Meeting qualitative methods: Qualitative research and culture. *Fundamentals of qualitative research: A practical guide* (pp. 8-10). Routledge.

*Please do the exercise within this reading, which we will discuss during our session together.

Green, J., & Thorogood, N. (2018). Chapter 1: Qualitative methodology in health research. *Qualitative methods for health research* (4th ed.) (pp. 3-28). SAGE.

Merriam, S.B., & Tisdell, E.J. (2016). Chapter 1: What is qualitative research? and Chapter 2: Six common qualitative research designs. *Qualitative research: A guide to design and implementation* (4th ed., pp. 3-42). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

Rodney, R., Gastaldo, D., Trotz, D. A., & Crooks, C. V. (2021). Sex as boys’ fame, but girls’ shame: Adversarial adolescent gender roles and gender-based Violence in Guyana. *Journal of Interpersonal Violence*, 1-28.

Additional Readings

Bengtson, V.L., Burgess, E.O., & Parrott, T.M. (1997). Theory, explanation, and a third generation of theoretical development in social gerontology. *Journal of Gerontology: Social Sciences*, 52B(2), S72-S88.

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.

Crotty, M. (1998). Introduction: The research process. *The foundations of social research: Meaning and perspective in the research process* (pp. 1-17). Thousand Oaks: SAGE.

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

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

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

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

Reeves, S., Albert, M., Kuper, A., & Hodges, B.D. (2008). Why use theories in qualitative research? *BMJ*, 337, 631-634.

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

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

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

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

S3 Paradigms & Traditions of Inquiry (Part II)

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

Required Readings and Audio-Visual Material

Charmaz, K. (2017). The power of constructivist grounded theory for critical inquiry. *Qualitative Inquiry*, 23(1), 34-45.

Fletcher, A. J. (2017). Applying critical realism in qualitative research: Methodology meets method. *International Journal of Social Research Methodology*, 20(2), 181-194.

Merriam, S.B., & Tisdell, E.J. (2016). Chapter 3: Expanding the qualitative paradigm: Mixed methods, action, critical, and arts-based research. *Qualitative research: A guide to design and implementation* (4th ed., pp. 43-72). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

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Additional Readings

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

Bourdieu, P., & Wacquant, L.J. (1992). *An invitation to reflexive sociology*. University of Chicago press.

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

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.

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

Gibson, B.E., & Teachman, G. (2012). Critical approaches in physical therapy research: Investigating the symbolic value of walking. *Physiotherapy Theory and Practice*, 28(6), 474-484.

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

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

Jenkins, T.M. (2014). Clothing norms as markers of status in a hospital setting: A Bourdieusian analysis. *Health*, 18(5), 526-541.

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

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

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

Power, E.M. (1999). An introduction to Pierre Bourdieu's key theoretical concepts. *Journal for the Study of Food and Society*, 3(1), 48-52.

Poland B. (1992). Learning to 'walk our talk': The Implications of sociological theory for research methodologies in health promotion. *Canadian Journal of Public Health*, 83(Supplement 1), S31-S46.

Prasad, P. (2005). Qualitative research as craft: Postpositivist traditions and research styles. *Crafting qualitative research: Working in the postpositivist traditions* (pp. 3-42). New York: M.E. Sharpe Inc.

Robertson, A. (1990). The politics of Alzheimer's disease: A case study in apocalyptic demography. *International Journal of Health Services*, 20(3), 429-442.

Rock, M., McIntyre, L., & Rondeau, K. (2009). Discomforting comfort foods: stirring the pot on Kraft Dinner® and social inequality in Canada. *Agriculture and Human Values*, 26(3), 167-176.

Bourdieu, P., & Wacquant, L.J. (1992). Toward a social praxeology: The structure and logic of Bourdieu's sociology. *An invitation to reflexive sociology* (pp. 1-60). Chicago: University of Chicago Press.

Willis, J.W. (2007). History and Foundations of Interpretivist Research. In *Foundations of qualitative research: Interpretive and critical approaches* (pp. 27-65). Thousand Oaks: SAGE.

S4 Research Design

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

Required Readings and Audio-Visual Material

Jenkinson, J. I., Strike, C., Hwang, S. W., & Di Ruggiero, E. (2021). Nowhere to go: Exploring the social and economic influences on discharging people experiencing homelessness to appropriate destinations in Toronto, Canada. *Canadian Journal of Public Health*, 1-10.

Luciani, M., Campbell, K., Tschirhart, H., Ausili, D., & Jack, S. M. (2019). How to design a qualitative health research study. Part 1: Design and purposeful sampling considerations. *Professioni Infermieristiche*, 72(2), 152-161.

Merriam, S.B., & Tisdell, E.J. (2016). Chapter 4: Designing your study and selecting a sample. *Qualitative research: A guide to design and implementation* (4th ed., pp. 73-104). Jossey-Bass.
*Available as an audiobook on common platforms such as Audible and Google Play.

Additional Readings

Carnevale, F.A. (2007). Revisiting Goffman's Stigma: The social experience of families with children requiring mechanical ventilation at home. *Journal of Child Health Care*, 11(1), 7-18.

Creswell, J.W. (1998). Chapter 2: Designing a qualitative study. *Qualitative inquiry and research Design*. SAGE.

Green, J., & Thorogood, N. (2018). Chapter 3: Developing qualitative research proposals. *Qualitative methods for health research* (4th ed., pp. 49-81). SAGE.

Janesick, V. (2000). The choreography of qualitative research design. In N. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.). Thousand Oaks: SAGE.

Kuzel, A. (1992). Sampling in qualitative inquiry. In B.F. Crabtree, & W L. Miller (Eds.), *Doing qualitative research* (pp. 31-44). Newbury Park, CA: SAGE.

Miles, M.B., & Huberman, A.M. (1994). Focusing and bounding the collection of data: The substantive start. *Qualitative data analysis* (2nd ed., pp. 16-39). Thousand Oaks, CA: SAGE Publications Inc.

O'Byrne, P. (2019). HIV PEP and nursing scholarship: A review of critical theory and social justice. *Witness: The Canadian Journal of Critical Nursing Discourse*, 1(1), 28-38.

O'Reilly, M., & Parker, N. (2012). 'Unsatisfactory saturation': A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research* 13(2), 190-197.

Pitcher, C., Saewyc, E., Browne, A., & Rodney, P. (2019). Access to primary health care services for youth experiencing homelessness: "You shouldn't need a health card to be healthy." *Witness: The Canadian Journal of Critical Nursing Discourse*, 1(2), 73-92.

Silverman, D. (1985). Chapter 1: The research process. *Qualitative methodology and sociology*. Gower.

Parsons J.A., Bond V.A., & Nixon S.A. (2015). 'Are We Not Human?' Stories of Stigma, Disability and HIV from Lusaka, Zambia and Their Implications for Access to Health Services. *PLoS ONE* 10(6): e0127392.

Patton, M.Q. (2002). Qualitative designs and data collection. *Qualitative research & evaluation methods* (pp. 207-257). Thousand Oaks: SAGE.

S5 Learning from Doing: Interviews and Focus Groups

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

Required Readings and Audio-Visual Material

Bhattacharya, K. (2017). Unit 6: Data collection methods: What are qualitative interviews; the interview process; types of interview questions; and tips and strategies for conducting qualitative interviews. *Fundamentals of qualitative research: A practical guide* (pp. 126-137). Routledge.

Merriam, S.B., & Tisdell, E.J. (2016). Chapter 5: Conducting effective interviews. *Qualitative research: A guide to design and implementation* (4th ed., pp. 107-136). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

McClelland, S. I. (2017). Vulnerable listening: Possibilities and challenges of doing qualitative research. *Qualitative Psychology*, 4(3), 338-352.

Recommended Resource

Hsiung, P.C. (2010, August). *Lives and legacies: A guide to qualitative interviewing*.

<https://www.utoronto.ca/~pchsiung/LAL/> *This resource was developed by Dr. Ping-Chun Hsiung, Professor of Sociology at the University of Toronto Scarborough. Highly recommended!

Additional Readings

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

Bucerius, S. M., & Urbanik, M. (2019). When crime is a “young man’s game” and the ethnographer is a woman: Gendered researcher experiences in two different contexts. *Journal of Contemporary Ethnography*, 48(4), 451-481.

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

Fontana, A. & Frey, J. (2005). The interview: From neutral stance to political involvement. In N.K. Denzin & Y.S. Lincoln (Eds), *The handbook of qualitative research* (3rd ed., pp. 695-727). Thousand Oaks, CA: SAGE Publications Inc.

Green, J., & Thorogood, N. (2018). Chapter 9: Qualitative research in a digital age. *Qualitative methods for health research* (4th ed., pp. 229-245). SAGE.

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

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

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

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

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

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

Lehoux, P., Poland, B., & Daudelin, G. (2006). Focus group research and "the patient's view". *Social Science & Medicine*, 63 (8), 2091-2104.

Manderson, L., Bennett, E., & Andajani-Sutjahjo S. (2006). The social dynamics of the interview: Age, class, and gender. *Qualitative Health Research*, 16(10), 1317-1334.

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

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

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

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

Teachman, G., & Gibson, B. E. (2012). Children and youth with disabilities: Innovative methods for single qualitative interviews. *Qualitative Health Research*, 23, 264-74.

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

S6 Learning from doing: Participant Observation

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

Required Readings and Audi-Visual Material

Green, J., & Thorogood, N. (2018). Chapter 7: Observational methods. *Qualitative methods for health research* (4th ed.) (pp. 173-205). SAGE.

Merriam, S.B., & Tisdell, E.J. (2016). Chapter 6: Being a careful observer. *Qualitative research: A guide to design and implementation* (4th ed., pp. 137-161). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

Thulien, N. S., Gastaldo, D., Hwang, S. W., & McCay, E. (2018). The elusive goal of social integration: A critical examination of the socio-economic and psychosocial consequences experienced by homeless young people who obtain housing. *Canadian Journal of Public Health, 109*(1), 89-98.

Additional Readings

Bouabdillah, N., Perron, A., & Holmes, D. (2021). Career Advancement: The experiences of minority nurses in accessing leadership positions in a tertiary care setting. *Witness: The Canadian Journal of Critical Nursing Discourse, 3*(1), 73-84.

Bogdewic, S.P. (1999). Participant observation. In B.F. Crabtree, & W.L. Miller (Eds.), *Doing qualitative research* (pp. 47-69). Thousand Oaks: SAGE.

Carpiano, R.M. (2009). Come take a walk with me: The 'go-along' interview as a novel method for studying the implications of place for health and well-being. *Health & Place, 15*, 263-272.

Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). Fieldnotes in ethnographic research. In *Writing ethnographic fieldnotes* (pp. 1-16). Chicago: University of Chicago Press.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures* (pp 3-30). New York: Basic Books.

Guillemin, M. (2004). Understanding illness: Using drawings as a research method. *Qualitative Health Research, 14*(2), 272-289.

Jachyra, P., Atkinson, M., & Washiya, Y. (2015). 'Who are you, and what are you doing here': methodological considerations in ethnographic Health and Physical Education research. *Ethnography and Education, 10*(2), 242-261.

Kusenback, M. (2003). Street phenomenology: The go-along as ethnographic research tool. *Ethnography, 4*(3), 455-485.

McDonald, S. (2005). Studying actions in context: A qualitative shadowing method for organizational research. *Qualitative Research, 5*(4), 455-473.

Monahan, T., & Fisher, J.A. (2010). Benefits of 'observer effects': Lessons from the field. *Qualitative Research, 10*(3), 357-376.

Pope, C. (2005). Conducting ethnography in medical settings. *Medical Education, 39*, 1180-1187.

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

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

S7 Strategies for Analysis and Interpretation (Part I)

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

Required Readings

Luciani, M., Campbell, K., Orr, E., Nguyen, L., Manja, V., Ausili, D., & Jack, S. M. (2019). How to design a qualitative health research study. Part 2: Data generation and analysis considerations. *Professioni Infermieristiche, 72*(3), 221-231.

Morse, J. M. (2015). Data were saturated... *Qualitative Health Research, 25*(5) 587–588.

Thorne, S. (2020). Beyond theming: Making qualitative studies matter. *Nursing Inquiry, 27*(1), 1-2.

Kawabata, M., & Gastaldo, D. (2015). The less said, the better: Interpreting silence in qualitative research. *International Journal of Qualitative Methods, 14*(4), 1–9.

Additional Readings and Audio-Visual Material

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

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

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

de Casterlé, B. D., Gastmans, C., Bryon, E., & Denier, Y. (2012). QUAGOL: A guide for qualitative data analysis. *International Journal of Nursing Studies*, 49(3), 360-371.

Mykhalovskiy, E., Eakin, J., Beagan, B., Beausoleil, N., Gibson, B. E., Macdonald, M. E., & Rock, M. J. (2018). Beyond bare bones: Critical, theoretically engaged qualitative research in public health. *Canadian Journal of Public Health*, 109(5), 613-621.

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

Kvale, S. (1996). The plurality of interpretations. *InterViews: An introduction to qualitative research interviewing* (pp. 221-228). Thousand Oaks, California: SAGE.

Merriam, S.B., & Tisdell, E.J. (2016). Chapter 8: Qualitative data analysis. *Qualitative research: A guide to design and implementation* (4th ed., pp. 195-236). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

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

Miles, M. B., & Huberman, A. M. (1994). Making good sense: Drawing and verifying conclusions. *Qualitative data analysis* (pp. 245-287). Thousand Oaks, CA: SAGE Publications Inc.

Olaogun, J.A., & Fatoki, O.I. (2009). Theory building approach using qualitative data analysis. *The Social Sciences*, 4(1), 12-23.

Pamphilon, B. (1999). The zoom model: A dynamic framework for the analysis of life histories. *Qualitative Inquiry*, 5(3), 393-410.

Perakyla, A. (2005). Analyzing talk and text. In N. K. Denzin, & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 869-886). Thousand Oaks, CA: SAGE.

Sandelowski, M. (1995). Qualitative analysis: What it is and how to begin. *Research in Nursing & Health*, 18, 371-375.

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

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

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

S8 Strategies for Analysis and Interpretation (Part II)

- Theorizing: pulling it all together
- Connecting data, research questions and theory
- Writing up the data
- Choosing the data to represent your participants
- Constructing an argument with the data

Required Readings

Bhattacharya, K. (2017). Unit 7: Data analysis, interpretation, and re-presentation. *Fundamentals of qualitative research: A practical guide* (pp. 149-161). Routledge.

Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17, 1-10.

Maharaj, N. (2016). Using field notes to facilitate critical reflection. *Reflective Practice*, 17(2), 114-124.

Totten, P.E., & Berbary, L.A. (2015). Excluded from privilege? Black American fraternity men's negotiations of hegemonic masculinity. *Leisure/Loisir*, 39(1), 37-60.

Additional Readings and Audi-Visual Material

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

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

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

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

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

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

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

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

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

Kontos, P. (2004). Ethnographic reflections on selfhood, embodiment and Alzheimer's disease. *Ageing and Society, 24*, 829-849.

Kontos, P., & Naglie, G. (2009). Tacit knowledge of caring and embodied selfhood. *Sociology of Health and Illness, 31*(5), 688-704.

Maxwell, J. (1996). Conceptual context: What do you think is going on? *Qualitative research design: An interactive approach* (pp. 22-45). Thousand Oaks, CA: SAGE Publications Inc.

Merriam, S.B., & Tisdell, E.J. (2016). Chapter 10: Writing up qualitative research. *Qualitative research: A guide to design and implementation* (4th ed., pp. 267-291). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

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

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

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

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

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

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

S9 Race, Power & Health Research

- Consider the interrelationship among critical qualitative research, race, and health research
- Particular attention will be paid to: Settler-Indigenous relationships (and the relationship between science/research and colonialism), relationality, trust, and power in research, as well as the notions of reciprocity and "who" (as in: Who owns the research? Who benefits from research conducted? Who has traditionally been excluded? etc.)

Required Readings and Audio-Visual Material

Crenshaw, K. (2016, October). *The urgency of intersectionality* [TEDTalk]. TEDWomen. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

Ford, C. L., & Airhihenbuwa, C.O. (2010). The public health critical race methodology: Praxis for antiracism research. *Social Science & Medicine*, 71(8), 1390-1398.

Nixon, S. A. (2019). The coin model of privilege and critical allyship: Implications for health. *BMC Public Health*, 19(1), 1-13.

Smith, L.T. (2013). Introduction. *Decolonizing methodologies: Research and Indigenous peoples* (pp. 1-19). Zed Books Ltd.

Additional Readings

Bhattacharya, K. (2009). Othering research, researching the other: De/colonizing approaches to qualitative inquiry. *Higher education: Handbook of theory and research* (pp. 105-150). Springer, Dordrecht.

Flicker, S., & Worthington, C. A. (2012). Public health research involving Aboriginal peoples: research ethics board stakeholders' reflections on ethics principles and research processes. *Canadian Journal of Public Health*, 103(1), 19-22.

Kaomea, J. (2003). Reading erasures and making the familiar strange: Defamiliarizing methods for research in formerly colonized and historically oppressed communities. *Educational Researcher*, 32(2), 14-23.

Kimmerer, R.W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

- King, T. (2003). *The truth about stories: A native narrative*. Toronto, ON: House of Anansi.
- Lewis, P. (2018). Indigenous qualitative research in the neoliberal public sphere. In *Qualitative Inquiry in the Public Sphere* (pp. 74-85). Routledge.
- Limes-Taylor Henderson, K., & Esposito, J. (2019). Using others in the nicest way possible: On colonial and academic practice (s), and an ethic of humility. *Qualitative Inquiry*, 25(9-10), 876-889.
- Mashford-Pringle, A. (2016). Aboriginal health and Aboriginal education are interconnected. *Journal of Health Services Research and Policy*, 34, 85-96.
- McGregor, D., Restoule, J. P., & Johnston, R. (Eds.). (2018). *Indigenous research: Theories, practices, and relationships*. Canadian Scholars' Press.
- Mosby, I. (2013). Administering colonial science: Nutrition research and human biomedical experimentation in Aboriginal communities and residential schools, 1942–1952. *Histoire sociale/Social history*, 46(1), 145-172.
- Richmond, C.A., & Ross, N.A. (2009). The determinants of First Nation and Inuit health: A critical population health approach. *Health & Place*, 15(2), 403-411.
- Sinclair, M., Schultz, A., Linton, J., & McGibbon, E. (2021). Etuaptmumk (two-eyed seeing) and ethical space: Ways to disrupt health researchers' colonial attraction to a singular biomedical worldview. *Witness: The Canadian Journal of Critical Nursing Discourse*, 3(1), 57-72.
- Sium, A., & Ritskes, E. (2013). Speaking truth to power: Indigenous storytelling as an act of living resistance. *Decolonization: Indigeneity, Education & Society*, 2(1), I-X.
- Smith, L.T. (2013). Introduction. *Decolonizing methodologies: Research and Indigenous peoples* (pp. 1-19). Zed Books Ltd.
- Tuck, E., & Yang, W.E. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.
- Wilson, Shawn (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood Publishing.

S10 Arts-Based Health Research Methods

- Considering the relationship between critical qualitative research and arts-based research
- Considering the arts as ways of knowing, including performative, visual and narrative methods
- Thinking outside the box about impact

Required Readings and Audio-Visual Material

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S11 Ethical Issues in Qualitative Research

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

Required Readings and Audio-Visual Material

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S12 Evaluating Qualitative Research

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

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