

ADVANCING YOUR CAREER IN TIMES OF CHANGE

CHL5122H – Advanced Qualitative Research: Framing, Writing and Beyond Fall Term 2022

When: Mondays, 10 to 1 pm

From: September 12th to

Where: Room HS 734 (Dalla Lana Building)

Instructor: Dr. Juando-Prats, clara.juando@utoronto.ca Office hours by appointment (in-person, Zoom or Windows Teams or other platform)

Pre-requisites for enrolment:

- **Two doctoral/advanced qualitative research courses or equivalent experience with qualitative methodology**
- **Being in the writing stage of the PhD** (any writing stage after 2nd year)

Land Acknowledgement

We would like to acknowledge the traditional territories of the Mississauga of the New Credit First Nation, Anishnawbe, Wendat, Huron, and Haudenosaunee Indigenous Peoples on which the Dalla Lana School of Public Health now stands. The territory was the subject of the Dish With One Spoon wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. We would also like to pay our respects to all ancestors and to the present Elders. We would like to thank all members of the natural world, to thank each other as People. We give thanks to all the Waters of the world, the Fish of life, the Food Plants, the Herbs, the beautiful animal life, all the birds, the Four Winds, The Thunder Beings, the Moon, and to each one of us.

Acknowledgement of Intellectual Contribution

This course was initiated and developed by Dr. Joan Eakin and subsequently taught together with Dr. Ellen McEachen. In 2019, it was updated and re-designed by Dr. Denise Gastaldo with input

from the director of the Centre for Critical Qualitative Health Research (CQ), Dr. Brenda Gladstone, as well as other academics who teach courses in the CQ shared curriculum. The present outline was revised, updated and refined by the instructor, Dr. Clara Juando-Prats. All of them offered important intellectual contributions to the development of this course.

Description of the Course

This course provides a structured opportunity for PhD students to talk about their own doctoral work and to receive feedback from the instructors and other students. It is intended that the course topics will meet the practical needs and interests of individual students completing their dissertation, yet stretch them beyond where they might otherwise go on their own. It will help prepare students for some key research and career challenges and the debates that await them after graduation, particularly as health researchers using qualitative and post-qualitative methodologies. The course will counter the isolation and potential stalling of thesis work at this stage, aggravated by the pandemic, and provide mentorship to address the particular challenges of qualitative inquiry and scholarship in the health sciences and in other settings in times of change. This course also facilitates the formation of networks that can serve as resources to students as they complete their theses and move out into professional careers. The structure of the sessions will include guest lecturers, discussions, presentations, and creative exercises to connect with our creativity and imagination.

This is an in-person course; lectures, discussions, interviews, activities, presentations, story-telling time, videos and other strategies will be held in-person and virtually using a variety of tools. Further weekly individual preparation for the class may be needed to be done at home, details will be announced in Quercus and discussed in-class. Students should be prepared to share with their peers some of their work and to provide feedback to their peers' work.

Objectives

The objective of this course is to develop the skills required to advance the careers of qualitative health researchers in different settings, including academia. At the end of this course, students will be able to:

- Write empirical and theoretical findings effectively and convincingly for thesis completion and publication
- Communicate the contribution of one's own qualitative research for interdisciplinary audiences within the health sciences
- Appraise the quality of qualitative health research, utilizing appropriate criteria and being aware of the debates in this area
- Assess the strengths and limitations in one's present level of competence as a researcher to plan for future professional development
- Reflect on their strengths and challenges and identify supports and connections that may help to overcome difficulties related to the advanced stage of writing a PhD thesis.

Course Content

TOPICS	DATE
Introduction to the Course	Sep 12
Monograph or Paper Based Thesis	Sep 19
Effective Academic Writing	Sep 26
Ethical and Political Issues	Oct 3
Writing the Discussion Chapter	Oct 17
Public Presentations & Oral Defense	Oct 24
Publishing Qualitative Research	Oct 31
Thinking like an Editor and Becoming a Reviewer	Nov 7
Knowledge Translation and iKT	Nov 14
Funding Qualitative Research	Nov 21
Gettting a Postdoc or a Job	Nov 28
<i>Open Topic</i>	Dec 05

Guest Lecturers:

Dr. Amaya Perez-Bruner, Dr. Denise Gastaldo, Dr. Elizabeth Peters, Joan Eakin, Dr. Michael Atkinson, Dr. Rachel Cayley, Dr. Shawn Mohammed, Cathy Gatlin, and Dr. Rupaleem Bhuyan.

Weekly Content and Readings

Further information about the weekly content and resources related to every topic will be posted in Quercus periodically and discussed in class, please check it regularly to stay updated on the activities and new material.

Every class will have a creative component, the instructor will share weekly with the students the material needed for the next class (e.g. markers, paper, scissors, glue, prompts...). All activities may be done in a virtual way.

1. *September 12th – Introduction to the Course*

We will talk about the course and class structure, the activities and topics. We will present ourselves and our work, and work collaboratively to create our learning map. We will assess and discuss our comfort level with the activities and map.

2. *September 19th – Structure & Lay Out of the Thesis: Monograph and Paper-based Formats *no student presentation*

Is your thesis format a monograph or paper-based thesis? What are the challenges and advantages they present? Discussion of table of contents: Logic of argument and chapters; general strategies and their implications; ordering findings; where to put context and background.

Guest lecturer: Dr. Amaya Perez-Bruner

Preparation: Prepare a draft table of contents of your own thesis/protocol – this will prime you for the class discussion. Two days before the class, share your draft with the instructor and classmates (instructions posted on Quercus).

Identify one thesis that you find interesting and look at its table of contents. Is there something that surprises you? What does the table of contents tell you about the thesis? What would you like to tell your audience through your thesis organization? Does this connect with your theoretical framework and/or epistemology/ontology? How?

3. *September 26th – Effective Academic Writing: Positioning Yourself as an Author/Writer*

What are the features of an effective academic writer? How to improve your skills?

Where do you stand in relation to your research question, your data, and your analysis? Where and how to write yourself into your thesis? This class will focus on getting in the shoes of your reader and writing for your audience.

Guest lecturer: Dr. Rachael Cayley, School of Graduate Studies

Class Preparation:

Pratt, M. G. (2009). For the lack of a boilerplate: tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52(5):856-62.

Check Rachael's website, read and reflect on one of the entries and how it relates to your writing experience: www.explorationsstyle.com

* First Student Presentation

4. *October 3rd – Writing: Ethical-political Issues in Context*

How do we represent our participants in our accounts? The issue of standpoint in research: Who/what needs protection (e.g. people living in vulnerable circumstances? sensitive issues?) and how do we protect them in writing research results? How do we anticipate and manage the consequences of our research?

Guest lecturer: Dr. Elizabeth Peter, Faculty of Nursing and Chair, Ethics Review Board, Public Health Ontario

Preparation:

Peter, E. (2021). Qualitative Health Research Ethics: Reflections on Potential Impacts and Vulnerabilities. In M. L. M. Bosi & D. Gastaldo (Eds.). *Advanced Topics in Qualitative Health Research: Theoretical methodological foundations*. Petropolis: Vozes, Brazil.

Katz, A. S., Hardy, B. J., Firestone, M., Lofters, A., & Morton-Ninomiya, M. E. (2019). Vagueness, power and public health: use of ‘vulnerable’ in public health literature. *Critical Public Health*, 1-11.

Optional reading: TCPS2 Chapter 10: https://ethics.gc.ca/eng/policy-politique_tcps2-epc2_2018.html

* Second Student Presentation

5. *October 17th – Discussion: More than a Thesis Chapter*

Where does discussion occur? Throughout the thesis or in a specific chapter? What needs discussion? Linking discussion with project purpose, research question, the literature, and theoretical concerns, how to make the “threads” that connect all elements well-articulated? How to address the new questions that emerge? Considering the ‘so what?’ and ‘who cares?’ questions.

Guest lecturer: Dr. Joan Eakin, professor emerita, Center for Critical Qualitative Health Research co-founder

Reading:

See Quercus for selection of discussion chapters in UofT PhD theses

*Third Student Presentation

6. *October 24th – Public Presentations*

Hands-on class to increase confidence and think on the spot to develop skills needed in public presentations.

Discussion of the pragmatics, customs, strategies and approaches before and during the defense – how to showcase your work, answer questions, anticipate issues, handle ‘blank-outs’. Frequently asked questions from positivist-oriented, and critical interpretive qualitative audiences, and how to answer them. Articulating key principles and issues in ‘lay’ language.

Guest lecturer: Cathy Gatlin, Imprv4Health Instructor [Mental Health | Improv4health.com](http://MentalHealth|Improv4health.com)

Reading/Preparation:

Identify the questions you fear the most from the public, peers, or committee.

7. *October 31st – Publishing Qualitative Research*

What journals publish qualitative health research and what do they look for? How do you take into consideration rankings like IF and JCR? The challenges of journal publishing, differences among journals, ways to respond to reviewers, issues around authorship.

Guest lecturers: Dr. Michael Atkinson, editor, *Sociology of Sport Journal*

Preparation: List three top journals in your field(s) and three top health research journals (that publish qualitative research) and read their instructions for authors.

Readings:

Loseke, D. R. and S. E. Cahill (2004). Publishing qualitative manuscripts: Lessons learned. *Qualitative Research Practice*. C. Seale, G. Gobo, J. F. Gubrium and D. Silverman. Thousand Oaks, CA, Sage (p. 576-591).

*Fourth Student Presentation

8. *November 7th - Thinking like a Journal Editor & Becoming a Reviewer*

What is expected of you as a reviewer? How familiar are you with the publication styles of the journals you intend to publish on? What do editors look for in the methodology section of qualitative studies? How to provide constructive and fair feedback to authors?

Guest lecturer: Dr. Rupaleem Bhuyan, co-editor-in-chief, *Affilia – The Journal of Women in Social Work*.

Readings:

Martin, E. (2015). Letters of Rejection. *Current Sociology* 63(7):937-942.

Maritn, E. (2016). How double-blind peer review works and what it takes to be a good referee. *Current Sociology* 64(5): 691-698.

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(5-6), 613-621.

*Fifth Student Presentation

9. *November 14th – Knowledge Mobilization, Knowledge Translation, and integrated Knowledge Translation: Reaching your audiences with an Equity and Diversity Focus*

Have you established a clear KTE strategy for your study? For your future studies would you consider an integrated KT strategy? What KM strategies could be useful for your study? How beneficial would be to partner with patients, public or the community? Why and how to work with patients, public or the community to increase the impact of your research? Equity and diversity, are we thinking about this?

Preparation: Identify your audiences and who you want to share your results with, who may benefit from your project and why. Create a visual representation of all the actors, their needs, their challenges, and a draft plan to reach them.

*Sixth Student Presentation

10. *November 21st – Funding Qualitative Health Research*

Consider the traditional and innovative ways to be funded. What characterizes CIHR and SSHRC funding? Are there foundations and organizations in your field that support new researchers? How to identify resources for your future studies beyond dollars? What is the bear minimum you need to conduct your next study? Will it be a large team, small team or individual study?

Guest Speaker: Dr. Janet Parsons, research scientist AHRC – Li Ka Shing Knowledge Institute, associate professor at the Institute of Rehabilitation Sciences, and director of the Li Ka Shing Knowledge Institute Training Center.

Preparation: Explore two possible funding organizations and calls you could apply for to conduct a new study in your area of scholarship. Identify a specific funding opportunity and describe your potential qualitative study for a funder in a 500-word summary.

Optional Reading:

Funding opportunities in CIHR, SSHRC and Ford Foundation. SSHRC IDG: https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/insight_development_grants-subsventions_de_developpement_savoir-eng.aspx

*Seventh Student Presentation

11. *November 28th – From student to professional: Getting a postdoc or a job or something else*

To discuss whether to apply for a postdoc or a job once the PhD has been defended. When to start the process? How did you come to expect a postdoc after the doctorate? What are the advantages and disadvantages of a postdoc? What should you have in your CV to apply for a job?

Guest Lecturer: Dr. Denise Gastaldo, CQ co-founder and former director

Preparation: Select the places where you would like to work and draft a letter to the dean/head introducing your interest working for that institution (as a postdoc or employee) and what you have to offer. Share the letter on Quercus two days before class and read colleagues' letters.

Reading:

Webster, F., Gastaldo, D., Durant, S., Eakin, J., Gladstone, B., Parsons, J., Peter, E. & Shaw, J. (2019). Doing science differently: A framework for assessing the careers of qualitative scholars in the health sciences. *International Journal of Qualitative Methods*, 18:1-7.

<https://journals.sagepub.com/doi/pdf/10.1177/1609406919838676>

*Eight Student Presentation

12. December 5th. Open Topic II. Students will choose the topic for this class, based on their needs and interests.

Preparation: TBA

Evaluation, Participation, and Course Expectations

This is a credit/no-credit course. The credit will be determined based on students' attendance and participation in class.

Students are expected to attend all classes, up to 2 classes may be missed with no penalty. Students are expected to present or share their work (the format and details will be agreed in class in collaboration with the professor and depending on the student/s needs). Students will engage weekly in discussions and activities with lecturers and fellow students, prepare the assigned readings and activities for each class, and provide constructive feedback to their peers. The expectations are that students will actively participate in the class and they will come prepared to engage in discussions. The discussions and activities will have different formats to allow for all types of engagement.

Diversity, Equity, and Inclusion

This course has particular and strong emphasis in supporting students through their writing stage. The instructor strongly encourages and supports sharing of ideas and experiences, diverse approaches to research and topics, the inclusion of different abilities, and the use of other ways of knowledge and non-dominant epistemologies.

We are all reminded of the expectation that we all demonstrate respect for one another. As outlined in the 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 behaviour 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.

Confidentiality

Students will present their own work, related to their PhD thesis, in class and they may share written examples of their work with the class. Students will not share any of their peers' work in any format outside of class, and will not use any of their peers' work in any way without their written consent. The class is a safe space to share your individual work, provide feedback, discuss, and grow as a group.

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>

The University of Toronto's policy regarding plagiarism can be found at:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

Potential offences include, but are not limited to:

- 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.

Accessibility and Accommodations

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>.