



Dalla Lana
School of Public Health

The Centre for Critical Qualitative Health Research

Annual Report

May 1, 2019- April 30, 2020



This report is submitted by the Centre for Critical Qualitative Health Research (CQ), to the Dalla Lana School of Public Health, and CQ's Contributing Partners: the Leslie Dan Faculty of Pharmacy, the Factor Inwentash Faculty of Social Work, the Rehabilitation Sciences Institute, the Faculty of Kinesiology and Physical Education, and the Lawrence S. Bloomberg Faculty of Nursing.

Executive Summary

Curriculum

In 2019-2020, the EQR course series was comprised of 12 courses. CQ has added two new courses to the curriculum. A Narrative Inquiry course, taught by Dr. Michael Atkinson in the Fall 2019 academic term, and an Institutional Ethnography course, taught by Dr. Daniel Grace in the Winter 2020 term. At this point, the curriculum is quite comprehensive, although new courses on participatory/action and creative/arts-based methods should be added in the future. A limitation that persists is that half of the courses are only offered bi-annually. While this allows for a greater variety of courses to be offered, it poses some challenges for students planning coursework. The final course CHL 5122, to support student completion, has been fully revised, but the DSBHS postponed offering it to the Fall 2020 to hire the instructor to teach a master's course in the summer term.

Seminars

CQ's seminar speaker series continue to attract a wide audience; this year's average attendance for seminars was 30 people. In February we invited Dr. Lana Ray, from Lakehead University in Thunder Bay, to give a talk on Indigenous Ways of Knowing and Critical Qualitative Methodology to continue addressing the Truth and Reconciliation recommendations for U of T. Dr. Ray's talk is available for review on our YouTube channel. A complimentary video by Dr. Angela Mashford-Pringle introduces Indigenous ways of thinking, to support CQ's development of educational content on Indigenous methodologies in partnership with the Waakebiness-Bryce Institute for Indigenous Health. The video is being edited and will be available on our website for all course instructors and students to utilize.

Symposium

CQ's second national one-day Critical Pedagogies Symposium on Teaching and Learning Qualitative Health Research took place on October 18th at York University. The Symposium hosted 58 attendees and was sponsored and co-organized by CQ, the Faculty of Environmental Studies at York University, the Faculty of Health at York University, and the Dalla Lana School of Public Health at the University of Toronto. CQ Fellow Lisbeth Berbary's keynote talk was published in the interdisciplinary journal *Leisure Sciences*. The article is titled *Theorypracticing Differently: Re-Imagining the Public, Health, and Social Research*.

Continuing education

CQ held a writing workshop for late-stage PhD students, which aimed to prepare students to face the particular challenges of the qualitative writing process and learning strategies for effective academic writing and strategies for peer-reviewed writing. Attendance reached full capacity, revealing great interest on this topic. The workshop was taught by CQ Fellows, Denise Gastaldo and Elizabeth Peter, Bloomberg Faculty of Nursing, and Rachael Cayley, Graduate Centre for Academic Communication.

CQ@10 – Revisiting & Reimagining the ‘Critical’ in Critical Qualitative Health Research: Past, Present and Future

To celebrate CQ’s 10th anniversary, the planning committee led by CQ Fellow Blake Poland, planned a 1.5-day event for April 24-25th. Due to the COVID-19 pandemic, this event has been rescheduled for October 17-18th, 2020. The purpose of this event is to celebrate and build on CQ’s vibrant international intellectual footprint and wide diaspora of trainees and colleagues, and our history of theory-informed innovation in critical qualitative health research.

The event will feature two keynote speakers, Drs. Judith Green and Julianne Cheek, and three panel discussions. The panel discussions will focus on the following themes: (a) the idea and consequences of CQ’s vision of the critical (b) the ‘realpolitik of critical QR in the health sciences, and (c) critical re-visions: what’s next?

Research

From September 2018 to December 2019, CQ supported five community of practice projects by CQ Fellows for a total of \$2000 per project. These projects are titled:

- Re/imaging paradigmatic mappings for qualitative research in the health sciences
- Still holding firm: Whatever happened to critical qualitative research education?
- Resistance agenda
- Constructions of ‘children’s voices’ in qualitative inquiry
- A critical analysis of academic impact: A case study of the Centre for Critical Qualitative Health Research (CQ)

Conducting Qualitative Health Research During COVID-19

In April 2019, CQ compiled a compendium of resources to provide guidance to students, faculty, and community members conducting qualitative health research during the pandemic. This list can be viewed on the CQ website and will be continuously updated with relevant resources.

Joan Eakin Award for Methodological Excellence

CQ announced the winner of the 2019-2020 Dissertation Award: Dr. Sarah Elton, for her dissertation titled, *A posthumanist study of health and the food system: Vegetal politics in Toronto Urban Gardens in the Anthropocene*. (Please note that due to COVID-19 the announcement of the award was delayed until May 2020, but the award is for the reporting period of this document).

Academic Fellows

CQ has 18 Academic Fellows, eight National Adjunct Fellows, and seven International Adjunct Fellows. See Appendix E for a list of selected Fellows’ publications.

International Linkages

The 16 videos created for the book “Learning and Teaching Qualitative Health Research in Ontario: A Resource Guide” are now being translated to Portuguese and the CQ curriculum is being used as a model for the development of graduate education courses in Brazil. Denise Gastaldo and Brenda Gladstone collaborated with Brazilian scholars to create the Brazil-Canada Network for Qualitative Health Research Education (www.redequali.unb.br). This work is

funded by the Government of Canada, Department of Foreign Affairs and CAPES - National Higher Education Agency, Brazil

Impact

In January 2020, CQ surveyed our Fellows to evaluate the impact of the CQ Seminar Speaker Series and solicit feedback for how to make events more meaningful for scholars and students. Since September of 2018, CQ Fellow, Jay Shaw, has led an impact assessment project for CQ. The project has identified several ways in which impact in CQHR is unique from other forms of research, and has built an approach to considering the avenues to impact pursued by CQ as a centre. The outputs of the project will include an academic publication, and framework for assessing CQ's impact in the academic and health communities.

CQ Goals and Aims

Vision: Advance and exchange knowledge for a better world for all

Mission: Critically analyse the possibilities and consequences of knowledge production in the health sciences

Core Aims: CQ has two primary and interconnected aims, which include:

- 1) **Capacity building** through graduate teaching, continuing education, and a community of practice;
- 2) The production of **methodological innovation**, including the development, adaptation, and evaluation of qualitative methods and their utilization in the health sciences.

Goals: The goals of the Centre for Critical Qualitative Health Research are to:

- Build local, national and international capacity in critical, interpretive, theoretically informed qualitative health research, scholarship and teaching
- Promote innovation, knowledge development, and critical reflection at the leading edge of the field of qualitative methodology
- Provide advanced graduate education in qualitative research methodology
- Act as a 'go-to' site of expertise in the particular challenges of practicing and teaching qualitative research in the health field
- Anchor, connect, challenge and inspire qualitative researchers across health-related disciplines and institutional units
- Advocate for and facilitate change in the health research environment such that qualitative research can thrive and make optimal contributions to knowledge.

This report presents CQ activities for the reporting year, divided into parts I, and II according to CQ's two core aims.