



**Dalla Lana**  
School of Public Health

# The Centre for Critical Qualitative Health Research

Annual Report  
May 1, 2020 – April 30, 2021



UNIVERSITY OF TORONTO  
DALLA LANA SCHOOL OF PUBLIC HEALTH

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 2020-2021, the EQR course series was comprised of 12 courses. One course titled, *Advanced Qualitative Research: Framing, Writing and Beyond*, was revitalized and taught again for the first time since 2015 by Dr. Clara Juando-Prats in the Fall 2020. All CQ courses were taught online for the first time due to the COVID-19 pandemic. CQ also released a video featuring a talk by Dr. Angela Mashford-Pringle on Indigenous ways of knowing. The [video](#) is available on our website for all course instructors and students to utilize.

### *Public Seminars*

CQ's public seminar series shifted online in 2020. The seminar series continued to attract a wide audience; similar to other online events, the actual average attendance was 96 people, although registration was often double this number. In September, we invited Dr. Sarah Elton (former DLSPH student) from Ryerson University to present a talk on her 2019-20 CQ Joan Eakin Dissertation Award winning thesis work. Drs. Ramya Kumar (former DLSPH student) and Rona Macdonald (former RSI student) presented their dissertation research in January, having shared the CQ Dissertation Award in 2018-19. Both seminar recordings are available for viewing on our [YouTube channel](#).

### *Symposia*

CQ marked its 10<sup>th</sup> anniversary with 'CQ@10 – Revisiting the 'Critical' in Critical Qualitative Health Research', a three-day symposium in November and December 2020. The event celebrated and built upon CQ's vibrant international intellectual footprint and wide diaspora of trainees and colleagues, as well as our history of theory-informed innovation in critical qualitative health research. Featuring the work of emerging scholars and students, the final panel considered how theoretical and methodological diversity and creativity challenges, revises, and otherwise transforms the scope, foundations, and goals of critical qualitative health research. With keynotes from Drs. Judith Green, Joan Eakin, and Denise Gastaldo, and the contributions of CQ academic fellows as well as current and former students, the symposium drew an average of 170 attendees across the three sessions.

Planning for CQ's third bi-annual Critical Pedagogies Symposium on Teaching and Learning Qualitative Health Research has begun, with plans to host the symposium online in November 2021. The current organizing and scientific committees are comprised of CQ academic

fellows, instructors and students, teaching and learning at the University of Toronto and other universities and research institutes in Ontario and beyond.

### *Research*

Since September 2018, CQ has supported five community of practice pilot projects by CQ Fellows. Each project received a total of \$2,000. Project outcomes include, for example:

- Re/imagining paradigmatic mappings for qualitative research in the health sciences
  - o Developing a new research paradigm table to be used across our courses which will also be hosted on a digital platform for online and offline use in class and beyond.
- Resistance agenda
  - o Presented at the CQ@10 symposium to discuss micro-resistance efforts in critical qualitative health research, and to explore the need to complement these efforts with radical macro-emancipation in the form of collective action and political advocacy that crosses institutional and organizational boundaries.
- Constructions of 'children's voices' in qualitative inquiry
  - o Led to international symposium funded by SSHRC and repository of videos on the topic of childhood research, as well as a Special Issue guest edited by CQ Fellows.
- A critical analysis of academic impact: A case study of the Centre for Critical Qualitative Health Research (CQ)
  - o Developing a framework to guide future CQ work and a follow-up scientific publication on the topic (see also *Impact* section below)

### *Conducting Qualitative Health Research During COVID-19*

In April 2019, CQ began compiling 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 continues to be updated with relevant resources as they become available.

### *Joan Eakin Award for Methodological Excellence*

CQ announced Dr. Katie Mah as the winner of the 2020-2021 Dissertation Award for her dissertation titled, *"Freaked out" by Pediatric Concussion: An Exploration of Drawing and Interview Data Produced by Children 'at risk' of and Living with Concussion*. The Honourable Mention for this year's award went to Dr. Tieghan Killackey for her thesis *Advance Care Planning in Advanced Heart Failure: A Relational Exploration of Autonomy*.

### *Academic Fellows*

CQ Fellows renewed their three-year appointments (2020-2023) with CQ Director, Brenda Gladstone in January 2021. CQ currently has 19 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" have been translated to Portuguese and are being used to teach qualitative research methodologies at several Brazilian universities. 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](http://www.redequali.unb.br)). The foundational work for the Network was funded by the Government of Canada, Department of Foreign Affairs and CAPES - National Higher Education Agency, Brazil, until August 2020.

### *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 a framework for assessing CQ's impact in the academic and health communities.

### *Commitment to Anti-Racism*

In June 2020, several CQ fellows and students worked together to create an anti-racism statement which was published on [our website](#) and newsletter. CQ condemns anti-Black racism and discrimination. As an academic centre advocating for critical reflexivity concerning knowledge production, we acknowledge the need to analyse our own history as a predominantly white space and fully engage with anti-racist scholarship, theory, pedagogy and methodologies. CQ has committed to several immediate actions as a Centre, in addition to developing long-term plans and actions to address and dismantle anti-Black racism in academia and society.