JRP 1000: Theory and Method of Qualitative Health Research
Course Syllabus: Winter 2024
Wednesday 9:00 am-12:00 pm

Course Instructors: Drs. Naomi Thulien and Cheryl Pritlove
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(emails typically responded to within 24 hours Monday – Friday)
Office Hours: By appointment only: Tuesdays 10am-11am and Thursdays 3pm-4pm via Zoom

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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. **Core curriculum maps:** https://ccqhr.utoronto.ca/education/about-course-series/core-curriculum/

PREREQUISITES

The course is an <u>advanced</u> introductory level course and has no specific course prerequisites; however, preference will be given to PhD learners. Some knowledge of social theory is beneficial toward success in the course. Permission of the instructor(s) is required for enrollment. Audits

are not generally accepted. Priority is given to PhD learners in departments/faculties that are "contributing members" in CQ with optimal backgrounds and current research situations for benefiting and contributing to the course.

COURSE DESCRIPTION

This is an advanced introductory graduate course designed to provide learners with a comprehensive understanding of the principles and practice of qualitative inquiry in health research. Learners will examine the philosophical assumptions and paradigms underpinning qualitative research, common methods of data generation, elements of study design, and reflexive data analysis. Attention will be paid throughout to the intersection between ontology, epistemology, methodology, and method. The course provides opportunities to attain practical, hands-on experience with critical evaluation, reflexivity, developing research questions, data generation, and data analysis. JRP 1000 was originally designed in 2009 by Dr. Pia Kontos (Dalla Lana School of Public Health) and Dr. Barbara Gibson (Rehabilitation Sciences Institute).

LEARNING OUTCOMES

This course aims to provide learners with an advanced introduction to qualitative health research, including the interplay between philosophical assumptions and methodological approaches. Learners will be expected to engage in critical reflection and debate of the ideas presented. At the completion of the course learners will:

- o Appreciate the scope and complexity of qualitative inquiry
- o Understand some key philosophical assumptions, paradigms and methodological approaches in qualitative research
- o Be able to explain the relationship between the study purpose, research questions, and study design
- o Understand how to choose different data generation techniques and acquire basic skills in their use
- o Understand the notion and practice of reflexivity and its role in the research process
- o Understand the various ways that rigour and quality are enhanced in qualitative research
- o Be familiar with the basics of qualitative analysis
- o Be able to deliberate on approaches that can ensure rigor and trustworthiness in qualitative research

COURSE SCHEDULE

SESSION AND DATE	TOPIC	DEADLINES
1. January 10	Overview of Qualitative Research	
2. January 17	Paradigms and Traditions of Inquiry I	
3. January 24	Paradigms and Traditions of Inquiry II	
4. January 31	Interviews and Focus Groups	
5. February 7	Participant Observation and Document Analysis	Assignment #1 (due before midnight)

6. February 14	Arts-Based Health Research	*Drop Date: February 20*
February 19 – 23	READING WEEK NO CLASS	
7. February 28	Research Design I	
8. March 6	Research Design II	
9. March 13	Analysis and Interpretation I	Assignment #2 (due before midnight)
10. March 20	Analysis and Interpretation II	
11. March 27	Evaluating Qualitative Research	
12. April 3	Open Class	Assignment #3 (due **April 10** before midnight)

COURSE FORMAT

This course utilizes a variety of approaches to teaching and learning about qualitative research:
- o Learner-led group discussion of readings/audio-visual material
- o Engagement with guest lecturers
- o In-class exercises
- o 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, talk about your research, and critically engage in conversation about the reading/audio-visual material.** 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.

EVALUATION

Activity/Assignment	% Final Grade	Due Date
Class preparation, attendance, and participation (including leading one class discussion)	15%	(January 10th – April 3rd)
Theoretical Application Paper (three pages)	15%	February 7th
Data Generation and Analysis Paper (five pages)	30%	March 13th
Critical Annotated Bibliography (eight pages)	40%	April 10th

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 <u>exceptional circumstances and with prior discussion</u> with the instructors.

Late assignment penalties: Points will be deducted for handing in assignments late unless permission is obtained ahead of time (5% if turned in one day late; 10% two days late; 15% three days late and so on).

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).

Exceeding page limit: Pages beyond assignment limits will not be marked.

DETAILS OF COURSE ASSESSMENTS

1. Class Preparation, Attendance, and Participation (15%):
   a) Reflect on assigned readings/audio-visual material, prepare for in-class exercises, and share your questions and comments with the class.
   b) Lead a seminar discussion based on the week's readings/audio-visual material. The idea is not to simply summarize the readings/audio-visual material; rather, "workshop" the material and 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"? (e.g., a game to remember different philosophical perspectives, acting out a "bad" interview, or analyzing a portion of an interview transcript together)

2. Theoretical Application Paper* (15%)
DUE DATE: February 7th
Length: Three 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, the internet, film, social/public spaces, fashion, music, sports, government policies, poetry, and fairy tales are possible sources of cultural representations.

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* 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 and/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 <u>cultural representation</u> 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.

Approach your critique through the lens of a particular qualitative paradigm and/or concept. This can be informed by readings and class discussion from sections S1-S3, and/or learning outside JRP 1000 (e.g., previous course work; lived experience). The chosen paradigm or concept should be named, briefly described, and then applied as a lens through which to guide your analysis. Do not assume shared understanding of terminology – explicitly define how you are using terms. Include the item being analyzed (e.g., photograph, video) as an appendix.

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?

3. Data Generation and Analysis Paper (Analytic Memo)† (30%)
DUE DATE: March 13th
Length: Five pages (double-spaced) + required appendices

For this assignment, you will conduct an in-depth one-to-one interview with a friend about a topic of your mutual choosing. The assignment is designed to give you an opportunity to engage in and reflect on a common 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.

In-Depth Interview
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,

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

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). Develop an overarching research question to guide your inquiry and development of your interview guide.

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. Your interview should last about 45 minutes. You should tape record the interview and transcribe it verbatim.

You are to submit the following:
1. An overarching research question (can be included in the body of your paper)
2. The interview guide (appendix)
3. The tape recording of the interview and transcript (appendix; use track changes to mark up the transcript with analytic insights/memos)
4. An analytic memo (**maximum** five double-spaced pages) in which you:

a) *Offer a brief analysis of the interview (roughly three double-spaced pages).*
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 (e.g., coding), but you must at least suggest some directions for analysis of the interview. You can, for example, highlight (using track changes) interesting passages of interview text from the transcript and reflect analytically in your paper 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? 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 (roughly two double-spaced pages).*
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? Did those feelings affect how you interpreted the data? 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? What assumptions did you bring to your research question and interview guide?

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 (e.g., 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 10th (one week after last class)
Length: Eight 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 synthesized assessment 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 each critique 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.

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b) <u>Is the work located within a specific paradigm and/or tradition of inquiry?</u> 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 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) <u>Research process:</u> 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) <u>What does the text look like?</u> 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 "airtime" 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) <u>What argument is being made?</u> 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? Does it resonate with you?

In addition to the individual critiques of each paper, you need to include an overview (synthesis) where you offer some <u>analytic commentary</u> 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. <u>Simply summarizing what the authors have done and said will not be enough. Nor will simply pointing out what is missing.</u> Your ability to <u>critically assess</u> 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.

SESSION BY SESSION OUTLINE
S1   Overview of Qualitative Research

Required Readings
1. 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 first session together.**

2. Merriam, S.B., & Tisdell, E.J. (2016). Chapter 1: What is qualitative research? *Qualitative research: A guide to design and implementation* (4th ed., pp. 3-21). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

3. Nicholls, D. (2017). Qualitative research. Part 1: Philosophies. *International Journal of Therapy and Rehabilitation*, *24*(1), 26-33.

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://qualitativeresearchontario.openetext.utoronto.ca/
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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 and Traditions of Inquiry I

Required Readings

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

2. Merriam, S.B., & Tisdell, E.J. (2016). Chapter 2: Six common qualitative research designs. *Qualitative research: A guide to design and implementation* (4th ed., pp. 22-42). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

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

Highly Recommended Resource

Gastaldo, D. *Research paradigms.* Available at: https://ccqhr.utoronto.ca/wp-content/uploads/2018/09/Research-Paradigms_2011_DG.pdf

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.

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.

Pritlove, C., Angus, J., Dale, C., Seto-Neilson., Kraimer, M. (2023). Binary blues: Exploring beyond dichotomized gender comparisons with a theory-driven approach. Qualitative Research. doi.org/10.1177/14687941211049323.

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 and Traditions of Inquiry II

Required Readings
1. 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.

2. 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. 4372). Jossey-Bass. *Available as an audiobook on common platforms such as Audible and Google Play.

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

Dissertation Example from CQ Methodological Award Winner
MacLachlan, J. (2022). *Naalagiursaniq Tunnganarnirlu (Learning to Listen and be Welcoming): Engaging Inuit Perspectives on Timimut Ikajuqsivik (Rehabilitation Services) for Children in the Qikiqtani Region of Nunavut.* Available at: https://tspace.library.utoronto.ca/bitstream/1807/125250/1/MacLachlan_Janna_Lynn_202211_PhD_thesis.pdf

Comments from CQ Awards Committee: https://ccqhr.utoronto.ca/2023/05/16/2022-23-cq-dissertation-award/

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.

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.

Brothers, S., Lin, J., Schonberg, J., Drew, C., & Auerswald, C. (2020). Food insecurity among formerly homeless youth in supportive housing: A social-ecological analysis of a structural intervention. *Social Science & Medicine*, *245*, 112724.

Browne, A. J. (2000). The potential contributions of critical social theory to nursing science. The *Canadian Journal of Nursing Research=Revue Canadienne de Recherche en Sciences Infirmières, 32*(2), 35-55.

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. *Handbook of qualitative research* (pp. 509-535). Thousand Oaks: SAGE.

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.

Kincheloe, J.L., & McLaren, P. Rethinking critical theory and qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 303-342). Thousand Oaks: SAGE.

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

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.

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.

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.

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   Interviews and Focus Groups

<u>Required Readings</u>
1. 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.

2. Kinitz, D. J. (2022). The emotional and psychological labor of insider qualitative research among systemically marginalized groups: Revisiting the uses of reflexivity. *Qualitative Health Research*, *32*(11), 1635-1647.

3. 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.

<u>Highly Recommended Resource</u>
Hsiung, P.C. (2010, August). *Lives and legacies: A guide to qualitative interviewing.* Available at: https://www.utsc.utoronto.ca/~pchsiung/LAL/ (This resource was developed by Dr. Ping-Chun Hsiung, Professor of Sociology at the University of Toronto Scarborough)

<u>Additional Readings</u>
Belzile, J.A., & Őberg, 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. (1995). Comment: Concerns in the analysis of focus group data. *Qualitative Health Research, 5*(4), 487-495.

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

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.

Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative social work*, *11*(1), 80-96.

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.

S5   Participant Observation and Document Analysis

<u>Required Readings</u>
1. 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.

2. 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.

3. Bowen, G. A. (2009). Document analysis as a qualitative research method. Qualitative Research Journal, 9(2), 27-40.

Additional Readings

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

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.

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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.

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

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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.

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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.

Prior, L. (2003). Using documents in social research (Introducing Qualitative Methods series). London: SAGE Publications.

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

S6   Arts-Based Health Research Methods

Required Readings
1. Boivin, L. (2018). Image-based storytelling: a visual narrative of my family's story. *CMAJ*, *190*(37), E1112-E1113. [Part Two]

2. Crawford, A. (2018). Dene and Western medicine meet in image-based storytelling. *CMAJ*, *190*(36), E1085-E1086. [Part One]

3. Liebenberg, L. (2018). Thinking critically about photovoice: Achieving empowerment and social change. *International Journal of Qualitative Methods*, *17*, 1-9.

4. Parsons, J. A., Gladstone, B. M., Gray, J., & Kontos, P. (2017). Re-conceptualizing 'impact' in art-based health research. *Journal of Applied Arts & Health, 8*(2), 155-173.

Dissertation Example from CQ Methodological Award Winner
Juandó-Prats, C. (2017). *Health Care Access and Utilization by Young Mothers Experiencing Homelessness: A Bourdieusian Analysis with an Arts-Based Approach.* Available at: https://tspace.library.utoronto.ca/bitstream/1807/80749/3/Juando-Prats_Clara_201711_PhD_thesis.pdf

Comments from CQ Awards Committee (2017-2018):
https://ccqhr.utoronto.ca/education/dissertation-award/recipients/

Additional Readings
Bhattacharya, K. (2013). Voices, silences, and telling secrets: The role of qualitative methods in arts-based research. *International review of qualitative research*, *6*(4), 604-627.

Boydell, K.M., Gladstone, B.M., Volpe, T., Allemang, B., & Stasiulis, E. (2012). The production and dissemination of knowledge: A scoping review of arts-based health research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, *13*(1), 1-30.

Boydell, K.M., Hodgins, M., Gladstone, B.M., Stasiulis, E., Belliveau, G., Cheu, H., … & Parsons, J. (2016). Arts-based health research and academic legitimacy: Transcending hegemonic conventions. *Qualitative Research*, *16*(6), 681-700.

Drew, S., & Guillemin, M. (2014). From photographs to findings: Visual meaning-making and interpretive engagement in the analysis of participant-generated images. *Visual Studies*, *29*(1), 54-67.

Edwards, G., Arfaoui, A., McLaren, C., & McKeever, P. (2017). Hybrid health research: Assembling an integrated arts/science methodological framework. *Journal of Applied Arts & Health*, *8*(2), 175-191.

Fudge Schormans, A. (2010). Epilogues and prefaces: Research and social work and people with intellectual disabilities. *Australian Social Work*, *63*(1), 51-66.

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Gray, J., & Kontos, P. C. (2015). Immersion, embodiment, and imagination: Moving beyond an aesthetic of objectivity in research-informed performance in health. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, *16*(2).

Gray, J., & Kontos, P.C. (2018). Aesthetic of Relationality: Embodiment, Imagination, and the Necessity of Playing the Fool in Research-Informed Theater. *Qualitative Inquiry*, 24(7), 440-542.

Knowles, J. G., Promislow, S., & Cole, A. L. (2004). Provoked by art. *Provoked by art: Theorizing arts-informed Research* (pp. 11-17). Halifax: Backalong Books.

Kontos, P. C., & Poland, B. D. (2009). Mapping new theoretical and methodological terrain for knowledge translation: contributions from critical realism and the arts. *Implementation Science*, *4*(1), 1-10.

LaMarre, A., & Rice, C. (2016). Embodying critical and corporeal methodology: Digital storytelling with young women in eating disorder recovery. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, *17*(2).

Manning, E. (2015). Against method. *Non-representational methodologies: Re-envisioning research* (pp. 62-81). Routledge.

Oliffe, J.L. & Bottorff, J.L. (2007). Further than the eye can see? Photo elicitation and research with men. Qualitative Health Research, 17(6), 850-858.

Parsons, J.A., Heus, L., & Moravac, C. (2013). Seeing voices of health disparity: Evaluating arts projects as influence processes. *Evaluation and Program Planning, 36*(1), 165-171.

Parsons, J. A., & Lavery, J. V. (2012). Brokered dialogue: A new research method for controversial health and social issues. *BMC Medical Research Methodology*, *12*(1), 1-9.

Schwan, K. J., Fallon, B., & Milne, B. (2018). "The one thing that actually helps": Art creation as a self-care and health-promoting practice amongst youth experiencing homelessness. *Children and Youth Services Review*, *93*, 355-364.

S7	Research Design I

<u>Required Readings</u>
1. 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.

2. 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.

3. Williams, C. C. (2019). Critical oral history: Reflections on method and medium. *Qualitative Social Work*, *18*(5), 787-799.

<u>Additional Readings</u>
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.

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.

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.

S8   Research Design II

Required Readings

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

2. MacLachlan, J., Andersen, A., Benoit, A. C., Nowgesic, E., & Nixon, S. A. (2022). Developing an Accountability Framework to Support Bridging Inuit Worldviews and the Critical Paradigm in Qualitative Research. *International Journal of Qualitative Methods*, *21*, 16094069221113114.

3. 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.

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.

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.

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

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.

Tuck, E., & Yang, K. W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. *Qualitative Inquiry*, *20*(6), 811-818.

S9   Analysis and Interpretation I

Required Readings

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

2. Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, *11*(4), 589-597.

<u>Dissertation Example from CQ Methodological Award Winner</u>
Killackey, T. (2020). *Advance Care Planning in Advanced Heart Failure: A Relational Exploration of Autonomy.* Available at:
https://tspace.library.utoronto.ca/bitstream/1807/103128/3/Killackey_Tieghan_202011_PhD_thesis.pdf

<u>Comments from CQ Awards Committee (2020-2021):</u>
https://ccqhr.utoronto.ca/education/dissertation-award/recipients/

<u>Additional Readings</u>
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.

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.

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, 1*8, 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.

S10   Analysis and Interpretation II

Required Readings

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

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.

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

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

5. Thulien, N. S., Hwang, S. W., Kozloff, N., Nisenbaum, R., Akdikmen, A., Fambegbe, O., ... & Amiri, A. (2023). "When I think about my future, I just see darkness": How youth exiting homelessness navigate the hazy, liminal space between socioeconomic exclusion and inclusion. *Canadian Journal of Public Health*, 1-13.

Additional Readings

Bischoping, 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.

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

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.

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

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

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

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.

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.

Williams, C. C. (2019). Critical oral history: Reflections on method and medium. *Qualitative Social Work*, *18*(5), 787-799.

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

S11   Evaluating Qualitative Research

Required Readings
1. Eakin, J.M., & Gladstone, B. (2020). "Value-adding" analysis: Doing more with qualitative data. *International Journal of Qualitative Methods*, *19*, 1-13.

2. Tracy, S.J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851.

Additional Readings
Angen, M.J. (2000). Evaluating interpretive inquiry: Reviewing the validity debate and opening the dialogue. *Qualitative Health Research 10*(3), 378.

Correa, F.P. (2013). The evaluation of qualitative research: A reflection from a justice perspective. *Qualitative Inquiry*, *19*(3), 209-218.

Devers, K.J. (1999). How will we know 'good' qualitative research when we see it? Beginning the dialogue in health services research. *Health Services Research*, *34*, 1153-1188.

Eakin, J., & Mykhalovskiy, E. (2003). Reframing judgment of qualitative research: Reflections on a review of appraisal guidelines in the health sciences. *Journal of Evaluation in Clinical Practice*, *9*(2), 187-194.

Hammell, K.W. (2002). Informing client-centred practice through qualitative inquiry: Evaluating the quality of qualitative research. *British Journal of Occupational Therapy, 65*(4), 175-184.

Kuper, A., Lingard, L., & Levinson, W. (2008). Critically appraising qualitative research. *BMJ, 337*, 687-689.

Lincoln, Y.S., and Guba, E.G. (1985). Establishing trustworthiness. In Y.S. Lincoln, and E.G. Guba, *Naturalistic Inquiry* (pp. 289-331). Newbury Park: SAGE Publications Inc.

Mays, N., & Pope, C. (2000). Assessing quality in qualitative research. *British Medical Journal*, 320(7226), 50-52.

Meadows, L.M., Morse, J.M. (2001). Constructing evidence within the qualitative project. In J. M. Morse, J. M. Swanson & A. J. Kuzel (Eds.), *The nature of qualitative evidence* (pp. 187-200). Thousand Oaks, CA: SAGE Publications Inc.

Miyata, H., & Kai, I. (2009). Reconsidering evaluation criteria for scientific adequacy in health care research: An integrative framework of quantitative and qualitative criteria. *International Journal of Qualitative Methods, 8*(1), 64-75.

Morse, J.M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods, 1*(2), 1-19.

Patton, M.Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research, 34*(5), 1189-1208.

Scwhartz-Shea, P. (2014). Judging quality: Evaluative criteria and epistemic communities In D. Yanow & P. Schwartz-Shea (Eds), *Interpretation and method: Empirical research methods and the interpretive turn* (2nd ed.). Routledge.

Stige, B., Malterud, K., and Midtgarden, T. (2009). Toward an agenda for evaluation of qualitative research. *Qualitative Health Research, 19*(10), 1504-1516.

Yadav, D. (2022). Criteria for good qualitative research: A comprehensive review. The Asia-Pacific *Education Researcher, 31*(6), 679-689.

Yates, L. (2003). Interpretive claims and methodological warrant in small-number qualitative, longitudinal research. *International Journal of Social Research Methodology, 6*(3), 223-232.

S12   Open Session

This final session will be dedicated to (re)reading/(re)discussing topics of interest as a class.

Required Readings

Readings to be decided by the class.

Dissertation Example from CQ Methodological Award Winner

Kumar, R. (2018). *The Privatization Imperative: Women Negotiating Healthcare in Kandy, Sri Lanka*. Available at:
https://tspace.library.utoronto.ca/bitstream/1807/82972/3/Kumar_Ramya_201803_PhD_thesis.pdf

Comments from CQ Awards Committee (2018-2019):

https://ccqhr.utoronto.ca/education/dissertation-award/recipients/

GRADING AND PENALTIES

The University of Toronto Grading Policy specifies the meaning of grades and grade scales for graduate students as well as general policies regarding grading practices. https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020

Satisfactory Performance and Good Academic Standing

Students are reminded they must achieve satisfactory performance to remain in good academic standing and continue with their program. According to the School of Graduate Studies (SGS), "Satisfactory performance in a degree program requires the completion of every course taken for graduate credit with a grade of at least a B–." For a full description of these requirements please see the SGS Calendar section *"7 Good Academic Standing and Satisfactory Academic Progress, Time Limits, Supervision, and Candidacy"* and section *"7.4 Satisfactory Completion of Graduate Courses" (https://sgs.calendar.utoronto.ca/general-regulations#7).*

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](#).

USE OF GENERATIVE ARTIFICAL INTELLIGENCE IN ASSIGNMENTS

The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.

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.

STUDENT SUPPORT SERVICES

Student Mental Health Resources
- [U of T's Central Hub for Student Mental Health Resources](#)
- [SGS Graduate Wellness Services](#)
- [Student Life Health and Wellness](#)
- MySSP: 1-844-451-9700 (or use the app) (see [UofT MySSP site](#) for more information)
- Good2Talk: Call: 1-866-925-5454 or Text: GOODTOTALKON to 686868

Tri-Campus Sexual Violence Prevention and Support Centre ("The Centre")
- The Centre has a location on all three campuses to help students who disclose to access supports and, in cases where the student chooses to formally make a report, the Centre will explain the process, and facilitate the making of the report to the University and/or to the Police. The Centre can be contacted through its confidential phone at 416-978-2266 or thesvpcentre@utoronto.ca.

- Students are encouraged to call or email for an appointment, which will be booked as soon as possible. **Students in crisis or in need of immediate support related to sexual violence can contact Women's College Hospital Sexual Assault Care Centre at 416-323-6040.**

Office of the Ombudsperson
- As part of the University's commitment to ensuring that the rights of its individual members are protected, the University Ombudsperson is devoted to ensuring procedural fairness and just and reasonable outcomes.
- The Ombudsperson offers confidential advice and assistance for complaints and concerns and can recommend changes in academic or administrative procedures where this seems justified. For information, see https://governingcouncil.utoronto.ca/ombudsperson.

Other Resources and Supports for DSLPH Graduate Students

Resource	Summary Description
The Office of Graduate Affairs	Provides a variety of services, including academic, program and personal advising. DLSPH students that require any assistance or information regarding coursework extension, program requirements, etc..
Graduate Department of Public Health Sciences Student (GDPHS) Handbook	This resource provides comprehensive information on getting started, enrolment, policies and procedures, financial matters, awards and funding opportunities, student services and more.
DLSPH Student Resources	This resource site includes information for incoming students, the GDPHS Student Handbook, program requirements, policies and forms, online learning resources, timetables, course database, information for international students, professional opportunities, mentorship program, health & well-being, public health students' association, and PhD Final Oral Exams.
U of T Graduate Student Union	The UTGSU is a voice for over 18 500 students as well as a platform for community building and services. UTGSU supports and advocates on behalf of graduate students.
Health Sciences Writing Centre (for DLSPH PhD students)	The Health Sciences Writing Centre provides free individualized, confidential writing instruction to: • Develop your writing skills • Improve your capacity to plan, organize, write, and revise academic papers (in any subject!) • Manage ESL/EFL language challenges The Centre works with all students, for all assignments, at all stages of the writing process. Visit the website to book an appointment or for more information.
UofT Academic Success Centre	Offers group workshops and individual counselling to develop strategies for a range of learning challenges such as time

Resource	Summary Description
	management, stress and anxiety, memory, exams, note taking, textbook reading, concentration.
UofT Career Services	Provides opportunities to meet employers, industry experts and alumni; strategies to Identify goals and navigate career decisions; and resources: Improve your resume, interviews, and online presence.