

CHL 5138H: Critical Qualitative Health Research Theory and Methods

(formerly JRP 1000: Theory and Method of Qualitative Research)

Course Syllabus: Winter 2025

Wednesday 9:00 am – 12:00 pm

Course Instructors: Dr. Naomi Thulien and Dr. Cheryl Pritlove

Location: HS 790 (in-person only)

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(emails typically responded to within 24 hours Monday – Friday)

Office Hours (virtual): By appointment (days/times TBA)

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.

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

This course is an advanced 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 faculties that are contributing partners (<https://ccqhr.utoronto.ca/about-cq/>).

COURSE DESCRIPTION

This course is designed to provide learners with skills to undertake qualitative health research that moves beyond self-evident meanings and superficial explanations.* There is added emphasis on conducting qualitative research through the lenses of health (in)equity, social justice, and critical theory.

Learners will examine the philosophical assumptions and paradigms underpinning qualitative research, common methods of data generation, elements of study design, and reflexive data analysis. There are no formal lectures; instead, learners are expected to attend each class prepared to critically engage with classmates/course instructors about what they are learning and still curious about, and how this learning is impacting how they conceptualize their proposed research.

LEARNING OUTCOMES

At the completion of the course learners will be able to:

- Identify key philosophical assumptions, paradigms and methodological approaches in qualitative research
- Deliberate on the practice of reflexivity and its role in the research process
- Articulate key considerations when conducting interviews and focus groups, and reflexively evaluate their engagement with one-on-one interviewing
- Explain the importance of coherence between study purpose, research question(s), and design
- Describe how to conduct reflexive thematic analysis
- Critique the methodological strengths and weaknesses of peer-reviewed qualitative research studies
- Assess/deliberate the implications of various methodological choices on health (in)equity and value-adding qualitative research

COURSE SCHEDULE

SESSION AND DATE	KEY FOCUS	DEADLINES
1. January 8	Overview of Qualitative Research: What does it mean to engage in value-adding qualitative research?	
2. January 15	Positionality and Reflexivity: How does/should reflexivity impact the research process?	

* This course was designed in 2009 by Dr. Pia Kontos and Dr. Barbara Gibson, and originally called JRP 1000: Theory and Method of Qualitative Health Research. It was revised in 2024 by Dr. Cheryl Pritlove and Dr. Naomi Thulien, and given a new name and course code.

3. January 22	Paradigms and Traditions of Inquiry I: What are common research paradigms and methodologies?	
4. January 29	Paradigms and Traditions of Inquiry II: What are the links between epistemology, social theory, methodology, and methods?	Assignment #1 (due before midnight)
5. February 5	Interviews and Focus Groups: How do you co-generate rich qualitative data through interviews?	
6. February 12	Arts-Based Health Research Methods: What value can arts-based methods add in health research?	
February 17 – 23: READING WEEK (NO CLASS)		
7. February 26	Research Design I: How do you design a qualitative research study?	*Drop Date: February 28th*
8. March 5	Research Design II: What components make up a good qualitative study?	Assignment #2 (due before midnight)
9. March 12	Analysis and Interpretation I: What does it mean to conduct reflexive thematic analysis?	
10. March 19	Analysis and Interpretation II: What is the difference between data analysis and interpretation?	
11. March 26	Evaluating Qualitative Research: What strategies can we adopt to ensure our studies add value?	
12. April 2	Open Class: What concepts/topics would you like to (re)visit?	Assignment #3 (due April 9 before midnight)

COURSE FORMAT

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

- Learner-led group discussions of course material
- In-class exercises
- Assignments

EVALUATION

Activity/Assignment	% Final Grade	Due Date
Class attendance, preparation, and participation (including facilitating one class discussion with a hands-on learning exercise)	15%	(January 8 th – April 2 nd)
Constructing Health Paper (three pages)	15%	January 29 th
Qualitative Interview and Analytic Memo Paper (five pages)	30%	March 5 th

Critiquing Qualitative Research Paper (eight pages)	40%	April 9 th
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Due Dates and Formatting:

All assignments are due on the dates specified and are to be uploaded to Quercus. We encourage learners to discuss assignment extensions with the instructor(s) as needed.

Late assignment penalties: A penalty of 5% per day will be deducted for late assignments unless permission is obtained ahead of time. Papers more than three days late without permission will not be accepted and learners will receive 0%.

Formatting requirements: 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 Attendance, Preparation, and Participation (15%):

- a) Please come to each class fully prepared to critically engage in conversation about the course material.
- b) Each learner will facilitate one session based on course material for that week. The session must include one hands-on activity and engagement of your classmates in a critical discussion about the key concepts that week. The course instructor(s) will meet with each facilitator prior to their facilitation to provide feedback on their facilitation plan.

2. Constructing Health Paper (15%)

DUE DATE: January 29th

Length: Three pages (double-spaced) + appendix

This assignment challenges you to re-think how a health-related topic is constructed and how that construction may be problematic.

Pick one **health-related** item to critique (e.g., breast cancer fundraising campaign; advertisement for a new medication; poster promoting smoking cessation). Approach your critique through a critical qualitative paradigm.

Your critique can be informed by readings and class discussions and/or learning outside of this class (e.g., previous course work; lived experience). Make sure you briefly describe your

paradigm and any concepts you are using near the beginning of your paper. Include the item being analyzed (e.g., photograph or video) as an appendix.

Here are some questions to help get you thinking:

- What implicit/explicit assumptions are made about health, illness, the body, and/or health care?
- What is left out?
- What are the implications of this construction? (e.g., Are different people differently affected by this construction?) Why does this matter/bother you?
- How could the item have been portrayed in more inclusive ways? (And what would the potential implications be?)

3. Qualitative Interview and Analytic Memo Paper (30%)

DUE DATE: March 5th

Length: Five pages (double-spaced) + required appendices

This assignment will give you practice with one-on-one interviewing and the opportunity to critically reflect on the experience. Please note that this assignment always takes learners longer than they think, so give yourself plenty of time.

Conduct an in-depth, one-on-one interview with someone you know about a **health-related topic, with a focus on health (in)equity**. Develop an overarching research question to guide your inquiry and the development of your interview guide. You should draw on class readings and discussions to help you develop your interview guide, conduct the interview, and analyze your interview data.

Your interview should **last about 30 minutes**. You must tape record the interview and transcribe it verbatim yourself. Due to university ethics requirements, the work you do for this assignment may not be published in any form.

The paper should contain two main sections (in addition to your introduction and conclusion):

- a) ***Brief analysis of the interview*** – This section should focus on what you learned about the person you interviewed and insights from the data you co-generated. **Highlight interesting passages of the interview transcript, make analytic notes in the margins (using the comments function in track changes), and then expand on these analytic thoughts in the body of your paper.** Also comment on any non-verbal communication (and why this matters), things that were possibly missing from the interview (e.g., things you expected them to say but did not), and ideas you would like to follow up on if you were to interview them again.
- b) ***Reflect on your experience*** – This section should focus on what you learned about yourself during this process. What thoughts/feelings came up for you during the interview and the process of transcription/analysis? What assumptions did you bring to

the interview (and what were the possible implications of those assumptions)? What would you do differently next time?

You are to submit the following:

1. Analytic memo (include your overarching research question in the introduction paragraph of your paper)
2. Interview guide (appendix)
3. Interview transcript (appendix; use track changes to mark up the transcript with analytic insights/memos)
4. Audio recording of the interview (submission instructions will be provided in class)

The care you take in producing your transcript, quality of the analytic discussion in relation to the data, 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 be all considered.

4. Critiquing Qualitative Research Paper (40%)

DUE DATE: April 9th (one week after last class)

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

For the final assignment, you will critique **three** high quality published **empirical** qualitative research articles (not mixed methods and not a conceptual or review article) on a topic of your choice related to health (in)equity (Note: all three papers must focus on the same general topic).

Using what you have learned in this course about value-adding qualitative research, you will: **1)** Write a **critical response** to each article and **2)** Provide a **synthesized assessment** (analytic commentary) of the implications of your critiques (e.g., How does your critique about no explicit reflexivity impact how you understand the research findings?).

You will be expected to draw heavily on your learning in Week 11 to do this assignment; however, you will also be evaluated on how well you can weave in learning from the entire course.

Some suggestions for issues to consider **in writing each critique** include:

- a) How are the authors constructing their research topic?
- b) Is the work located within a specific paradigm and/or tradition of inquiry?
- c) How much do the authors tell you about their research process?
- d) What does the text look like? (e.g., What language do they use to speak about their work? How do they present their data?)
- e) Do the authors help to extend our understanding of health (in)equity? (beyond self-evident knowledge)

Some suggestions to consider when **writing your analytic commentary** include:

- a) What work are you most drawn to and why?

- b) What methodological perspectives did you find most compelling?
- c) What are the similarities and differences in how authors working from different traditions have researched this area?
- d) How might you go about researching this topic differently?

Simply summarizing what the authors have done and said will not be enough. Nor will simply pointing out flaws/what is missing. Your ability to critically assess the articles and how well you convey an understanding of the implications of different ways of researching a topic area from a qualitative perspective will be evaluated.

SESSION BY SESSION OUTLINE

S1 Overview of Qualitative Research: What Does it Mean to Engage in Value-adding Qualitative Research?

Required Learning

1. Eakin, J.M., & Gladstone, B. (2020). "Value-adding" analysis: Doing more with qualitative data. *International Journal of Qualitative Methods*, 19, 1-13. (Note: This paper may feel overwhelming at this stage, but we will be revisiting concepts/ideas raised in the paper throughout the course).
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 Learning

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/>

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

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.

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 Positionality and Reflexivity: How does/should reflexivity impact the research process?

Required Learning

1. Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative research*, 15(2), 219-234.
2. Kohl, E., & McCutcheon, P. (2015). Kitchen table reflexivity: negotiating positionality through everyday talk. *Gender, Place & Culture*, 22(6), 747-763.
3. 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.

Dissertation Example from CQ Methodological Award Winner

Joy, K. (2023). *Honouring Grief Experiences in Life, Death, and the Workplace: A Critical Analysis of Bereavement Accommodation for Workers in Precarious Employment in Canada*. Available at: https://tspace.library.utoronto.ca/bitstream/1807/130033/2/Joy_Karima_202311_PhD_thesis.pdf

Comments from CQ Awards Committee: <https://ccqhr.utoronto.ca/2024/04/11/2023-2024-cq-dissertation-award/>

Additional Learning

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

Darawsheh, W. (2014). Reflexivity in research: Promoting rigour, reliability and validity in qualitative research. *International Journal of Therapy and Rehabilitation*, 21(12).

Holmes, A. G. D. (2020). Researcher positionality--a consideration of its influence and place in qualitative research--Anew researcher guide. *Shanlax International Journal of Education*, 8(4), 1-10.

Kuhnke, J. L., & Jack-Malik, S. (2022). How the Reflexive Process Was Supported by Arts-Based Activities: A Doctoral Student's Research Journey. *LEARNing Landscapes*, 15(1), 201-214.

S3 Paradigms and Traditions of Inquiry I: What are common research paradigms and methodologies?

Required Learning

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.

Highly Recommended Resource

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

Additional Learning

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

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

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

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.

S4 Paradigms and Traditions of Inquiry I: What are the links between epistemology, social theory, methodology, and methods?

Required Learning

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. Meyer, S., & Ward, P. (2014). 'How to' use social theory within and throughout qualitative research in healthcare contexts. *Sociology Compass*, 8(5), 525-539.

3. Pritlove, C., Angus, J. E., Dale, C., Seto Nielsen, L., & Kramer, M. (2023). Binary blues: Exploring beyond dichotomized gender comparisons with a theory-driven approach. *Qualitative Research*, 23(3), 764-781.

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 Learning

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.

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.

Kincheloe, J.L., & McLaren, P. (2005). Rethinking critical theory and qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research* (3rd ed., pp. 303-342). SAGE.

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.

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

S5 Interviews and Focus Groups: How do you co-generate rich qualitative data through interviews?

Required Learning

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. 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.
3. Finlay, L. (2012). Five lenses for the reflexive interviewer. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (pp. 317-331). Sage.

Highly Recommended Resource

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

Additional Learning

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

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

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.

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.

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

S6 Arts-Based Health Research Methods: What value can arts-based methods add in health research?

Required Learning

1. Liebenberg, L. (2018). Thinking critically about photovoice: Achieving empowerment and social change. *International Journal of Qualitative Methods*, 17, 1-9.
2. Boivin, L. (2018). Image-based storytelling: a visual narrative of my family's story. *CMAJ*, 190(37), E1112-E1113. [Part Two]
3. Crawford, A. (2018). Dene and Western medicine meet in image-based storytelling. *CMAJ*, 190(36), E1085-E1086. [Part One]
4. Pritlove, C., Safai, P., Angus, J. E., Armstrong, P., Jones, J. M., & Parsons, J. (2019). "It's hard work": a feminist political economy approach to reconceptualizing "work" in the cancer context. *Qualitative Health Research*, 29(5), 758-773.

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](https://tspace.library.utoronto.ca/bitstream/1807/80749/3/Juando-Prats%20Clara%20201711%20PhD%20thesis.pdf)

Comments from CQ Awards Committee (2017-2018):

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

Additional Learning

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.

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.

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.

S7 Research Design I: How do you design a qualitative research study?

Required Learning

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.

Additional Learning

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'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.

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

S8 Research Design II: What components make up a good qualitative study?

Required Learning

1. Green, J., & Thorogood, N. (2018). Chapter 3: Developing qualitative research proposals. *Qualitative methods for health research* (4th ed., pp. 49-81). SAGE.
2. 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.

3. 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.

Additional Learning

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

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

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: What does it mean to conduct reflexive thematic analysis?

Required Learning

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.
3. Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and being a knowing researcher. *International Journal of Transgender Health*, 24(1), 1-6.

Dissertation Example from CQ Methodological Award Winner

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

Comments from CQ Awards Committee (2020-2021):

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

Additional Learning on Qualitative Analysis

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*, 18, 371-375.

S10 Analysis and Interpretation II: What is the difference between data analysis and interpretation?

Required Learning

1. Bhattacharya, K. (2017). Unit 7: Data analysis, interpretation, and re-presentation. *Fundamentals of qualitative research: A practical guide* (pp. 149-161). Routledge.
2. Thorne, S. (2020). Beyond theming: Making qualitative studies matter. *Nursing Inquiry*, 27(1), 1-2.
3. 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 Learning on Qualitative Analysis

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.

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.

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

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

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.

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.

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

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

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

S11 Evaluating Qualitative Research: What strategies can we adopt to ensure our studies add value?

Required Learning

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 Learning

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.

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

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

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.

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 What concepts/topics would you like to (re)visit?

Required Learning

Learning 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 ARTIFICIAL 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.

FORMAL ACCOMODATION THROUGH ACCESSIBILITY SERVICES

Students with disabilities or health considerations that may require accommodations are welcome in this course. Students are responsible for connecting with Accessibility Services Office as soon as possible in their program to establish an accommodation plan. The accommodation plan is essential to ensure instructor(s) appropriately assist students with their accommodations needs in achieving their learning goals in this course. Students should notify instructors of disability related accommodations prior to deadlines.

Accessibility Services staff are available by appointment to assess specific needs, provide referrals and develop appropriate accommodation plans. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>.

REQUESTS FOR INFORMAL ACCOMODATION

Informal accommodations are requested by students when they miss (or anticipate missing in near time) a deadline because of illness, injury, emergency, or other unexpected incident. Academic busy-ness is not grounds for informal accommodation.

Decisions on whether to provide informal accommodation are at the discretion of the instructor and are not required. Requests will be considered by the instructor(s) on a case-by-case basis. Contact your instructor to request informal accommodation as soon as possible. Students requesting an academic consideration may be required to complete a verification of illness form found here <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>

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. DSLPH 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)	<p>The Health Sciences Writing Centre provides free individualized, confidential writing instruction to:</p> <ul style="list-style-type: none"> • Develop your writing skills • Improve your capacity to plan, organize, write, and revise academic papers (in any subject!) • Manage ESL/EFL language challenges <p>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.</p>
UofT Academic Success Centre	Offers group workshops and individual counselling to develop strategies for a range of learning challenges such as time 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.