

**University of Toronto
Rehabilitation Science Institute
REH 5200 (Winter Term 2025)
Theory and Method in Qualitative Research: Critical and Creative Approaches to Inquiry
Wednesdays 9:00 am-12:00 pm**

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ESSENTIALS OF QUALITATIVE RESEARCH (EQR) COURSE SERIES

This course is part of CQ's Essentials of Qualitative Research curriculum. CQ is an extra-departmental unit in the Dalla Lana School of Public Health also supported by the Faculties of Kinesiology and Physical Education, Nursing, Pharmacy, Social Work, and the Rehabilitation Sciences Institute. CQ builds capacity in the health sciences to advance critical and theoretically informed qualitative inquiry. As a hub for researchers, graduate students, and professors teaching qualitative methodology, its academic fellows promote research that addresses the social, political and historical dimensions of health and questions prevailing assumptions that naturalize health and illness, for example, as individual and biological phenomena.

Visit the CQ website www.ccqhr.utoronto.ca to learn more about CQ's resources and activities, which include other QR courses (Essentials of Qualitative Research Course Series), free methodology seminars (At the Centre Speaker Series; 3-4 seminars per term), 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.

This course is offered by the Rehabilitation Sciences Institute.

LAND ACKNOWLEDGMENT

We would like to acknowledge that the sacred land that University of Toronto operates on has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, Anishnawbe, Haudenosaunee, and most recently, the Mississauga of the New

Credit First Nation. The territory was the subject of the *Dish With One Spoon Wampum Belt Covenant*, an agreement between the Iroquois Confederacy and the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, Toronto is also the home to Indigenous people from across Turtle Island and we are sincerely grateful to have the opportunity to work and learn on this important traditional territory.

COURSE DESCRIPTION

This course explores a range of qualitative research methods and theoretical perspectives with emphasis on the role that theory plays across the different stages of the research process. Students will examine the underlying theoretical assumptions of qualitative research methods and the implications that these assumptions have for framing a research problem, study design, data collection, and data analysis. We will explore ethical considerations, efforts in decolonizing qualitative research, arts-based approaches in health research, assessments of study quality, and the role of writing in qualitative research. The course provides opportunities to attain practical, hands-on experience with developing research questions, data collection, and data analysis. A prior version of the course, JRP1000, was originally designed in 2009 by Dr. Pia Kontos (Dalla Lana School of Public Health) and Dr. Barbara Gibson (Rehabilitation Sciences Institute). The 2025 course will be offered by Dr. Janet Parsons (Rehabilitation Sciences Institute), who has previously led JRP1000.

IS THIS COURSE A GOOD FIT FOR YOU?

While the course does not have specific *course* prerequisites, some prior familiarity with qualitative research and some knowledge of social theory is highly recommended in order for students to be successful in the course. The course is designed for doctoral students enrolled in thesis-based graduate programs, who intend to include qualitative inquiry as a major component of their dissertation research. Master's students may enroll but only if they have relevant prior experience/exposure to qualitative methods previously. Audits are not generally accepted. Priority is given to students in RSI and in other departments/faculties that are 'contributing members' to CQ. Interested students should seek permission of the instructor to enroll.

COURSE OBJECTIVES

This course aims to explore the relationship between theory and method in qualitative inquiry. Students will be expected to engage in critical reflection, discussion and debate of the ideas presented. At the completion of the course students will:

- Appreciate the scope and complexity of qualitative inquiry
- Understand the role of theory across the research process and across a range of traditions
- Be familiar with different paradigms and theoretical perspectives in qualitative research, including arts-based approaches
- Understand how to choose different data gathering techniques and acquire basic skills in their use
- Understand the notion and practice of reflexivity and its role in the research process
- Understand the various ways that rigour and quality are enhanced in qualitative research
- Develop an understanding about the relationship between power and colonialism, and their impact on qualitative research
- Become familiar with the basics of qualitative analysis
- Identify ethical issues related to the use of qualitative methods
- Have an introductory understanding of how to write up qualitative research

COURSE FORMAT

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

discussion of readings, student-facilitated discussions, in class exercises and assignments. Weekly seminar discussions and presentations are best when they are dynamic, informed, creative, stimulating and collective. This requires that students **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 students; you will be expected to attend all classes, to participate in group discussions and share your research and reading experiences. Required readings **are to be used as needed for assignments**, and will also be useful as resources for students who wish to follow up on ideas introduced in the course.

SUMMARY OF COURSE REQUIREMENTS

Activity/Assignment	% FINAL GRADE	Due Date
Class preparation and participation (including leading one class discussion of the readings assigned for that week) In addition, an arts-informed reflection on the course learnings is required – due for the final class on April 2 (last day of class)	15%	N/A for weekly class preparation. Sign up list for leading one class discussion Artistic reflection due last week of class (April 2 nd)
Critical Analysis of a Cultural Representation Paper (3-5 pages)	15%	February 12 (before drop deadline: February 28)
Data Collection, Description and Analysis Paper (5 pages)	35%	March 12
Critical Annotated Bibliography (8 pages)	35%	April 9 (one week after the last class)

Due Dates and Formatting: All assignments are due on the dates specified and are to be uploaded to Quercus. Page limits should be strictly adhered to. Use a minimum of 12pt font and double spacing. Late assignments will be accepted **only** in exceptional circumstances and with prior discussion with the instructor.

Please include your family name in the saved title of your assignments. For example: **Parsons_Assignment_1.doc OR **Janet Parsons Theoretical paper.doc** (etc). This helps keep me organized!

DETAILS OF COURSE REQUIREMENTS

1. Class Preparation, Attendance, and Participation (15%):

- (a) Attendance, preparation, informed participation in class discussions; you will be expected to reflect on assigned readings, prepare for in-class exercises, and share your questions and comments;
- (b) Leading a seminar discussion based on a week's readings, summarizing main points, including some critical reflection about the arguments put forward, how they are constructed, their coherence, and **how the readings compare and contrast** regarding the week's topic.
- (c) An art-based reflection on your learning journey in the course (due the final class). Six opportunities to engage in creative reflection and to practice reflexivity will be provided as 'homework' by the instructor throughout the course. You should try to do all 6 activities (it's the practice/process of creating that is most important here), and then choose 1 as the focus of this assignment. Choose the piece that you feel best represents your learning throughout the course, and then write a 2-page (double-spaced) reflection on your learning journey in the course. You should hand in an image of your

artwork as well as a Word document of your written reflection. This is due the final day of classes.

2. Critical Analysis of a Cultural Representation Paper (15%)

DUE DATE: February 12

Length: 3-5 pages (double spaced)

This project requires you to creatively review some aspect of our culture's representation of a **health-related topic** of your choice. "Health-related" can be understood broadly, as long as you can make a clear link to how the cultural representation is health-related. Right from the beginning of the course students 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 literatures (e.g., financial, leisure, marketing), print media, cyberspace, film, social/public spaces, fashion, music, sports, government policies, poetry, and fairy tales are possible sources of cultural representations. With this assignment, you will put skills to use that you have been developing in class - to problematize 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 cultural representation itself – this is not an opportunity to discuss or think through issues related to the image/representation (for example, do not provide an overview of research on the health-related topic). You need to discuss how the health-related topic is **socially constructed** through this cultural representation, and how that construction may or may not be problematic.

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?

- Don't assume shared understanding of terminology. Explicitly define how you are using terms.
- It is not necessary to invoke the paradigms, either as implicit in the object or in your explanation
- It is not necessary to bring in outside theories (but if you do then explain them)
- Students should include the item being analyzed (e.g. photograph, video) with their written analysis. Any images, videos (etc) included should be in addition to the 3-5 pages of written analysis.

3. Data Collection Description and Analysis Paper* (35%)

DUE DATE: March 12

Length: 5 pages (double spaced) + required appendices

For this assignment, you must either carry out an observation of a (preferably health-related) setting **OR** conduct an in-depth one-to-one interview with a friend about a topic of your mutual choosing. Each option is described below. The assignment is designed to give you an opportunity to engage in and reflect on a qualitative data collection 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. You cannot draw on this exercise as part of your thesis or dissertation project.

* Assignment adapted from Eric Mykhalovskiy, Department of Community Health and Epidemiology, Dalhousie University

Option 1: Observation

For this option, you will carry out an observation of a public setting i.e., a setting where one could normally sit and observe activity that does not require permission. You are encouraged to choose a health-related setting if possible. Suitable settings include a hospital lobby or waiting room, a clinic waiting room (physiotherapy, massage, chiropractic, naturopathic, walk-in), a research lab (research institute, university), sports club (gym, yoga studio, Pilates studio), health spa (bodywork, esthetics, wellness classes), community centre (recreational, health clinic). You should carry out two separate occasions of observation of the same setting, each of approximately 20-30 minutes in duration.

Draw on what you have learned about ethnographic observation through your readings and class discussions to conduct your observation. As part of your observation, you might ask yourself the following questions (this is **not** an exhaustive list nor do you necessarily have to cover all the points): What is the setting as a physical/social space? Who are the people in the setting? How are they different? What are they doing? How? With or/to whom? What social class, gender, race, dis/ability or other differences can you see? What physical “props” are being used? How?

You are to submit the following:

1. Any rough notes taken during observation
2. Your field notes
3. A diagram of the setting
4. An analytic memo (**maximum** 5 pages, double spaced) in which you:

a) *Produce an account of what you observed.* Include a description of the setting. In addition, try to address questions such as the following: What patterns emerged in the setting? What forms of interaction did you observe? How did they take place, who did what how, etc.? What struck you as particularly interesting and or curious about what you observed? What did you learn about social life from the observation you conducted? If you were to conduct a full study of the setting, what might you focus on? As much as is possible you should try to provide an account of what you have learned about how the setting works. In other words, what analytic insights about the setting do you take away from the exercise?

b) *Reflect on the experience of doing observation.* Try to address the following type of questions (remember this list is not exhaustive nor do you have to cover all the points): What did you observe that you might not have seen as a casual observer or participant in the setting? How did your personal history, identity, and theoretical presuppositions shape your observation? How did you feel in the setting? What issues arose for you in writing up your field notes?

You will be evaluated on how well you engage in detailed ethnographic description of your setting. The character of your field notes and the connections between your field notes and the account you make of the setting in your analytic memo, and your capacity to raise interesting questions about the process of observation will be evaluated.

Option 2: In-Depth Interview

You can conduct ONE in-depth one-to-one interview with a friend/family member about a topic you mutually agree upon. For example, this may be a health-related experience, perspectives on the health system, what health means to him/her etc. Non-health related topics are also fine (For example, a meaningful or life changing experience, or the experiences of being a graduate student). The interview can be conducted by phone or a digital platform (e.g. zoom), or, if you are interviewing someone from your household, in person.

Draft some specific research questions or purposes to guide your inquiry. Your interview should last about 45 minutes. 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; in what ways did the event/activity involve others? in what ways it affected your respondent's attitudes, self-perception, relationships, and interactions with others? how was it perceived by others? how did the respondent feel about the experience? You should tape/audio record the interview and transcribe it verbatim.

You are to submit the following:

1. The interview guide
2. The digital audio file of the interview and its transcript
3. An analytic memo (**maximum** five double-spaced pages) in which you:

a) Offer a brief analysis of the interview (about 4 pages)

You need to produce a brief analytic commentary about the experience recounted by your interviewee. What did you learn about the interviewee? You are not required to conduct a full-scale analysis of the transcript but you must at least suggest some directions for analysis of the interview. You can, for example, point to interesting passages of interview text and reflect analytically 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 interviewee or on interviews with other participants (if you were doing a full study on this topic)? What if anything does your interview tell us about relationships between life events and identities (gender, class, ethno-cultural identity, race, SES, work roles, age etc)? Also reflect on how interview medium might influence how the interview unfolded (zoom, phone or in-person).

b) Reflect on your experience with this exercise (about 1 page)

You might consider the following issues (this is not exhaustive nor do you have to cover all the points): what thoughts and feelings and assumptions did you bring to the interview exercise? What feelings came up for you while you were conducting the interview? 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 interviewee 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?

You will be evaluated on how well you engage in detailed interviewing about your participant's activities/experiences recounted, including how well you can engage in the approach to interviewing that we will have discussed in class. The care you take in producing your transcript, the quality of the analytic discussion in relation to the data, and intellectual creativity (i.e. 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 considered.

4. Critical Annotated Bibliography* (35%)

DUE DATE: April 9

Length: 8 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

* Assignment adapted from Eric Mykhalovskiy, Department of Community Health and Epidemiology, Dalhousie University

your choice. Using what you have learned in the course, you will write a critical response to each article and an overall statement 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 individual critiques 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):

1. 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-behaviour framework. An ethnographer may be interested in the culture of teen smoking. A grounded theorist or narrative researcher 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.
2. Is the work located within a specific paradigm and/or tradition of inquiry? 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, 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?
3. Research process: 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 collect their data? Do their data collection 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?
4. What does the text look like? 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 “air-time” 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?
5. What argument is being made? 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? Is their analysis of the data theoretically informed? Is the theorization convincing? What kind of analysis is being done in the text? What story is being communicated? Is it plausible?

In addition to your individual critiques you need to include an overview where you offer some analytic commentary 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 discussion to produce original, thoughtful and creative commentary on specific examples of qualitative research will be evaluated. Simply summarizing what the authors have done and said will not be enough. Nor will simply pointing out 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 considered.

2025 COURSE SCHEDULE/TIMETABLE

SESSION	TOPIC
1. January 8	Introduction
2. January 15	Paradigms & Traditions of Inquiry 1 - Looking Within
3. January 22	Paradigms & Traditions of Inquiry 2 - Moving Beyond
4. January 29	Research Design
5. February 5	Ethical Considerations
6. February 12	Interviews – Approaches, Forms and Practices
February 19	READING WEEK – NO CLASS
7. February 26	The Art of Observation (Arts-based Research 1)
8. March 5	Race, Power & Health Research
9. March 12	Analysis and Interpretation 1
10. March 19	Analysis and Interpretation 2
11. March 26	Arts-based Health Research 2
12. April 2	Evaluating Qualitative Research

SESSION BY SESSION OUTLINE (sub-topics, assigned and optional readings)

S1	Introduction
	<ul style="list-style-type: none"> - Overview of the course: objectives, assignments, evaluation, etc. - Self-introductions - Mapping our experiences with/of qualitative research - What kinds of claims do authors make about qualitative research? - How is the specificity of qualitative research typically represented? - What can be said of the central principles or defining features of qualitative research? - The historical background of qualitative research and its growing popularity within the health sciences

Required Readings

[Reisetter, M., Yexley, M., Bonds, D., Nikels, H., & McHenry, W.I. \(2003\). Shifting paradigms and mapping the process: Graduate students respond to qualitative research. *Qualitative Report*, 8\(3\), 462-480.](#)

Nicholls, D. (2009) Qualitative research: Part one – Philosophies. *International Journal of Therapy and Rehabilitation*, Vol 16 (10): 526-533.

S2 Paradigms & Traditions of Inquiry (Part I) - Looking Within

- What is a theoretical perspective?
- How do you 'see' a theoretical perspective?
- What difference does a theoretical perspective make?
- Key ways in which theoretical perspectives differ
- What systems of classification are used to make sense of qualitative research?

Required Readings

Good, B. J. (1994). How medicine constructs its objects. *Medicine, rationality, and experience* (pp. 65-87). Cambridge: Cambridge University Press.

[Gibson B.E., Teachman G. \(2012\). Critical Approaches in Physical Therapy Research: Investigating the Symbolic Value of Walking. Special Issue of *Physiotherapy Theory and Practice: Philosophy and Physiotherapy*, 28\(6\), 474-484](#)

Bhattacharya, K. (2017) Unit 1: Meeting Qualitative Research. In *Fundamentals of Qualitative Research: a practical guide*. (pp. 1-17) Routledge.

**Please be sure to do the exercise within this reading (pp. 8 - 10), which we will discuss during our session together.

Additional readings

[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.](#)

Green, J. & Thorogood, N. (2014). Qualitative methodology and health research. *Qualitative Methods for Health Research*, 3rd Edition London: Sage. (Chapter 1). – *strongly recommended for those new to QR*.

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

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.

Reeves, S., Albert, M., Kuper, A., and Hodges, B.D. (2008). Why use theories in qualitative research? *British Medical Journal*, 337(Sept 13), 631-634.

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.

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.

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.

S3 Paradigms & Traditions of Inquiry (Part II) - Looking Beyond

- Mapping of paradigms – looking beyond to diverse paradigmatic and methodological voices
- The critical paradigm up close
- Methodologies associated with these paradigms

Required Readings

Smith, Linda Tuhiwai (2013). Introduction (pp. 1-19). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd.

Rice C, Harrison E, Friedman M. (2019). Doing justice to intersectionality in research. *Cultural Studies <-> Critical Methodologies*, 19(6): 409-420.

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 : 1-13.
<https://doi.org/10.1177/16094069221113114>

Additional Readings

Jenkins, T. M. (2014). Clothing norms as markers of status in a hospital setting: A Bourdieusian analysis. *Health*, 18(5), 526-541

[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.](#)

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

Lopez, K.A., Willis, D.G. (2004). Descriptive versus interpretive phenomenology: Their contributions to nursing knowledge. *Qualitative Health Research*, 14(5), 726-735.

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.

Layder, D. (1994). Meanings, situations and experience. In *Understanding social theory* (pp. 57-74). Thousand Oaks: Sage.

Rock, M., McIntyre, L., Rondeau, K. (2008). Discomforting comfort foods: Stirring the pot on Kraft Dinner and social inequality in Canada. *Agriculture and Human Values*.

Alasuutari, P. (1996). Theorizing in qualitative research: A cultural studies perspective. *Qualitative Inquiry*, 2(4), 371-384.

Grahame, P. R. (1998). Ethnography, institutions, and the problematic of the everyday world. *Human Studies*, 21, 347-360.

Prasad, P. (2005). Qualitative research as craft: Postpositivist traditions and research styles. In *Crafting qualitative research: Working in the postpositivist traditions* (pp. 3-42). New York: M.E. Sharpe Inc.

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.

Wacquant, L. (1992). Toward a social praxeology: The structure and logic of Bourdieu's sociology. In P.

Bourdieu, & L. Wacquant (Eds.), *An Invitation to Reflexive Sociology* (pp. 2-59). Chicago: University of Chicago Press.

S4 Research Design

- How does research design relate to traditions of inquiry?
- Developing research questions (including with informing theory)
- Choosing the appropriate qualitative methods for your study

Required Readings

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

Green, J. and Thorogood, N. (2014). Chapter 2 Developing Qualitative Designs. *Qualitative Methods for Health Research* 3rd Edition (pp.35-63). London: Sage.

Leavy P. (2020). *Method Meets Art*. 3rd Edition. (Ch. 1 – Social Research and the Creative Arts – An Introduction) (pp. 1- 34). New York: The Guilford Press.

Yoshida KK & Shanouda F. (2015) A culture of silence: modes of objectification and the silencing of disabled bodies, *Disability & Society*, 30:3, 432-444, DOI: 10.1080/09687599.2015.1019042

Additional Readings

Parsons JA, Bond VA, Nixon SA (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. doi:10.1371/journal.pone.0127392

[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). *Qualitative Inquiry and Research Design*. Sage. (Chapter 2: Designing a qualitative study).

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.

Silverman, D. (1985). *Qualitative Methodology and Sociology*. Gower. (Chapter 1: The research process).

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.

Janesick, V. (2000). The choreography of qualitative research design. In Denzin, N., and Lincoln, Y. (Eds.), *Handbook of qualitative research*. 2nd Edition. Thousand Oaks: Sage.

S5 Ethical Issues in Qualitative Research:

- What are some of the ethical challenges in designing and conducting qualitative research?
- The importance of relationality and engaging with participants/communities in designing, conducting and sharing research
- The ethics of representation

Required Readings

[Hammersley M \(2014\) On the ethics of interviewing for discourse analysis. *Qualitative Research* 14\(5\): 529–541](#)

Hardy, B.J., Lesperance, A., Foote, I. et al. Meeting Indigenous youth where they are at: knowing and doing with 2SLGBTQQIA and gender non-conforming Indigenous youth: a qualitative case study. *BMC Public Health* 20, 1871 (2020). <https://doi.org/10.1186/s12889-020-09863-3>

Ermine W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6 (1): 193-203.

Green, J. and Thorogood, N. (2004). Responsibilities, ethics and values. *Qualitative Methods for Health Research* (pp.51-76). London: Sage.)

Additional Readings

[Macdonald, M. E., & Carnevale, F. A. \(2008\). Qualitative health research and the IRB: Answering the “so what?” with qualitative inquiry. *Journal of Academic Ethics*, 6\(1\), 1-5.](#)

Kvale, S. (1996). Ethical issues in interview inquiries. *InterViews* (pp. 109-123). Thousand Oaks, CA: Sage Publications Inc.

Clarke A. (2006). Qualitative interviewing: Encountering ethical issues and challenges. *Nurse Research*, 13(4), 19-29.

Dickson-Swift, V., James, E.L., Kippen, S., & Liamputtong, P. (2007). Doing sensitive research: What challenges do qualitative researchers face? *Qualitative Research*, 7(3), 327-353.

DeVault, M.L. (1995). Ethnicity and expertise: Racial-ethnic knowledge in sociological research. *Gender & Society*, 9(5), 612-631.

Murphy, E., & Dingwall, R. (2007). Informed consent, anticipatory regulation and ethnographic practice. *Social Science and Medicine*, 65, 2223-2234.

Ramcharan, P., & Cutcliffe, J. R. (2001). Judging the ethics of qualitative research: Considering the 'ethics as process' model. *Health and Social Care in the Community*, 9(6), 358-366.

S6 Interviews: Approaches, Forms and Practices

- Why choose these methods?
- What interviews and focus groups allow you to access that other methods do not
- Constructing an interview and a focus group guide (open-ended vs. closed-ended questions)
- Conducting an interview and a focus group – things to consider
- How do gender, race, class and other social relations shape the interview process for both the interviewer and the interviewee?
- Reflexivity

Required Readings

[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.](#)

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.](#)

Highly Recommended Resource

<https://www.utoronto.ca/~pchsiung/LAL/>

**This resource was developed by Dr. Ping-Chun Hsiung, Professor of Sociology at the University of Toronto Scarborough. We highly recommend it!

Additional Readings

Belzile, J.A., Óberg, G. (2012). Where to begin? Grappling with how to use participant interaction in focus group design. *Qualitative Research* 12(4), 459-472.

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 NK Denzin & YS Lincoln (Eds), *The Handbook of Qualitative Research* (3d ed.) (pp. 695-727). Thousand Oaks, CA: Sage Publications Inc.

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

Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *British Medical Journal*, 311(7000), 299-302.

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.

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

Manderson, L., Bennett, E., and Andajani-Sutjahjo S. (2006). The social dynamics of the interview: Age, class, and gender. *Qualitative Health Research*, 16(10), 1317-1334

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.

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.

Patton, M.Q. (2002). Qualitative interviewing. In *Qualitative research & evaluation methods* (pp. 339-427). Thousand Oaks: Sage.

Morgan, D.L., and Bottorff, J.L. (2010). Advancing our craft: Focus group methods and practice. *Qualitative Health Research*, 20(5), 6579-581.

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.

S7 Participant Observation and Arts-based Research Part 1

- Why choose participant observation?
- What participant observation allows you to access that other methods cannot
- How and what to observe?
- What are ethnographic fieldnotes? How are they made, what do they look like, and what role do they play in ethnographic research?
- Experiencing and addressing tensions in the field
- Reflexivity

Required Readings

[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.](#)

Green, J. and Thorogood, N. (2014). Observational methods. *Qualitative Methods for Health Research* (pp. ??). London: Sage.

Ho ES, Wright VA, Parsons JA. (2021). Animated analysis: Drawing deeper analytical insights from qualitative data. *International Journal of Qualitative Methods*, 20: 1 – 7.
<https://doi.org/10.1177/1609406921990494>

Additional Readings

Parsons JA, Singh G, Scott AN, Nisenbaum R, Balasubramaniam P, Jabbar A, Zaidi Q, Sheppard A, Ramsay J, O'Campo P, Dunn J. Standardized observation of neighbourhood disorder: does it work in Canada?

International Journal of Health Geographics. 2010 Feb 10;9:6. doi: 10.1186/1476-072X-9-6. <https://ij-healthgeographics.biomedcentral.com/articles/10.1186/1476-072X-9-6>

[Carpiano, R.M. \(2009\). Come take a walk with me: The 'go-along' interview as a novel method for studying the implications of place for health and well-being. *Health & Place*, 15, 263-272.](#)

Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). Fieldnotes in ethnographic research. In *Writing Ethnographic Fieldnotes* (pp1-16). Chicago: University of Chicago Press.

Monahan, T., and Fisher, J.A. (2010). Benefits of 'observer effects': Lessons from the field. *Qualitative Research*, 10(3), 357-376.

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

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

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures* (pp 3-30). New York: Basic Books.

Pope, C. (2005). Conducting ethnography in medical settings. *Medical Education*, 39, 1180-1187.

McDonald, S. (2005). Studying actions in context: A qualitative shadowing method for organizational research. *Qualitative Research*, 5(4), 455-473.

Prasad, P. (2005). Ethnography: Cultural Understandings of Natives (pp. 75-90). *Crafting Qualitative Research*. New York: M.E. Sharpe.

Kusenback, M. (2003). Street phenomenology: The go-along as ethnographic research tool. *Ethnography*, 4(3), 455-485.

S8 Race, Power and Qualitative Health Research

- consider the interrelationship among critical qualitative research, race and health research
- particular attention will be paid to: settler-indigenous relationships (and the relationship between science/research and colonialism), relationality, trust and power in research, as well as the notions of reciprocity and "who" (as in: Who owns the research? Who benefits from research conducted? Who has traditionally been excluded? Etc.)

Required Readings

Tuck, Eve & Yang, Wayne, E. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.

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

Bhattacharya, K. (2009). Othering research, researching the other: De/colonizing approaches to qualitative inquiry. In *Higher education: Handbook of theory and research* (pp. 105-150). Springer, Dordrecht

****NOTE:** one or two additional readings will be added. This will be shared with you in advance of the session.

Additional Readings

Flicker, S., & Worthington, C. A. (2012). Public health research involving aboriginal peoples: research ethics board stakeholders' reflections on ethics principles and research processes. *Canadian Journal of Public Health/Revue Canadienne de Sante'e Publique*, 19-22.

King, Thomas (2003). *The truth about stories: A native narrative*. Toronto, ON: House of Anansi.

Lewis, Patrick. (2018) Indigenous Qualitative Research in the Neoliberal Public Sphere. In *Qualitative Inquiry in the Public Sphere* (pp. 66-77) New York: Routledge.

Sium, Aman & Ritskes, Eric (2013). Speaking truth to power: Indigenous storytelling as an act of living resistance. *Decolonization: Indigeneity, Education & Society*, 2(1), I-X.

Wilson, Shawn (2008). *Research is Ceremony: Indigenous research methods*. Black Point, NS: Fernwood Publishing.

Kaomea, J. (2003). Reading erasures and making the familiar strange: Defamiliarizing methods for research in formerly colonized and historically oppressed communities. *Educational researcher*, 32(2), 14-23.

McGregor, D., Restoule, J. P., & Johnston, R. (Eds.). (2018). *Indigenous research: Theories, practices, and relationships*. Canadian Scholars' Press.

Limes-Taylor Henderson, K., & Esposito, J. (2019). Using others in the nicest way possible: On colonial and academic practice (s), and an ethic of humility. *Qualitative Inquiry*, 25(9-10), 876-889.

Mashford-Pringle, A. (2016). Aboriginal health and aboriginal education are interconnected. *Journal of Health Services Research and Policy*. 34, 85-96.

Richmond, C. A., & Ross, N. A. (2009). The determinants of First Nation and Inuit health: A critical population health approach. *Health & place*, 15(2), 403-411.

Mosby, I. (2013). Administering colonial science: Nutrition research and human biomedical experimentation in Aboriginal communities and residential schools, 1942–1952. *Histoire sociale/Social history*, 46(1), 145-172.

S9 Strategies for Analysis and Interpretation (Part I)

- What is involved in analyzing qualitative data?
- Analytic devices: coding, memoing, constant comparison, negative cases
- Problems of meaning – the ways in which meaning relates to how data is collected

Required Readings

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

Eakin JM & Gladstone BM. (2020). "Value-adding" Analysis: Doing More With Qualitative Data. *International Journal of Qualitative Methods*, 19. <https://doi.org/10.1177/1609406920949333>

[Sandelowski, M. \(1995\). Qualitative analysis: What it is and how to begin. *Research in Nursing & Health*, 18, 371-375.](#)

Sally Campbell Galman, "On the trail of the Lonesome Data Analyst," (Ch 2) in *The Good, the Bad, and the Data: Shane the Lone Ethnographer's Basic Guide to Qualitative Data Analysis*, pp. 19-30. © 2013 Left Coast Press, Inc.

Highly recommended:

Kvale, S. (1996). The plurality of interpretations. *InterViews: an introduction to qualitative research interviewing*. Thousand Oaks, California: Sage, 221-8.

Additional Readings

Coffey, A. & Atkinson, P. (1996). Concepts and coding. *Making Sense of Qualitative Data* (pp. 26-53), Thousand Oaks, CA: Sage Publications Inc.

[Dierckx de Casterle, B., Gastmans, C., Bryon, E., Denier, Y. \(2011\). QUAGOL: A guide for qualitative data analysis. *International Journal of Nursing Studies* doi:10.1016/j.ijnurstu.2011.09.012.](#)

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.

Olaogun, JA, and Fatoki, OI (2009) Theory building approach using qualitative data analysis. *The Social Sciences*, 4(1), 12-23.

Miles, M. B., & Huberman, A. M. (1994). Making good sense: Drawing and verifying conclusions. *Qualitative data analysis* (pp. 245-287). Thousand Oaks, CA: Sage Publications Inc.

Miles, M. B., & Huberman, A. M. (1994). Early steps in analysis. *Qualitative data analysis* (pp. 50-89). Thousand Oaks, CA: Sage Publications Inc.

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.

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.

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.

Carey, M. A. (1995). Comment: Concerns in the analysis of focus group data. *Qualitative Health Research*, 5(4), 487-495.

Hodder, I. (2000). The interpretation of documents and material culture. In N. K. Denzin (Ed.), *Handbook of qualitative research* (pp. 703-715). Thousand Oaks, CA: Sage.

Pamphilon, B. (1999). The zoom model: A dynamic framework for the analysis of life histories. *Qualitative Inquiry*, 5(3), 393-410.

Jarvinen, M. (2000). The biographical illusion: Constructing meaning in qualitative interviews. *Qualitative Inquiry*, 6(3), 370-391.

S10 Strategies for Analysis and Interpretation (Part II)

- Theorizing: pulling it all together
- Connecting data, research questions and theory
- Writing up the data
- Choosing the data to represent your participants
- Constructing an argument with the data

Required Readings

Braun V., & Clarke V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*. 11(4): 589-597.

Totten, P. E., & Berbary, L. A. (2015). Excluded from privilege? Black American fraternity men's negotiations of hegemonic masculinity. *Leisure/Loisir*, 39(1), 37-60.

[Finlay, L. \(2002\). 'Outing' the researcher: The provenance, process and practice of reflexivity. *Qualitative Health Research*, 12\(4\), 531-545.](#)

Sally Campbell Galman, "On the trail of the Lonesome Data Analyst," (Ch 4) in *The Good, the Bad, and the Data: Shane the Lone Ethnographer's Basic Guide to Qualitative Data Analysis*, pp. 47-54. © 2013 Left Coast Press, Inc.

Highly recommended

Frank, A.W. (2004). After methods, the story: From incongruity to truth in qualitative research. *Qualitative Health Research*, 14(3), 430-440.

Braun, V. & Clarke, V. Conceptual and design thinking for thematic analysis. *Qualitative Psychology* Vol. 9, Iss. 1, (Feb 2022): 3-26.

Additional Readings

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

James, A. (2013) Seeking the analytic imagination: Reflections on the process of interpreting qualitative data. *Qualitative Research*, 13, 562-577.

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. **(PDF with Prof)**

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

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.

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.

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

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.

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

Holstein, J.A. & Gubrium, J. (2004). Context: Working it up, down and across. Chapter 19 in C. Seale, G. Gobo, J.F. Gubrium, & D. Silverman (Eds.), *Qualitative Research Practice*. Sage.

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.

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.

Werner, A., Isaksen, L.W., and 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.

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

S11 Arts-based Health Research Methods 2

- Considering the relationship between critical qualitative research and arts-based research
- Considering the arts as ways of knowing, including performative, visual and narrative methods
- Thinking outside the box about impact

Required Readings

Wells R, Murad M, Higgins M, Smith L, Lenette C et al. (2020) Exploring the intersection of human rights, health, disability and refugee status: an arts-based approach. *Australian Journal of Human Rights*, 26 (3): 387-404, DOI: 10.1080/1323238X.2021.1882044

Boydell, K.M., de Jager, A., Ball, J., Curtis, J., Lappin, J., Kalucy, M., et al.(2018). Mapping a novel landscape for understanding physical and mental health: Arts-based research with youth experiencing psychosis. *Art/Research International*, 3(2), 236–261.

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.

Highly Recommended Readings

Boivin, L. (2018) Image-based storytelling: a visual narrative of my family's story. *CMAJ*, 17(190), E1112-3. doi: 10.1503/cmaj.180435

Crawford, A. (2018) Dene and Western medicine meet in image-based storytelling. *CMAJ*, 10(190), E1085-6. doi: 10.1503/cmaj.180384

Boydell, K. M., Gladstone, B. M., Volpe, T., Allemang, B., & Stasiulis, E. (2012, January). The production and dissemination of knowledge: A scoping review of arts-based health research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 13, No. 1).

Gray, Julia, Dupuis, Sherry L., Kontos, Pia, Jonas-Simpson, Christine & Mitchell, Gail (2020). Knowledge as Embodied, Imaginative and Foolish Enactment: Exploring Dementia Experiences Through Theater [41 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 21(3), Art. 2, <http://dx.doi.org/10.17169/fqs-21.3.3444>.

Additional Readings

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

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

LaMarre, A., & Rice, C. (2016, March). Embodying critical and corporeal methodology: Digital storytelling with young women in eating disorder recovery. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 17, No. 2).

Cole, A.L. (2004). Provoked by art. IN Cole, A. et al (Eds). *Provoked by Art: Theorizing Arts-informed Research*. Halifax: Backalong Books: pp. 11-17.

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.

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

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, Geoffrey, Arfaoui, Afnen, McLaren, Coralee & McKeever, Patricia (2017) Hybrid health research: Assembling an integrated arts/science methodological framework. *Journal of Applied Arts & Health*, 8(2), 175-191.

Gray, J., & Kontos, P. C. (2015, May). Immersion, embodiment, and imagination: Moving beyond an aesthetic of objectivity in research-informed performance in health. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 16, No. 2).

Manning, E. (2015). Against method. In *Non-representational methodologies* (pp. 62-81). Routledge.

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

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. <http://www.implementationscience.com/content/4/1/1>

Parsons, J.A. & Lavery, J.V. (2012). Brokered dialogue: A new research method for controversial health and social issues. *BMC Medical Research Methodology*, 12, 92. <http://www.biomedcentral.com/1471-2288/12/92>

Guillemin, M. (2004) Understanding Illness: Using Drawings as a Research Method *Qual Health Res* 14: 272

S12 Evaluating Qualitative Research

- What constitutes evidence?
- What makes something convincing?
- Different approaches to the evaluation of qualitative research
- What assumptions are apparent in the different approaches to the evaluation of qualitative research?

Required Readings

[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.](#)

[Tracy, S. J. \(2010\). Qualitative quality: Eight “Big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16\(10\), 837-851.](#)

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

Additional Readings

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

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.

Peregrine Scwhartz-Shea (2009). Judging Quality: Evaluative criteria and epistemic communities (pp. 89-113). In Yanow, D. & P. Schwartz-Shea (Eds). *Interpretation and method: Empirical research methods and the interpretive turn*. M.E. Sharpe: NY & London.

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

Miyata, H., and 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., and Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2), 1-19.

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.

Kuper, A., Lingard, L., and Levinson, W. (2008). Critically appraising qualitative research. *British Medical Journal*, 337(Sept 20), 687-689.

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.

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(5 Part II), 1153-1188.