



## **COURSE OUTLINE**

### **CHL5131H – Theoretical Foundations of Qualitative Health Research**

FALL 2024

Time: Thursday, 1 p.m. to 4 p.m.

Location: 155 College St., room # HS734

We acknowledge the land on which we will be meeting this term, the traditional territories of the Mississauga of the New Credit First Nation, Anishnawbe, Wendat, Huron, and Haudenosaunee Indigenous peoples on which the Dalla Lana School of Public Health now stands. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for all of our resources around the Great Lakes. We are grateful to have the opportunity to work and learn together on this land.

#### **Course Instructor**

Brenda Gladstone, PhD (she/her)

Associate Professor

Dalla Lana School of Public Health

155 College St., #580

University of Toronto, M5T 3M7

Contact: [brenda.gladstone@utoronto.ca](mailto:brenda.gladstone@utoronto.ca)

**Office hours:** By arrangement (by phone, online or in person)

#### **Pre-requisites**

To be a PhD student developing health-related research

#### **Course Context**

The history of qualitative research is one of contestations and confrontations between different worldviews and various approaches to knowledge production. In the health sciences an early preoccupation with a polemic bifurcation between qualitative and quantitative methods gave way to debates that signify powerful tensions within the field of qualitative research itself. The cross-disciplinary nature of qualitative research adds distinctive elements to the academic debate and consensus on many issues is not forthcoming. Recent debates include a critique of a dominant

Eurocentric approach to knowledge production in the health sciences based solely on Western philosophies. And this has implications for how we think about our onto-epistemic perspectives and axiological values in research (i.e., paradigms for research). And this thinking shapes why and how we study health topics and develop our research questions the way we do, including but also going beyond the approaches previously considered foundational to qualitative research.

### **Course Description**

This course examines the paradigmatic bases of qualitative health research. It is designed to help students explore and locate their own studies in relation to different research paradigms, and their various traditions, features, and approaches. Students will learn how to engage with the course ideas, to think and write reflexively about their own commitments, interests, and potential contributions to one or more paradigms and identify the traditions in which they locate their research.

This course focuses on qualitative research methodology – methodology is the ‘study of methods’. We will learn how to ‘think with theory’ about method (i.e. to understand and articulate the link or relationship between theory+method = methodology), as the basis for thinking about important features of study design, like the strategies or techniques we use to generate data (e.g. qualitative interviewing, participant observation etc.). At the Centre for Critical Qualitative Health Research (CQ) we call this ‘the theoretical foundations of method’. A key aim is to learn how to “create a theoretically congruent study in which theory-methodology-methods are consistently articulated.” (Gastaldo, 2018).

In a series of seminars, the instructor and students will explore a range of ontological and epistemological perspectives and consider their implications for developing a qualitative research question and methodology to study a health topic of interest to the student. We will discuss specific debates related to research design, the practice of reflexivity and the positionality of the researcher, issues of epistemological and methodological rigour, and ethics-as-process. This course addresses current debates that are relevant to students in the health science disciplines.

### **Course Objectives**

- To understand research paradigms for knowledge production and key theoretical foundations that inform qualitative studies in the health sciences
- To describe the link between onto-epistemology, axiology, methodology and method
- To examine well-established and innovative methodologies for qualitative health research
- To discuss elements for establishing epistemological and methodological rigour and ethics as process in qualitative health research design
- To practice reflexivity and consider researcher positionality in the development of a research question and study design
- To explore qualitative approaches that address individual research interests

### **Teaching and Learning Strategies**

This course will involve lectures, seminars and group discussion. Learning will take place both inside and outside the classroom. Students are expected to come to class prepared to participate and contribute to the development of topics and the learning environment. In all course assignments students are expected to engage actively with the required course readings, and with class presentations and discussions, and to consider how class material and discussions relate to their own research interests.

Written assignments are to be submitted on the specified dates; extensions must be negotiated with the course instructor one week prior to the due date. A penalty of 2% per day will be applied to late assignments. Written work should adhere to a particular bibliographic format (e.g. Vancouver, APA, etc.) and the specified page length. In this course late assignments are subject to a penalty of 2% per day. Late assignments will not be accepted after 14 days of the due date.

Each student will be responsible for the work assigned in the following areas:

### **1. Class Seminars (30%)**

Students will work individually, or in groups (depending on enrolment) to lead a class seminar exploring one of the methodologies covered in the course (see, ‘Exploring methodologies’ in the course schedule, p. 10). **Seminars begin October 31st.**

The seminars provide a critical analysis and discussion of the course topic and readings assigned by the course instructor. Students will have 1 hour to facilitate a class discussion on the topic. The format is flexible and may include a brief formal presentation (e.g. using PP), although a specific format is not required, and students are encouraged to consider different strategies for stimulating class discussion and raising questions in a critical approach to the assigned topic.

The student/s facilitating the discussion will also assign an additional reading for the class. The additional reading will be a published empirical research article that illustrates how the course topic has been applied in a ‘real’ world study. The additional article must be made available to class members *at least one week* before the seminar, along with a brief outline of the facilitators’ plans or objectives for the session, including any preparation students are expected to do beyond the readings. A group grade will be assigned to students working in groups.

We will discuss guidance for developing the seminars and students will choose seminar topics and dates in our second class (\*Student led seminar topics are marked with an asterisk).

### **2. Written assignment: Reflexive Paper (30 %)**

This paper provides an opportunity to practice reflexivity, a critical (self) analysis in the form of a written response to the question: “*Who am I as a researcher on this topic?*” To guide this critical analysis students should consider their current theoretical/conceptual orientations and professional, disciplinary, and biographical backgrounds and experiences and how these different dimensions contribute to and shapes their thinking about the health topic they want to study and their role as a researcher in a study on that topic.

This reflexive paper must draw on course readings and class discussions applied to the student’s own research interests. Students may also draw on readings/material beyond that assigned in the course. The paper should be 5 pages long, double-spaced, Times New Roman font size 12, references and any appendices on additional pages. **The paper is due October 18th.**

An electronic copy of the paper must be submitted to: [Brenda.gladstone@utoronto.ca](mailto:Brenda.gladstone@utoronto.ca).

### 3. Written assignment: Final Paper (40%)

This paper examines “*the onto-epistemological congruence of my study*”. Students should describe the research paradigm(s) their study is oriented toward, the theory/theoretical framework(s) that underpin the methodological approach(es) they are considering for their study. Students should make a clear argument explaining how their theoretical orientation is aligned (i.e., congruent) with the research question/s and proposed methodology they are developing to study the health topic they are interested in.

They should address one or two questions of rigour, and/or ethics, as is most relevant to their proposed study. Some students may want to discuss specific methods for data generation, but this is not required. The paper must draw on course readings and class discussions (and may go beyond course material). The paper should be 8 - 10 pages long, double spaced, Times New Roman, font size 12; references and any appendices on additional pages. **The paper is due December 19<sup>th</sup>.** An electronic copy of the paper is submitted to: [Brenda.gladstone@utoronto.ca](mailto:Brenda.gladstone@utoronto.ca).

#### a. Grading

The grading criteria for written and oral assignments include: the main argument or objective(s) is made clear; a theoretical orientation to the topic is explored and key concepts/ themes are introduced and contextualized; critiques and/or questions are raised about the topic; the oral or written presentation is clear, coherent, and well organized; references to required course readings are included and properly cited. Grading of assignments will follow the School of Graduate Studies grading and evaluation policy (A+ to B- or FZ). The grading plan for the course is:

#### Grading Plan & Due Dates

Assignment #1	Reflexive Paper	30% of final grade	Due: October 18 2024
*Assignment # 2	Class Seminar	30 % of final grade	Due: TBA
Assignment # 3	Final Paper	40 % of final grade	Due: December 19 2024

#### b. Criteria for Grading Class Seminars:

Criteria for evaluating the class seminars will be discussed in class and posted on Quercus.

#### c. Criteria for Grading Written Assignments:

All written assignments are subject to the grading regulations as outlined by the School of Graduate Studies.

B+	Understanding of the central ideas/arguments covered in the course readings, class presentations and discussions, applied to the student’s research interests; Well-written –coherent, well organized and concise.
A-	The above, plus the ability to integrate and analyze the ideas/arguments covered in the course readings, class presentations and discussions, applied to the student’s research interests.
A	The above, plus the ability to go beyond the ideas/arguments covered in the course readings, class presentations and discussions, in a critical and constructive

	manner (i.e., compare and contrast ideas/arguments, consider their implications, articulate your own position in relation to the central ideas/arguments; the ability to support your own position).
A+	The above, plus intellectual creativity and flexibility (e.g., a new synthesis, insight or application).

### Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences: (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>)

University of Toronto's policy regarding plagiarism:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Potential offences include, but are not limited to:

#### *In papers and assignments:*

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

#### *On tests and exams:*

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

### Course Policy on the Use of Generative AI in Oral and Written Assignments

Course policy on the use of generative AI in assignments is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Course policy on the use of generative AI in assignments includes the following: 1. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. 2. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. 3. 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.

### **Acknowledgement of Pandemics**

We are in the midst of massive external constraints as we grapple with COVID-19 and solidarity efforts confronting systemic racism, violence, and structural inequalities globally. Please be kind to yourselves and each other as we are all living our own unique challenges because of these pandemics. If you require any support, please reach out to myself, or utilize the non-exclusive University of Toronto resources listed below.

#### **24/7 Emergency counselling services:**

U of T My Student Support Program: <https://studentlife.utoronto.ca/service/myssp/>

Good2Talk Student Helpline: <https://good2talk.ca>

#### **Mental health distress contacts during University hours (9am-5pm):**

St. George Health & Wellness Centre: <https://studentlife.utoronto.ca/departments/health-wellness/>

UTM Health & Counselling Centre: <https://www.utm.utoronto.ca/health/>

UTSC Health & Wellness Centre: <https://www.utsc.utoronto.ca/hwc/>

#### **Mental health distress contacts in the community:**

Anishnawbe Health Toronto Mental Health Crisis Line: <http://aht.ca>

Black Youth Helpline: <https://blackyouth.ca>

ConnexOntario: <https://www.connexontario.ca>

Distress Centres of Greater Toronto: <https://www.dcoct.com>

LGBTQ Youthline: <https://www.youthline.ca>

### **Accessibility and Accommodation:**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>

### **Course Communication**

Please ensure that you have an active "your.name@mail.utoronto.ca" email address as this is the only one to which faculty will respond.

### **Writing Support**

#### **5. Graduate Centre for Academic Communication (GCAC)**

The Graduate Centre for Academic Communication (GCAC) was formerly known as the Office of English Language and Writing Support (ELWS). GCAC offers a wide range of free non-credit courses throughout the academic year.

School of Graduate Studies  
University of Toronto  
704 Spadina Avenue, 2nd Floor  
Toronto, ON, Canada M5S 2J2  
Sgs.gcac@utoronto.ca  
416-946-7485

The GCAC Listserv is a broadcast list designed to keep graduate students up to date about GCAC offerings. It is not a discussion list. To subscribe to the list, send an email to [listserv@listserv.utoronto.ca](mailto:listserv@listserv.utoronto.ca) (upper or lower case is acceptable). In the BODY of the message, type a command of the form:

subscribe gcac-l firstname lastname

#### 6. Health Sciences Writing Centre

- BN317: rm.317, Faculty of Physical Education and Health, 55 Harbord St.
- HS151: rm.151, Faculty of Nursing, 155 College St.
- PB416: rm.416, Faculty of Pharmacy, 144 College St.
- SK326: rm.326, Faculty of Social Work, 246 Bloor St. W.

URL: <http://www.hswriting.ca/> (use this site to book an appointment)

## **The Centre for Critical Qualitative Health Research ('CQ') at the University of Toronto**



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 socio-political dimensions of health and questions prevailing assumptions that naturalize health, for example, as individual and biological phenomena.

Visit the CQ website [www.ccqhr.utoronto.ca](http://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.

### **Useful Qualitative Links, Online Resources and Journals**

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. Retrieved from <http://qualitative-researchontario.openetext.utoronto.ca/>

International Collaboration for Participatory Health Research Methodology: <http://www.icphr.org/>

International Institute for Qualitative Methodology: <http://www.uofaweb.ualberta.ca/iiqm/index.cfm>

The Qualitative Report: <http://www.nova.edu/ssss/QR/index.html>

FQS: Online International Journal: <http://qualitative-research.net/fqs/fqs-eng.htm>

### **Some Journals of Interest for this Course**

Critical Public Health

Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine

International Journal of Qualitative Methods

Journal of Contemporary Ethnography



Nursing Inquiry  
Research in Nursing and Health  
Qualitative Health Research  
Qualitative Inquiry  
Qualitative Research  
Qualitative Social Work  
Qualitative Sociology  
Social Science and Medicine  
Sociology of Health and Illness

**Graduate Department of Public Health Sciences  
Dalla Lana School of Public Health  
University of Toronto**

**CHL5131H – Theoretical Foundations of Qualitative Health Research**

Fall 2024, Thursday, 1 p.m. to 4 p.m.

Location: 155 College St., room # HS734

**Course Schedule**

<b>September</b>	<b>12</b>	Course introduction: the role of the researcher and the practice of reflexivity
		<b>Part I: Theoretical Foundations of Qualitative Research</b>
	<b>19</b>	What is a research paradigm for knowledge production? How do paradigms differ? (*Students select their class seminars – see p. 10, ‘Exploring methodologies’)
	<b>26</b>	Will this be a qualitative study? Developing a qualitative research question.
<b>October</b>	<b>03</b>	A focus on meaning: phenomenological and social constructionist paradigmatic approaches to knowledge production
	<b>10</b>	Part 1: A focus on power structures: feminist and emancipatory (transformative) paradigmatic approaches to knowledge production  Part 2: A focus on power relations: post/structuralist paradigmatic approaches to knowledge production
		<b>FALL READING WEEK (October 14-18 – No class Oct 17<sup>th</sup>)</b>
		<b>*Written assignment #1 due October 18<sup>th</sup>,</b> (Submit electronic copy only to: <a href="mailto:Brenda.gladstone@utoronto.ca">Brenda.gladstone@utoronto.ca</a> )
	<b>24</b>	Part 1: A focus on matter: an introduction to posthuman and new materialist paradigmatic approaches to knowledge production  Part 2: A focus on relationality: an introduction to Indigenous ways of knowing

## **Part 2: Exploring Methodologies**

	<b>31</b>	Qualitative designs 1: Ethnography (*student seminar)  Qualitative Case Study (instructor lecture)
<b>November</b>	<b>07</b>	Qualitative designs 2: Grounded Theory (*student seminar)  Narrative Inquiry (guest lecture – Tenzin Butsang)
	<b>14</b>	Qualitative designs 3: Participatory (+ arts-based) approaches (*student seminar)  Introduction to Indigenous methodologies (instructor lecture)
	<b>21</b>	Qualitative designs 4: Generic qualitative approaches; guidance or constraint? (*student seminar)  Post/qualitative inquiry; what is it? (instructor lecture)
	<b>28</b>	Epistemological and methodological rigour: establishing the quality of qualitative research (revisiting the practice of reflexivity)
<b>December</b>	<b>05</b>	Ethics as process (anticipating ‘everyday’ ethics in qualitative research design)

**\* Final written assignment due December 19<sup>th</sup>**, submit electronic copy to [Brenda.gladstone@utoronto.ca](mailto:Brenda.gladstone@utoronto.ca)

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## **READINGS & RESOURCES**

### **Part I: Foundations of Qualitative Research**

#### **Introduction (background readings, not required)**

This course aims to help students learn to use social theory to think with and about method to develop their methodology for their proposed study (i.e., to articulate the relationship between theory+method = methodology).

Students trained in the biological and health sciences may have less exposure to theory in the social sciences and may want additional resources and training to engage more fully with qualitative

methodological design. While taking additional courses on social theory is ideal it is not a requirement of this course; however, I encourage you to consider courses on social theory that may be available at the university.

In this section you will find introductory readings (and a video) on theory and qualitative health research to get you started. These are not required readings but may benefit all students, as an introduction to theory and qualitative research, and/or as a review for those with previous training in social theory.

### **An introduction to theory and qualitative research in health:**

Centre for Critical Qualitative Health Research (CQ): *Learning and Teaching Qualitative Research in Ontario* (this e-textbook includes a basic introduction to qualitative methods, and several educational videos on key themes in qualitative research):

<http://qualitative-research-ontario.open-text.utoronto.ca/>

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

Giacomini, M. (2010). Theory matters in qualitative health research. *The Sage Handbook of Qualitative Methods in Health Research*. Bourgeault, I., Dingwall, R., deVries, R. (Eds.). Sage: London, Pp. 125-156 (available on Quercus under ‘Additional Readings’)

Green, J. and Thorogood, N. *Qualitative Methods for Health Research*, Sage (chapter 1, available on Quercus under ‘Additional Readings’)

Mah, K. (August 15, 2018). Studying qualitative research: Nudging my inner health scientist [video file]. Retrieved from: <http://qualitative-research-ontario.open-text.utoronto.ca/> Direct link to the video here: <http://qualitative-research-ontario.open-text.utoronto.ca/chapter/video-module-1-foundations-of-qualitative-inquiry/>

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.

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### **Course Readings & Resources**

1. **September 12** - The role of the researcher: Positioning yourself as a qualitative health researcher and practicing reflexivity.

#### **Required readings:**

1. Pillow, W. (2010). 'Dangerous reflexivity': Rigor, responsibility and reflexivity in qualitative research. In Thomson, P., & Walker, M. (Eds.). *The Routledge Doctoral Student's Companion: Getting to Grips with Research in Education and the Social Sciences* (1st ed.). Routledge. <https://doi.org/10.4324/9780203852248>
2. Reimer-Kirkham, S. & Anderson, J.M. (2010). The advocate-analyst dialectic in critical and post-colonial feminist research. *Advances in Nursing Science*, 33 (3): 196-205.
3. Tuck, E. & Yang, Wang T. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. *Qualitative Inquiry*, 20(6), 811-818.

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### Optional Readings & Resources:

1. Becker, H. (1967). Whose side are we on? *Social Problems*, 14 (3), pp. 239-247.
2. Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219–23.
3. Eakin, J. & Gladstone, B.M. (2020). 'Value-adding' analysis: Doing more with qualitative data. *International Journal of Qualitative Methods*, 19: 1-13. [doi.org/10.1177/1609406920949333](https://doi.org/10.1177/1609406920949333)  
  
(\*this paper is about data analysis and covers reflexivity as a practice and the role of the researcher as a 'creative presence')
4. Folkes, L. (2022). Moving beyond 'shopping list' positionality: Using kitchen table reflexivity and in/visible tools to develop reflexive qualitative research. *Qualitative Research*, DOI: 10.1177/14687941221098922
5. Gani, J.K. & Kahn, R.M. (2024). Positionality statements as a function of coloniality: Interrogating reflexive methodologies. *International Studies Quarterly*, <https://doi.org/10.1093/isq/sqae038>
6. Hunt, S. and Holmes, C. (2015). Everyday decolonization: Living a decolonizing queer politics. *Journal of Lesbian Studies*, 19(2), 154-172.
7. Kinitz, D. (2022). The emotional and psychological labor of insider qualitative research among systemically marginalized groups: Revisiting the uses of reflexivity. *Qualitative Health Research*, DOI: 10.1177/10497323221112620

(\*a former student in this course David Kinitz writes about researcher reflexivity in part in response to the first written assignment in the course].

8. Kohl, E. and McCutcheon, P. 2015. Kitchen table reflexivity: Negotiating positionality through everyday talk. *Gender, Place and Culture*, 22 (6):747–763.
9. Manning, J. (2018). Becoming a decolonial feminist ethnographer: Addressing the complexities of positionality and representation. *Management Learning*, 49(3), 311-326.
10. Muhammad, M., Wallerstein, N., Sussman, A. L., Avila, M., Belone, L., & Duran, B. (2015). Reflections on researcher identity and power: The impact of positionality on community based participatory research (CBPR) processes and outcomes. *Critical Sociology*, 41(7–8), 1045–1063. <https://doi.org/10.1177/0896920513516025>
11. Pillow, W.S. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *Qualitative Studies in Education*, 16(2): 175-196.
12. Roulston, K. & Shelton, S.A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4): 332-342.
13. Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3): 409-427.
14. Vanner, C. (2015). Positionality at the center. *International Journal of Qualitative Methods*, 14(4), 160940691561809. <https://doi.org/10.1177/1609406915618094>

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## 2. September 19 - What is a research paradigm for knowledge production? How do paradigms differ?

(Students select class seminars – see p. 10, ‘Exploring methodologies’)

### Required Readings & Video Lecture:

1. Gastaldo, D. (August 15, 2018). Theoretical congruence and rigour in qualitative health research. [video file] Retrieved from: <http://qualitative-research-ontario.open-text.utoronto.ca/>  
  
Direct link to the video here:  
<http://qualitative-research-ontario.open-text.utoronto.ca/chapter/video-module-2-theoretical-foundations-of-qualitative-health-research/>
2. Wigginton, B., & LaFrance, M.N. (2019). Learning critical feminist research: A brief introduction to feminist epistemologies and methodologies, *Feminism & Psychology*, DOI: 10.1177/0959353519866058
3. Chilisa, B. (2017). Decolonising transdisciplinary research approaches: an African perspective for enhancing knowledge integration in sustainability science. *Sustainability Science*, 12(5), 813–827. <https://doi.org/10.1007/s11625-017-0461-1>

4. Held, M. (2019). Decolonizing research paradigms in the context of settler colonialism: An unsettling, mutual, and collaborative effort. *International Journal of Qualitative Methods*, 18, 1-16. DOI: 10.1177/1609406918821574

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### **Additional Resources**

1. Please review these three representations of current paradigms for research. As a heuristic they are useful for exploring how you situate yourself as a researcher and to consider questions about why particular approaches might be the ‘best’ way to produce knowledge on your study topic.
  1. Gastaldo’s Research Paradigms\_2017\_NUR1024
  2. Berbary’s Onto-epistemology Chart\_2018
  3. Held’s table (from required reading #3)

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### **Optional Readings & Resources**

1. Denzin, Norman. (2015). What is critical qualitative inquiry? In G.S. Canella, M. Salazar-Pérez and P.A. Pasque (Eds.). *Critical Qualitative Inquiry – Foundations and Futures*. Walnut Creek, CA: Left Coast Press, Pp. 31-49.
2. Niebauer, A., Traore, A., Turowetz, J. & Chiles, R.M. (2020). The epistemological and methodological foundations of qualitative research. Retrieved from:  
<https://www.isaportal.org/resources/resource/the-epistemological-and-methodological-foundations-of/>
3. Nxumalo, F., & Tuck, E. (2022). Creating openings for co-theorizing. *Qualitative Inquiry*, DOI: 10.1177/10778004221095053
4. St. Pierre, E.A. (2017). Post qualitative inquiry: the next generation. In Denzin, N.K. & Giardina, M. (Eds.), *Qualitative Inquiry in Neoliberal Times*, New York: Routledge, pp: 37-47.
5. *Words Matter* podcast: The Qualitative Research Series: <https://www.wordsmatter-education.com/blog/podcast-43>

(\*This podcast is focused on clinical practice/research education, however it covers several course topics, including phenomenology, critical approaches, and post qualitative approaches, as well as methodologies such as grounded theory and ethnography).

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- 3. September 26** - Will this be a qualitative study? Thinking about the research topic and developing a good qualitative research question.

**Required Readings:**

1. 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.
2. Schwartz-Shea, P. & Yanow, D. (2012). Ways of knowing: Research questions and logics of inquiry. *Interpretive Research Design: Concepts and Processes*. London: Routledge, Chapter 2, Pp. 24-44.
3. Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, 22(4): 431-447.

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**Optional Readings:**

4. Alvesson, M. & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*. 38(2): 247-271.

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- 4. October 03** – A focus on meaning: phenomenology and social constructionist paradigmatic approaches

**Required Readings:**

1. van Manen, M. (2017). Phenomenology in its original sense. *Qualitative Health Research*, 17(6): 810-825.
2. Crotty, M. (1998). Constructionism: the making of meaning. *The Foundations of Social Research: Meaning and Perspective*. Thousand Oaks, CA: Sage. Chapter 3, Pp. 42 – 65.
3. Schwartz-Shea, P. & Yanow, D. (2012). Starting from meaning: Contextuality and its implications. *Interpretive Research Design: Concepts and Processes*. London: Routledge. Chapter 3, Pp.45 - 53.

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**Additional Resources:**

4. van Manen, M. (2011). Phenomenology Online (A resource for phenomenological inquiry):



retrieved from: <https://www.phenomenologyonline.com/inquiry/>

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### **Optional Readings:**

5. Berger, P.L. & Luckmann, T. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Introduction and Chapter 1, *The Foundations of Knowledge in Everyday Life*. Penguin Books, London. Pp. 11- 49. [a seminal chapter on this topic]
6. van Manen, M. (2017). But is it phenomenology? *Qualitative Health Research*, 27(6): 775-779.
7. Dowling, M., From Husserl to van Manen. A review of different phenomenological approaches. *International Journal of Nursing Studies*, 2007. **44**(1): Pp. 131-142
8. Ward, K., Hoare, K., & Gott, M. (2015). Evolving from a positivist to constructionist epistemology while using grounded theory: reflections of a novice researcher. *Journal of Research in Nursing*, 20(6), 449-462. <http://simplelink.library.utoronto.ca/url.cfm/507968>

### **5. October 10 – Part 1 – A focus on power structures: emancipatory paradigmatic approaches:**

#### **Required Readings:**

1. Doucet, A. & Mauthner, N. (2006). Feminist methodologies and epistemology. In C. D. Bryant and D. L. Peck (Eds.), *Handbook of 21<sup>st</sup> Century Sociology*, Thousand Oaks, CA: Sage, Pp. 26-32.
2. Kincheloe, J.L., McLaren, P., Steinberg, S. R. & Monzo, L.D. (2018). Critical pedagogy and qualitative research: Advancing the bricolage. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 5<sup>th</sup> Edition, Thousand Oaks, CA: Sage, Pp. 235-260.

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#### **Additional Resources:**

3. Sim, S. & Van Loon, B. (2012). *Introducing critical theory – A graphic guide*. London: Icon Books (Pp. 3-15 and 164-165).

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### **Optional Readings:**

4. Collins, P. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41:1-20. Doi: 10.1146/annurev-soc-073014-112142
5. Olesen, V. (2018). Feminist qualitative research in the millennium's first decade: Developments, challenges, prospects. In N.K. Denzin and Y.S. Lincoln (Eds.), *The Sage Handbook of*

Qualitative Research, 5<sup>th</sup> Edition, Thousand Oaks, CA: Sage, Chapter 6.

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**Part 2– Post/structuralist paradigmatic approaches: a focus on power relations**

**Required Readings:**

1. Ramazanoglu, C. with Holland, J. (2002). *Escape from epistemology? The impact of postmodern thought on feminist methodology*. Feminist Methodology – Challenges and Choices. London: Sage, Pp. 83 – 104.
2. Cheek, J. (2000). *Situating postmodern thought*. Postmodern and Poststructural Approaches to Nursing Research. London: Sage, pp: 17 -38.

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**Optional Readings:**

3. Cheek, J. (2000). *Thinking and researching poststructurally*, Postmodern and Poststructural Approaches to Nursing Research. London: Sage, pp: 39-66.

(\*This reading follows on from the required reading in the chapter by Cheek. It will be of interest to students who want to consider ‘Discourse Analysis’ as a particular approach to doing research)

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**READING WEEK (NO CLASS OCTOBER 17<sup>TH</sup>)**

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**6. October 24 – Part 1 - An introduction to new materialist and posthumanist paradigmatic approaches: a focus on matter**

1. Fox, N. (2016). Health sociology from post-structuralism to the new materialisms. *Health*, 20(1): 62-74.
2. Collins, K. (2023). Critical posthuman ethnography: grappling with human-more-than-human interconnection for critical public health, *Critical Public Health*, DOI: 10.1080/09581596.2023.2273199

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**Additional Resources:**

3. New Materialisms: Key approaches. Compiled by D. Lupton, 4<sup>th</sup> revised version, September 2018 (available on Quercus)
4. CQ. (2023, March 24). RECORDING: March 24 – CQ Virtual Seminar by Professor Nick Fox. Retrieved from: <https://ccqhr.utoronto.ca/2023/02/03/march-24-cq-virtual-seminar-by-dr-nick-fox/>.

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### Optional Readings:

5. Fox, N. & Alldred, P. (2015). New materialist social inquiry: designs, methods and the research-assemblage. *International Journal of Social Research Methodology*, 18(4): 399-414.
6. Feely, M. Assemblage analysis: an experimental new-materialist method for analysing narrative data. *Qualitative Research*, 1-20, DOI: 10.1177/1468794119830641
7. St. Pierre, E.A. (2011). Post qualitative research: the critique and the coming after. In Denzin, N.K., & Lincoln, Y. (Eds.), *The Sage Handbook of Qualitative Research*, Los Angeles: Sage., pp: 611-625

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### Part 2 - An introduction to Indigenous ways of knowing: a focus on relations

1. Tuhiwai Smith, L. (2013). Towards developing Indigenous methodologies: Kaupapa Maori Research. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2<sup>nd</sup> Edition, London: Zed Books, Pp. 315-342.
2. Chilisa, B. (2020). Situating knowledge systems. *Indigenous Research Methodologies*, 2nd Ed. Thousand Oaks California: Sage Publications.

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### Additional Resources:

3. See also: Key Readings on Indigenous Ways of Thinking, Methodologies and Decolonization: CQ. (2019, December 09). *Publications*: <https://ccqhr.utoronto.ca/resources/publications/>.

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### Optional Readings:

1. Santos, Boaventura de Sousa. Introduction. *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South*. Duke University Press, pp: 16-32.

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## **Part II: Methodological and Qualitative Design Issues**

**Required background reading for Part II** (thinking with theory and the theory/method relationship = i.e., methodology)

Carter, S. M. & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17 (10): 1316 – 1328.

### **7. OCTOBER 31 - Qualitative designs 1: (1) Ethnography and (2) Case Study**

#### **(1) Ethnography (student seminar)**

##### **Required Readings:**

1. Prentice, R. (2010). Ethnographic approaches to health and development research: the contributions of anthropology. In *The Sage Handbook of Qualitative Health Research*, I. Bourgeault, R. Dingwall, R. de Vries (Eds.), Pp. 157-173.
2. Wall, S. (2015). Focused ethnography: A methodological adaptation for social research in emerging contexts. *Forum Qualitative Sozialforschung/Forum Qualitative Research* 16(1), Art. 1, <http://www.qualitative-research.net/index.php/fqs/article/view/2182>
3. Additional reading assigned by seminar facilitators

#### **(2) Case Study (instructor lecture)**

##### **Optional readings:**

4. Mohammed, S.D. (August 15, 2018). Case study research [video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/>

\*Direct link to the video lecture here:

<http://qualitative-research-ontario.openetext.utoronto.ca/chapter/video-module-3-doing-qualitative-research/>

5. Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case Study Research: Foundations and Methodological Orientations. *Forum: Qualitative Social Research (FQS)*, 18(1), Art.19.

6. Additional reading assigned by seminar facilitators

**Additional Resources:**

7. Elton, S. (2021). Growing methods: Developing a methodology for plant agency and vegetal politics in the city. *Environmental Humanities*, 13(1): 93-112.
8. Elton, S. (September 25, 2020). Growing methods: Exploring how to work with plants as research participates in critical qualitative research [video file]. Retrieved from: <https://www.youtube.com/watch?v=RDEi4FECNfU>

(This is a video recording of a public seminar by Dr. Elton, recipient of the ‘Joan Eakin Award for Methodological Excellence in a Qualitative Doctoral Dissertation’, September 25, 2020)

6. Paradis, E. (August 15, 2018). (Participant) Observations in qualitative health research [ video file]. Retrieved from : <http://qualitative-research-ontario.openetext.utoronto.ca/> \*\*
7. Webster, F. (August 15, 2018). Ethnography: Entering the field [ video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/> \*\* (Dr. Webster also has a podcast on ethnography in the Words Matter Qualitative Research series, see p. 11, item #6 in the course outline)

\*\*Direct link to these two videos here:

<http://qualitative-research-ontario.openetext.utoronto.ca/chapter/video-module-3-doing-qualitative-research/>

**More Optional Readings:**

8. Delamont, S. (2004). Ethnography and participant observation. In C. Seale, G. Gobo, J. F. Gubrium & D. Silverman (Eds.), *Qualitative Research Practice*, London: Sage Publications, Pp. 217-229.
9. Emerson, R., Fretz, R., Shaw, L. (2001). Participant observation and fieldnotes. Chap 24 in *Handbook of Ethnography*, P. Atkinson, A. Coffey, S. Delamont, J. Lofland, L. (Eds.). Sage Publications, Chapter 24, Pp. 352-368.
10. Manning, J. (2016). Constructing a postcolonial feminist ethnography. *Journal of Organizational Ethnography*, 5(2), 90–105. <https://doi.org/10.1108/JOE-01-2016-0002>
11. Mulhall, A. (2003). In the field: notes on observation in qualitative research. *Journal of Advanced Nursing*, 41(3), 306-313.
12. Wolfinger, N. On writing fieldnotes: collection strategies and background expectancies, *Qualitative Research*, 2002, 2(1) 85-89.

13. Nhemachena, A., Mlambo, N., & Kaundjua, M. (2016). The Notion of the “Field” and the Practices of Researching and Writing Africa: Towards Decolonial Praxis. *The Journal of Pan African Studies (Online)*, 9(7), 15
14. Reyes Cruz, M. (2008). What if I just cite Graciela?: Working toward decolonizing knowledge through a critical ethnography. *Qualitative Inquiry*, 14(4), 651–658.  
<https://doi.org/10.1177/1077800408314346>
15. Stake, R. (2005). Qualitative case studies. In N.K. Denzin & Y.S. Lincoln (Eds.). *Handbook of qualitative research*, 3<sup>rd</sup> Edition, Thousand Oaks: Sage, Chapter 17, Pp. 443-466.
16. Sandelowski, M. (2011). “Casing” the research case study. *Research in Nursing & Health*, 34: 153-159.

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## **8. November 07 - Qualitative designs 2: (1) Grounded Theory and (2) Narrative Inquiry**

### **(1) Grounded Theory (student seminar)**

#### **Required Readings:**

1. Burns, M., Bally, J., Buries, M., Holtslander, L., & Peacock, S. (2022). Constructivist Grounded Theory or Interpretive Phenomenology? Methodological choices within specific study contexts. *International Journal of Qualitative Methods*, 21: 1-13.
2. Evans-Jordan, S.B. (2023). Mapping a way into qualitative inquiry: Reflections on learning and teaching Clarke's situational analysis [44 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 24(2), Art. 20, <https://dx.doi.org/10.17169/fqs-24.2.4061>.
1. Additional reading assigned by seminar facilitator/s

### **(2) Narrative Inquiry (guest lecture – Tenzin Butsang, PhD (c), SBHS, DLSPH)**

#### **Optional Readings:**

2. Frank, A. (2010). *Letting Stories Breathe: A Socio-narratology*. Chapter 4, The University of Chicago Press, pp: 86-111.
3. Souto-Manning, M. (2014). Critical narrative analysis: the interplay of critical discourse and narrative analyses. *International Journal of Qualitative Studies in Education*, 27 (2): 159-180.
4. Additional reading assigned by seminar facilitators

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**More Optional Readings:**

7. Charmaz, K. (2017). Special invited paper: Continuities, contradictions and critical inquiry in Grounded Theory, *International Journal of Qualitative Methods*, 16:1-8.
8. Clarke, A. (2005). Pushing and being pulled around the postmodern turn. *Situational Analysis: Grounded Theory After the Postmodern Turn*, Sage, Pp. 2-36.
9. FitzGerald, J. & Mills, J. (2022). The Importance of Ethnographic Observation in Grounded Theory Research. *Forum: Qualitative Social Research*, 2022, 23 (2): Art. 13
10. Kenny, M. & Fourie, R. (2015). Contrasting classic, Straussian and constructivist grounded theory: Methodological and philosophical conflicts. *The Qualitative Report*, 20(8): 1270-1289. Retrieved from <http://www.nova.edu/ssss/QR/QR20/8/kenny1.pdf>

**9. November 14 – Qualitative designs 3: (1) Participatory (arts-based) approaches and (2) Introduction to Indigenous methodologies**

**(1) Participatory (and arts-based) approaches (student seminar)**

**Required Readings:**

1. Kemmis, S. & McTaggart, R. (2005). Participatory action research. In N.K. Denzin & Y.S. Lincoln (Eds.). *Handbook of qualitative research* (3rd ed.). Thousand Oaks: Sage (chapter 23).
2. Wang, C. (1999). Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health*, 8(2): 185-191.
3. Additional reading assigned by seminar facilitators

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**(2) Introduction to Indigenous and decolonizing methodologies (instructor lecture)**

**Optional Readings:**

4. Kovach, M. (2018). Doing indigenous methodologies: A letter to a research class. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 5<sup>th</sup> Edition, Thousand Oaks, CA: Pp. 214-234.
5. Gerlach, A., (2018). Thinking and researching relationally: Enacting decolonizing methodologies with an Indigenous early childhood program in Canada. *International Journal of*

*Qualitative Methods*, 17:1-8.

6. Additional reading assigned by seminar facilitators

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### **Additional Resources:**

5. Call-Cummings, Meagan & Ross, Karen (2022). Spectrums of participation: A framework of possibility for participatory inquiry and inquirers [48 paragraphs]. *Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research*, 23(3), Art. 4, <https://doi.org/10.17169/fqs-23.3.3825>.
6. Poland, B. (August 15, 2018). Community based participatory research [video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/>  
  
Direct link to the video here:  
<http://qualitative-research-ontario.openetext.utoronto.ca/chapter/video-module-3-doing-qualitative-research/>
7. What is participatory health research? International Collaboration for Participatory Health Research, Position paper no. 1 available at: <http://www.icphr.org/position-papers/position-paper-no-1>
8. Mashford-Pringle, A. *Circles: Indigenous research methods*, CQ. (2021, January 28). *Videos*. Retrieved from: <https://ccqhr.utoronto.ca/resources/videos/>.
9. Ray, L. Reconsidering the “TRC” in the critical: *Engaging with critical methodologies in the era of Truth and Reconciliation*, CQ. (2021, January 28). *Videos*. Retrieved from: <https://ccqhr.utoronto.ca/resources/videos/>.

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### **More Optional Readings:**

7. Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. (2012). Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping. Introduction, pp. 5 – 9 and Body mapping for research, pp. 10 – 18. Retrieved from [http://www.migrationhealth.ca/sites/default/files/Body-map\\_storytelling\\_as\\_research\\_HQ.pdf](http://www.migrationhealth.ca/sites/default/files/Body-map_storytelling_as_research_HQ.pdf)
8. Gladstone, B.M., and Stasiulis, E. (2017). Digital Story-telling Method in the Health and Social Sciences, In P. Liamputtong (Ed.), Volume 3, Innovative research methods in health social



sciences, *Handbook of Research Methods in Health Social Sciences*, Springer. Handbook of Research Methods in Health Social Sciences DOI: 10.1007/978-981-10-2779-6\_11-1.

9. Thambinathan, V. “The thirst of Tamils is the homeland of Tamil Eelam”: methodology as a form of repatriation. *International Journal of Qualitative Research Methods*. 21: 1-9.
10. Wagaman, M.A., Obejero, R.C., & Gregory, J.S. (2018). Countering the norm, (re)authoring our lives: The promise counterstorytelling holds as a research methodology with LGBTQ youth and beyond. *International Journal of Qualitative Methods*, 17: 1-11.

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**10. November 21 – Qualitative designs 4:** (1) Generic qualitative approaches and (2) Introduction to Post Qualitative Inquiry

**(1) Generic Qualitative Approaches (student seminar)**

**Required Readings:**

1. Kahlke, R. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13: 37-52.
1. Sandelowski, M. (2010). What’s in a name? Qualitative Description Revisited. *Research in Nursing & Health*, 33:77-84.  
(\*Note: written in response to ideas first formulated in a 2000 paper on ‘qualitative description’- see optional readings).
3. Additional reading assigned by seminar facilitators

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**(2) Introduction to Post Qualitative Inquiry (instructor lecture)**

**Optional Readings:**

8. Jackson, A.Y. & Mazzei, L.A. (2018). Thinking with theory: A new analytic for qualitative inquiry. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 5<sup>th</sup> Edition, Thousand Oaks, CA: Pp.717-735.
9. Kumm, B.E. & Berbary, L. (2018). Questions for postqualitative inquiry: Conversations to come. *Leisure Sciences*, 40 (1-2): 71-84.
10. Additional reading assigned by seminar facilitators

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**More Optional Readings:**

11. Sandelowski, M. (2000). What ever happened to qualitative description? *Research in Nursing & Health*, 23:334-340.
12. St. Pierre, E.A. (2015). Practices for the “New” in the New Empiricisms, the New Materialisms, and Post Qualitative Inquiry, In Denzin, N.K. and Giardina, M.D. (Eds.). *Qualitative Inquiry and the Politics of Research*. Taylor and Francis, pp: 75-95.
13. Berbary, L.A. and Boles, J.C. (2014). Eight Points for Reflection: Revisiting Scaffolding for Improvisational Humanist Qualitative Inquiry, *Leisure Sciences*, 36:401-419.

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**11. November 28** – Epistemological and methodological rigour: the quality of qualitative research; revisiting reflexivity and positionality

**Required Readings:**

1. Finlay, L. (2002). “Outing” the researcher: The provenance, process and practice of reflexivity. *Qualitative Health Research*, 12 (4), 531-545.
2. Eakin, M. & Mykhalovskiy, E. Reframing the evaluation of qualitative health research: reflections on a review of appraisal guidelines in health sciences. *Journal of Evaluation in Clinical Practice*, 9(2): 187-194.
3. Tracy, S. (2010). Qualitative quality: Eight “big tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10): 837-851.

**Optional Reading:**

4. Ravenek, M.J. & Rudman, D. (2013). Bridging conceptions of quality in moments of qualitative research. *International Journal of Qualitative Methods*, 12: 436 – 456.
5. Morrow, S. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology*, 52 (2): 250-260.
6. Jacobson, D. & Mustafa, N. (2019). Social identity map: A reflexivity tool for practicing explicit positionality in critical qualitative research. *International Journal of Qualitative Methods*, 18, 1–12.

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**12. December 05** – Ethics as process \*

### Required Readings:

1. Guillemin, M. & Gillam, L. (2004). Ethics, reflexivity and “ethically important moments” in research. *Qualitative Inquiry*, 10 (2): 261-280.
2. Liamputtong, P. (2007). Moral and ethical issues in researching vulnerable people. *Researching the Vulnerable*, London: Sage, pp. 23-46.
3. D’souza, N.A., Guzder, J., Hickling, F., & Groleau, D. (2018) The ethics of relationality in global health implementation and evaluation research: Reflections from the Dream-A-World intervention in Kingston, Jamaica. *BMC: International Health and Human Rights* 19(1),50.

### Additional Resources:

5. Peters, E. (August 15, 2018). Ethics in qualitative health research [video file]. Retrieved from: <http://qualitative-research-ontario.openetext.utoronto.ca/>

Direct link to video here:

<http://qualitative-research-ontario.openetext.utoronto.ca/chapter/video-module-2-theoretical-foundations-of-qualitative-health-research/>

### Optional Readings:

4. Cox, S., Drew, S., Guillemin, M., Howell, C., Warr, D. & Waycott, J. (2014). Guidelines for Ethical Visual Research Methods, The University of Melbourne, Melbourne.
5. Mashford-Pringle, A. & Pavaghadi, K. (2020). Using OCAP AND IQ as frameworks to address a history of trauma in Indigenous health research. *AMA Journal of Ethics*, 22 (8): E868-873.
6. Ramcharan, P. and Cutcliffe, J. (2001). Judging the ethics of qualitative research: considering “ethics as process” model. *Health and Social Care in the Community*, 9 (6): 358-366.
7. Green, J. & Thorogood, N. (2014). Responsibilities, ethics and values. *Qualitative Methods for Health Research*. Sage Publications, Third Edition, pp. 64-92.
8. Tuhiwai-Smith, L. Choosing the margins: The role of research in indigenous struggles for social justice (2006). In N. K. Denzin & M. D. Giardina (Eds.) *Qualitative inquiry and the conservative challenge*. Walnut Creek: Left Coast Press.
9. Whetung, M., & Wakefield, S. (2019). Chapter 9: Colonial conventions: Institutionalized Research Relationships and Decolonizing Research Ethics. In L. T. Smith, E. Tuck, & K. . Yang (Eds.), *Indigenous and Decolonizing Studies in Education: Mapping the Long View* (pp. 146–158). New York & Oxon: Taylor & Francis Group.