**PHM 1137:
Introduction to Qualitative Research Methods in the Health Sciences, 2024**

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**Office Hours**: By appointment virtually or in person (Please contact my assistant: Justine Cox justine.cox@utoronto.ca )

**Class time:** Wednesdays 10am-12noon beginning September 11, 2024.
Note:no classes on November 6 or November 20; last class December 11 (final assignment due December 16)

**Classroom**: Room PB 850, 8th Floor, Leslie Dan Faculty of Pharmacy Building (144 College Street). **Note: This is scheduled as an in-person class.**

## Rationale

Qualitative research methods are gaining in importance in the health sciences, and the need for graduate students to learn about qualitative research and conduct their own projects is growing. Unfortunately, basic training in qualitative research often focuses mostly on the tools – or methods – used by qualitative researchers, ignoring their important historical, intellectual and social underpinnings. In Block 1, this graduate seminar course will introduce students to qualitative research methods in the health sciences. It will anchor qualitative research in ways that will help students articulate its relationship with other forms of research, its strengths and limitations, and emphasize the continuous questioning that is characteristic of interpretive and critical qualitative research. In Block 2, students will learn about specific tools for qualitative data collection; and in Block 3, they will learn about different ways to analyze data.

Each 2 hour class will include a critical discussion of the readings, short didactic sessions with hands-on activities and group discussion. This course has a substantial required reading load; students are expected to complete the week’s readings before class, and to be ready to discuss and apply them to specific research topics during class discussions. Examples from the qualitative health sciences literature and from the instructor’s own research will help students connect methods texts to published empirical articles, and to demystify the research and publication process.

**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.

# Learning Objectives

At the end of this course, students will be able to:

1. Conceptualize, plan and execute a research project that uses qualitative research methods;
2. Articulate how interpretive and critical qualitative research traditions differ from other forms of research in the health sciences, including quantitative and post-positivistic traditions;
3. Evaluate the rigour of qualitative research methods in health sciences research.

Specific learning objectives for each session are provided in this syllabus.

**Expectations for the Course:**

In this course we will occasionally discuss controversial social and political issues. The atmosphere of the class should be as conducive as possible to positive inquiry and the free exchange of ideas.  Please be considerate of other opinions and beliefs, even if you do not agree with them, but also feel free to respectfully express your own opinions.

**Accessibility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and the instructor know your needs, the quicker we can assist you in achieving your learning goals in this course. (For more information see: [Accessibility Office, U of T](http://www.accessibility.utoronto.ca))

# Scheduling and Format of Assessments

**Assessment # 1: Asking a qualitative research question and drafting objectives (10% of Final Grade)**

*Description: See Details in Assignment #1 on Quercus*

Students will submit their tentative research question and 2-4 objectives on Quercus in preparation for the final research proposal. Students who miss this class are also responsible for submitting their research question and objectives on Quercus by that time. Feedback will be given to help students refine their project and identify the kind of data collection approaches that might be most appropriate. Approval of the research question and objectives is required before moving forward with the proposal.

**Due on Wednesday Sept 25, 2024 before 10 am**

**Assessment # 2: Interview Assignment (30% of Final Grade)**

*Description: See Details in Assignment #2 on Quercus*

Each student will interview a fellow student and be interviewed by a fellow student using an interview guide we create together in class. Each student will then write a reflection on what they learned being the interviewer compared with what they learned from being interviewed and will submit this reflection on Quercus**.** Students are expected incorporate concepts discussed in the readings and class materials and to work independently on their reflections.

**Due on Wednesday, October 30, 2024 before 10 am**

**Assignment #3: Final research proposal (45% of Final Grade)**

*Description: See Details in Assignment #3 on Quercus*

As their final project, students will submit a 10-page (maximum) research proposal that builds upon the knowledge and skills acquired during this course. The proposal will include a research question, short literature review, consideration of the project’s paradigm and theory (if applicable), description of methods, and a plan for data analysis.

**Due Monday, December 16, 2024 at noon**

**In-class participation (15% of Final Grade)**

*Description:*

This is a graduate seminar course and students are expected to come to class prepared and to engage in conversations during the class. Students will be evaluated not merely on attendance, but on their substantive participation to class discussions. Full credit will be given for demonstration of understanding of the materials and constructive questions. Please contact the instructor if you will miss a class and arrange with a classmate to obtain notes.

 **Late Assignments:**

Note that late assignments will be penalized by 5% every 24 hours, starting immediately after the due time, including evenings and weekends. Any assignment submitted after the agreed-upon date and time will be considered late. For example, for an assignment due on Nov 9th before 10 am, assignments submitted between 10:01 am on Nov 9th and 9:59 am on Nov 10th will be graded and then 5% will be deducted; assignments submitted between 10:01 am on Nov 10th and 9:59 am on Nov 11th assignments will be graded and then 10% will be deducted from the grade for the assignment etc.

**Submitting Assignments**

Students should submit assignments directly to Quercus. Consistency in citation style is expected (e.g., Chicago or Vancouver styles). Use of a citation software is recommended.

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

With respect to the final research proposal, students are not expected to have their work revised by their Master’s or PhD supervisors before submission.

## Required Text: There is no required textbook for this class.

## Recommended Text: Students who are interested in purchasing a qualitative textbook as a resource may want to consider: Qualitative Methods for Health Research 4th Edition by Judith Green and Nicki Thorogood. Washington DC: Sage. 2018.

We will also be using videos from the Centre for Critical Qualitative Health Research e-book *Learning and Teaching Qualitative Research in Ontario: A Resource Guide*: <http://qualitativeresearchontario.openetext.utoronto.ca/>

**Topics, Specific Learning Objectives and Readings**

Block 1: Qualitative Research in Theory and Practice.

## Session 1. September 11, 2024. Why use qualitative methods?

### Learning Objectives:

At the end of this session you should be able to:

* Discuss why qualitative research is important to the health sciences;
* Articulate your own aims for learning/using qualitative inquiry.
* Reflect on and articulate how your past experiences and education have shaped your own assumptions about what can be known, and how it can be known.

### Mandatory Readings:

1. Bunniss, S. and D.R. Kelly. 2010. “Research Paradigms in Medical Education.” *Medical Education,* Vol. 44, No. 4. 358-66. <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1365-2923.2009.03611.x>
2. Paradis, E. L. Nimmon, D. Wondimagegn, C. Whitehead. “Critical Theory: Broadening our thinking to explore the structural factors at play in health professions education”. *Academic Medicine* 2020: 95(6): 842-845. <https://journals.lww.com/academicmedicine/fulltext/2020/06000/critical_theory__broadening_our_thinking_to.23.aspx>
3. Shaw, J. M. Gagnon, A. Carson, D Gastaldo, B Gladstone, F Webster and J Eakin. “Advancing the impact of critical qualitative research on policy, practice and science” *International Journal of Qualitative Methods* 2022 21: 1-11. <https://journals.sagepub.com/doi/full/10.1177/16094069221076929>

### Watch: not applicable for this session

### Recommended Readings:

## Green, J. and N. Thorogood. “Chapter 1: Qualitative methodology in health research” in Qualitative Methods for Health Research 4th Edition Washington DC: Sage, 2018.

1. Xavier University Library. 2012. Qualitative versus quantitative research table. <http://www.xavier.edu/library/students/documents/qualitative_quantitative.pdf>

## Session 2. September 18, 2024: Qualitative Paradigms and Qualitative Questions

### Learning Objectives:At the end of this session you should be able to:

* Describe your understanding of qualitative research in terms of research paradigms, and worldviews;
* Describe the range of traditions in health research, and where qualitative research might fit;
* Discuss the characteristics of “good” qualitative research questions
* Describe the affordances and limitations of qualitative research;
* Integrate the knowledge learned so far and start to apply it to your own area of interest.

### Mandatory Readings:

1. Illing, J. 2014. “Thinking about research: Theoretical perspectives, ethics and scholarship”, in T. Swanwick (ed.), *Understanding Medical Education: Evidence, Theory and Practice*, Second Edition. John Wiley & Sons, Ltd. 331-347.
2. Ponterotto, J.G. 2005. “Qualitative Research in Counseling Psychology: A Primer on Research Paradigms and Philosophy of Science.” *Journal of Counseling Psychology*, Vol. 52, No. 2, 126-136.

### Watch:

Mah, K (2018). Studying Qualitative Research: Nudging my Inner Health Scientist [ <https://www.youtube.com/watch?v=mvz35HwHP6A&feature=emb_logo> ]

Retrieved from: <http://qualitativeresearchontario.openetext.utoronto.ca/>.

*Recommended Readings:*

1. Paradis, E, L Nimmon, D Wondimagegn, C Whitehead. 2020. Critical Theory: Broadening our Thinking to Explore Structural Factors at Play in Health Professions Education. *Academic Medicine*. 95(6): 842-845. <https://journals.lww.com/academicmedicine/FullText/2020/06000/Critical_Theory__Broadening_Our_Thinking_to.23.aspx>
2. Eakin, J. 2016. Educating Critical Qualitative Health Researchers in the Land of the Randomized Controlled Trial. *Qualitative Inquiry*. Vol. 22, No. 2. 107–118.
3. <https://journals.sagepub.com/doi/10.1177/1077800415617207>
Ellaway RH, A Kehoe, J Illing. 2020. Critical realism and realist inquiry in medical education. *Academic Medicine.*  95(7): 984-988. <https://journals.lww.com/academicmedicine/Fulltext/2020/07000/Critical_Realism_and_Realist_Inquiry_in_Medical.20.aspx>
4. O’Brien, B.C., Ruddick, V.J. and J.Q. Young. 2016. “Generating Research Questions Appropriate for Qualitative Studies in Health Professions Education.” *Academic Medicine.* Vol. 91, No. 12. E16.
<https://journals.lww.com/academicmedicine/Fulltext/2016/12000/Generating_Research_Questions_Appropriate_for.49.aspx>

*Example Articles for Review if Helpful:*

 ***Articles Written from a Positivist Paradigm:***

Gebhard, D. and E Mir. “What moves people living with dementia? Exploring barriers and motivators for physical activity perceived by people living with dementia in care homes” *Qualitative Health Research*. 2021. 31(7): 1319-1334. <https://doi.org/10.1177/10497323211002822>

***Articles Written from a Post-positivist or Realist Paradigm:***

Nwakasi, CC, de Medeiros, K, and Bosun-Arije, F. “We are doing these things so that people will not laugh at us: Caregivers’ attitudes about dementia and caregiving in Nigeria” *Qualitative Health Research. 2021 31(18): 1448-1458.* <https://journals.sagepub.com/doi/10.1177/10497323211004105>

Haynes A, H Gilchrist, JS Oliveira and A Tiedemann. “Using Realist Evaluation to understand process outcomes in a COVID-19-Impacted yoga intervention trial: A worked example” *International Journal of Environmental Research and Public Health.* 2021; 18(17): 9065 <https://www.mdpi.com/1660-4601/18/17/9065>

***Articles Written from an Interpretivist or Constructivist Paradigm*:**

Tetley, J, Grant G, and Davies S. “Using narratives to understand older people’s decision-making process.” *Qualitative Health Research. 2009 19(9): 1273-1283.*

Vann-Ward, T, Morse J, and Charmaz K. “Preserving self: Theorizing the social and psychological processes of living with Parkinson’s disease.”  *Qualitative Health Research*. 2017. 27(7): 964-982.

***Articles Written from a Critical Theory Perspective:***Lauzier-Jobin, F. and J Houle “Caregiver support in mental health recovery: A critical realist qualitative research”. *Qualitative Health Research*. August 2021 <https://doi.org/10.1177/10497323211039828>

Azhar, S and Gunn AJ “Navigating intersectional stigma: Strategies for coping among cisgender women of colour.” *Qualitative Health Research*. August 2021 <https://doi.org/10.1177/10497323211025249>

## Session 3. Sept 25, 2024. Using theory in qualitative research; Four Qualitative Approaches

**SUBMIT ASSIGNMENT 1 BEFORE CLASS**

### Learning Objectives:At the end of this session you should be able to:

* Articulate the importance of theory as a lens through which to see the world;
* Describe the different ways theory is used in and informs qualitative research;
* Identify and differentiate between four common approaches to qualitative health research: ethnography, phenomenology, grounded theory and case study

### Mandatory Readings:

1. Reeves, S., Albert, M., Kuper, A. and B.D. Hodges. 2008. “Why use theories in qualitative research?” *BMJ.* Vol 337. 631-7. <https://www.bmj.com/content/337/bmj.a949>
2. Varpio L. E Paradis, S. Uijtdehaage, M. Young. 2020. The Distinction between theory, theoretical framework and conceptual framework. *Academic Medicine.* 95(7): 989-994. [https://journals.lww.com/academicmedicine/Fulltext/2020/07000/The\_Distinctions\_Between\_Theory,\_Theoretical.21.aspx](https://journals.lww.com/academicmedicine/Fulltext/2020/07000/The_Distinctions_Between_Theory%2C_Theoretical.21.aspx)
3. Creswell J.W. and CN Poth (5th edition) 2024 “Chapter 4: Five Qualitative Approaches to Inquiry” in *Qualitative Inquiry & Research Design. Choosing Among Five Approaches* Los Angeles: Sage. Pages 69-110

Recommended Readings:

Nimmon, L., Paradis, E., Schrewe, B. and M. Mylopoulos. 2016. “Qualitative rip out series: Integrating theory into qualitative medical education research.” *Journal of Graduate Medical Education*, Vol. 8, No. 3. 437-438. doi: <http://dx.doi.org/10.4300/JGME-D-16-00206.1>

*Example Articles for Review if Helpful:*

***Ethnography***

Paradis: Ethnography in health professions education: Slowing down and thinking deeply - Bressers - 2020 - Medical Education - Wiley Online Library <https://onlinelibrary.wiley.com/doi/abs/10.1111/medu.14033>

***Phenomenology***

Descriptive Phenomenology:
Mathews G and C Anderson. “The lived experience of learning mindfulness as perceived by people living with long-term conditions: A Community-based, longitudinal phenomenological study” Qualitative Health Research 2021. 31(7): 1209-1221.

Transcendental Phenomenology:
Moerer-Urdahl T, and JW Creswell. “Using transcendental phenomenology to explore the “ripple effect” in a leadership mentoring program” International Journal of Qualitative Methods. 2004. 3(2): 19-35. <https://doi.org/10.1177/160940690400300202>

Existential Phenomenology:Watson, T and GP de Bruin. “Impact of cutaneous disease on the self-concept: an existential-phenomenological study of men and women with psoriasis.” Dermatol Nurs. 2007 Aug;19(4):351-6, 361-4.

Hermeneutical Phenomenology:

# Evans, MJ and CE Hallet. Living with dying: a hermeneutic phenomenological study of the work of hospice nurses. Journal of Clinical Nursing. 2007: 16(4): 742-751. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1365-2702.2006.01620.x>

***Grounded Theory***

Pottie K, S. Haydt, B. Farrell et al. “Pharmacist’s identity development withing multidisciplinary primary health care teams in Ontario: qualitative results from the IMPACT project. Research in Social and Administrative Pharmacy 2009. 5:319-326.

***Case Study***

Ijaz, N, H Boon, L. Muzzin, S Welsh “State risk discourse and the regulatory preservation of traditional medical knowledge: The case of acupuncture in Ontario, Canada” Social Science & Medicine. 2016. 170:97-105.

## Session 4. October 2, 2024. Sampling in qualitative research.

### Learning Objectives:

At the end of this session you should be able to:

* Use specific, scholarly language to talk about the different forms of qualitative research sampling strategies;
* Connect these strategies to implications for knowledge claims.

### Mandatory Readings:

1. Patton, M. Q. 2002. “Purposeful Sampling”, in *Qualitative Research & Evaluation Methods Integrating Theory and Practice,* Third Edition. Sage Publications, Thousand Oaks, CA. pp. **230-246 only.**
2. Malterud, K., Siersma, V.D. and A.D. Guassoral. 2015. “Sample Size in Qualitative Interview Studies: Guided by Information Power.” *Qualitative Health Research*, November 27, 2015. <https://journals.sagepub.com/doi/10.1177/1049732315617444>
3. Sim, J., Saunders, B., Waterfield J. and T. Kingstone. 2018. “Can sample size in qualitative research be determined a priori?” *International Journal of Social Research Methodology*. Vol. 21, No. 5. 619-34. <https://www.tandfonline.com/doi/full/10.1080/13645579.2018.1454643>

### Recommended Readings:

1. Paradis, E. 2015. “Unanswered questions on access from the margins.” *Medical Education*, Vol. 49, No. 2, 145-146. <https://onlinelibrary.wiley.com/doi/full/10.1111/medu.12652>

Block 2: Data Collection. What’s the right tool?

## Session 5. October 9, 2024. Designing and conducting interviews.

### Learning Objectives:At the end of this session you should be able to:

* Describe the key aspects that determine the success of interviews as a method of data collection;
* Compare the features of several types of interviews (open-ended, semi-structured, and structured);
* Discuss key ethical issues arising during interview research.
* Identify interview topic for Assignment #2.

### Mandatory Readings:

## Green, J. and N. Thorogood. “Chapter 5: In-depth Interviews” in Qualitative Methods for Health Research 4th Edition Washington DC: Sage, 2018.

## Bourdieu, P., Accardo, A. and Ferguson, P. P. 1999. “Understanding” in *The weight of the world: Social suffering in contemporary society*. Stanford, CA: Stanford University Press. 607-629.

### Recommended Readings:

1. DiCicco-Bloom, B. and B.F. Crabtree. 2006. “The qualitative research interview.” *Medical Education*, Vol. 40, No.4, 314–321 <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1365-2929.2006.02418.x>

### Watch:

Gardner, P. 2018. Qualitative Interviewing – More Than Asking Questions and Getting Answers. CQ E-Learning Qualitative Methods. <https://www.youtube.com/watch?v=3nviCBklmfQ>

*Examples of Articles Using Interviews:*

1. Groven, K.S., Råheim, M. and G. Engelsrud. 2013. “Dis-appearance and dys-appearance anew: living with excess skin and intestinal changes following weight loss surgery.” *Medicine, Health Care and Philosophy*, Vol. 16, No. 3, 507–523.

## Session 6. October 16, 2024. Designing and conducting focus groups.

### Learning Objectives:At the end of this session you should be able to:

* List the different forms (tools) of data collection methods;
* Describe the key aspects that determine the success of focus groups as a method of data collection;
* Discuss key ethical issues arising during focus group research.
* Draft Interview guide for Assignment #2.

### Mandatory Readings:

1. Krueger, RA . “Overview of Focus Groups in RA Krueger Focus Groups: A Practical Guide for Applied Research 5th Edition. Thousand Oaks, CA: Sage, 2015.
[http://e.pub/ob2n403er0za238jur3u.vbk/OEBPS/s9781483381671.i871 (sfu.ca)](https://www.sfu.ca/~palys/Krueger-FocusGroups-Overview.pdf)
2. Montesanti, S., K. Fitspatrick, T Azimi, T McGee, B Fayant and L Albert. “Exploring Indigenous ways of coping after a wildfire disaster in Northern Alberta, Canada” *Qualitative Health Research* 2021, 31(8): 472-485.
3. Stalmeijer, R.E.E., N. McNaughton and W.N. Van Mook. 2014. “Using focus groups in medical education research: AMEE Guide No. 91.” *Medical Teacher*, Vol. 36, No. 11, 923-939. <https://www.tandfonline.com/doi/full/10.3109/0142159X.2014.917165>

### Recommended Readings:

## Green, J. and N. Thorogood. “Chapter 6: Group Interviews and Discussions” in Qualitative Methods for Health Research 4th Edition Washington DC: Sage, 2018.

### Watch:

Sakamoto, I. 2018. Focus Groups. CQ E-Learning Qualitative Methods. <https://www.youtube.com/watch?v=emHEs3H42rQ>

*Example Articles for Review if Helpful:*

1. Drummond, MJN. “Retired Men, Retired Bodies”. International Journal of Men’s Health. 2003, 2(3): 183-199.
2. Boon, H and N Kachan. “Natural health product labels: Is more information always better?” Patient Education and Counselling. 2007, 68:193-199.

## Session 7. October 23, 2024. Designing and conducting an observation study.

### Learning Objectives:At the end of this session you should be able to:

* Explain the key aspects that determine the success of observations as a method of data collection;
* Describe the complexity inherent to description based on observations;
* Discuss issues of emic versus etic perspectives on social phenomena;
* Critically reflect on the concept of triangulation in observational research;
* Integrate the knowledge gained in Block 2 to compare and contrast different forms of data collection, their defining features, strengths and limitations.

### Mandatory Readings:

1. Allen D. (2010). Fieldwork and participant observation. In I. Bourgeault, R. Dingwall, & R. deVries (Eds.), SAGE handbook of qualitative methods in health research(pp. 353-372).  Thousand Oaks, CA: SAGE Publications Inc.
2. Paradis, E. and G Sutkin. January 2017. “Beyond a good story: from Hawthorne effect to reactivity in health professions education research” *Medical Education*. Vol. 51, No. 1. 31-39.
<https://onlinelibrary.wiley.com/doi/full/10.1111/medu.13122>

### Recommended Readings:

## Green, J. and N. Thorogood. “Chapter 7: Observational Methods” in Qualitative Methods for Health Research 4th Edition Washington DC: Sage, 2018

1. Madison, D.S. 2012. “Introduction to critical ethnography,” in Critical Ethnography, Second Edition. Sage Publications: Thousand Oaks, CA. 1-15.
2. Mulhall, A. 2003. “In the field: notes on observation in qualitative research”. *Journal of Advanced Nursing*, Vol. 41, No. 3, 306–313.
<https://onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2648.2003.02514.x>

### Watch:

Paradis, E. (2018) “(Participant) Observations in Qualitative Health Research.” *CQ E-Learning Qualitative Methods*. <https://www.youtube.com/watch?v=p__z2cAqAuI>

*Example Articles for Review if Helpful:*

Paradis, E., Leslie, M. and M.A. Gropper. 2016. “Interprofessional rhetoric and operational realities: an ethnographic study of rounds in four intensive care units.” *Advances in Health Sciences Education*. Vol. 21, No. 4. 735-48. doi: <https://link.springer.com/article/10.1007/s10459-015-9662-5>

Block 3: Data Analysis, Quality, Rigor and Ethics, Writing the Manuscript

## Session 8. October 30, 2024. What do I do with my data? Data analysis strategies I

**SUBMIT ASSIGNMENT 2 BEFORE CLASS**

### Learning Objectives:At the end of this session you should be able to:

* Compare the broad features of different types of coding (open vs. directed, theoretically-driven coding, grounded theory, frequency coding);
* Describe how different forms of coding lead to different findings;
* Critically discuss the language of theme emergence;

### Mandatory Readings:

1. Hsieh, H.F. and S.E. Shannon. 2005. “Three approaches to qualitative content analysis.” *Qualitative Health Research*. Vol. 15, No. 9. 1277-88.
<https://journals.sagepub.com/doi/10.1177/1049732305276687>
2. Braun, V. and V. Clarke. 2006. “Using thematic analysis in psychology.” *Qualitative Research in Psychology*. 3(1): 77-101.
<https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>
3. Boeije, H. 2002. “A Purposeful Approach to the Constant Comparative Method in the Analysis of Qualitative Interviews”. *Quality and Quantity*, Vol. 36, No. 4, 391-409.
[https://link.springer.com/article/10.1023/A:1020909529486](https://link.springer.com/article/10.1023/A%3A1020909529486)

*Recommended Readings:*

## Green, J. and N. Thorogood. “Chapter 10: Beginning Data Analysis in Qualitative Methods for Health Research 4th Edition Washington DC: Sage, 2018.

### Watch:

Eakin, J. (2018) Qualitative Analysis and Interpretation I: Theoretical Background and Introduction. CQ E-Learning Qualitative Methods. <https://www.youtube.com/watch?v=hHQhzdV1UxE>

**NO CLASS November 6, 2024**

## Session 9. November 13, 2024. What do I do with my data? Data analysis strategies II: Coding

### Learning Objectives:

At the end of this session you should be able to:

* Code interview transcripts using content analysis
* Construct and apply a coding framework
* Reflect on the role of the researcher in qualitative analysis

### NO Mandatory Readings:

1. Read and Code assigned transcripts

*Recommended Readings:*

1. Frankham J., Stronacha, I., Bibi-Nawaza, S., Cahilla, G., Cuia, V., Dymokea, K., Dunga, M.T., Lungkaa, P., Mat-Soma, H. and M.M. Khira. 2014. “De-skilling data analysis: the virtues of dancing in the dark.” *International Journal of Research and Method in Education*, Vol. 37, No. 1, 87-100. <https://www.tandfonline.com/doi/full/10.1080/1743727X.2013.795531>

## Green, J. and N. Thorogood. “Chapter 11: Developing Data Analysis” in Qualitative Methods for Health Research 4th Edition Washington DC: Sage, 2018.

### Watch:

## Eakin, J. (2018) Qualitative Analysis and Interpretation II: Key principles and Analytic Devices. CQ E-Learning Qualitative Methods. <https://www.youtube.com/watch?time_continue=247&v=ogeT7UPTTgI>NO CLASS November 20 2024

## Session 10. November 27, 2024. What do I do with my data? Data analysis strategies III: Moving Beyond Coding [NOTE: Class is in PB 450]

### Learning Objectives:

At the end of this session you should be able to:

* Develop themes from codes/categories
* Reflect on the practice of coding and its connection to knowledge claims, including the role of subjectivity in data analysis.

### Mandatory Readings:

1. Lucas K, S, D’Enbeau. (2013) Moving Beyond Themes: Reimagining the qualitative analysis curriculum. Qualitative Communication Research. 2(2): 213-227. <https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1350&context=faculty>
2. Thorne, S. (2020) Beyond theming: Making qualitative studies matter. *Nursing Inquiry*. 27:e12343. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/nin.12343>
3. Eakin and Gladstone (2020) “Value Adding Analysis”: Doing more with qualitative data” International Journal of Qualitative Methods/ 19: 1-13. <https://doi.org/10.1177/1609406920949333>

*Recommended Readings*

1. Ballantyne P, M Yang, H Boon. “Interpretation in cross-language research: tongues-tied in the health care interview?” *Journal of Cross Cultural Gerontology* 2013;28:391-405.
2. Varpio, L., Ajjawi, R., Monrouxe, L.V., O’Brien, B., and C.E. Rees. 2017. Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. Medical Education. Vol. 51, No. 1. 40-50. <https://onlinelibrary.wiley.com/doi/full/10.1111/medu.13124>

## Session 11. December 4, 2024: The Qualitative Research Process: Reflexivity, Ethics, Writing up, Dissemination

### Learning Objectives:At the end of this session you should be able to:

* Describe strategies to move from coded data to a final qualitative manuscript/thesis
* Reflect on concrete examples of research in the health sciences to develop an understanding of the ethical issues that arise in qualitative research.
* Integrate your learning to date and apply it to your own research proposal.

### Mandatory Readings:

1. Guillemin, M and L. Gillam. 2004. “Ethics, Reflexivity, and ‘Ethically Important Moments’ in Research.” *Qualitative Inquiry*, Vol.10, No. 2. 261-80. <https://journals.sagepub.com/doi/abs/10.1177/1077800403262360>
2. Reid, A.M., Brown, J.M., Smith, J.M., Cope, A.C. and S. Jamieson. (2018) “Ethical dilemmas and reflexivity in qualitative research.” *Perspectives on Medical Education*. Vol. 7, No. 2. 69-75.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5889383/>
3. Wolcott HF. 2002. Writing up qualitative research …..better. Qual Health Res 2002 Jan;12(1):91-103. <https://journals.sagepub.com/doi/abs/10.1177/1049732302012001007>

### Recommended Readings:

1. Rekdal, O.B. (2014) “Academic urban legends.” *Social Studies of Science.* Vol. 44, No. 4. 638-54. <https://journals.sagepub.com/doi/full/10.1177/0306312714535679>
2. Finlay, L. 2002. “‘Outing’ the Researcher: The Provenance, Process, and Practice of Reflexivity.” *Qualitative Health Research*, Vol. 12, No. 4. 531-545. <https://journals.sagepub.com/doi/10.1177/104973202129120052>
3. Lynch, M. 2000. Against reflexivity as an academic virtue and source of privileged knowledge.” *Theory, Culture & Society, Vol. 17 No. 3. 26-54.*<https://journals.sagepub.com/doi/10.1177/02632760022051202>

### Watch:

Gastaldo, D. (2018) “Creative Presence of the Researcher and Reflexivity.” *CQ E-Learning Qualitative Methods.* <https://www.youtube.com/watch?v=EZI0T9izAZo>

## Session 12. December 11, 2024. Quality and rigour in qualitative research ; Mixed Methods Research

### Learning Objectives:At the end of this session you should be able to:

* Situate debates over the *rigour* and *quality* of qualitative research in historical context;
* Describe quality and rigour in qualitative research;
* Discuss critically the strengths and limitations of a checklist approach to qualitative research.
* Explain different ways of combining qualitative and quantitative designs.
* Discuss approaches to qualitative synthesis.

### Mandatory Readings:

1. Tong A, Sainsbury P, Craig J. “Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups”. Int J Qual Health Care. 2007;19(6):349-357
<https://academic.oup.com/intqhc/article/19/6/349/1791966>
2. Frambach, J.M., Van der Vleuten, C.P.M. and S.J. Durning. 2013. “Last page: Quality criteria in qualitative and quantitative research.” A*cademic Medicine*, Vol. 88, No. 4. 552.
<https://journals.lww.com/academicmedicine/Citation/2013/05000/AM_Last_Page___The_MCAT_Exam_Comparing_the_1991.39.aspx>
3. Regnault A, T Willgoss, S Barbuc and on behalf of the International Society for Quality of Life Research (ISOQOL) Mixed Methods Special Interest Group (SIG). “Towards the use of mixed methods inquiry as best practice in health outcomes research” *Journal of Patient-Reported Outcomes* 2018. 2:19. <https://jpro.springeropen.com/track/pdf/10.1186/s41687-018-0043-8.pdf>
4. Bearman, M. and P Dawson. “Qualitative synthesis and systematic review in health professions education” 2013;47:252-260. <https://onlinelibrary.wiley.com/doi/full/10.1111/medu.12092>

### Recommended Readings:

## Green, J. and N. Thorogood. “Chapter 12: Integrating Methods, Designs and Disciplines” in Qualitative Methods for Health Research 4th Edition Washington DC: Sage, 2018.

1. Eakin, J. and E Mykhalovskiy. 2003. “Reframing the evaluation of qualitative health research: reflections on a review of appraisal guidelines in the health sciences.” *Journal of Evaluation in Clinical Practice*. <https://onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2753.2003.00392.x>
2. Barbour, R.S. 2001. “Checklists for improving rigour in qualitative research: a case of the tail wagging the dog?” *BMJ*, Vol. 322, 7294. 1115-1117.
<https://www.bmj.com/content/322/7294/1115>
3. Malterud, K. 2001. “Qualitative research: standards, challenges, and guidelines.” *The Lancet*, Vol. 358. 483-488.
<https://www.sciencedirect.com/science/article/pii/S0140673601056276?via%3Dihub>
4. Cho, J. and A. Trent. 2006. “Validity in qualitative research revisited.” *Qualitative Research.* <https://journals.sagepub.com/doi/abs/10.1177/1468794106065006>
5. O’Brien, B.C., Harris, I.B., Beckman, T.J., Reed, D.A. and D.A. Cook. 2014. “A synthesis of recommendations.” *Academic Medicine*, Vol. 89, No. 9. 1245-1251. <https://journals.lww.com/academicmedicine/fulltext/2014/09000/standards_for_reporting_qualitative_research__a.21.aspx>

*Example Articles for Review if Helpful:*

1. Lai, C., P. Holyoka, KV Plourde, S. Decary, F Legare. “What older adults and their caregivers need for making better health-related decisions at home: a participatory mixed methods protocol.” *BMJ Open*. 2020. <https://bmjopen.bmj.com/content/10/11/e039102>
2. O’Reilly M, N Kiyimba, A Drewett. “Mixing qualitative methods versus methodologies: A critical reflection on communication and power in inpatient care.” *Couns Psychother Res* 2021; 21:66-76.

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/capr.12365>

**SUBMIT FINAL RESEARCH PROPOSAL BY WEDNESDAY DECEMBER 11, 2024 AT NOON.**