

SWK 6307
DESIGNING AND IMPLEMENTING QUALITATIVE SOCIAL WORK RESEARCH
Fall 2024

Lecture & discussion: Thursdays, 10:00am – 1:00pm
Room: SK346

Lab: Thursdays, 2:00 – 4:00pm
7th Floor Computer Lab

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Rationale and Significance

This introductory course to qualitative research is part of the foundation curriculum for first year PhD students in Social Work. The course will begin with an overview of qualitative research in social work and the social sciences. We will briefly examine philosophical debates and paradigms that inform qualitative methodology, including positivism and scientific inquiry, the influence of interpretivism and pragmatism, tensions between subjectivity and objectivity, and positionality, reflexivity, and ethics.

The course will focus on qualitative research design and methodology, data collection and analysis techniques that include defining the research question, selecting the research setting, choosing data collection methods (i.e., in-depth interviews, focus groups, observation, document analysis, as well as participatory and community-based approaches, and arts-based methods), data analysis, writing and research dissemination. Each of these techniques will be discussed in relation to theoretical and methodological approaches (e.g., grounded theory, phenomenology, ethnography, discourse analysis, multimethod and mixed methods).

The lab component will involve hands-on exercises and peer consultation to help students design and conduct original qualitative research. Major assignments will include: 1) developing a research proposal and ethics protocol, 2) preparing a sample of data for analysis (i.e., transcripts of in-depth interviews), and 3) preparing an analysis report of key findings.

This course is also part of the “Essentials of Qualitative Research” series offered through the Centre for Critical Qualitative Health Research.

Goals & Learning Objectives/ Course Competencies /Student Learning Outcomes

- To be familiar with qualitative research design and methods
- To recognize epistemological orientations in qualitative research
- To be familiar with identifying and generating different types of qualitative data
- To learn about the research process (identification of relevant theoretical frameworks, formulation of research question(s), data collection and analysis), and how to shape a qualitative study, including concrete tasks and relational considerations (ethics and power)
- To describe how intersecting social identities (e.g., race, ethnicity, gender, gender identity, indigenous identity, social class, immigration status, sexual orientation, age, ability) affect qualitative research, and approaches to navigating identity and difference

Course Format and Resources

The syllabus, course readings, and additional resources will be posted on Quercus, including links for submitting each of the assignments to Ouriginal ([Plagiarism Detection - Centre for Teaching Support & Innovation \(utoronto.ca\)](https://qstudents.utoronto.ca/)). Login at <https://qstudents.utoronto.ca/> using your UTORid and password. Courses you are enrolled in will display in Quercus in alphabetical order by course name. Most course materials, organized week by week, will be accessed within each course.

If a course name for a course you are enrolled in does not appear on your Quercus Dashboard, select Courses from the left menu and All Courses. Click on the star beside a course title to add to the course's menu.

Online Student Quercus Resources are available at Quercus for Students - University of Toronto ([utoronto.ca](https://qstudents.utoronto.ca/))

Educational Philosophy

We believe in an educational approach that fosters a positive working partnership between the instructor and students. Based on principles of adult learning, the class will be taught using a wide variety of instructional methods including lectures, large and small group discussions, videos, student presentations and hearing about the experiences of expert guest speakers. Students are encouraged to share their knowledge and experience in various aspects of class topics.

Instructors will seek to facilitate and encourage students to understand different perspectives, to analyze how knowledge is constructed and situated in the world, and to address issues of social justice, including gender, around the world. In this process, students are invited to analyze assumptions that underlie key concepts, engage in dialogue about the strengths and limitations of operating assumptions, while introducing new information with which to strengthen their own knowledge base.

The course design has two required components; the Thursday afternoon session will include lecture, discussion, and practical activities. The Thursday morning session will generally involve hands-on experiential exercises including demonstrations using qualitative data analysis software. The in-class and lab sessions generally complement but do not duplicate reading assignments.

Equity, Diversity, and Inclusion in the Learning Environment

This course will strive to create an environment that is inclusive and conducive to a positive learning experience. This means that both instructors and students must take responsibility for the learning environment. Positive learning involves gaining and sharing knowledge in a respectful manner just as will be necessary in the context of professional practice. Disrespectful behaviour, intimidation, and discriminatory or exclusionary comments are unacceptable in the learning environment. The University of Toronto and FIFSW are committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities. If there are any concerns about the learning environment, students are encouraged to express them to the instructor.

Professional Conduct and Civility in the Classroom

Students should approach this course with the same level of professionalism expected in practice settings and in accordance with our professional code of conduct (as per the [CASW Code of Ethics](#)). This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. Academic settings provide freedom to explore new ideas. In the classroom, this allows for opportunities to share perspectives, experiences, and ideas and to provide respectful space for those of others.

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, abilities, religious and political beliefs, national origins, sexual orientations, gender identities as well as personal and work experiences. Social work education also deals with complex and controversial issues which may impact your comfort and safety. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. It is the responsibility of everyone in the classroom to strive toward an environment that values civility, respect, and professionalism even if we do not agree. Students are expected to accord their colleagues the respect, sensitivity, and confidentiality like the environment they would offer in professional practice. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

Student Attendance and Participation

Student attendance and participation are critical for both the individual and communal learning experience. Prolonged or excessive absences will impact students' ability to integrate course content, as well as the opportunity to engage in experiential learning presented by class participation. **Please note where class attendance is required and notify the instructor well in advance of those class dates.** Class participation can take multiple forms, including large classroom discussions, small group discussions, and active listening.

Absence Declaration Policy

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration.

The declaration is available on [ACORN](#) under the Profile and Settings menu. See details [here](#). Students use the Absence Declaration Tool without documentation requirements, with the following restrictions:

1. Students will be able to declare absences of up to seven (7) consecutive calendar days.
2. The seven-day declaration period can be retroactive for up to 6 days in the past, or proactive, up to 6 days in the future.
3. Students with an accommodation may use the Tool within these parameters
4. The Tool is for in-term consideration only (not for Exam Periods).
5. Evidence of an absence from the ACORN Absence Declaration Tool cannot be used to seek academic consideration for matters that require a petition (e.g., final exam/final assessments)
6. The ACORN Absence Declaration Tool requires students to select the course(s) they wish to have academic consideration granted, as well as provide the email address(es) to whom their course syllabus identifies as the contact (e.g., instructor, advisor). A record of the absence is sent to the self-provided email(s) at the time of submission, and a receipt of the absence declaration is also sent to the student's University of Toronto email address.
7. Submitting an absence declaration does not initiate the process of academic consideration. It is the student's responsibility to arrange for academic consideration by communicating with their instructor(s) directly.
8. Supporting documentation beyond proof of the ACORN absence declaration submission is not required for the instance of academic consideration.
9. Students should continue to seek an academic accommodation with their instructor when a declaration is made. Or get in touch with the registrar's office [<registrar.fifsw@utoronto.ca>](mailto:registrar.fifsw@utoronto.ca) when they are unable to declare an absence through the Tool

The ACORN Absence Declaration Tool is intended to be used in the following circumstances:

- A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student's control)
- Bereavement (e.g., the death a student's immediate family member or close friend).

The ACORN Absence Declaration Tool is not intended to be used in the following circumstances:

- Personal social obligations
- Travel not related to their academic program
- Technological issues
- The avoidance of deadlines or tests

The classes at FIFSW are fully in-person except the web-based courses. Students are expected to attend class. **Not attending class regularly and beyond the Absence Declaration Policy may result in having to retake the course.**

Students should also advise their instructor of their absence.

Name and Gender Pronoun Use in the Classroom

Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor your request to address you by your name and gender pronouns. Please advise your instructor of your request early in the term if possible.

Use of Electronic Devices in the Classroom

In consideration of your classmates and your own learning objectives, please turn off all cell phones and pagers during class. Instructors prefer that you receive no messages during class time. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Please do not use laptops for anything other than note-taking.

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and should be set on silent before class begins. In the case of an emergency, please step out of the class to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

COVID-19 Regulations for In-Person Learning

Masks: We respect your choice. While the current pause in our mandatory mask requirement continues, the use of a medical mask in high-density indoor spaces such as classrooms when physical distancing is not possible is strongly encouraged. If you forget to bring one, you can pick up one from the general office on the second floor.

Please be tuned to [U of T COVID-19 Planning Updates](#).

Additional resources:

- [Procedures in the Confirmed/Symptomatic Case or Exposure to COVID-19](#)
- [COVID-19: If you are symptomatic or tests positive for COVID-19](#)
- [COVID-19 Isolation Flowchart](#)

Learning Remotely Outside of Canada

If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact the Associate Dean's Office <associate.dean@utoronto.ca> directly to discuss.

Course Materials Copyright

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the *Copyright Act*, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Religious Observances

Please notify the instructor if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements for alternate scheduling of evaluations or make up of missed work.

Course Evaluation: Student Feedback Matters

Course evaluations for this course will be completed conveniently through an online system. You will receive an email invitation at your **mail.utoronto.ca** email address that will direct you to where you can complete the evaluations for all courses that are in the online system. You can also access Course Evaluations through Quercus by login at <http://q.utoronto.ca/> using your UTORid and password.

Course evaluations are very important to ensuring the quality of education at this faculty and informing the development of its curriculum. The survey used to evaluate this course have been developed in collaboration between faculty and students and the university's teaching and learning experts to ensure that it will provide information about teaching and learning that can be used to enhance and assure the quality of education here at the University of Toronto.

Grades and Criteria

Grading is based on actual performance, not on anticipated or potential capacity to perform.

Grades posted in Quercus courses allows students early access to preliminary grades. However, **Quercus does not represent official final marks**. Official course grades are posted on [ACORN](#).

"A" signifies truly outstanding work, with ample evidence of creative and original thinking. The work is well organized, well written and well presented. The capacities are evident both to appropriately critique extensive and recent literature and to analyze and synthesize material. The relevance to social work practice and social welfare is well established.

"B" signifies good work, which shows clear evidence of having a sound grasp of the subject matter along with evidence of critical capacity and analytic ability at a demanding graduate level. The understanding of relevant issues under examination is adequate. There is evidence of a proper search of the literature and expected familiarity with its content and perspectives.

"FZ" denotes inadequate performance considering the expectations of a graduate program. There may be a combination of superficial and/or confused understanding of the subject matter, weakly focused content, failure to direct attention to the assigned topic, and limited use of critical and

analytic skills. The literature selected may be out of date for the purpose, too limited in scope, or not clearly relevant.

Credit (CR) is given if you meet expectations. This designation is used for SWK 4701 Social Work Practicum I and SWK4702 Social Work Practicum II and for the Elements of Social Work Practice Laboratory SWK4105H.

No Credit (NCR) is given if you fail to meet expectations. An NCR is the equivalent of an FZ grade and is subject to the same regulations concerning “supplemental” and “repeat”.

NOTE: Secondary distinctions are made within the grades of “A” and “B” by using “+” and “-” signify that the work is high or low within that letter grade.

The [University Grading Practices Policy](#) are available:

It defines the grade scale as follows:

Letter Grade Scale	Scale of Marks
A+	90 - 100%
A	85 - 89%
A-	80 - 84%
B+	77 - 79%
B	73 - 76%
B-	70 - 72%
FZ*	0-69%

*FZ = Fail

Written assignments will be graded on their clarity, comprehensiveness, originality, appropriate use of reference materials and technical adequacy. Papers are expected to be of sufficient quality as to represent your growing professionalism and competence. All written work must be typewritten and in APA reference format.

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](#) governs the behaviours that constitute academic dishonesty and the processes for addressing academic offences. 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 in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment

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

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out your instructor. Note that you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

Ouriginal

Ouriginal is integrated in Quercus through the Submit Assignment or Re-Submit Assignment button. 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>).

Unanticipated Distress, Mental Health and Stress Management

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor and seek self-care. The professor can be responsive and supportive regarding students' participation in course activities, but students are responsible for communicating their needs. Students may also experience mental health concerns or stressful events that may lead to diminished academic performance. University of Toronto services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Health & Wellness Partnership through SGS <https://www.sgs.utoronto.ca/resources-supports/graduate-wellness-services-at-sgs/>, and the University of Toronto's Mental Health Resource hub (<https://mentalhealth.utoronto.ca/>).

A detailed list of Mental Health Resources available to FIFSW students can be found here: [Mental Health Resources | Factor-Inwentash Faculty of Social Work \(utoronto.ca\)](#)

Accommodations for Students with Disabilities or Medical conditions

If you need or desire an accommodation for a disability or medical condition, please inform the instructor/s so we can accommodate your needs to facilitate participation and/or use resources available to us, such as Services for Students with Disabilities and Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential. We strongly encourage you to register immediately with Accessibility Services <http://www.accessibility.utoronto.ca>.

This information will be held in confidence and communicated to instructors with your consent, as needed.

Note-taking in Class

If you have trouble taking class notes due to difficulty concentrating, writing, accessing verbal information, chronic pain or other issues, there are two options: 1) talk to your instructor who can help recruit a volunteer note-taker from the class; 2) you can request volunteer note-taking services through Accessibility Services, University of Toronto.

Through Accessibility Services you will need to register for note-taking as an academic accommodation using your UTORid and password: [Peer note-taking - UofT Student Life \(utoronto.ca\)](https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx)

If you would like to volunteer as a note-taker please visit <https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx> to login with UTORid and password, update your profile, agree to terms and conditions, select the course(s) you are available to become a notetaker for and upload your sample notes.

Volunteer responsibilities include: 1) Attend classes regularly and take lecture notes; 2) Consistently upload your notes to the secure Student Life website; and 3) Inform Accessibility Services if you drop a course. Upon request, volunteer note-takers will receive a Certificate of Appreciation upon the completion of the term.

Late Assignments and Coursework Extensions

An assignment handed in 1-7 days late will receive a one grade point deduction. For example, an “A” assignment would be reduced to “A-” if handed in 1-7 days late without completing the appropriate coursework extension steps.

The University’s Assessment and Grading Practices Policy sets out that instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student’s control.

Students should make every effort to discuss anticipated late assignments and coursework extension requests with instructors **IN ADVANCE** of due dates. If you are registered with the Accessibility Office, please ask your advisor to contact the instructor and note the accommodation that is required.

Students must follow the coursework extension request procedures as outlined below, as well as on the [FIFSW website](#). The steps required to request a coursework extension depend on whether a student is registered with Accessibility Services.

For Extension Requests **Within** an Academic Semester:

1. Student and instructor communicate about the extension request in advance of assignment due date and agree upon the extension length. If the coursework extension is required for:
 - a. Non-disability related reasons: Student used to provide **A Verification of Illness (also known as a “doctor’s note”) that is temporarily not required during the pandemic.** See Absence Declaration Policy below
 - b. Disability related reasons: students registered with Accessibility Services are encouraged to provide the [Letter of Accommodation](#) a week before the original due date to approve up to

a one-week extension on assignments. If there is a disability-related rationale for an extension beyond one week on file, an Accessibility Advisor will confirm this via an email to the instructor, student, and the Associate Dean Academic's office. For further instruction, visit [Disability Related Extensions](#).

2. With instructor's agreement of an extension, the student completes the [Online Course Work Extension Form](#)
3. Coursework extension requests made through the online form will be reviewed by the MSW or PhD Program Director to further assist students

For Extension Requests **Beyond** an Academic Semester:

Student Students requesting a coursework extension beyond an academic semester (after the deadline date when course grades are submitted to SGS) are required to complete an [SGS Extension to Complete Coursework Form](#). This form must be filled out by the student, signed by the instructor, and approved by the MSW or PhD Program Director prior to being sent for SGS approval.

1. Student fills out page 1 (including section 1) of the Extension to Complete Coursework Form
2. Student submits the form to their instructor who fills out and signs section 2 of the form
3. Instructor submits the form to the MSW or PhD Program Director for approval

Please note that late assignment penalties will apply to assignments that are handed in late without having received coursework extension approval.

ASSIGNMENTS AND EVALUATION

Writing Style Requirements

Please follow the guidelines in the 7th edition of the APA publication manual for format and citations in your written assignments. This manual is available at the campus bookstore and the library. This link provides additional information on different citing styles (click APA for relevant resources): <https://guides.library.utoronto.ca/c.php?g=251103&p=1741147>

Please avoid colloquial expressions, proofread all your documents carefully, and employ good grammar. Please adhere to page length requirements as pages in addition to the maximum assignment length will not be graded. The instructors encourage students to access the Health Sciences Writing Center (HSWC) if they feel challenged by writing assignments. You may make an appointment with one of the writing instructors via this link by logging in with your UTORid: <https://utoronto.mywconline.com/schedule.php> All assignments must be typed.

<u>Assignment Overview:</u>	<u>% of Grade</u>	<u>Due Date</u>
1. Leading Discussion	20%	TBD
2. Qualitative Research Project		
a. Brief Research Proposal: Draft for Peer Review --		Sep. 26
Final to Instructor	20%	Oct. 3
b. Ethics Application: Draft for Peer Review --		Oct. 17
Final to Instructor	20%	Oct. 24
c. *Final Report: Draft for Peer Review --		Nov. 28
Final to Instructor	40%	Dec. 12

1. Leading Discussion (20%)

In groups of 2, students will be expected to co-lead discussion on weekly readings on a rotating basis. You will have 45 minutes in total for all the activities. On the day you are co- leading discussion, you will be responsible for the following:

- 1) Writing up a 1–2-page synthesis of the assigned readings to share with the class.
This document may be in a point (not essay) form and should address the following:
a) main concepts/theories, b) underlying or operating assumptions undergirding the methodology, and c) discussion questions and/or experiential activity for class. Your summary document should be uploaded to the Quercus discussion board at least 24 hours prior to class time (i.e., Tuesday 1pm before class on Wednesday).
- 2) Presenting your synthesis, critical analysis, and questions about the readings (e.g., 15-minute oral presentation). Do not present a point-by-point summary of readings as students are all expected to have read them; rather, the goal is synthesis, critical analysis, and identification of important questions.
- 3) Co-facilitating a classroom discussion and/or experiential activity (30 minutes).

Students are encouraged to use visual aids or experiential exercises to engage the class.

There will be an opportunity each week for the students in class to **provide feedback** to the presenter(s) verbally and/or in writing.

Evaluation Criteria: Students will be evaluated on the following:

- Written work demonstrates critical analysis of the assigned reading in connection with one's developing epistemological orientation and substantive interests.
- Organization: Oral presentation and facilitated discussion presents information in a logical, interesting sequence which the class can follow.
- Engagement: Oral presentation involves the class. Student uses clear voice and maintains eye contact and interaction with peers.
- Professional writing: Correct use of spelling, grammar and APA style where appropriate.

2. Qualitative Research Project: A, B & C (Alternative: Individual Research Paper*)

Research support triad: For each of the following assignments (except for the CORE ethics certificate assignment), you will turn in a draft via email to the instructor AND bring two copies for peer review in the lab. The final assignments are due one week later for instructor review; **submit on Quercus by 9 am the day of class**. During the third week of class/lab, we will form groups of three that will provide support and constructive feedback on your written assignments (described below). On weeks where assignments are submitted, we will set aside 60 minutes of lab time for triad meetings.

	<u>Draft due in class for Peer Review</u>	<u>Final to Instructor</u>
A. Brief Research Proposal	September 26	October 4
B. Ethics		
1. CORE Certificate		October 10
2. Protocol		October 24
C. Final Report	November 28	December 12

A. Brief Research Proposal (2 pages; single spaced):

For this assignment, you will develop a brief research proposal for your course-based research (**two pages, single spaced, 12-point font, 1-inch margins; references are extra**). Through this assignment, you will formulate a research question and develop a qualitative research design to address this question. You will carry out this research study during the fall term, so keep in mind the time constraints and scope when developing your research design; feasibility is a key component of a successful proposal. Your proposed research with human participants must stay within the "low" risk category in the research ethics matrix (to be included in the ethics

application due to the instructor later in the term) <http://www.research.utoronto.ca/wp-content/uploads/2012/10/Using-the-Risk-Matrix.pdf> **NOTE:** You are not to submit your ethics protocol to the REB, but internally to the instructor.

Proposal Requirements:

- a) Problem statement and its relevance to social work or related discipline
- b) Theoretical/conceptual framework and a statement of your epistemological stance/orientation
- c) Research question; beginning idea for methodology; methods
- d) Work plan and timeline
- e) Potential challenges or ethical issues

Research Methods:

All students must incorporate **at least one interview** as part of your research design. You may also choose from the following additional options, keeping in mind the scope and time frame of the study. **YOU MAY NOT begin data collection until your proposal and ethical protocol are approved by the instructors.**

Option 1: Two interviews

Option 2: One interview + one “naturalistic” observation

Individual Interview: Conduct one or two individual interviews with a person of your choosing on a topic of your choosing. The interview should last at least 30 minutes and be audio-recorded (with the participant’s explicit consent). Students must submit up to five pages of a written, coded transcript of the interview (can be derived from different parts of the interview), a transcription key, and a typed version of notes taken during and after the interview as an appendix in your final report analysis.

“Naturalistic” observation. Identify a public setting (meeting, event) where you can observe people’s interactions and use of discourse. Your setting should be linked with your research question as a way to understand who is present, what kinds of “texts” or information is circulating in the setting, and how this shapes your topic of inquiry. Students must submit a typed version of your field notes as an appendix to the final report.

Evaluation Criteria:

- Evidence of knowledge, understanding of the literature; major epistemological concepts, and application of the research design and methods discussed in the course.
- Evidence of an understanding of design application, the research process and broad relevance to social work practice, and policy implications.
- A “thick” description of the research setting(s) – how was this conducive to the interview process and/or observation; did it interfere; body language; non-verbal cues; affective cues; your biases and expectations coming into the interview; did these change over the course of the interview?
- Presentation of the development of your analysis, both reflexive and theoretical, from the data.
- Professional writing style that is well supported by cited literature (e.g., academic

journals, reports, newspaper articles), well organized and grammatically concise.

B. Ethics Application

There are two steps for this assignment.

- 1) Complete the **TCPS 2 – Online Course on Research Ethics** and
- 2) Develop an **ethics protocol** for **instructor** approval (do not submit to REB)

TCPS 2 – CORE is available online at <http://tcps2core.ca/welcome>. Once you complete this course, please send the certificate of completion to your instructor. **Students who already have a CORE certificate (that is still valid) may submit this to the instructor** (i.e., you do not need to do the online course again).

To prepare your individual ethics protocol, use the SWK 6307 Ethics Protocol Form posted on Quercus to outline your research goals, methods, participants, recruitment, interview instruments, risks and benefits, and steps to ensure confidentiality and privacy during data collection and data management.

Your individual ethics protocol must be consistent with the scope of research and risk assessment outlined in the course-based ethics protocol that was submitted by the instructors and approved by the University of Toronto, Office of Research Ethics (posted on Quercus).

In addition to the protocol, you should include all relevant supplementary documents including: a recruitment email/script, consent form, and interview guide as appendices. **All documents should be merged into one Word document or PDF file to be submitted for this assignment.**

Ethics Application Requirements:

- a. SWK 6307 Ethics Protocol Form protocol, specific to your proposed study
- b. Recruitment email and/or recruitment script
- c. Consent form
- d. Interview guide

Evaluation Criteria:

- Evidence of understanding research ethics as it pertains to the proposed research.
- Clear presentation of fieldwork methods, any recruitment procedures, research instruments, risks, benefits, and steps to ensure confidentiality for each method.
- Related appendices correspond clearly to the proposed research and ethics protocol (e.g., consent form, recruitment email/script, interview guide).
- Written product will be assessed on organization, quality of content, and grammatical presentation, including spelling, clarity, and appropriate citing and referencing (e.g., APA style).

C. Final Report

In the final report, briefly present your question of inquiry, the research setting, and an overview of the research process. The report should also present your research methods, key findings, unexpected events and how they may have impacted your research, and a discussion of possible future research.

Your final report will consist of four parts:

1. Title page: title of your paper, date, your name, course name, instructor names
2. The main body of the paper: 12 pages double-spaced, type written pages
3. References
4. Appendices:
 - a. The research question & interview guide
 - b. Up-to five pages (double-spaced) of your coded transcription (the transcript does not have to be continuous) **OR** a screen shot of your complete NVIVO codes (core & sub nodes) along with an attached transcript
 - c. Typed version of your field notes from either your interview or observation

Material to include in your report (main paper):

- An overview of your research objectives, epistemological orientation, methodology, and method (e.g., semi-structured interviews) for this research
- Your analytic strategy – What types of data did you produce or retrieve and what methods of data analysis did you employ
- Critical self-reflection – how might your perceived/self-identities and standpoint have affected your research process and what steps did you take, if indicated, to mitigate limitations
- A “thick” description of the research setting(s), which may include (but is not limited to) the following:
 - o Your biases and expectations coming into the interview and whether or not these changed over the course of the interview
 - o Presence of technical difficulties and/or interferences (e.g., child, pet, roommate, noise) and how you navigated them
 - o Nature of the research setting – was it conducive to the interview process?
 - o Body language, non-verbal cues, affective cues
 - o Contextual features
- Preliminary thematic analysis of the interview data and fields notes/memo
- Reflections and lessons learned from the research process

Evaluation Criteria

- Clear presentation of the study design, research questions, context, data collection methods, analysis procedures, and preliminary analysis.
- The ability to demonstrate critical thinking about the research method chosen in terms of strengths and limitations.
- Critical analysis of ethical issues and your own standpoint/identities in relation to research conducted.
- Evidence of understanding and applying relevant epistemological and methodological concepts (from the course and outside reading) in relation to the research design, methods, and analysis.
- Professional writing style with regard to organization and grammatical presentation, including spelling, clarity, and appropriate citing and referencing (e.g., APA style).

***Alternative to research project: Individual research paper**

This is an option for those experienced in qualitative research involving human participants. While one semester is often not enough to design and conduct a rigorous qualitative research study, if you have collected qualitative research data or have been a part of a research project through your practicum site or elsewhere, we can discuss a possibility of making this assignment

an individual research paper (including preliminary research findings) instead of a mini-research project. For example, in the past, students have developed manuscripts to be submitted for research journals. Alternatively, you may conduct a discourse analysis. Please consult the instructor **by September 30** if you'd like to pursue this option.

REQUIRED READING

Required Reading: Links to journal articles and book chapters that are available through the University of Toronto libraries will be posted on the on Quercus. Login at www.q.utoronto.ca using your UTORid and password. Courses you are enrolled in will display in Quercus in alphabetical order by course name.

An online Student Quercus Guide is available at uoft.me/qstudents.

Resource Books:

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage. [Available on Quercus]

Mills, J & Birks, M. (Eds.). (2014). *Qualitative methodology: A practical guide*. London: SAGE. [electronic resource] Available through UofT Library at: https://methods-sagepub-com.myaccess.library.utoronto.ca/book/qualitative-methodology-a-practical-guide?utm_source=ss360&utm_medium=discovery-provider

WEEKLY SCHEDULE

Week 1: September 12 Course Overview and Introduction

- *Review syllabus and assignments*
- *Clarify ethics requirements*
- *Explore qualitative research topics that interest you*

Lab Topic: *Intro & Developing your proposal topic*

Week 2: September 19 Research Design and Methodology

Required Readings:

- 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.
- Creswell, J. W., Hanson, W. E., Plano Clark, V. L., & Morales, A. (2007). Qualitative research designs. *The Counseling Psychologist*, 35(2), 236–264.
- Mills, J. & Birks, M. (2014). Proposing your research. In J. Mills & M. Birks. *Qualitative methodology* (pp. 201–220). London: SAGE.
- Smith, L. T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples* (2nd ed.). London: Zed Books. (First edition, 1999). Introduction (pp. 1–18).

Recommended Readings:

- Creswell, J.W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124–130.
- Fuchs, S. (1993). Three sociological epistemologies. *Sociological Perspectives*, 36(1), 23–44.
- Staller, K., Block, E. & Horner, P. S. (2009). History of methods in social science research. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of Emergent Methods* (pp. 25–52). New York & London: Guilford Press.

Resources:

- Creswell, J. W. (2014). Qualitative methods. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. London: Sage.
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, 19(6):349-357.

Lab Topic: *Developing a qualitative research proposal and research questions for your assignment*

Guest speaker: Ali Pearson, Ph.D. student/RBC REB Fellow

Required Video & Readings:

- Chesser, S., Porter, M. M., & Tuckett, A. G. (2019). Cultivating citizen science for all: Ethical considerations for research projects involving diverse and marginalized populations. *International Journal of Social Research Methodology*, 1–12.
- Newman, P. A., Guta, A., & Black, T. (2021). Ethical considerations for qualitative research methods during the COVID-19 pandemic and other emergency situations: Navigating the virtual field. *International Journal of Qualitative Methods*, 20, 1–20.
- Shaw, I. (2008). Ethics and the practice of qualitative research. *Qualitative Social Work*, 7(4), 400–414.
- TCPS 2. (2022) – Chapter 10: Qualitative Research. https://ethics.gc.ca/eng/tcps2-eptc2_2022_chapter10-chapitre10.html
- Video: Peter, E. (August 15, 2018). *Ethics in Qualitative Health Research* [video]. Available at: <https://www.youtube.com/watch?v=CAQuVX1bF7U>

Recommended Readings:

- McCracken, J. (2020). Ethics as obligation: Reconciling diverging research practices with marginalized communities. *International Journal of Qualitative Methods*, 19, 1–11.
- Sandelowski, M., & Barroso, J. (2003). Writing the proposal for a qualitative research methodology project. *Qualitative Health Research*, 13(6), 781–820.
- Tuck, E. & Yang, K. W. (2014). R-words: Refusing research. In Django Paris & Maisha T. Winn (Eds.). *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities*. Thousand Oaks, CA: SAGE. [electronic resource] Available through the UofT Library at: <https://dx-doi-org.myaccess.library.utoronto.ca/10.4135/9781544329611>
- Tufford, L., Newman, P. A., Brennan, D. J., Craig, S. L., & Woodford, M. R. (2012). Conducting research with lesbian, gay and bisexual populations: Navigating research ethics board reviews. *Journal of Gay & Lesbian Social Services*, 24(3), 221–240.
- Wahab, S., Anderson-Nathe, B., & Gringeri, C. (2014). *Feminism in Social Work Research: Promise and Possibilities for Justice-based Knowledge*. London: Routledge. Available through the UofT Library at: <https://doi-org.myaccess.library.utoronto.ca/10.4324/9781315886992>

Lab Topic: Articulating your theoretical/conceptual framework + Peer review (Bring a draft of your research proposal to class)

Guest speaker:

Required Video & Readings:

- Gardner, P. (August 24, 2018). *Qualitative Interviewing: More than asking questions and getting answers* [video]. Available at: <https://www.youtube.com/watch?v=3nviCBklmfQ>
- Brinkmann, S. (2018). The interview. In N. K. Denzin & Y. S. Lincoln. (Eds.) *The Sage Handbook of Qualitative Research (5th Ed.)* (pp. 576–599). Los Angeles, CA: Sage.
- Charmaz, K. (2006). Chapter 2: Gathering rich data. In, *Constructing Grounded Theory: A*

- Practical Guide through Qualitative Analysis*. London: Sage. (pp.13–41).
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), e000057.
- Luke, M., & Goodrich, K.M. (2019). Focus group research: an intentional strategy for applied group research? *The Journal for Specialists in Group Work*, 44(2), 77-81.
- Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), 175–196.

Research Examples:

- Ashcroft, R., Donnelly, C., Sheffield, P., Lam, S., Kemp, C., & Brown, J.B. (2024). A qualitative examination of the experiences and perspectives of interprofessional primary health care teams in the distribution of the COVID-19 vaccination in Ontario, Canada. *PLOS ONE*, 19(6), e0304616.
- Ashcroft, R., Menear, M., Greenblatt, A., Silveria, J., Dahrouge, S., Sunderji, N., Emode, M., Booton, J., Muchenje, M., Cooper, R., Haughton, A., & McKenzie, K. (2021). Patient perspectives on quality of care for depression and anxiety in primary care: a qualitative study. *Health Expectations*, 24(4), 1168-1177.

Recommended Readings:

- DeRoche, K. K., & Lahman, M. K. (2008, August). Methodological considerations for conducting qualitative interviews with youth receiving mental health services. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 9(3), 1–20.
- Garton, S., & Copland, F. (2010). ‘I like this interview; I get cakes and cats!’: The effect of prior relationships on interview talk. *Qualitative Research*, 10(5), 533–551.
- Josselson, R. (2013). Chapter 5: The empathic attitude of listening. In *Interviewing for qualitative inquiry: A relational approach*. New York: Guilford Press. (pp. 80–101).
- Malterud, K., Siersma, V.K. & Guassora, A.D. (2015). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 26(13), 1753-1760.
- Santhosh, L., Rojas, J.C., & Lyons, P.G. (2021). Zooming into focus groups: strategies for qualitative research in the era of social distancing. *ATS Scholar*, 2(2), 176-184.

Lab Topic: Developing research ethics protocol for your assignment

Week 5: October 10 Observation & Ethnography

Guest Speaker:

Required Video & Readings:

- Webster, F. (August 25, 2018). *Ethnography: Entering the field* [video]. Available at: <https://www.youtube.com/watch?v=IIWHfmLiLtE>
- Chin, M. (2018). Making queer and trans of color counterpublics: Disability, accessibility, and the politics of inclusion. *Affilia*, 33(1), 8–23.
- Ferguson, H. (2018). Making home visits: Creativity and the embodied practices of home visiting in social work and child protection. *Qualitative Social Work*, 17(1), 65–80.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures: Selected essays* (pp. 3–30). New York: Basic Books. Available at: http://www.sociosite.net/topics/texts/Geertz_Thick_Description.php
- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and

conversation. *Qualitative Health Research*, 28(3), 381–388.

Recommended Readings:

Anderson, A., Starkweather, A., Cong, X., Kyounghae, K., Judge, M., & Schulman-Green, D. (2021). Exploring cancer pain self-management needs and preferences: A meta-ethnography.

Qualitative Health Research, 31(9), 1609–1621.

Hjorth, L., Horst, H., Galloway, A., & Bell, G. (2016). *The Routledge companion to digital ethnography*. New York: Taylor & Francis. Available through UofT Library at: <https://www-routledgehandbooks-com.myaccess.library.utoronto.ca/doi/10.4324/9781315673974>

Lab Topic: Bring a draft of your ethics protocol to lab (Including the Interview Guide)

Week 6: October 17 READING WEEK

NO CLASS

Week 7: October 24 Approaches to Data Analysis

Guest speaker: Prof. Michael Saini

Required Readings:

Braun, V. & Clarke, V. (2008). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Mays, N., & Pope, C. (2000). Qualitative research in health care: Assessing quality in qualitative research. *BMJ*, 320, 502.

Padgett, D. K. (2012). Chapter 8: Data analysis and interpretation. In *Qualitative and Mixed Methods in Public Health*. Los Angeles: Sage.

Padgett, D. K. (2012). Chapter 9: Strategies for rigor. In *Qualitative and Mixed Methods in Public Health*. Los Angeles: Sage.

Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences*, 15(3), 398–405.

Research Examples:

Aliyu, S., Travers, J. L., Norful, A. A., Clarke, M., & Schroeder, K. (2021). The lived experience of being diagnosed with COVID-19 among Black patients: A qualitative study. *Journal of Patient Experience*, 8, 237437352199696.

Dassieu, L., Heino, A., Develay, É., Kaboré, J.-L., Pagé, M. G., Hudspith, M., Moor, G., & Choinière, M. (2021). Conversations about opioids: Impact of the opioid overdose epidemic on social interactions for people who live with chronic pain. *Qualitative Health Research*, 31(9), 1657–1669.

Wakefield, T., Glantz, S. A., & Apollonio, D. E. (2022). Content analysis of the corporate social responsibility practices of 9 major cannabis companies in Canada and the US. *JAMA Network Open*, 5(8), e2228088.

Recommended Readings:

Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. *Family Practice*, 25(2), 127–131.

- Braun, V., & Clarke, V. (2014). What can “thematic analysis” offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Well-Being*, 9(1), 26152.
- Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise and Health*, 13(2), 201–216.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Research*, 16(1), 1–13.
- O’Brien, B. C., Harris, I. B., Beckman, T. J, Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: A synthesis of recommendations. *Academic Medicine*, 89(9), 1245–1251.
- Video: A discussion with Prof Kathy Charmaz on Grounded Theory:
<https://www.youtube.com/watch?v=D5AHmHQS6WQ>

Lab Topic: Interview Practice + Field Notes/Notetaking (bring a draft of your interview guide to lab)

Week 8: October 31	Community-based Research/Community-based Participatory Research & Visual Methods
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Guest Speaker: Prof. Trish Van Katwyk

Required Video & Readings:

- Poland, B. (August 24, 2018). *Community-based Participatory Research* [video]. Available at:
<https://www.youtube.com/watch?v=RD2EAi0sHD0>
- Guta, A., Flicker, S., & Roche, B. (2010). *Peer Research in Action II: Management, Support and Supervision*. Toronto: Wellesley Institute.
- Ozer, E. J. (2016). Youth-led participatory action research: Developmental and equity perspectives. *Advances in Child Development and Behavior*, 50, 189–207.
- Skop, M. (2016). The art of body mapping: A methodological guide for social work researchers. *Aotearoa New Zealand Social Work*, 28(4), 29-43.

Research Examples:

- Ashcroft, R., & Van Katwyk, T. (2017). Joining the global conversation: social workers defining health using a participatory action research approach. *British Journal of Social Work*, 47(2), 579-596.
- Logie, C., Van Borek, S., Lad, A., Gittings, L., Kagunda, J., Evelia, H., Gachoki, C., Oyugi, K., Chege, M.W., Omondi, B., Okuto, M., Taing, L. (2023). A creative approach to participatory mapping on climate change impacts among very young adolescents in Kenya. *Journal of Global Health Reports*, 7, e2023036. doi:10.29392/001c.77885
- Seko, Y., Rahouma, L., Takano-Reeves, & Wong, V. (2021). Unboxing the bento box: An arts-informed inquiry into Japanese families’ experience at Canadian school lunch time. *Canadian Food Studies*, 8(3), 21-44.
- Skop, M., Darewych, O., Root, J. & Mason, J. (2022). Exploring intimate partner violence survivors’ experiences with group art therapy. *International Journal of Art Therapy*.
<https://doi.org/10.1080/17454832.2022.2124298>
- Van Katwyk, T., & Seko, Y. (2018). Resilience Beyond Risk: Youth Re-defining Resilience Through Collective Art-Making. *Child and Adolescent Social Work Journal*, 36, 609-619.

Recommended Readings:

- Boydell, K. M., Gladstone, B. M., Volpe, T., Allemang, B., & Stasiulis, E. (2012). The production and dissemination of knowledge: A scoping review of arts-based health research. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 13(1), Art. 32.
- Capous-Desyllas, M. & Bromfield, N. F. (2018). Using an arts-informed eclectic approach to Photovoice data analysis. *International Journal of Qualitative Methods*, 17, 1–14.
- Pollard, C. L. (2015). Interpretive visual inquiry—Methodological review. *Journal of Psychiatric and Mental Health Nursing*, 22(3), 219–221.
- Schneider, B. (2012). Participatory action research, mental health service user research, and the Hearing (our) Voices Projects. *International Journal of Qualitative Methods*, 11(2), 152–165.
- Van Katwyk, T., & Ashcroft, R. (2016). Using participatory action research to access social work voices: Acknowledging the fit. *Journal of Progressive Human Services: Radical Thought & Praxis*, 27(3), 191–204.

Lab Topic: Qualitative data coding**Week 9: November 7 Grounded Theory & Phenomenology**

Guest Speaker: Prof. Izumi Sakamoto

Required Video & Readings:

- Moreman, G. (September 11, 2016). 5. 5. *Grounded theory*. [video] Research Methods and Statistics, University of Amsterdam. Available at:
<https://www.youtube.com/watch?v=Y6f1GHjD5JQ>
- Charmaz, K., Thornberg, R., & Keane, E. (2018). Evolving grounded theory and social justice inquiry. In *The SAGE Handbook*. Los Angeles: Sage. (pp. 411–443).
- Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1), 42–55.
- Starks, H., & Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis and grounded theory. *Qualitative Health Research*, 17(10), 1372–1380.

Research Examples:

- Ashcroft, R., Menear, M., Silveira, J., Dahrouge, S., Emode, M., Booton, J., & McKenzie, K. (2021). Inequities in the delivery of mental health care: a grounded theory study of the policy context of primary care. *International Journal for Equity in Health*, 20, 144.
- Pulla, V. (2016). An introduction to the grounded theory approach in social research. *International Journal of Social Work and Human Services Practice*, 4(4), 75–81.
- Singh, A. A. (2013). Transgender youth of color and resilience: Negotiating oppression and finding support. *Sex Roles* 68, 690–702.

Recommended Readings:

- Charmaz, K. (2014). The logic of grounded theory coding practices and initial coding (Chapter 5). In *Constructing Grounded Theory (2nd ed.)*. Los Angeles: SAGE. (pp. 109–160)
- Kokorelias, K. & Ashcroft, R. (2020). How dementia caregivers make health service decisions: A scoping review and implications for grounded theory studies. *SAGE Open*, Jan-Mar, 1–9.
- Tufford, L., & Newman, P. A. (2010). Bracketing in qualitative research. *Qualitative Social Work*, 11(1), 80–96.

Lab Topic: Transcription

Guest Speaker:

Required Readings:

- Creswell, J. (2009). Chapter 10: Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage. (pp. 203–224)
- Grudniewicz, A., Peckham, A., Rudoler, D., Laverne, M.R., Ashcroft, R., Corace, K., Kaluzienski, M., Kaoser, R., Langford, L., McCracken, R., Norris, C., O’Riordan, A., Patrick, K., Peterson, S., Randall, E., Rayner, J., Schutz, C., Sunderji, N., Thai, H., & Kurdyak, P. (2022). Primary care for individuals with serious mental illness (PriSMI): Protocol for a convergent mixed methods study. *BMJ Open*. 12:e065084. doi:10.1136/bmjopen-2022-065084
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *Kolner Zeitschrift für Soziologie und Sozialpsychologie*, 69(Suppl 2), 107–131.

Research Examples:

- Ashcroft, R., Dahrouge, S., Lam, S., Aomreore, A., & Saluja, K. (2023). Patient and caregiver experiences with synchronous and asynchronous virtual care in primary care across Ontario, Canada: 2022-2023. Report submitted to Ontario Health. Available at: https://tspace.library.utoronto.ca/bitstream/1807/127529/3/OH%20Report_Ashcroft_Dahrouge_FINAL_July122023.pdf
- Lacombe-Duncan, A., Newman, P. A., Bauer, G. R., Logie, C. H., Persad, Y., Shokoohi, M., O et al. (2019). Gender-affirming healthcare experiences and medical transition among transgender women living with HIV: A mixed-methods study. *Sexual Health*, 16(4), 367–376.
- Lindsay-Smith, G., O’Sullivan, G., Eime, R., Harvey, J., & van Uffelen, J. G. Z. (2018). A mixed methods case study exploring the impact of membership of a multi-activity, multicentre community group on social wellbeing of older adults. *BMC Geriatrics*, 18, 226.
- Ryan, B., Brown, J.B., Freeman, T.R., Richard, L., Stewart, M., Meredith, L., Choi, Y.H., He, J.W., Cejic, S., Thompson, K., Reichert, S., Shariff, S.Z., Booth, R., Terry, A.L., & Mathews, M. (2022). Virtual family physician care during COVID-19: a mixed methods study using health administrative data and qualitative interviews. *BMC Primary Care*, 23, 300. <https://doi.org/10.1186/s12875-022-01902-9>

Recommended Readings:

- Brannen, J. (2005). Mixed methods research: A discussion paper. *NCRM Methods Review Papers*, NRCM/005.
- Creswell, J. W., & Plano Clark, V. L. (2006). Chapter 4: Choosing a mixed methods design. In *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage. (pp. 58–88).
- Saint Arnault, D., & Feters, M. D. (2011). RO1 funding for mixed methods research: Lessons learned from the “Mixed-Method Analysis of Japanese Depression” Project. *Journal of Mixed Methods Research*, 5(4), 309–329.

Lab Topic: Panel: How do researchers choose qualitative methods? (*date subject to change)

This virtual panel aims to help students:

- (1) Gain a practical understanding of how researchers choose and apply different qualitative research methods in specific research contexts; and
- (2) Learn how researchers navigate the challenges (and possibly dilemmas) they encounter in qualitative research.

Guest Speaker:**Required Video & Readings:**

- Ashcroft, R., Kennedy, L., & Van Katwyk, T. (2019). An exploration of the methods of communication between policy makers and providers that helped facilitate implementation of primary health care reforms. *Social Work in Public Health, 34*(4), 370-382.
- Clandinin, D. J. (2012, September 16). *A Short Video Interview with Prof. Jean Clandinin*. BERA Conference. Manchester, UK. Available at: www.youtube.com/watch?v=RnaTBqapMrE
- Weaver-Hightower, M. (2015, January 29). *What is Discourse Analysis?* Educational Foundations and Research, University of North Dakota. Available at: https://www.youtube.com/watch?v=EUeA0PEF_g4
- Larsson, S., & Sjöblom, Y. (2010). Perspectives on narrative methods in social work research. *International Journal of Social Welfare, 19*(3), 272–280.
- 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.

Research Examples:

- Lee, E. & Johnstone, M. (2021). Historical trauma and healing: Critical discourse analysis of public apologies in Canada. *Critical Sociology*. [Published online ahead of print].
- Lee, E., Ko, B., & Johnstone, M. (2020). Public discourse, the media and international education in Canada. *Qualitative Social Work, 19*(5-6), 845–863.
- Lee, E., Tsang, A. K. T., Bogo, M., Jostone, M., Herschman, J., & Ryan, M. (2019). Honoring the voice of the client in clinical social work practice: Negotiating with Epistemic Injustice. *Social Work, 64*(1), 29–40.

Recommended Readings:

- Kim, J-H. (2016). *Understanding narrative inquiry*. Los Angeles: Sage.
- Wang, C.C., & Geale, S.K. (2015). The power of story: narrative inquiry as a methodology in nursing research. *International Journal of Nursing Sciences, 2*(2), 195-198.

Lab Topic: Data management**Guest Speaker:****Required Readings:**

- Corbin, J., & Straus, A. (2015). Writing thesis, monographs, and giving talks. In *Basics of Qualitative Research* (4th ed). Thousand Oaks, CA: Sage. (pp. 312-340).
- Richards, L. (2004). Chapter 10: Telling it. In L. Richards, *Handling qualitative data: A practical guide* (pp. 183-199). Los Angeles, CA: SAGE.

Recommended Readings:

- Kontos, P., Grigorovich, A., Dupuis, S., Jonas-Simpson, C., Mitchell, G., & Gray, J. (2020). Raising the curtain on stigma associated with dementia: fostering a new cultural imaginary for a more inclusive society. *Critical Public Health, 30*(1), 91–102.

Ollivier, R., Aston, M., & Price, S. (2018). From research participants to video stars: Engaging families in end-of-grant knowledge translation. *Journal of Family Nursing*, 24(4), 612–620.

Parsons, J. (August 25, 2018). Brokered dialogue. [video]. Available at:
<https://www.youtube.com/watch?v=0Al5PJ1ZZmE>

Lab Topic: *Final paper consultations & peer review (Bring a draft of your final report to class)*

Week 13: December 5 NO CLASS*

*Rachelle & Tolu are available for consultation

Happy Holidays!

Recommended Research Methodology Resources

(This list is not meant to be exhaustive, but is intended to give you some ideas and resources for future studies)

Website

The Centre for Critical Qualitative Health Research (CQ), University of Toronto (Slides and podcast of the past speaker series on various qualitative health research methodologies and topics)

<https://ccqhr.utoronto.ca>

International Institute for Qualitative Research Methodology, University of Alberta (Slides and YouTube videos of the past webinars on various qualitative research & mixed-method research)

<https://www.youtube.com/channel/UCexSuWcPpxhZdLO2T7FC7Vw>

Recommended Videos & Readings

Bentz, V. M. & Shapiro, J. J. (1998). *Mindful inquiry in social research*. Los Angeles, CA: SAGE.
Brown, Leslie & Susan Strega. (Eds.) (2005). *Research as resistance: Critical indigenous, and anti-oppressive approaches*. Toronto: Canadian Scholars' Press.

Cokley, K. & Awad, G. H. (2013). In defense of quantitative methods: Using the “master’s tools” to promote social justice. *Journal for Social Action in Counseling and Psychology*, 5(2), 26-41.
Retrievable from: http://www.psysr.org/jsacp/Cokley-V5N2-13_26-41.pdf

Creswell, John W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Los Angeles, CA: SAGE.

Creswell, John W. (2016). *30 essential skills for the qualitative researcher*. Los Angeles, CA: SAGE.

Denzin, Norman K., & Yvonna S. Lincoln. (2018). *Handbook of qualitative research* (5th ed.). Los Angeles, CA: SAGE.

Denzin, Norman K., Yvonna S. Lincoln & Linda Tuhiwai Smith. (2008). *Handbook of critical and indigenous methodologies*. Los Angeles, CA: SAGE.

Dodd, Sarah-Jane & Irwin Epstein. (2012). *Practice-based research in social work: A guide for reluctant researchers*. Abingdon, Oxon, UK & New York: Routledge.

Flick, Uwe. (2015). *An introduction to qualitative research* (5th ed.). London: Sage.

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