CHL5107H: Introduction to Qualitative Research Methods
HA 410 – 170 College Street

Course Syllabus Winter 2026

Time: Wednesdays 10am-12pm (Tutorials 12pm-1pm)

Assigned Tutorial Rooms will be announced.

Instructor:

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Teaching Assistant Hours:

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Prerequisites

There are no prerequisites for this course. CHL 5107 is a requirement for MPH Social and Behavioral Health Sciences, Indigenous Health, Black Health, and Nutrition and Dietetics students. Students from other programs and fields will be admitted space permitting with the permission of the professor.

Land Acknowledgement

We would like to acknowledge the traditional territories of the Mississauga of the Credit First Nation, Anishnawbe, Wendat, Huron, and Haudenosaunee Indigenous Peoples on which the Dalla Lana School of Public Health now stands. The territory was the subject of the Dish With One Spoon wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. We would also like to pay our respects to all ancestors and to the present Elders. We would like to thank all members of the natural world, to thank each other as People. We give thanks to all the Waters of the world, the

Fish of life, the Food Plants, the Herbs, the beautiful animal life, all the birds, the Four Winds, The Thunder Beings, the Moon, and to each one of us.

Acknowledgment of Intellectual Contribution

Course Description

This is an introductory course intended for Masters students in public health with limited prior exposure to qualitative research. Students will acquire an introductory-level understanding of qualitative inquiry; it will provide students with an understanding of the foundations, theory, approaches, and methods associated with qualitative research, and enable them to become informed consumers of qualitative research, and begin to plan and implement qualitative approaches to public health inquiry. **Students pursuing qualitative research for master's or doctoral thesis work will need to take additional courses to acquire the required proficiency for that level of work.**

This course covers a range of issues including the theoretical grounding of qualitative research, reflexive practice, some methods of data collection and analysis, application of qualitative research to the exploration of public health issues, critical appraisal of qualitative research, and general writing of grant proposals. The assigned readings, videos, and other media, for each session, include both theoretical and applied material. Assignments allow students to begin to develop new skills and learn by doing, writing, presenting, as well as by reflecting on aspects of critical qualitative research.

This course will take place in person in HA 410 (at 170 College St.) on the St. George's campus.

Tutorial Rooms will be announced during the first class.

Course Objectives

Through course readings, learning activities, videos, creative exercises, assignments, trips, and other related work students will be able to:

1. Discuss the diversity, breadth, nature, complexity, and application of qualitative research.
2. Generate and analyze data in qualitative inquiry (acquiring basic analytic skills).
3. Learn the difference between interpretation and description.
4. Develop research proposals for qualitative research, with an emphasis on contemporary SSHRC and CIHR practices, including equity, diversity, and inclusion practices.
5. Discuss research ethics and examine areas of sensitivity with regards to qualitative research approaches and methods.
6. Identify potential strengths and limitations of qualitative research within students' own areas of interest and public health practice.
7. Learn and apply what is positionality, and constructive and critical reflexivity through discussion and written or visual work.

Course Format

This course draws on a variety of approaches to teaching and learning qualitative research: mini-lectures, guest presentations, reflexive exercises, digital stories, individual experiences and group discussion of readings (literature on qualitative research & exemplars of qualitative research), outdoors and online activities, fieldwork exercises, in-class exercises, and take-home assignments. This course encourages students to "learn by doing" therefore active participation in all course activities is emphasized (synchronous or asynchronous).

Communication with the Professor

Office hours are by appointment. Emails will be responded to within 1-2 business days (Monday to Friday).

Submission of Assignments

Format of written assignments: All written assignments must be submitted electronically on Quercus. Assignments must be double spaced, with one-inch margins, in 12-point font, Time New Roman, and saved as a Word document (**do not submit pdf files**). Please number pages. Your name should be in the document header and part of the electronic filename.

All assignments are to be submitted electronically on Quercus (https://qstudents.utoronto.ca). Your assignment will not be evaluated until it is submitted

to the Assignments page on Quercus—unless approval from the instructor under specific circumstances. The Assignments webpage will remain open beyond the due date. 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)

Note: Because of university ethics requirements, the work you do for this course may not be part of a research study that will be published in any form. It is expected that you would not draw on this material as part of a thesis or dissertation project, or for a paper for any other course unless permission was sought and attained, and any appropriate ethical requirements met.

Assessment and grading practices follow the principles and key elements as stated

- by the University of Toronto's Assessment and Grading Practices Policy http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf
- by the rules and regulations as stated by the University of Toronto School of Graduate Studies https://www.sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx
- and by the policies set out by the University of Toronto Office of the Governing Council http://www.governingcouncil.utoronto.ca/policies.htm

Late Assignments

Specified due dates must be adhered to unless prior permission—extension—has been sought and granted on medical or other compelling grounds (in which case a new due date will be specified by the professor). Penalties will be incurred for late assignments (5% per day of lateness reduction in mark) unless the student has been given an extension in writing (email). Students should make every effort to discuss anticipated late papers with the professor in advance of due dates.

Late assignments owing to illness or injury: The only medical documentation acceptable at the University of Toronto is the University's "Verification of Illness or Injury" Form, which can only be completed by a registered practitioner (see

http://www.illnessverification.utoronto.ca/Frequently-Asked-Questions.htm). Find the for at illnessverification.utoronto.ca/

If illness or injury is being presented as the reason for the request for an exception or an accommodation, the claim of illness or injury itself is not necessarily sufficient grounds to guarantee approval of the request. All cases are examined in their entirety before a decision is made: an illness or injury's duration and resulting incapacitation are taken into account along with other relevant factors in the context of the course at issue. Note that the medical practitioner's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. The Faculty will not accept a statement that merely confirms a later report of illness made by the student to a physician.

If the reason for the request for an exception or an accommodation is non-injury or illness related, the documentation acceptable include a letter from your Graduate Faculty or Supervisor (appropriate in certain circumstances); a letter from Accessibility Services (required for accessibility-related petitions); or in some situations, other non-medical supporting documentation may be relevant.

Statement on Academic Integrity

Plagiarism is a serious academic offence. Please review the University policies about plagiarism and visit https://www.academicintegrity.utoronto.ca/

An excellent document on How Not to Plagiarize is also listed on this website. Review other academic offences in the Code of Behaviour on Academic Matters: https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019

UofT has developed an academic integrity campaign to support students and raise awareness about this in the new online learning environment, especially during the COVID-19 pandemic. Please check www.academicintegrity.utoronto.ca, in case of doubt contact the professor and/or your TA for help.

The Code of Behavior on Academic Matters (University of Toronto Governing Council, 2019) reads:

It shall be an offence for a student knowingly:

- *to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;*
- *to submit, without the knowledge and approval of the Professor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;*
- *to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (B.1.d-f)*

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgment
- Submitting your own work in more than one course
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work)
- Representing as one's own and idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course
- Students many not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments, exercises, and papers in this course

Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. It is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism. Any instance of suspected academic dishonesty will follow the procedures specified in the aforementioned Academic Code of Behavior on Academic Matters.

Accommodations for Students with Disabilities or Medical Conditions

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health/learning consideration that may require accommodations, please feel free to approach the Professor and/or Accessibility Services at (416) 978 8060 and visit http://aoda.hrandequity.utoronto.ca/.

If you need or desire an accommodation for a disability or medical condition, please inform the Professor and TAs early in the course, so we are able to proactively modify the way the course is taught 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.

Religious Observances

Please notify the Professor 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.

Absence Due to Illness

If an illness is likely to interfere with meeting a due date for an assignment or other requirements, you should have your physician or health care provider complete a Verification of Student Illness or Injury Form (http://www.illnessverification.utoronto.ca/index.php) at the time of your illness and submit it to the Professor.

Course Resiliency

The University's Policy on Academic Continuity (January 26, 2012) states that the "University of Toronto is committed to fulfilling its core academic mission of educating students. It recognizes that events such as pandemic health emergencies, natural disasters, prolonged service interruptions, and ongoing labour disputes are potential threats to academic continuity. Good stewardship requires that the University undertake appropriate planning and preparation to promote continuity." Concerning COVID-19, find resources and updates for the U of T community at https://www.utoronto.ca/utogether/faqs#health

In keeping with the University of Toronto policies governing grading practices, course evaluation methods can be changed under the *Grading Practices Policies* with the consent of at least a simple majority of the students enrolled in the course. If a decision is made to change the evaluation methods or their relative weights, then the consent of students may

be obtained by a vote taken in class or through Quercus or other virtual means. See: http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf

Recording Lectures and Class Notes

Lectures will not be video nor audio-recorded live. Students are instructed to not upload screen-shots or recordings (or any fragment) to a shared drive or folder or hosted on a video service/social media platform such a YouTube, SnapChat, Instagram, Facebook messenger, or any other. Students are reminded that lectures are the intellectual property of the Professor, and the material must be respected thus. Students are further reminded that the Academic Handbook states: "*It is absolutely forbidden for a student to publish a Professor's notes to a website or sell them*" (section 4.5).

There may be guest lecturers in this course, and the material presented by the guest lecturers are property of the presenters, recordings will not be permitted unless specified, and Chatham House Rules (https://www.chathamhouse.org/chatham-house-rule) will be in effect.

In addition to considerations of copyright and intellectual property, the need to protect the privacy of fellow students in the class is also essential. In addition to general privacy protection, some students have very serious and genuine reasons for not wanting their presence in a particular class or at a particular institution to be public information and may be endangered by insufficient privacy protection if classes are audio or video recorded or pictures taken. These considerations are guided both by university policy and the Ontario Freedom of Information and Protection of Privacy Act (FIPPA) regulations.

Course Website—Quercus

Course description, reading updates, links to readings, class slides from lectures, further resources, and announcements will be posted on Quercus. Please check Quercus regularly a minimum of twice a week not to miss updates and announcements.

Evaluation of Learning and Course Assignments

The final grade for the course will be based on a) two assignments, b) leading one seminar, and c) activities portfolio. Each student will be responsible for the work in the following areas (see Quercus "Assignments" for specific guidelines and expectations):

1. **Assignment 1 -- Reflexive Paper and Research Question Development (30%)**

   - Due February 11, 2026

   - Individual Submission

   - Maximum of 3 pages including the visual (double space, Times New Roman 12, 1-inch margin).

   - Draw on course materials (lectures and readings), academic publications, and grey literature. **Cite your sources.**
   - Please do not use AI
   - Clearly identify a problem/issue/topic and its relationship to public health.
   - Set out a research question related to your topic. Explain what makes it a qualitative research question and how it relates to the broader topic.
   - Outline the goals of a qualitative research study that would aim to answer the research question.
   - Describe the axiology, ontology, epistemology and methodology you bring to this research question.
   - Reflect on your role and your positionality with respect to the issue, research question and research goals.
   - Name one approach you would use to support equity, diversity, inclusion and/or community engagement in the research process and explain why you chose it.

2. **Assignment 2: Research Proposal (40%)**

   - Due April 10, 2026

   - Individual submission

   - maximum 10 pages (double space, Times New Roman 12, 1-inch margin).

Develop a research proposal, based on one of the SSHRC grant application (this will be shared in class), and using the contents of the course and the activities done at home or during the seminars (further guidance and instructions will be discussed in class and posted on Quercus). Students graduating in June 2026 please contact your instructor ahead of time, by the end of January.

   - Introduce the research study, identify a relevant research problem, question, and objectives. Use a convincing argument for the reader, show that the problem is conceptualized from a qualitative paradigm.
   - Provide context based on available literature and studies done on the research topic to provide context and justification for the study you are proposing.

- Explain the research approach and design used and justify its appropriateness.
- Provide a description of the methods you plan to use, population and sample, sampling and recruitment strategies, data generation methods.
- Explain how diversity, equity, and inclusion is considered in the project.
- Describe the team positionality, the reflexive strategies used and how these relate to the rigor of the study.
- Describe ethical considerations and challenges (potential and ongoing).
- Provide a data analysis framework and plan.
- Identify impact and relevance.
- Include references and relevant appendices (appendices only if needed, not mandatory). This does not count for the 10 pages limit. Include references from this course and readings.

3. **Assignment 3: Leading one Seminar: Discussion and Presentation (30%)**

- Group (2-3 people)

- Specific instructions and dates will be given in class and during the seminar (different types of visual, text and audio media will be accepted).

Participate in seminars: 10%

Lead one seminar: 20%

Lead one seminar: you must lead the group discussion around a specific topic (check Quercus for the list of topics for each week). For the seminar, use the weekly readings and the weekly exercise to present and lead a discussion on the specific topic. The professor and/or the TA will work with you and give further support. Prepare questions or an activity to be conducted with the group, to discuss and critically think on the specific topic. To engage with your peers and foster a critical discussion you can use any media available, you may use the weekly readings and the weekly activity as starting points. The use of creative media is highly encouraged beyond traditional PowerPoint presentations. Submit any materials used to Quercus to demonstrate completion of the assignment.

Criteria for Grading Assignments

Assessment and grading practices are subject to the grading regulations outlined by the School of Graduate Studies, University of Toronto.

B+	**Understanding of the central ideas** and arguments covered in the course readings, class presentations, and discussions, applied to the student's research interests. Well-written, coherent, well organized, and concise.
A-	The above, plus the ability to **integrate and analyze** the ideas/arguments covered in the course readings, class presentations, and discussions, applied to the student's research interests.
A	The above plus the **ability to go beyond** the ideas/arguments covered in the course readings, class presentations and discussions, in a critical and constructive manner (i.e., compare and contrast ideas/arguments, consider their implications, articulate your own position in relation to the central ideas/arguments; the ability to support your own position).
A+	The above, plus **intellectual creativity, critical thinking, and flexibility** (e.g., a new approach, insight or application).

Grading Scale, School of Graduate Studies, University of Toronto:

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 (Fail)	0-69%

Class Schedule

Week	Date (2026)	Topic	Seminar Schedule
1	Jan 7	Introduction – Virtual (Online via Zoom)	No Seminar
2	Jan 14	Ontology, Epistemology, and Methodology	TA-led Seminar
3	Jan 21	Thinking Qualitatively	Seminar 1
4	Jan 28	Reflexivity and Positionality	Seminar 2
5	Feb 4	Participants, Populations, and Equity, Diversity and Inclusion	Seminar 3
6	Feb 11	Observations and Relationships Campus Field Trip Activity – Philosopher's Walk (weather permitting)	Assignment 1 Due, no seminar
	Feb 18	Reading Week	n/a
7	Feb 25	Data Collection and Generation	Seminar 4
8	Mar 4	Writing a Qualitative Research Proposal	Seminar 5
9	Mar 11	Coding and Thematic Analysis	Seminar 6
10	Mar 18	Participatory Approaches	Seminar 7
11	Mar 25	Qualitative Research in Practice (Guest Lecture – Dr. Janet Parsons)	Seminar 8
12	Apr 1	Qualitative Research Software: Introduction to NVivo	n/a

Reading List (Required in Bold)

Readings are available electronically through the University of Toronto Library or on Quercus. Additional readings and visual material may be announced in class or in Quercus during the course.

Required readings (and visual resources) are highlighted in **bold**. Readings that are not in bold are suggested readings to expand specific sub-topics and areas.

Week 1. Introduction

Charmaz, K. (2004). Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. *Qualitative Health Research*, 14 (7), 976-993. http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10497323/v14i0007/976_ppapiqrrtf

Pilcher, N., & Cortazzi, M. (2024). 'Qualitative' and 'quantitative' methods and approaches across subject fields: implications for research values, assumptions, and practices. Quality & Quantity, 58(3), 2357-2387. https://doi.org/10.1007/s11135-023-01734-4Links to an external site.

Lim, W. M. (2024). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 14413582241264619. https://doi.org/10.1177/14413582241264619Links to an external site.

Optional Readings:

Denzin, N. Chapter 1 in Cannella, G.S., Pérez, M.S., & Pasque, P.A. (Eds.). (2015). Critical Qualitative Inquiry: Foundations and Futures (1st ed.). Routledge, in https://doi-org.myaccess.library.utoronto.ca/10.4324/9781315431178

Kuper A, Reeves S, & Levinson, W. (2008). An introduction to reading and appraising qualitative research. *BMJ: British Medical Journal,* 337. https://dx-doi-org.myaccess.library.utoronto.ca/10.1136/bmj.a288

Mehra, B. (2002). Bias in Qualitative Research: Voices from an Online Classroom. *The Qualitative Report,* 7(1), 1-19. Retrieved from http://nsuworks.nova.edu/tqr/vol7/iss1/2

Week 2. Ontology, Epistemology, and Methodology

Carter, S. M., & Little, M. (2007). Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research.

***Qualitative Health Research, 17*, 1316-1328.**

http://simplelink.library.utoronto.ca/url.cfm/292119

Grass, K. (2024). The Three Logics of Qualitative Research: Epistemology, Ontology, and Methodology in Political Science. American Journal of Qualitative Research, 8(1), 42-56. https://doi.org/10.29333/ajqr/14083Links to an external site.

McKivett, A., & Paul, D. (2024). Recreating the future—Indigenous research paradigms in health professional education research. *Medical Education*, *58*(1), 149-156. https://doi.org/10.1111/medu.15154Links to an external site.

Optional Readings:

Hesse-Biber, S.N. & Leavy, P. (2011). Chapter 1: The Craft of Qualitative Research. In *The Practice of Qualitative Research*. Thousand Oaks: Sage. (PDF).

Chamberlain, K. (2015). Epistemology and Qualitative Research. Chapter 2. In Rohleder, P., & Lyons, A. C. (Eds.). (2015). *Qualitative Research in Clinical and Health Psychology*. New York, NY : Palgrave Macmillan, pp. 9-28.

Week 3. Thinking Qualitatively

Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education, 22* (4), 431-447. http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/09518398/v22i0004/431_dqrqarp

Fife, S. T., & Gossner, J. D. (2024). Deductive qualitative analysis: Evaluating, expanding, and refining theory. *International Journal of Qualitative Methods*, *23*, 16094069241244856. https://doi.org/10.1177/16094069241244856Links to an external site.

Barrett, D., & Younas, A. (2024). Induction, deduction and abduction. Evidence-Based Nursing, 27(1), 6-7. https://doi.org/10.1136/ebnurs-2023-103873Links to an external site.

Perkins, M., & Roe, J. (2024). The use of Generative AI in qualitative analysis: Inductive thematic analysis with ChatGPT. *Journal of Applied Learning and Teaching*, *7*(1). https://journals.sfu.ca/jalt/index.php/jalt/article/view/1585Links to an external site.

Readings about the connection between theory and research questions and problems

Reeves, S., Albert, M., Kuper, A. & Hodges, B. (2008). Why use theories in qualitative research? *British Medical Journal*, 337: 631-634. http://www.bmj.com/content/337/bmj.a949.extract

Collins CS and Stockton CM. (2018). The central role of theory in qualitative research. International Journal of Qualiative Methods 17(1). https://doi.org/10.1177/1609406918797475

Fletcher, A. J. (2016). Applying critical realism in qualitative research: methodology meets method. International Journal of Social Research Methodology, 1-14. http://dx.doi.org.myaccess.library.utoronto.ca/10.1080/13645579.2016.1144401

Scambler, G. (2009). Health-related stigma. *Sociology of Health & Illness,* 31(3), 441-455.http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01419889/v31i0003/441_hs.xml

Honan, E, Knobel, M., Baker, C., Davies, B. "Producing possible Hannahs: Theory and the subject of research", *Qualitative Inquiry*6 (1), 2000:9-32 http://journals.sagepub.com.myaccess.library.utoronto.ca/doi/pdf/10.1177/107780040000600102

Sandelowski, M. (1993). Theory Unmasked: The Uses and Guises of Theory in Qualitative Research. *Research in Nursing & Health, 16*, 213-218. http://simplelink.library.utoronto.ca/url.cfm/377092

Week 4: Reflexivity in Qualitative Research

Ide, Y., & Beddoe, L. (2024). Challenging perspectives: Reflexivity as a critical approach to qualitative social work research. *Qualitative Social Work*, 23(4), 725-740. https://doi.org/10.1177/14733250231173522Links to an external site.

Goundar, Prashneel Ravisan, Researcher Positionality: Ways to Include it in a Qualitative Research Design. Available at SSRN: https://ssrn.com/abstract=4934389Links to an external site. or http://dx.doi.org/10.2139/ssrn.4934389 Links to an external site.

Optional resources:

Karcher, K., McCuaig, J., & King-Hill, S. (2024). (Self-) Reflection/Reflexivity in Sensitive, Qualitative Research: A Scoping Review. International Journal of Qualitative Methods, 23, 16094069241261860. https://doi.org/10.1177/16094069241261860Links to an external site.

Berger, R. (2015). Now I see it, now I don't: researcher's position and reflexivity in qualitative research" *Qualitative Research, 15(2), 219-234*

Doyle, S. (2013). Reflexivity and the capacity to think. *Qualitative Health Research, 23* (2), 248-255.

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10497323/v23i0002/248_ratctt

Garcia, A., Standlee, A., Bechkoff, J., & Yan Cui , . (2009). Ethnographic approaches to the internet and computer-mediated communication. *Journal of Contemporary Ethnography*, 38(1), 52-84. http://uoft.me/2NW

Week 5: Participants and EDI

Hallas, D., & Spratling, R. (2024). Methodologies to advance health equity and reduce health inequities in nursing research. Journal of Pediatric Health Care, 38(2), 219-224. https://doi.org/10.1016/j.pedhc.2023.12.007Links to an external site.

Griffith DM, Shelton RC, Kegler M. Advancing the Science of Qualitative Research to Promote Health Equity. Health Educ Behav. 2017 Oct;44(5):673-676. doi: 10.1177/1090198117728549. PMID: 28927354.

Hassen, N. (2025). Narratives of exclusion: A photovoice study towards racial equity and justice in public urban greenspaces. *Landscape and Urban Planning*, *254*, 105233.

https://doi.org/10.1016/j.landurbplan.2024.105233Links to an external site.

Optional resources:

- CIHR EDI Resources: https://cihr-irsc.gc.ca/e/52553.htmlLinks to an external site.

- SSHRC EDI Resources: https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership_edi_guide-partenariats_guide_edi-eng.aspx#appendix-cLinks to an external site.
- Ruth Rodney. EDI and Anti-Oppression Strategies for Qual Research https://youtu.be/02CO_SLTDK0

Rowe, A. C., & Tuck, E. (2017). Settler Colonialism and Cultural Studies: Ongoing Settlement, Cultural Production, and Resistance. *Cultural Studies, Critical Methodologies*, *17*(1), 3–13 at https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_open aire_primary_doi_a73975fd310483574ba963e4e37c9409

Week 6. Observations and Relationships (Field Trip – No Seminar

Fix, G. M., Kim, B., Ruben, M. A., & McCullough, M. B. (2022). Direct observation methods: a practical guide for health researchers. *PEC innovation*, *1*, 100036. https://doi.org/10.1016/j.pecinn.2022.100036Links to an external site.

Norman, J. (2023). Collaborating with the Invisible Creek: Water, Vines and Willows (Doctoral dissertation, OCAD University). https://openresearch.ocadu.ca/id/eprint/3996/Links to an external site.

Wolfinger, N. H. (2002). On writing fieldnotes: collection strategies and background expectancies. *Qualitative Research*, 2(1), 85-93. http://uoft.me/2NZ

Week 7. Data Collection and Generation

Barrett, D., & Twycross, A. (2018). Data collection in qualitative research. *Evidence-based nursing*, *21*(3), 63-64. https://doi.org/10.1136/eb-2018-102939 Links to an external site.

Sharma, P., Toubiana, M., Lashley, K., Massa, F., Rogers, K., & Ruebottom, T. (2024). Honing the craft of qualitative data collection in extreme contexts. *Journal of Management Inquiry*, *33*(2), 99-114. https://doi.org/10.1177/10564926231194271Links to an external site.

Mandeson, L., Bennett, E., Andajani-Sutjaho, S. (2006). The social dynamics of the interview: age, class and gender. *Qualitative Health Research*, 16 (10), 1317-1334. http://qhr.sagepub.com.myaccess.library.utoronto.ca/content/16/10/1317.full.pdf+html

Optional Reading:

Lehoux, P., Poland, B., & Daudelin, G. (2006). Focus group research and "the patient's view". *Social Science & Medicine, 63*, 2091-2104. http://simplelink.library.utoronto.ca/url.cfm/377117

Pezalla. A., Pettigrew, J., Miller-Day, M (2012) Researching the researcher-as-instrument: an exercise in interviewer self-reflexivity. *Qualitative Research*, 12 (2), 165-185. http://simplelink.library.utoronto.ca/url.cfm/508295

Week 8. Writing a Qualitative Research Proposal

Crooks, N., Abboud, S., Jeremiah, R., & Matthews, A. K. (2024). Writing Qualitative Research Proposals Using the Pathway Project Mapping Tool. *International Journal of Qualitative Methods*, *23*, 16094069241246406. **https://doi.org/10.1177/16094069241246406 Links to an external site.**

Braun, V., & Clarke, V. (2024). Reporting guidelines for qualitative research: A values-based approach. *Qualitative Research in Psychology*, 1-40. **https://doi.org/10.1080/14780887.2024.2382244Links to an external site.**

Optional Resources:

- Canadian Journal of Public Health. Guide for Appraisal of Qualitative Manuscripts. https://link.springer.com/journal/41997/updates/17236434Links to an external site.

- Cloutier, C. (2024). Strategies for generating deliberately emergent qualitative research designs. *The Journal of Applied Behavioral Science*, *60*(2), 358-380. https://doi.org/10.1177/00218863241235417Links to an external site.

Week 09: Coding and Thematic Analysis

Clarke, & Braun, V. (2017). Thematic analysis. The Journal of Positive Psychology, 12(3), 297–298. https://doi.org/10.1080/17439760.2016.1262613https://librarysearch.library.utoronto. ca/permalink/01UTORONTO_INST/fedca1/cdi_crossref_primary_10_1080_17439760_2 016_1262613

Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. International Journal of Qualitative Methods, 22, 16094069231205789. https://doi.org/10.1177/16094069231205789 Links to an external site.

Ahmed, S. K. (2024). **The pillars of trustworthiness in qualitative research.** *Journal of Medicine, Surgery, and Public Health*, *2*, 100051. https://doi.org/10.1016/j.glmedi.2024.100051Links to an external site.

Optional Reading:

Brown, N. (2019). "Listen to Your Gut": A Reflexive Approach to Data Analysis. The Qualitative Report, 24(13), 31-43. Retrieved from

https://nsuworks.nova.edu/tqr/vol24/iss13/4Birks M, Chapman Y, and Francis K. (2008).

Nowell, Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. International Journal of Qualitative Methods, 16(1), 1–13. https://doi.org/10.1177/1609406917733847https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_doaj_primary_oai_doaj_org_article_765b3a92e8444f8aad8b8720e6c38459

Kahlke, R. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13: 37-52 https://ejournals.library.ualberta.ca/index.php/IJQM/article/view/19590/16141

Bazeley, P. (2009). Analyzing qualitative data: More than 'identifying themes'. *Malaysian Journal of Qualitative Research,* 2, 6-22.

Week 10. Participatory Approaches + Ethics

Ross, L. E., Pilling, M., Voronka, J., Pitt, K.-A., McLean, E., King, C., Shakya, Y., MacKinnon, K. R., Williams, C. C., Strike, C., & Guta, A. (2023). 'I will play this tokenistic game, I just want something useful for my community': experiences of and resistance to harms of peer research. *Critical Public Health*, 1–12. https://doi.org/10.1080/09581596.2023.2268822 Links to an external site.

Guan, A., Cruz, T., Sowell, J., Mattias, B., Shah, A., Hassberg, A. H., ... & DeRouen, M. C. (2025). Combining mixed methods and community-based participatory research approaches to identify neighborhood-level needs during the COVID-19 pandemic. *Journal of Mixed Methods Research*, *19*(1), 103-117. https://doi.org/10.1177/15586898231222037 Links to an external site.

Wallerstein, N.B. & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*, 7 (3), 312-323. http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/15248399/v07i0003/312_ucprtahd

Optional Resources:

Forbat, L. & Henderson, J (2003). "Stuck in the middle with you": The ethics and process of qualitative research with two people in an intimate relationship. *Qualitative Health Research*, 13 (10), 1453-1462. http://qhr.sagepub.com.myaccess.library.utoronto.ca/content/13/10/1453.full.pdf+html

If you have not already: Complete TCPS 2-CORE-2022 (Course on Research Ethics) https://tcps2core.ca/welcome Links to an external site.

Peter, E. (2015). The ethics in qualitative health research: special considerations. Ciência & Saúde Coletiva, 20(9), 2625-2630. http://simplelink.library.utoronto.ca/url.cfm/522026

Guillemin, M. & Gillam, L. (2004). Ethics, reflexivity and "ethically important moments" in research. *Qualitative Inquiry,* 10 (2): 261-280. http://qix.sagepub.com/content/10/2/261.short?rss=1&ssource=mfc

Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2006). Blurring boundaries in qualitative health research on sensitive topics. *Qualitative Health Research,* 16(6), 853-871.http://simplelink.library.utoronto.ca/url.cfm/480140

Ramcharan, P. and Cutcliffe, J. (2001). Judging the ethics of qualitative research: considering 'ethics as process' model. *Health and Social Care in the Community*, 9 (6): 358-366 http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/09660410/v09i0006/358_jteoqrctapm.xml

Interagency Advisory Panel on Research Ethics (2010). Chapter 10: Qualitative Research. In *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* **(read only pp. 1-3)**. *http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter10-chapitre10/*

Week 11. Qualitative Research in Practice

Dr. Janet Parsons – Guest Lecturer

Dr. Janet Parsons (PhD, MSc, BScPT, BA) is an Associate Professor (Tenure Stream) in the Department of Occupational Science and Occupational Therapy. She is a member of the Rehabilitation Sciences Institute, the Institute of Medical Science and the Institute of Health Policy Management & Evaluation. She has been a CQ Academic Fellow at the Centre for Critical Qualitative Health Research (Dalla Lana School of Public Health) since 2012. Dr. Parsons is an Affiliate Scientist at the Li Ka Shing Knowledge Institute, St.

Michael's Hospital at Unity Health Toronto. A physiotherapist by training, she practiced for 18 years in acute-care teaching hospitals.

Required Readings

TBA

Optional

TBA

Week 12. Qualitative Research Software: Introduction to NVivo (Workshop TBA) – No Seminar

TBA