

Course Outline
QUALITATIVE HEALTH RESEARCH METHODS
Winter 2022

Instructors

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Course time and location

Each week the new module is opened 9:00am Monday. There will be:

- Online weekly mini-lecture (recorded video)
- 1-2 chapter(s) to read in the textbook
- 2-4 additional readings or videos (available through OnQ)
- Synchronous class meeting Thursday 4:00-5:30pm (Zoom)

Course description

Qualitative methods in health research seeks to investigate people's complex experiences relative to health, the determinants of health, and the health care system. It involves the collection and systematic analysis of non-numeric data that relate to health. The main goal of this course is to introduce students to the principles and practice of qualitative inquiry in health research. Students will have the opportunity to design a qualitative research project on a health-related topic. Students will also have a grasp of ethical considerations, subjectivities, and power relations associated with the conduct of research involving humans and ways of navigating them.

Intended learning outcomes

- Explain the practice of qualitative inquiry in the health sciences and how it differs from quantitative research.
- Understand and compare different qualitative approaches to health research.
- Explain ethical issues, power dynamics and relationality in qualitative inquiry.
- Introduce students to how to craft an effective qualitative research question.
- Critically analyze and present qualitative data.
- Provide a set of skills to design a strong qualitative project focused on a health topic.
- Evaluate and enhance the rigour of qualitative research (i.e., trustworthiness, credibility, dependability, transferability, and confirmability).

Course structure

In 2022, this course will be largely offered in an online format. Each week students will watch a pre-recorded mini-lecture, read a book chapter and a few additional readings and attend a synchronous Zoom session. There will be online discussions and activities based on assigned readings and key course concepts. Students may be asked to share some personal experiences in class given the nature of qualitative inquiry. Students are free to decide the extent to which they feel comfortable sharing their experiences. Respect for each other and for a diversity of perspectives and experiences is critical.

Prerequisites

This is an elective course for graduate students in the Department of Public Health Sciences. There are no formal prerequisites. If spaces are available, the course may be of interest to students in other graduate programs including students in Kinesiology and Health Studies, Global Development Studies, Policy Studies, Nursing, or Rehabilitation Sciences, among others.

Required readings

The **required textbook** for this course is Hennink M, Hutter I, Bailey A. *Qualitative Research Methods* (2nd ed). London: Sage, 2020. Students should order this as soon as possible to ensure timely access to the essential readings.

Other additional readings or video links will be assigned to students and will be made available through OnQ weekly.

Evaluation:

- CORE certificate: Mandatory
- Discussion group participation: 25%
- Assignment #1: 10%
- Assignment #2: 10%
- Research proposal: 25%
- Small group presentation: 20%
- Engagement and attendance 10%

Discussion group participation (25%): There will be five periods of online discussion. Students will need to read the assigned chapters and articles to make meaningful contributions during these discussions. Main contribution should be no more than 300 words and will be scored (out of 3%) with an addition 2% for at least one quality response to the post of a peer every discussion. Main posts are completed in the first week of the discussion period. Response posts can be made at any time before the end of the second week of discussion (the earlier the better since peers will read and react to this as well).

Scoring of the main posts will be done as follows:

- 0 Did not post or did not mention any of the right ideas
- 1 Engaged with the ideas in an adequate but somewhat superficial way
- 2 Engaged with the key ideas, but also made connections between these ideas and some material provided thus far in the course.
- 3 Engaged with the key ideas, made connections with course material but also made extensions onto additional material outside the course or in the student's own experience.

Scoring of the response to a peer will be done as follows:

- 0 Did not respond to a peer at all or the response was superficial
- 1 Responded to at least one peer with a thoughtful response bringing in a new idea, connection or extension
- 2 Responded multiple times or to multiple peers with a thoughtful response bringing in a new, idea, connection or extension including appropriate links or citations.

Assignments (20%): Students will have two written assignments that will involve the application of key concepts in the course. These assignments will also form components of your final proposal. Each assignment will be worth 10%. More information about each assignment will be provided in class and in OnQ. Detailed feedback will be provided in these assignments to assist students in making improvements for your research proposal.

- Assignment #1: Developing a qualitative research question
- Assignment #2: Selecting a research methodology and methods

Research proposal (25%): Students will end the course with the submission of a research proposal (about 5-7 pages). It should outline to be conducted a research project on a health-related topic using a qualitative research methodology and data collection method. Your project should be one that can be completed in a year with modest resources. Detail instructions will be provided in class and on OnQ.

Small group presentation (20%): Students will be randomly allocated into small groups (of 4-6 students) and will work together to select a qualitative health research method topic that is not covered in other parts of the course. In weeks 10, 11 and 12, 45 minutes of the synchronous class meeting will be allocated to group presentations of this additional material of a student's choice. Detailed instructions will be provided in class and on OnQ. *Ideas for potential topics for the small group presentations are provided at the end of this syllabus, but many others are possible depending on group interests.

Engagement and participation (10%): Students are expected to attend and actively engage during the weekly synchronous sessions.

Grading method

In this course, numerical percentage marks will be used in grading some components. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Queen's Official Grade Conversion Scale (see below).

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Provisional Course Schedule and Weekly Readings (the most up to date plan will be available in OnQ):

Week/Dates	Weekly Theme	Thursday Class Meeting Activities
<p>WEEK 1 Jan 10-14</p>	<p><u>Overall Theme:</u> Introduction to qualitative research, understanding epistemology, ontology, reflexivity and positionality.</p> <p><u>Pre-recorded Mini-lecture:</u> An introduction to qualitative research-paradigms, epistemology and ontology</p>	<p><u>Synchronous Session:</u> Introductions, overview of the course, discussion around being a reflexive researcher and the development of a positionality statement - what to consider?</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> • Chapters 1 and 2 – course text book. • Carter, S. M. and Little, M. (2007). Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research. <i>Qualitative Health Research</i>, 17, 1316-1328. https://doi.org/10.1177/1049732307306927 • Holmes, AGD. Researcher Positionality – A Consideration of Its Influence and Place in Qualitative Research – A New Researcher Guide. <i>Shanlax International Journal of Education</i>, vol. 8, no. 4, 2020, pp. 1-10. DOI: https://doi.org/10.34293/education.v8i4.3232 <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Denzin, N. & Lincoln, Y. (2011). Introduction: The Discipline and Practice of Qualitative Research. In Denzin, N. & Lincoln, Y. (Eds.) <i>The Sage Handbook of Qualitative Research</i>. Thousand Oaks, CA: Sage. Pp. 1-19. • Isaacs AN. (2014) An overview of qualitative research methodology for public health researchers. <i>International Journal of Medicine and Public Health</i> 4(4) https://ijmedph.org/sites/default/files/IntJMedPublicHealth_2014_4_4_318_144055.pdf • Yale University – Fundamentals of Qualitative Research Video: https://youtu.be/wbdN_sLWI88 <p>Discussion Topic #1 (2 weeks): <i>Qualitative researchers tend to fall somewhere along the continuum between interpretivist and positivist with a few realists or critical scholars thrown in.</i> What does this statement mean and where do you think you might fit along this continuum if you were a qualitative researcher? Why?</p>		
<p>WEEK 2 Jan 17-21</p>	<p><u>Overall Theme:</u> Developing qualitative research questions and an overview of major types of qualitative methodologies.</p> <p><u>Pre-recorded Mini-lecture:</u> A broad overview of the major types of qualitative methodologies.</p>	<p><u>Synchronous Session:</u> The strengths of qualitative inquiry. Question development overview and practice activity (explain assignment #1).</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 3 – course text book • Pope C, Mays N. Reaching the parts other methods cannot reach: An introduction to qualitative methods in health and health services research. <i>Br Med J</i> 1995;311:42-5 • Agee, J. (2009). Developing qualitative research questions: A reflective process. <i>International Journal of Qualitative Studies in Education</i> 22(4), 431-447 <p>Supplementary Readings:</p>		

- Punch, Maurice. 1994. Politics and ethics in qualitative research. In Denzin, N. and Lincoln, Y. (Eds.) *Handbook of Qualitative Research*. Pp. 83-97. Thousand Oaks: Sage
- Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. *Qualitative Inquiry* 10: 261-280
- Curtis, S., Gesler, W., Smith, G. and Washburn, S. (2000). Approaches to sampling and case selection in qualitative research: examples in the geography of health. *Social Science & Medicine*, 50, 1001-1014
- Yale University: Developing Qualitative Research Questions Video - https://youtu.be/_OHxMpJsm0I

<p>WEEK 3 Jan 24-28</p>	<p><u>Overall Theme:</u> <i>Methodology:</i> Ethnography <i>Data collection method:</i> participant observation</p> <p><u>Pre-recorded mini-lecture:</u> An overview of ethnography in the health sciences.</p>	<p><u>Synchronous Session:</u> Ethical considerations in qualitative inquiry and in ethnography specifically. A look at the processes of taking observation notes and journaling.</p>
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Required Readings:

- Chapter 9 – course text book
- Draper, J. (2015). Ethnography: Principles, practice and potential. *Nursing Standard*, 29(36), 36-41
- Mulhall, A. (2003). In the field: Notes on observation in qualitative research. *Journal of Advanced Nursing*, 41(3), 306-313

Supplementary Readings:

- Lofland, John and Lofland, Lyn, H. 1995. *Analyzing social settings: A Guide to qualitative observation and analysis*. Belmont, CA: Wadsworth
- Hammersly, M. (2018). What is ethnography? Can it survive? Should it? *Ethnography and Education*, 13(1), 1-17

Discussion Topic #2 (2 weeks): Based on your readings and reflections in the course thus far, what do you see as the potential strengths and weaknesses of qualitative versus other forms of inquiry? Do you think these strengths and weaknesses differ based on the specific methodology a qualitative researcher uses? How, why or why not?

<p>WEEK 4 Jan 31-Feb 4</p>	<p><u>Overall theme:</u> <i>Methodology:</i> Grounded Theory <i>Data collection method:</i> Interviewing</p> <p><u>Pre-recorded Mini-lecture:</u> An overview of grounded theory methodology in the health sciences.</p>	<p><u>Synchronous Session:</u> A focus on qualitative interviewing – how to undertake them effectively, sampling issues, ethical issues.</p> <p>Explanation of assignment #2.</p> <p>Assignment 1 due.</p>
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Required Readings:

- Chapter 7 – course text book
- Chapman, A. L., Hadfield, M., & Chapman, C. J. (2015). Qualitative research in healthcare: an introduction to grounded theory using thematic analysis. *Journal of the Royal College of Physicians of Edinburgh*, 45(3), 201-205.
- Kvale, S., & Brinkman, S. (2009). *InterViews: Learning the Craft of Qualitative Research Interviews* (2nd ed.). Thousand Oaks, CA: SAGE Publications

Supplemental Readings

- Saunders, B., Kitzinger, J., & Kitzinger, C. (2014). Anonymising interview data: challenges and compromise in practice. *Qualitative Research*. doi:10.1177/1468794114550439

- Starks, H., & Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17, 1372–1380
- Yale University: Conducting Interviews Video - <https://youtu.be/6PhcglOGFg8>

WEEK 5 Feb 7-11	<u>Overall Theme:</u> <i>Methodology:</i> Phenomenology <i>Data collection method:</i> Focus groups and sharing circles <u>Pre-recorded Mini-lecture:</u> An overview of phenomenological methodology in the health sciences.	<u>Synchronous Session:</u> A focus on focus groups and sharing circles – how to undertake them effectively, sampling issues, ethical issues.
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Required Readings:

- Chapter 8 – course text book
- Rodriguez A, Smith J. Phenomenology as a healthcare research method. *Evidence-Based Nursing* 2018;21:96-98.
- Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *British Medical Journal* 311: 299. <http://www.bmj.com/content/311/7000/299.full>
- Tachine, A., Yellow Bird, E., & Cabrera, N. (2016). Sharing Circles: An Indigenous methodological approach for researching with groups of Indigenous peoples. *International Review of Qualitative Research*, 9(3), 277-295

Supplementary Readings:

- Van Manen, M. (2017). But is it phenomenology? *Qualitative Health Research*, 27(6) 775–779
- Willis K, Green J, Daly J, Williamson L, Bandyopadhyay M. Perils and possibilities: Achieving best evidence from focus groups in public health research. *Aust N Z J Public Health* 2009;33:131-6
- Kitzinger, J., The methodology of focus groups: The importance of interaction between the research participants. *Sociology of Health and Illness*, 1994. 16(1): p. 103-121.
- Morgan, D.L., and Bortorff, J.L. (2010). Advancing our craft: Focus group methods and practice. *Qualitative Health Research*, 20(5), 6579-581.
- Yale University: Conducting Focus Groups Video - <https://youtu.be/cCAPz14yjd4>

Discussion Topic #3 (2 weeks): *Qualitative research is ever evolving. Identify a current area of change, growth or contention in qualitative research and bring it to the attention of your peers. What is the state of the debate, issue, innovation? How do you feel about it yourself? Why?*

WEEK 6 Feb 14-18	<u>Overall Theme:</u> <i>Methodology:</i> Case Study <i>Data collection method:</i> Archival research and a discussion on sampling <u>Pre-recorded Mini-lecture:</u> An overview of case study methodology in the health sciences.	<u>Synchronous Session:</u> A discussion of sampling techniques, considerations and pitfalls in qualitative studies. <i>Explanation of small group teaching assignment and determination of groups.</i>
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Required Readings:

- Chapter 6 – course text book
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. <http://nsuworks.nova.edu/tqr/vol13/iss4/2>

- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- Luborsky MR, Rubinstein RL. Sampling in Qualitative Research: Rationale, Issues, and Methods. *Res Aging* 1995;17:89-113

Supplementary Readings:

- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry* 12: 219-245
- Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11(1), 25-41

Feb 21-25	READING WEEK	
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Catch up on readings and assignments.

WEEK 7 Feb 28-Mar 4	<p><u>Overall Theme:</u> <i>Methodology:</i> Community-based Participatory Research <i>Data collection method:</i> Photovoice, arts-based methods.</p> <p><u>Pre-recorded Mini-Lecture:</u> CBPR and the ethics of research participation and representation.</p>	<p><u>Synchronous Session:</u> A look at Photovoice as a sample arts-based and participatory methodology.</p> <p><i>Groups to forward their proposed topic ideas for small group teaching sessions to instructor.</i></p>
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Required Readings:

- Chapter 4 – course text book
- Wallerstein, N. B., & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*, 7(3), 312-323
- Bisung, E., Elliott, S. J., Abudho, B., Schuster-Wallace, C. J., & Karanja, D. M. (2015). Dreaming of toilets: Using photovoice to explore knowledge, attitudes and practices around water–health linkages in rural Kenya. *Health & Place*, 31, 208-215. doi:https://doi.org/10.1016/j.healthplace.2014.12.007

Supplementary Readings:

- Castleden, H., & Garvin, T., & Huu-ay-aht First Nations (2008). Modifying Photovoice for community-based participatory Indigenous research. *Social Science & Medicine*, 66(6), 1393-1405
- Cook, T., & Hess, E. (2007). What the camera sees and from whose perspective: Fun methodologies for engaging children in enlightening adults. *Childhood: A Journal of Global Child Research*, 14(1), 29
- Wilson, E., Kenny, A., & Dickson-Swift, V. (2017). Ethical challenges in community-based participatory research: A scoping review. *Qualitative Health Research*, 1049732317690721

Discussion Topic #4 (2 weeks): Working with marginalized communities in public health and addressing health disparities can present many challenges. Too often, community members are left out, side-lined or are indeed harmed in research. How might qualitative research approaches be used to address health disparities or to give voice to diverse community members and issues in public health? Provide your ideas and examples.

WEEK 8 Mar 7-11	<u>Overall Theme:</u> Analyzing qualitative data 1 <u>Pre-recorded Mini-lecture:</u> Different types of coding. Also helpful for the basics of different analysis approaches: https://youtu.be/j9A3ceOBihM	<u>Synchronous Session:</u> Approaching your data and practicing the basics of coding.
Required Readings: <ul style="list-style-type: none"> • Chapter 10 – course text book • Schiellerup, P. (2008). Stop making sense: The trials and tribulations of qualitative data analysis. <i>Area</i>, 40(2), 163-171 • Weston, C., Gandell, T., Beauchamp, J., McAlpine, L., Wiseman, C., & Beauchamp, C. (2001). Analyzing interview data: The development and evolution of a coding system. <i>Qualitative Sociology</i>, 24(3), 381-400 • St. Pierre, E. & Jackson, A. (2014). Qualitative data analysis after coding. <i>Qualitative Inquiry</i>, 20(6), 715-719 Supplementary Readings: <ul style="list-style-type: none"> • Braun V & Clarke V (2006) Using thematic analysis in psychology, <i>Qualitative Research in Psychology</i>, 3:2, 77-101, DOI: 10.1191/1478088706qp063oa • DeCuir-Gunby JT, Marshall PL, McCulloch AW. Developing and Using a Codebook for the Analysis of Interview Data: An Example from a Professional Development Research Project. <i>Field Methods</i>. 2011;23(2):136-155. doi:10.1177/1525822X10388468 • Vicsek, L. (2010). Issues in the analysis of focus groups: Generalisability, quantifiability, treatment of context and quotations. <i>Qualitative Report</i>, 15(1), 122-141 • Yale University: Analyzing qualitative data video - https://youtu.be/opp5tH4uD-w 		
WEEK 9 Mar 14-18	<u>Overall Theme:</u> Analyzing qualitative data 2 <u>Pre-recorded Mini-lecture:</u> Developing a codebook.	<u>Synchronous Session:</u> Analyzing qualitative data using NVivo. Assignment #2 due.
Required Readings: <ul style="list-style-type: none"> • Chapter 11 – course text book • Wong L. Data analysis in qualitative research: a brief guide to using Nvivo. <i>Malays Fam Physician</i>. 2008;3(1):14-20. 2008 Apr 30. • Aronson, J. (1995). A pragmatic view of thematic analysis. <i>The qualitative report</i>,2(1), 1-3. Supplementary Readings: <ul style="list-style-type: none"> • Dierckx de Casterle´ , B., et al., QUAGOL: A guide for qualitative data analysis. <i>Int. J. Nurs. Stud.</i> (2011), doi:10.1016/j.ijnurstu.2011.09.012 • Liamputtong, P. (2009). Qualitative data analysis: Conceptual and practical considerations. <i>Health Promotion Journal of Australia</i>, 20(2), 133-139 		

Discussion Topic #5: *Good qualitative research requires at least some new primary data collection.* Do you agree with this statement? Explain your stance with examples of methods and/or studies from the health sciences and be sure to explain what you mean by “primary data” and “good qualitative research”.

<p>WEEK 10 Mar 21-25</p>	<p>Designing a qualitative study and writing a qualitative proposal.</p> <p><u>Pre-recorded Mini-Lecture:</u> Writing up qualitative research: The proposal and the final product, things to consider.</p>	<p>Synchronous Session: (45 minutes): Reviewing a strong / weak example, as well as the marking rubric and success criteria for the final proposal).</p> <p>Group #1 Presentation (45 minutes)</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 13 – course text book • Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. <i>Research in Nursing & Health</i>, 21, 375-382. • Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house”. <i>Administrative Issues Journal</i>, 4(2), 12-26 <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Sample proposal for review during class. 		
<p>WEEK 11 Mar 28-Apr 1</p>	<p><u>Overall Theme:</u> Enhancing and assessing the quality of qualitative research.</p> <p><u>Pre-recorded Mini-lecture:</u> Techniques for enhancing the quality of qualitative research</p>	<p><u>Synchronous Session:</u> A look at critical appraisal approaches for qualitative research (30 minutes);</p> <p>Group #2 – Presentation (45 minutes);</p> <p>Course Evaluation (15 minutes).</p> <p>Ask any last minute questions about the proposal assignment.</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> • Postscript of the course text book • Tracy, S. J. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. <i>Qualitative Inquiry</i>, 16(10), 837-851. • Mays, N., & Pope, C. (2000). Assessing quality in qualitative research. <i>British Medical Journal</i>, 320(7226), 50-52. <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. <i>Health Services Research</i>, 34(5), 1189-1208. • Creswell JW, Miller DL. Determining validity in qualitative inquiry. <i>Theory Pract</i> 2000;39:124-30. • Morse, J. (2015). Critical Analysis of Strategies for Determining Rigor in Qualitative Inquiry. <i>Qualitative Health Research</i>, 25(9), 1212-1222 • Yale University: Enhancing rigor in qualitative research video - https://youtu.be/7m0LVHK8a94 		
<p>WEEK 12 Apr 4-8</p>	<p><u>Overall Theme:</u> Final discussion and wrap up.</p>	<p><u>Synchronous Session:</u> Overall wrap up of key points, a discussion of ongoing contentions in qualitative research.</p>

	<p>Pre-recorded Mini-lecture: Using qualitative methods in practical public health work.</p>	<p>Group #3 Presentation (45 minutes)</p> <p>Proposal assignment due one week following the final synchronous class.</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 13 – course text book • Faltermaier T. Why Public Health research needs qualitative approaches. Subjects and methods in change. <i>Eur J Public Health</i> 1997;7:357-63 • O'Reilly, M., & Parker, N. (2013). 'Unsatisfactory saturation': A critical exploration of the notion of saturated sample sizes in qualitative research. <i>Qualitative Research</i>, 13(2), 190-197. <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Bochner, A. P. (2017). Unfurling rigor: On continuity and change in qualitative inquiry. <i>Qualitative Inquiry</i>, 1077800417727766 		

Course Policies

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the SGS Calendar (<https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, falsification and unauthorized use of intellectual property, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as your own. Unintentional plagiarism is still plagiarism - regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Being concerned about plagiarism doesn't mean you can't work in groups. Groupwork is an important component of this course, particularly when preparing for and delivering the Seminar Leader assignment. Indeed, you are encouraged to work with your classmates to extend your learning about global health issues. Be mindful of your own contributions to group projects and make sure each person's work product is appropriately recognized and acknowledged.

Copyright of Course Materials

Course materials created by the course instructors, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Accommodations for Students with Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they

have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. SGS students can find the Academic consideration information at: <https://www.queensu.ca/sgs/accommodation-and-academic-consideration>.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor. Please use the following:

Instructor Names: Bradley Stoner and Colleen Davison

Instructor/Coordinator email address: bradley.stoner@queensu.ca and davisonc@queensu.ca

Statement on Academic Consideration for Late Assignments

Assignments should be handed in on time. Most assignments will be uploaded to OnQ. Assignments have a due date and time and the OnQ submission portal will close after this time. If students miss this window, they should email the assignment directly to the instructors. Late assignments will be accepted but will have 1% deducted from the assigned grade for each day, or partial day, late without an approved accommodation.

Wherever possible please try to avoid late assignments as handing assignments in on time (or even early) is a professional skill that Public Health trainees are encouraged to develop. However, it is acknowledged that sometimes emergency situations arise and students are not able to submit assignments on time. The instructor encourages students to communicate about these situations as soon as possible so that alternative plans can be made for submissions. Students are also encouraged to avail themselves of the SGS resources for academic consideration for extenuating circumstances described above.

Attendance

We expect students to attend all sessions, and attendance is a major component of being successful in the course. However, it is understood that this might not always be possible given illness or other unforeseen circumstances. If a class session is missed, it is up to the student to speak with other students find out what was missed, and to complete any coursework or assignments that took place

during the session. Make up is ideally done in time for the next class session. It is appreciated for students to inform the instructors when they are going to be away; this is required if the absence results in missing an assessment component.

Audit Policy

Auditing this course will not be allowed, due to the intensive nature of engagement with the course material.

Cell Phones, Tablets and Laptops

Students will need an appropriate electronic device (laptop, tablet, smart-phone, Chromebook) and reliable internet access to access course materials and complete the assignments. Class time should be devoted to class activities, and students should avoid using their cell phones or computers for sending emails, watching non-course-related videos, checking social media, etc. while participating in class and small group meetings. All course materials and links will be provided to students through the course OnQ site. Students with technology-specific accommodations or difficulties should make these known to the instructor as soon as possible.

Food and Drink

[Queen's University Covid guidelines](#) will need to be followed at all time. At present, these guidelines state for any in-class sessions: "Eating or drinking in classrooms is not permitted." If students are in online components, please use etiquette and eat discretely if necessary while in class.

Lateness for Class Meetings

Students should be respectful of the instructors, fellow students and guests and arrive on time at the beginning of each session. It is appreciated for students to inform the instructors and TA if they are going to be late for class.

Etiquette and Comportment

The following guidelines will help provide a pleasant classroom and online learning experience for all course participants throughout the term:

- *Be consistently respectful of one another.* Treat your instructors and your fellow students with respect. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.
- *Expect and respect diversity of all kinds.* Some of your classmates could be returning to school for the first time in 20 years, while others have just graduated from their undergraduate degree. Some students may be from outside the Department of Public Health Sciences. Welcome to all of you, we are glad to have you join us at Queen's.
- *The instructors are dedicated to creating a safe space for discussion, learning and engagement.* Offensive content has no place in the classroom or on the OnQ discussion boards. This includes (but is not limited to) content which is racist, sexist, violent, homophobic, hateful, hostile, or may otherwise interfere with the learning process for all course participants. Please let the instructors know if you have any questions or concerns about this policy.

Emailing the Instructors

The instructors will strive to respond to your emails within 1 business day. Emails should be professionally written. In addition, emails about an assignment within 24 hours of the due date may not be answered in time for submission so please plan ahead. In cases of emergency or the need for last minute accommodations, students should inform the instructor where possible, but they should also follow the suggestions provided above with regard to Academic Consideration for Late Assignments.

***Ideas for possible group presentation topics:**

- Decolonizing or Indigenous methodologies
- Critical methodologies
- Feminist methodology
- Qualitative research as part of a needs assessment
- Mixing qualitative and quantitative research (this is a huge topic so just an introduction)
- Other topics related to ethics and qualitative research
- Approaches to qualitative research with special populations (children, persons living with disabilities, older adults, street-engaged populations etc)
- Issues in cross-cultural, cross-linguistic qualitative research
- Critical discourse analysis
- Qualitative description as methodology
- Further depth on another analysis approach not covered
- Further depth on another data collection approach not covered
- Further depth on a knowledge translation approach for qualitative research
- Further depth on a contentious issue in qualitative research
- Etc.