

Course Number: HLSC 3P37

Course Title: Qualitative Research in Health Sciences

Times and Locations:

Lectures: Thursdays 10-1pm in TH259

Seminars: 1: Tues 12-1pm ST109; 2: Tues 1-2pm ST109; 3: Mon 3-4pm EA108

Instructor: Paula Gardner

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Office Hours: Mondays 2-3pm

Office: AS 313

TA's: Kaitlyn Kerridge kk09qo@brocku.ca & Victoria Kopczynski vkopczynski@brocku.ca

Course Calendar Description:

Introduction to qualitative research approaches in health and public health. Different traditions of qualitative inquiry and research design. Knowledge and hands-on experience in data collection, analysis and dissemination.

Course Prerequisites and Restrictions:

Prerequisites: HLSC (CHSC) 2P27

Restrictions: Open to CMTY and PPTH majors until date specified in Registration guide. After that date open to CHLH, CMTY, MSCI and PPTH majors until date specified in Registration guide.

Student Learning Objectives

Upon successful completion of the course, students will:

1. Understand the assumptions and philosophical frameworks of qualitative research.
2. Have the skills required to critically evaluate qualitative research
3. Develop skills in qualitative research design, data collection, analysis, interpretation and representation.
4. Understand the use and benefit of qualitative research in the advancement of health-related knowledge, theory and practice.
5. Improve research, oral presentation and collaboration skills.

This course builds on the knowledge of the entire class as much as the collected wisdom recorded in the scholarly literature. Everyone is responsible for making the course a success and student learners are expected to take an active role in class discussions. This means being prepared each week to learn, to share, and to teach.

To facilitate the development of knowledge a range of active learning methods will be employed that support the exploration of course content including class lectures, practical exercises, group problem solving and guest presentations. Students are encouraged to work with their peers to fully understand the course material and to ask questions of the instructors or teaching assistants to clarify concepts and course expectations as necessary.

Pedagogical (Teaching) Approach / Perspectives:

The course content, format, evaluation scheme and learning processes are informed by the following schools of thought:

1. **Critical Reflexive Inquiry** is a form of higher order reasoning that integrates critical thinking (making sense of things through questioning) and reflexivity (active consideration of personal and epistemological beliefs and values).
2. **Participatory Pedagogy** is an educational approach in which multiple perspectives, opinions, and active creation on the part of learners all contribute to the final context of the learner experience. From this perspective knowledge exchange is considered a shared responsibility among all participants (instructors, TA's and students).
3. **Experiential Learning** is often referred to as 'learning through action'. In this approach educators purposefully engage students in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.
4. **Mindfulness** is a style of teaching that infuses learning with the experience of present awareness. As a particular method of instruction, mindfulness assists students and educators in awakening and opening their minds to new learning possibilities, facilitates key learning skills including focus and attention, and creates a collaborative and community-oriented learning environment.

COMMUNICATION

Be sure to log on to Sakai frequently as lecture materials, readings, and course announcements are posted in this environment. There is also an opportunity to post questions and have discussions with your peers. Students are encouraged to use Sakai to connect with other students in the course if they missed classes and/or have general questions about readings or assignments. All marks and student grades will be available through Sakai.

If you have a question or require clarification of course material you should try to get the information you need by first contacting another student, and then secondly contacting the course TA's; TA's are important resources and students are encouraged to communicate directly with them. If you need to contact the instructor, please email them directly. Turnaround time for emails is normally 24 hours and responses should be expected on weekdays only. **When writing emails, be sure to add the course code in the subject line and your full name (first/last) at the end of all email correspondence.**

All students are required to have Official University e-mail accounts and instructors are to correspond with students only through these email accounts. Please do not use another ISP account such as gmail as these are not Official University e-mail accounts.

This course involves group work. In order to work with your peers, you will need to share your name, phone number and email address with those in your group.

LEARNING FORMAT

Each weekly session has 3 components:

Pre-class:

1. *Readings and Preparation:* Readings and other multi-media resources are assigned for each session. Resources are intended to introduce students to the topics covered in class and facilitate class discussion. Students are expected to come prepared to actively engage with the topic, classmates and instructor.

In-class:

2. *Topic lecture:* The instructor will present a weekly lecture that provides depth and clarity to the assigned readings. Lectures will also present new materials and promote in-class discussion relevant to the weekly topic (and required for exams and assignments). Lectures will be interactive and require student participation (individually and in small groups).

Within/outside of class:

3. *Application and integration of topic:* This component of the class is intended to ensure theoretical and applied (i.e., ‘real world’) understanding, provide further depth to the topic area and highlight linkages with course materials and objectives. Activities include guest speaker presentations from individuals or organizations working in the field, small group discussions, documentary film screenings, and hands-on group or independent work.

READINGS & TEXTBOOKS

Required Texts:

Deborah K. Van den Hoonaard, D. (2014). **Qualitative Research in Action: A Canadian Primer** (2nd Edition). Toronto: Oxford University Press.

Skloot, R. (2010). **The Immortal Life of Henrietta Lacks**. New York, NY: Crown Publishing.

There are other required readings. These will be posted (link or pdf) to Sakai. Be sure to check these regularly as there will be updates and additions.

Readings have been chosen to support and clarify the topics for each week and are considered an essential component of the course. Course lectures are designed to complement the readings, and therefore students are expected to have completed them prior to class. The course instructors and guest speakers may also provide additional recommended readings to supplement discussions in class and facilitate more in-depth learning on particular subjects.

Visual and Auditory Texts:

Throughout the semester students will be assigned to watch or listen to videos and podcasts. Similar to assigned readings, these are considered “texts” for the course. These visual and audio texts all have a clear connection to the course materials (lectures and assigned readings) and should be used/integrated into class discussions, assignments and exams.

EVALUATION

Summary:

Assignment / Exam	% final grade	Due Date
Attendance, Preparedness, & Participation	10%	Ongoing - lecture & seminars
In-class quizzes	10%	Weekly
Online Research Ethics Tutorial	5%	January 18
Assignments: #1 - Annotated Bibliography	10%	February 1
#2 - Data Collection and Transcription	15%	March 1
#3 - Data Analysis and Presentations	20%	April 5
Final Exam	30%	Final Exam Period (April 12-25)

Attendance, Preparedness & Participation (10%)

Students are expected to attend all lectures and seminars (seminars are mandatory). Students should arrive to class prepared - having completed the assigned readings and ready to participate in class and small group discussions. In-class writing exercises, small group activities, and *clicker participation rates provide documentation of attendance and class preparedness. There is one group assignment and part of student's participation grades will be assessed by their group members. Sakai internal 'statistics' will also provide evidence of student engagement in the course and all of these components will be used to assess a student's attendance, preparedness and participation grade.

In-Class Quizzes and *Clickers (10%)

On the assigned readings for a given lecture. Ten short weekly quizzes (from week 2 to 12) will be conducted during the lecture. **No make-up quizzes will be provided.** *NXT clickers will be used for In-Class Quizzes and incorporated into each lecture.

Online Research Ethics Tutorial (5%):

All students must complete the online research ethics tutorial course (**Tri-Council Policy Statement 2 CORE tutorial**). Certificates of completion should be uploaded to drop box on Sakai or a hard copy submitted to the TA on/before Jan. 18.

The tutorial link is available through the Brock REB website Human Ethics page (<http://www.brocku.ca/research/ethics-and-research-reviews/human-ethics>). Please note that late penalties will be applied to this requirement - see the course policies section for details). ***Important** - Use your **BROCK email account** only. Also, do NOT leave this to the last minute, as there may be technical issues. Any problems please direct them to the TA.

The CORE tutorial is a free, self-paced, online tutorial featuring interactive exercises, and multidisciplinary examples. Developed by the Interagency Advisory Panel on Research Ethics, CORE consists of 8 modules and is designed for researchers and REB members to assist with the interpretation and application of the TCPS2. The tutorial does not have to be completed in one sitting as progress points are automatically saved allowing users to resume their session at another time. The length of time a person takes to complete the tutorial varies depending on how many examples and options they choose to explore but on average, completion takes three hours. While the tutorial includes quizzes, it is not a test or examination and there is no pass or fail assessment. CORE is mastery-based, providing a certificate of completion that can be printed.

Assignments (45%)

There are 3 assignments in this course. Assignments expand on lecture materials and readings through hands-on application of course material. Assignments will be introduced during the lectures with detailed instruction and grading rubrics. Support will be provided in seminars.

Final Exam (30%)

The final exam is cumulative and will be based on all of the materials covered in lectures and seminars. The exam will be 3 hours in length and incorporate a combination of multiple-choice, true/false, short answer and essay-type question. The final exam will be scheduled by the Registrar's Office during the examination period - ***Please do NOT make any travel plans before you find out the exam date!***

GRADING CRITERIA

Evaluation of all assignments, exams and presentations will take into account the following aspects of student work:

- *Thoroughness and coverage of required content area*
- *Demonstrated critical thinking through clear, well-organized writing and well-framed, articulate, dialogue*
- *Clarity of statements and logic of arguments*
- *Analytical ability presented*
- *Organization and general presentation*
- *Grammar, punctuation, spelling*
- *Use of APA referencing style (when applicable)*

The following is based on the University letter grade scheme and will be used as a guide when evaluating the participant reports and presentation. These descriptions are provided to help participants understand the evaluation criteria.

A= Indicates work that is excellent; superior; exceeds ordinary quality. Report or presentation indicates a high degree of effort and ability, work that is creative and unique, only minor improvements required. (80-100)

B= Indicates work that is good, above average, better than ordinary. Report or presentation indicates a strong degree of effort and ability, work could be improved upon but not greatly, no major flaws in content or design. (70-79.9)

C= Average, ordinary. Report or presentation indicates a degree of effort and ability that would be expected of a reasonable report or presentation, content and design may contain errors but not more than one major flaw. (60-69.9)

D= Fair or poor, less than ordinary. Report or presentation indicates a degree of effort or ability that is less than expected, content and design contains a few major flaws and errors. (50-59.9)

F= Fails, not acceptable. Report or presentation indicates a lack of effort and ability, misses the point of the report or presentation, content and design contain several major flaws. (49.9 or less)

The Grading Standards and Principles for the course are available at: <http://www.brocku.ca/social-sciences/undergraduate-programs/cpcf/student-success/grading-standards-and-principles>

COURSE AND INSTITUTIONAL POLICIES

Peer-to-Peer Learning: It is expected that students will arrive to class (both lectures and seminars) on time and will be active participants in all sessions. Students are responsible for class content missed when absent for any reasons. It is strongly recommended that students create their peer support network to ask each other to catch up with class content that they miss or if they have any questions.

Late Submission Policy:

- Assignments are due in class, at the beginning of class, on the assigned due dates.
- You have 2 “grace days” (self-granted extensions) that you can use to give yourself extra time without penalty. You must notify the TA if/when you use these grace days. Grace days may not be used for the exam.
- Instructor-granted extensions are only considered after all grace days are used and only given in exceptional situations. See Medical Exemption Policy Below.
- Late submissions after you have run out of grace-days are not accepted.

Examinations: Students unable to write the final exam on the assigned day will be given an opportunity to write a make-up exam **only where:** 1) permission from the instructor has been granted **prior to the exam date** for a valid reason (e.g. medical circumstances), 2) with an **official documentation** from an acceptable authority (e.g. doctor’s note, police report, etc.) detailing the reason for the absence on the test day has been provided. These requirements will not be waived under any circumstances (For doctor’s note - Please use the official Faculty of Applied Health Sciences Student Medical Form).

Citation Format: When citing ideas and sources borrowed from other authors, use the referencing style set forth in the **Publication Manual of the American Psychological Association (6th Ed)**. Copies of this manual are available in the library and resources available online.

Important Dates:

Students are responsible for recognizing Important Dates as outlined by the Registrar’s Office at <https://brocku.ca/important-dates/undergraduate-studies/>. The following dates include, but are not limited to:

- Last day for duration 3 late registration and course changes without permission of the instructor (January 19)
- Winter Reading Week (February 19-23)
- Last date for withdrawal without academic penalty and last day to change from credit to audit status for duration 3 courses (March 9)
- Final examinations for duration 3 courses (April 12-25)

Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Polices" entry in the Undergraduate Calendar, available at <https://brocku.ca/academic-integrity/> to view a fuller description of prohibited actions, and the procedures and penalties.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the [Brock University Student Medical Certificate](#) (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases.

Reading/Writing Services:

This is a reading and writing intensive course. Students who require assistance will find support - including workshops and individual tutoring - through Brock University's A-Z Learning Services (at the Student Development Centre). For more information: <http://www.brocku.ca/learning-skills>.

Student Sexual Violence Support:

The Brock Student Sexual Violence Support Centre (A Safer Brock) - supports and advocates for people who have experienced sexual violence. A full list of services can be found at <http://www.ASaferBrock.org>. If you or a friend needs support or have questions you can text 289-990-SAFE (7233). All services are available 24-hours and are anonymous, confidential, and free.

Mental Health Services:

Mental health is a priority at Brock. There are a range of services available (free of charge and completely confidential) to help you through the semester and to support your positive mental health. To learn more about the mental health services offered on campus through Student Wellness and Accessibility Center (formerly known as: personal counseling, student health services, and services for students with disabilities), visit: <http://brockmentalhealth.ca/>. *Good2Talk* is a service specifically for post-secondary students, available 24/7,365 days a year, and provides anonymous assistance: <https://good2talk.ca/contact/> or call 1-866-925-5454. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.

Other Student Services:

Additional student support services including personal counseling and support for aboriginal students are available through the Student Success Centre. For more information: <https://brocku.ca/student-success-centre/>

COURSE SCHEDULE - TOPICS, READINGS & ACTIVITIES		
Date & Quizzes	Seminar Activities	Topics, Required Readings & Assignments
Unit 1: What is Qualitative Research?		
1 Jan. 11 No Quiz	<i>Week 1 - No seminars</i>	<i>Introductions and Course Overview</i> <i>In-Class Activity: Introduce online ethics tutorial and course-based research study</i>
2 Jan. 18 Quiz 1	<i>Week 2 - No seminars</i>	<i>Types of Approaches to Qualitative Research</i> <ol style="list-style-type: none">1. Textbook Chapter 1: Introduction (pp. 1-11)2. J. Cresswell (2013). Qualitative Inquiry & Research Design. (Ch. 4 & 5) <i>In-Class Activity: Introduce Assignment 1 - Annotated Bibliography; Discuss Growing Pains Study and strategies for recruitment; Research Teams</i> * Research Ethics Online Tutorial Certificates Due

<p>3 Jan. 25 Quiz 2</p>	<p><i>Week 3 - Library research workshop</i></p> <p>* Students will meet in the library (Classroom A) for seminar this week</p>	<p><i>Assumptions and Perspectives of Qualitative Research</i></p> <ol style="list-style-type: none"> 1. Textbook Chapter 2: Asking Questions and Identifying Goals (pp.12-32) 2. Textbook Chapter 4: Ethics on the Ground: A Moral Compass (pp. 55-74) 3. J. Cresswell (2013) Philosophical Assumptions & Interpretive Frameworks (Ch. 2) 4. Complex Research Terminology Simplified (video) <p><i>In Class Activity: What did you learn from the ethics tutorial?</i></p>
<p>4 Feb. 1 Quiz 3</p>	<p><i>Week 4 - Overview and discussion of ethics application and research study protocol</i></p> <p>*All students to sign ethics form</p>	<p><i>Developing the Research Purpose and Research Questions</i></p> <ol style="list-style-type: none"> 1. Textbook Chapter 3: Strategies for Designing Research (pp.34-54) 2. J. Cresswell (2013) Introducing & Focusing the Study (Ch.6) 3. PART ONE - Henrietta Lacks <p><i>In Class Activity: Discuss Henrietta Lacks; Introduce Assignment #2 - Interviewing and Transcription</i></p> <p>* Assignment 1 Due</p>
<p>Unit 2: Data Collection & Field Work</p>		
<p>5 Feb. 8 Quiz 4</p>	<p><i>Week 5 - Role playing in-depth interview practice; recruitment support</i></p>	<p><i>Data Collection Method 1 (Interviewing & Transcription)</i></p> <ol style="list-style-type: none"> 1. Textbook Chapter 6: In-Depth Interviewing (pp.99-119) 2. Interviewing (Phrasing Questions and other Techniques) - <i>Lives and Legacy Website Resource</i> 3. Roulston (2003). Learning to interview in the social sciences. <p><i>In-Class Activity: Interview practice</i></p>

<p>6 Feb. 15 Quiz 5</p>	<p>Week 6 - No seminars</p> <p><i>*Students should be conducting interviews</i></p>	<p>Data collection method 2 (Focus Group Interviews & Participant Observation)</p> <ol style="list-style-type: none"> 1. Textbook Ch. 5 2. Kitzinger (1995). Introducing Focus Groups 3. Kawulich (2005). Participant Observation as a data collection method 4. PART TWO - Henrietta Lacks <p><i>In class activity: Mock Focus Group Interviews; Discuss Henrietta Lacks</i></p>
<p>February 20-24 Reading Week - No classes or seminars</p> <p><i>* Reading week should be used to complete interviews and transcription</i></p>		
<p>7 March 1 Quiz 6</p>	<p>Week 7 - Interview & transcription sharing; Assignment 2 Support</p>	<p>Data Analysis Step 1 (Open-coding)</p> <ol style="list-style-type: none"> 1. Textbook Chapter 9. Trust the Process: Analyzing Qualitative Data (pp. 155-171). 2. Open Coding (Khandkar) 3. Analysis (Open-coding) - <i>Lives and Legacy Website</i> Resource (Available on Sakai - Additional Reading Folder) <p><i>In-Class Activity: Introduce Assignment #3</i></p> <p>* Assignment 2 Due</p>
<p>Unit 3: Data Analysis & Knowledge Translation</p>		
<p>8 March 8 Quiz 7</p>	<p>Week 8 - Coding</p> <ul style="list-style-type: none"> • Sorting exercise • Open-coding activity in pairs • Coding Table Support <p><i>Bring draft of Table 1 to seminar</i></p>	<p>Data Analysis Step 2 (Focus Coding)</p> <ol style="list-style-type: none"> 1. An Introduction to Codes & Coding 2. PART THREE - Henrietta Lacks <p><i>In-Class Activity: Focus coding; Table 1 is to be completed (bring to class)</i></p>

<p>9 March 15 Quiz 8</p>	<p>Week 9 - Focused Coding and Assignment Support Generating major themes table with quotations Bring draft of Table 2 to seminar</p>	<p>Data Analysis Step 3 (Conceptualization)</p> <ol style="list-style-type: none"> 1. Phase 3 of Qualitative Data Analysis (Conceptualization) 2. Visual representation of data 3. Textbook Chapter 4: Ethics on the Ground: A Moral Compass (pp. 55-74) <p><i>In-Class Activity: Discussion - Ethics and Henrietta Lacks</i></p> <p>* Table 2 is to be completed by teams (bring to class)</p>
<p>10 March 22 Quiz 9</p>	<p>Week 10 - Conceptualization Final analysis and visual story of findings * Bring draft of visual representation and an explanation of findings to seminar)</p>	<p>Representation of Qualitative Research - Translating Your Knowledge</p> <ol style="list-style-type: none"> 1. Textbook Chapter 10, Writing up qualitative Research (pp.72-191) 2. Disseminating and Presenting Qualitative Research Findings (Byrne) <p><i>In-Class Activity: Preparations for Presentation; Course Evaluations; Exam Preparation</i></p> <p><i>Q: What did we find? How can we use them? What is the most effective way to disseminate the results?</i></p> <p>* Visual representation and an explanation of findings due (bring to class)</p>
<p>11 March 29 Quiz 10</p>	<p>Week 11 - Assignment 3 Support</p>	<p>TBD</p>
<p>12 April 5</p>	<p>Week 12 - Assignment Support (seminars optional)</p>	<p>Final Presentations</p> <p>* Assignment 3 - Final Presentations & Reports Due</p>