



Lakehead
UNIVERSITY

Department of
Health
Sciences

**HESC 5035: Qualitative Inquiry
(ENST 5030: Qualitative Research Methods)
Fall 2022**

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STRUCTURE

Classes will be held on **Tuesdays from 2:30pm to 5:30pm in the [Sustainable Food Systems Lab](#)** (Room 2001, PACI Building, 401 Red River Rd, Thunder Bay) **and through Zoom at this link: <https://lakeheadu.zoom.us/j/93514753614>**. Students located in Thunder Bay are expected to attend class in person (if you are unable to attend class in person, please contact Dr. Levkoe directly). As some MHSc courses are offered to distance students in the Master of Public Health program, on-campus students should bring a laptop to fully engage in discussion with students at a distance.

All relevant information about the course is on the D2L course site. All assignments must be submitted through the D2L course site in advance of the deadline. Late assignments should be mailed to Dr. Levkoe directly. The materials posted on the course D2L site, including any visual and audio recordings, are copyrighted and owned by Dr. Levkoe. It is prohibited to record or copy by any means, in any format, openly or surreptitiously, in whole or in part, in the absence of express written permission from Dr.

Levkoe any of the lectures or materials provided or published in any form during or from the course. As an example, students are prohibited from making audio or video recordings of lectures, or taking pictures of lecture material.

Students who have documented disabilities/medical conditions and who require accommodations to successfully engage in this course should be in touch with Student Accessibility Services. More information is available at: <https://www.lakeheadu.ca/current-students/student-services/accessibility/>



Students are responsible for ensuring that their computer meets the necessary requirements to effectively engage in the program. Information on program delivery, as well as on how to verify the compatibility of your system and D2L, and how to use Zoom is available through the [Department of Health Sciences website](#).

SCOPE, OBJECTIVES, and COMPETENCIES

The Qualitative Inquiry course will examine epistemological, ontological and practical assumptions of qualitative inquiry and various approaches to qualitative research. We will explore the various stages of a research project from conception, design and implementation to data collection, analysis and knowledge mobilization. Specifically, the readings and discussions will approach the subject matter using a critical and intersection lens. Within the context of these approaches, qualitative methods will be discussed, with interdisciplinary application to health sciences research, environmental studies, education, food studies, nursing, public health, the social sciences and beyond. There will also be numerous examples of qualitative research conducted in relation to social-ecological systems, sustainability and social justice. We will also explore ways that qualitative research can have a greater impact on the individuals and communities engaged in the study.

Graduate level education includes critical thinking, problem solving, creativity, curiosity, and engagement with real-world situations. The class will be run as a seminar, meaning that we will be using the readings to engage in critical dialogue and group discussions. Class meetings will consist of mini-lectures, interactive discussions, multi-media presentations, interactive activities, and guest speakers that make connections between the week's readings and the broader course themes. The material covered in the classes will be used to help interpret (as opposed to summarize) the readings, to add new concepts and examples to those covered in the text, and to provide opportunities for discussion.

This course also helps students work toward several the Core Competencies for Public Health in Canada.

Domains	Competencies
1. Public Health Sciences	<i>1.1 Apply the public health sciences to practice. 1.2 Use evidence and research to inform health policies and programs. 1.1 Demonstrate the ability to pursue lifelong learning opportunities in the field of public health.</i>
2. Assessment and Analysis	<i>2.1 Analyze information to determine appropriate implications, uses, gaps and limitations. 2.2 Determine the meaning of information, considering the current ethical, political, scientific, socio-cultural and economic contexts.</i>
3. Policy and Program Planning, Implementation and Evaluation	<i>3.1 Evaluate an action, policy or program.</i>

4. Partnerships, Collaboration and Advocacy	<p>4.1 Identify and collaborate with partners in addressing public health issues.</p> <p>4.2 Use skills such as team building, negotiation, conflict management and group facilitation to build partnerships.</p> <p>4.3 Advocate for healthy public policies and services that promote and protect the health and well-being of individuals and communities.</p>
5. Diversity and Inclusiveness	<p>5.1 Address population diversity when planning, implementing, adapting and evaluating public health programs and policies.</p> <p>5.2 Apply culturally-relevant and appropriate approaches with people from diverse cultural, socioeconomic and educational backgrounds, and persons of all ages, genders, health status, sexual orientation and abilities.</p>
6. Communication	<p>6.1 Communicate effectively with individuals, families, groups, communities and colleagues.</p> <p>6.2 Interpret information for professional, non-professional and community audiences.</p>
7. Leadership	<p>7.1 Utilize public health ethics to manage self, others, information and resources.</p> <p>7.2 Demonstrate an ability to build community capacity by sharing knowledge, tools, expertise and experience.</p>

COURSE REQUIREMENTS

The following textbook will be required: Creswell, J.W., and Poth C.N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks, CA: Sage.

This book is available in the Lakehead University bookstore, and can be purchased in e-book format online. There will also be a copy of the text on hold at the Chancellor Paterson Library at Lakehead University. Journal articles and digital media will also be required reading/viewing. All materials are available in electronic format through the Lakehead University Library and can be accessed on the course's D2L site. The combination of readings for this course will give students a rounded approach to both the theories and the methods used in qualitative inquiry.

Other Helpful Resources and Optional Readings:

- Brown, L., and Strega, S. (Eds.). (2015). *Research as Resistance: Critical, Indigenous and Anti-Oppressive Approaches*. Second Edition. Toronto: Canadian Scholars' Press.
- Denzin, N.K., and Lincoln, Y.S. (Eds.). (2017). *The Sage Handbook of Qualitative Research, Fifth Edition*. Los Angeles: Sage.
- Kleinknecht, S.W., van den Scott, L.K., and Sanders, C.B. (2018). *The Craft of Qualitative Research: A Handbook*. Canadian Scholars Press.
- Schwandt, T. (2015). *Dictionary of Qualitative Inquiry*. Fourth Edition. Thousand Oaks: Sage Publications.
- Van de Sande, A., and Schwartz, K. (2017). *Research for Social Justice: A Community-Based Approach*. Second Edition. Halifax: Fernwood Pub.
- Wilson, S., Breen, A.V., and DuPré, L. (Eds.). (2019). *Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships*. Toronto: Canadian Scholars Press.

Select Journals [available electronically through Lakehead University Library]: *Action Research*; *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*; *Gateways: International Journal of Community Research and Engagement*; *Qualitative Health Research*; *Qualitative Inquiry*; *Qualitative Research*

COURSE SCHEDULE AND READINGS

Students should expect to spend approximately **15 hours per week** on this course, including time for readings, class preparation, assignments, and attending sessions.

NOTE: The final date to withdraw from this course without penalty is **Friday, November 4, 2022**. By this date, students will know 45% of their final mark.

Topic	Date	Readings
Week 1 Introduction to Qualitative Inquiry and Course Overview	09/6/22	<p>Creswell, J.W., and Poth, C.N. (2017). Chapter 1: Introduction. In <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p> <p>Eakin, J. M. (2015). Educating Critical Qualitative Health Researchers in the Land of the Randomized Controlled Trial. <i>Qualitative Inquiry</i>, 22(2), 107–118.</p> <p>Kruger, D. (2018). Let's Get Critical! How to Get Started with Qualitative Health Research. E-learning Qualitative Methods. https://www.youtube.com/watch?v=xHQ9clp4nS8&t=81s</p>
Week 2 Paradigms of Qualitative Research	09/13/22	<p>Collins, C.S. & Stockton, C.M. 2018. The central role of theory in qualitative research. <i>International Journal of Qualitative Methods</i>, 17:1-10.</p> <p>Creswell, J.W., and Poth, C.N. (2017). Chapter 2: Philosophical, Assumptions and Interpretive Frameworks. In <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p> <p>Labonte, R., & Robertson, A. (1996). Delivering the goods, showing our stuff: The case for a constructivist paradigm for health promotion research and practice. <i>Health Education Quarterly</i>, 23(4), 431-447.</p> <p>Moosa-Mitha, M. (2015). Situating anti-oppressive theories within critical and difference-centred perspectives. In L. Brown and S. Strega (Eds.). <i>Research as resistance: Critical, indigenous and anti-oppressive approaches</i>, 65-96. Canadian Scholars' Press.</p>
Week 3 Research Design	09/20/22	<p>Creswell, J.W., and Poth, C.N. (2017). Chapter 3: Designing a Qualitative Study. In <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p> <p>Creswell, J.W., and Poth, C.N. (2017). Chapter 6: Introducing and Focusing the Study. In <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p>

		<p>Bryman, Alan (2006) Integrating quantitative and qualitative research: how is it done? <i>Qualitative Research</i>, 6 (1): 97-113.</p> <p>Teti, M., Schatz, E., & Liebenberg, L. 2020. Methods in the Time of COVID-19: The Vital Role of Qualitative Inquiries. <i>International Journal of Qualitative Methods</i>, 19: 1-5.</p>
Week 4 The Ethics of Qualitative Research	09/27/22	<p><i>Presentation from Sue Wright, Lakehead Research Ethics Board</i></p> <p>Haggerty, K. D. (2004). Ethics creep: Governing social science research in the name of ethics. <i>Qualitative Sociology</i>, 27(4), 391-414.</p> <p>Roger, K., and Mignone, J. (2018). Living your ethics”: It’s” not just a dusty document. In Kleinknecht, et al., <i>The Craft of Qualitative Research: A Handbook</i>, pp. 46-52. Canadian Scholars Press.</p> <p>Snarch, B. (2004). Ownership, Control, Access, and Possession (OCAP) or Self-Determination Applied to Research: A Critical Analysis of Contemporary First Nations Research and Some Options for First Nations Communities. <i>Journal of Aboriginal Health</i> 1(1), 80-95.</p> <p>Van de Sande, A., & Schwartz, K. (2011). Chapter 3: Research ethics. In <i>Research for social justice: A community-based approach</i>, p. 21-34. Fernwood.</p>
Week 5 Research Questions as a Guide for Research Design	10/4/22	<p><i>Class to be led online by Dr. Rosie Kerr (rkerr@lakeheadu.ca)</i></p> <p><i>To do: Fill in Research Questions Brainstorm document in advance of the class</i></p> <p>Agee, J. (2009). Developing Qualitative Research Questions: A Reflective Process. <i>International Journal of Qualitative Studies in Education</i>, 22(4), 431-447.</p> <ul style="list-style-type: none"> • Come to class having chosen one quote from this article that stood out for you. <p>Kerr, R. (2020). Chapter 3: Methods (pp. 62-112). In <i>Campesino-a-Campesino Pedagogy, Peasant Protagonism, and the Spread of Agroecology: A Multi-Site Case Study</i>. Doctoral Dissertation, Queen’s University, Kingston, Canada. Available at: http://hdl.handle.net/1974/27894</p> <p>Kerr, R. (2022). Chapter 5: Decolonizing Education for Sustainable Development. In: Riley, K., McVittie, J., Borges, M., G. <i>Decolonizing Environmental Education for Different Contexts and Nations</i>. New York, United States of America: Peter Lang Verlag.</p>

<p>Week 6 Types of Qualitative Research</p>	<p>10/18/22</p>	<p>Creswell, J.W., and Poth, C.N. (2017). Chapter 4: Five Qualitative Approaches to Inquiry. In <i>Qualitative Studies Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p> <p>Creswell, J.W., and Poth, C.N. (2017). Chapter 5: Five Different. In <i>Qualitative Studies Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p> <p><i>Read at least one of the following articles:</i></p> <p>Doyle, J., Pooley, J. A., & Breen, L. (2013). A phenomenological exploration of the childfree choice in a sample of Australian women. <i>Journal of health psychology</i>, 18(3), 397-407.</p> <p>Huber, J., & Whelan, K. (1999). A marginal story as a place of possibility: Negotiating self on the professional knowledge landscape. <i>Teaching and Teacher Education</i>, 15(4), 381-396.</p> <p>Leipert, B. D., & Reutter, L. (2005). Developing resilience: How women maintain their health in northern geographically isolated settings. <i>Qualitative Health Research</i>, 15(1), 49-65.</p> <p>Miller, D. L., Creswell, J. W., & Olander, L. S. (1998). Writing and retelling multiple ethnographic tales of a soup kitchen for the homeless. <i>Qualitative Inquiry</i>, 4(4), 469-491.</p> <p>Chirgwin, S. K. (2015). Burdens too difficult to carry? A case study of three academically able Indigenous Australian Masters students who had to withdraw. <i>International Journal of Qualitative Studies in Education</i>, 28(5), 594-609.</p>
<p>Week 7 Data Sources and Collection</p>	<p>10/25/22</p>	<p>Creswell, J.W., and Poth, C.N. (2017). Chapter 7: Data Collection. In <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p> <p>Germain J., Harris J., Mackay S., Maxwell C. (2018). Why Should We Use Online Research Methods? Four Doctoral Health Student Perspectives. <i>Qualitative Health Research</i>, 28(10), 1650-1657.</p> <p>Hermanovicz, J.C. (2002). The great interview: 25 strategies for studying people in bed. <i>Qualitative Sociology</i>, 25(4), 479-499.</p>
<p>Week 8 Community Based Research</p>	<p>11/1/22</p>	<p>Burgess, J. (2006). Participatory action research: First-person perspectives of a graduate student. <i>Action Research</i>, 4(4), 419-437.</p> <p>Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of community-based research: assessing partnership approaches to improve public health. <i>Annual review of public health</i>, 19(1), 173-202.</p> <p>Levkoe, C.Z., Lowitt, K., Furlotte, S., Sayers, D. (forthcoming). Advancing Radical Food Geography Praxis through Participatory Film:</p>

		<p>Reflections from an Indigenous-Settler Food Sovereignty Collaboration. <i>ACME: The International Journal for Critical Geographies</i>.</p> <p>Minkler, M. (2005). Community-based research partnerships: challenges and opportunities. <i>Journal of Urban Health</i>, 82(2), ii3-ii12.</p>
Week 9 Data Analysis	11/8/22	<p>NVivo Seminar 4:30 (please register for the webinar in advance if not joining in class)</p> <p>Adorjan, M. (2018). Making sense of your data: From paralysis to theoretical engagement. In Kleinknecht, et al., <i>The Craft of Qualitative Research: A Handbook</i>, pp. 263-270. Canadian Scholars Press.</p> <p>Creswell, J.W., and Poth, C.N. (2017). Chapter 8: Data Analysis and Representation. In <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p> <p>Ekin, J. (2018). Qualitative Analysis and Interpretation I: Theoretical Background and Introduction. E-learning Qualitative Methods. https://www.youtube.com/watch?v=hHQhzdV1UxE</p> <p>Ekin, J. (2018). Qualitative Analysis and Interpretation II: Key principles and analytical devises. E-learning Qualitative Methods. https://www.youtube.com/watch?v=ogeT7UPTTgI</p> <p>Sandelowski, M. (1995). Qualitative Analysis: What It Is and How to Begin. <i>Research in Nursing & Health</i>, 18, 371-375.</p>
Week 10 Knowledge Mobilization	11/15/22	<p>Note: bring at least one interesting example of research related knowledge mobilization to class.</p> <p>Creswell, J., and Poth, C. 2018. Chapter 9: Writing a Qualitative Study. In: <i>Qualitative Inquiry and Research Design: Choosing among five approaches</i>. Sage: Los Angeles.</p> <p>Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W., & Robinson, N. (2006). Lost in Knowledge Translation: Time for a Map? <i>Journal of Continuing Education in the Health Professions</i>, 26(1), 13-24.</p> <p>Ratkovic, S., and Sethi, B. (2018). Dissemination and Social Justice. In Kleinknecht, et al., <i>The Craft of Qualitative Research: A Handbook</i>, pp. 342-349. Canadian Scholars Press.</p> <p>Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. <i>Research in Nursing & Health</i>, 21, 375-382.</p>
Week 11 Assessing Rigour and Evaluating Qualitative	11/22/22	<p>Creswell, J.W., and Poth, C.N. (2017). Chapter 10: Standards of Validation and Evaluation. In <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Thousand Oaks, CA: Sage.</p>

Research		<p>Carter, S.M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. <i>Qualitative Health Research</i>, 17, 1316-1328.</p> <p>Eakin, J., Mykhalovskiy, E. (2003). Reframing the evaluation of qualitative research: Reflections on a review of appraisal guidelines in the health sciences. <i>Journal of Evaluation in Clinical Practice</i>, 9(2), 187-194.</p> <p>Tracy, S. J. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. <i>Qualitative Inquiry</i>, 16(10), 837-851.</p>
Week 12 Reflexivity and Positionality	11/29/22	<p>Finlay, L. (2002). 'Outing' the researcher: The provenance, process and practice of reflexivity. <i>Qualitative Health Research</i>, 12(4), 531-545.</p> <p>Karnieli-Miller, O., Strier, R., & Pessach, L. (2009). Power relations in qualitative research. <i>Qualitative Health Research</i>, 19(2), 279-289.</p> <p>Rose, G. (1997). Situating knowledges: positionality, reflexivities and other tactics. <i>Progress in Human Geography</i>, 21(3), 305-320.</p> <p>Sword, W. (1999). Accounting for the presence of self: Reflections on doing qualitative research. <i>Qualitative Health Research</i>, 9, 270-278.</p> <p>Thuraiajah, K. (2018). "The person behind the research": Reflexivity and the qualitative research process. In Kleinknecht, et al., <i>The Craft of Qualitative Research: A Handbook</i>, pp. 10-16. Canadian Scholars Press.</p> <p><i>An optional example of reflexivity:</i> Porter, J. Pathfinding. Maisonneuve. Fall, 77. https://maisonneuve.org/article/2020/10/20/pathfinding</p>

EVALUATION AND ASSIGNMENTS

Students will be evaluated as follows:

Assignments	Weight of final mark	Due Date
Assignment 1: TCPS2 Certificate	5%	September 27, 2022
Assignment 2: Reading a Qualitative Research Journal Article	10%	October 11, 2022
Assignment 3: Research Proposal	30%	November 1, 2022
Assignment 4: Conducting an Interview	15%	November 22, 2022
Assignment 5: Personal Reflection Paper	20%	December 9, 2022
Participation and Engagement	20%	Weekly

All assignments must:

- be formatted according to the APA manual (7th Edition) for both the formatting of the paper and referencing (in text and Reference section). An electronic copy of the manual is available at www.redshelf.com (use email: healthsciences@lakeheadu.ca and password – DHSciences). Note that print copies are available on the 3rd floor of the Paterson Library (Call Number: BF 76.5 A51 2010)
 - the title page must also include:
 - Student identification number
 - Date submitted
 - Word count (excluding title page, tables/figures, Reference section)
 - A declaration related to Academic Integrity in Writing: All students must include the following statement and original signature on the title page of each assignment submitted. Cover sheets that do not include a declaration with an original signature will not be graded.

I declare that the assignment submitted represents the final version; is my own original work; excepting where I have cited my own previous work, has not been submitted (in its entirety or any portion thereof) to meet the requirements of any other course; and adheres to University Regulations related to Academic Misconduct, and is free of plagiarism (intended or otherwise).

Student signature: _____

- use appropriate, credible sources and reference statements appropriately; see the University Regulations on Academic Dishonesty.
- be submitted electronically via the DropBox on the course site; assignments submitted via email will not be accepted. Late assignments must be emailed directly to clevkoe@lakeheadu.ca.
- in submitting an assignment to the instructor through D2L, the student is declaring that the submission:
 - i. Represents the final version (i.e., is not a draft),
 - ii. Represents his/her own original work
 - NOTE: in the case of a group project, the individual contribution of each student must be specified),
 - iii. Excepting where cited as own previous work, has not been submitted (in its entirety or any portion thereof) to meet the requirements of any other course
 - NOTE: in instances where portions of the work have previously been submitted for another course, these portions must be references as the student's own previous work (following APA style referencing)
 - iv. Adheres to University Regulations related to Academic Misconduct, and is free of plagiarism (intended or otherwise).

Penalties will be applied to assignments that:

- Do not follow formatting, exceed word count, or incorrect/inconsistent use APA style referencing – 10% of grade
- Are late – up to 30% of grade
 - Students who hand in assignments late will be penalized 10% per calendar day. Assignments submitted more than 3 days late will be refused and the student will be assigned a score of zero for the assignment.
 - Students may hand in assignments late without penalty only if there is a valid health or family emergency, and will be required to provide the professor with the appropriate documentation, as is discussed and required in the University regulations (see LU calendar at <http://calendar.lakeheadu.ca>).
 - Students who have documented disabilities/medical conditions and who require accommodations to successfully engage in this course should be in touch with Student Accessibility Services. More information is available at: <https://www.lakeheadu.ca/current-students/student-services/accessibility/>

Assignment 1: TCPS2 Certificate (5% OF FINAL MARK): September 27, 2022

All individuals who conduct research with human participants must complete the online *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*, 2nd edition (TCPS2): CORE training. CORE provides an applied approach to the guidance provided in TCPS 2. This self-paced course is a media-rich learning experience that features interactive exercises and multi-disciplinary examples. CORE consists of ten modules ranging from Core Principles to REB Review. It is designed primarily for the use of researchers and REB members. Once you have completed the training, you will receive a certificate which you must upload onto D2L.

To complete the new tutorial, please navigate to <http://pre.ethics.gc.ca/default.aspx> and navigate to the new Course on Research Ethics (CORE) and create an account (if you haven't already done so). Anyone can create their own account on the log in page of CORE. Please be advised to correctly select your institution (i.e. Lakehead University).

For additional information on TCPS2 (2018) see: Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada (2018) *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Government of Canada. URL: http://pre.ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html

Note: Students that have already completed their TCPS2 Certificate *on or after January 1, 2018*, do not need to redo the training, but must submit their TCPS2 Certificate.

Assignment 2: Reading a Qualitative Research Journal Article (10% OF FINAL MARK): October 11, 2022

For this assignment, pick one journal article that uses qualitative methods and is of interest, relevance or use to you. It is recommended that you find one that is longer in length, i.e., in the range of 6000-9000 words. In longer journal articles, authors have more opportunity to describe

their methods and make their argument. The purpose of this assignment is to develop your ability to read and assess the quality of qualitative research articles, and, by example, to assist in learning how to write qualitative research. Please include a copy of the article when you submit the assignment. If you need help finding an article, please let me know.

Here are some questions to consider. You don't need to answer them all – please answer as relevant or appropriate to the article. You might consider writing a paragraph (or two) under a series of headings. Your assignment should be in the range of 4-5 double-spaced pages.

Questions to consider in evaluating a qualitative research article:

- What is the author's research question? What methods did they use?
- Is the methodology—and are the methods—appropriate for the research question? Are there other ways that the author might have addressed their research question? Would other methodologies/methods have been more appropriate?
- What is the author's theoretical stance? Are the methods and the theory congruent?
- What is the author's epistemological stance (implicit or explicit?) Is it appropriate for the theory and methodology used?
- Does the author incorporate reflexivity to enhance the method, argument or findings? If so, how?
- Who are the participants and how were they recruited? How do the sample characteristics or recruitment affect the results?
- Does the author consider the implications of how the data were collected and the circumstances of data collection for the interpretation of the results? If so, how?
- What is the authors' argument? How is their argument developed? How does the organization of the findings/discussion contribute to the development of their argument (or not)?
- Is their argument convincing and compelling? If so why? If not, why not? How did their methods contribute (or not) to the strength of their argument?
- How does the author address issues of validity/trustworthiness/credibility/quality? Are you convinced that the research is of good quality? Why or why not?
- How did the author attend to ethical concerns?
- Based on what you are learning in the course, what is missing from the article with respect to methods/methodology? What else would you like to see described or integrated into the article? How could the article be improved (particularly with respect to the methods or consideration of how the methods impacted analysis and interpretation)?
- What is your considered opinion of the article?

Some journals that publish qualitative research (in no particular order):

Canadian Food Studies; Canadian Journal of Public Health; American Journal of Public Health; Health Promotion International; Social Science & Medicine; Qualitative Health Research; Qualitative Inquiry; Qualitative Research; Antipode; Sociology of Health and Illness; Critical Public Health; Ethnography; Health & Place; Health, Risk & Society; Health: An Interdisciplinary Journal for the Social Study of Health, Illness & Medicine; Journal of Contemporary Ethnography; The Sociological Review; Sociology; Sociology of Sport Journal; Qualitative Research in Psychology; Qualitative Psychology; American Psychologist; Youth &

Society; Childhood: A Journal of Global Child Research; Children & Society; Qualitative Research in Sport, Exercise and Health; The Sport Psychologist; Journal of Applied Sport Psychology; Journal of Sport and Exercise Psychology

Assignment 3: Research Proposal (30% OF FINAL MARK): November 1, 2022

This assignment (along with Assignment 4 and 5) will focus on a topic of your choice. Make sure to choose a topic that is of interest to you (e.g., something you care about), relevant (e.g., something that others care about and are actively studying), and manageable (e.g., not too broad and not too narrow, fits within the parameters of the assignments, adheres to the approved course REB protocols). Students will develop a research proposal that should include a brief description of the study's context and purpose, a literature review, and research question (and sub-questions). A methodology (i.e., theoretical and methodological approach) for the research study should be outlined, and students should identify why the methodology is appropriate and how they will go about collecting the data. The methodology should include a description of the overall approach, rationale, participants, research design, sampling techniques, data collection tools (initial interview guide— see Assignment 4 - to be included as appendix), participant recruitment plan, potential ethical issues emerging and ethics materials. This assignment will be the foundation for the other course assignments - the interviews with classmates and the personal reflection paper (Assignment 5).

Assignment 4: Conducting an Interview (15% OF FINAL MARK): November 22, 2022

Students will choose a partner in the class to interview (according to the approved course REB protocol, you are not able to interview anyone that is not a student in the Qualitative Inquiry course). Prior to the interview, students must refine the interview guide based on feedback from their third assignment (Research Proposal). During the interview, students should demonstrate their ability to take good notes. A summary of these notes and identification of emerging themes, along with the research purpose and final interview guide must be included in the submission. In addition, students must include reflections on the interview (e.g., what worked, what did not work, what could be changed).

Assignment 5: Personal Reflection Paper (20% OF FINAL MARK): December 9, 2022

An essential part of qualitative research, particularly of evaluating qualitative research, is the self-reflexivity of the researcher. Thus, students will be required to write a personal reflection paper on their positionality and situatedness within their research study identified in Assignment 3 and Assignment 4. Relationships between the researcher and participants, ethical issues, and issues of position or situatedness should be explored. This paper should also include some reflections on the data collected during the interviews (including some initial thematic analysis) in relation to the literature reviewed and responses to the project's research question. Be sure to make connections to relevant scholarly articles and include references where relevant.

Participation and Engagement (20% OF FINAL MARK): Weekly

Your voice, your insight, and your presence are all important! Therefore, participation is a substantial part of this class. You will be expected to compose at least two questions in response to each week's readings and post them on D2L by 7:00pm on the Sunday before class. These can be short but should demonstrate an engagement with the course material. These questions will help everyone prepare for the class each week by getting a better sense of the different interests and inquiries among our group. We will use these questions to help shape the mini-lecture and discussion topics each week. Over the course of the term, it is also expected that students will actively contribute to discussions during class. The final grade will be assigned based on the quality of your weekly questions, active participation in discussions and other class activities. You are also responsible for getting all information for any class you are not able to attend in person.

GENERAL EXPECTATIONS

It is the responsibility of all students at Lakehead University to be familiar with, and comply with all of the terms, requirements, regulations, policies, and conditions in the Lakehead University Academic Calendar. While all are important, particular attention is brought to the following:

- The University Regulations related to Academic Misconduct, including Plagiarism – Students are responsible for understanding the various forms of plagiarism and employ strategies to ensure that all works submitted (e.g., assignments, online discussion posts) are free of plagiarism, as defined in the University Regulations. Penalties for dealing with academic misconduct are strictly enforced in this course, and in the Department of Health Sciences.
- The Code of Student Behaviour and Disciplinary Procedures – Students are bound by this Code when engaging with Lakehead University faculty, staff and students on campus and virtually, in-person and online. Students are also bound by the Code during the Master of Public Health practicum placement. As described in this Code, students should not engage in or encourage activity or action contrary to the principles outlined, for example, respect for the rights of others and respect for the law. As such, students in the Department of Health Sciences who are enrolled in courses that rely on the Zoom platform must ensure that all personal email and social media accounts remain inactive on the computer for the entirety of time during classes that they attend in real time that require use of Zoom. Failing to comply may result in penalties described in this Code.

Some useful links are provided below, for your convenience:

University Regulations

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=24&chapterid=6364&loaduseredits=False>

Lakehead University's Code of Student Behaviour and Disciplinary Procedures

<https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>

Faculty Regulations (Faculty of Health and Behavioural Sciences)

Updated August 17, 2022

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=24&chapterid=6358&topicgroupid=21122&loaduserredits=False>

Faculty Regulations – Faculty of Graduate Studies

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=24&chapterid=6357&topicgroupid=21117&loaduserredits=False>

Department of Health Sciences Graduate Programs Regulations

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=24&chapterid=6358&topicgroupid=21121&loaduserredits=False>