



HESC 5035: Qualitative Inquiry  
(ENST 5030: Qualitative Research Methods)  
Fall 2023

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Sustainable Food Systems Lab: PACI Room 2001

STRUCTURE

Classes will be held on **Tuesdays from 11:30am to 2:30pm 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/94433597008>. 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.



The Department of Health Sciences offers courses using various forms of online technology (e.g., Zoom, Desire2Learn (D2L) learning platform). Students are responsible for ensuring that their computer meets the necessary requirements to effectively engage in the course. To verify the compatibility of your system, to learn about D2L, and to learn how to use Zoom, please click [here](#).

## STUDENT ACCESSIBILITY SERVICES

Students who have documented disabilities or medical conditions and require accommodations to successfully engage in this course should be in touch with Student Accessibility Services. More information is available at: [Support for Students with Disabilities | Lakehead University](#)

## 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 targets the Masters of Health Sciences program's objectives to prepare skilled graduates who:

- possess advanced knowledge of health and health issues;
- are competent in both quantitative and qualitative methodologies;
- are capable of critical analysis of health issues and their impacts, evidence related to specific health issues, research methodologies, and the development of health initiatives in Canada;
- understand the social and political context in which health-related decisions are made at the level of the individual, organization, population, and government; and
- possess knowledge exchange and dissemination strategies for various audiences.

## 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* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

Updated September 1, 2023

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*

**All students must complete the Academic Integrity Matters (AIM) module that can be found under self-registration in D2L.** The completed AIM certificate must be submitted by 4 pm on Friday of the first week of class. Please note the following:

- If you have already completed the AIM module in the last twelve-month period, you can submit your existing certificate of completion.
- If your certificate was completed more than 12 months ago, you must complete the AIM Annual Refresher module and submit the resulting certificate. Certificates provided that are more than 12 months old will not be accepted.

## **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 3, 2023**. By this date, students will know 35% of their final mark.

Topic	Date	Readings
<b>Week 1</b> Introduction to Qualitative Inquiry and Course Overview	09/5/23	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.  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.  Kriger, D. (2018). Let’s Get Critical! How to Get Started with Qualitative Health Research. E-learning Qualitative Methods. <a href="https://www.youtube.com/watch?v=xHQ9clp4nS8&amp;t=81s">https://www.youtube.com/watch?v=xHQ9clp4nS8&amp;t=81s</a>
<b>Week 2</b> Paradigms of Qualitative Research	09/12/23	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.  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.  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.  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.
<b>Week 3</b> Research Design	09/19/23	Agee, J. (2009) Developing Qualitative Research Questions: A Reflective Process, <i>International Journal of Qualitative Studies in Education</i> , 22:4, 431-447.  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.  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.  Bryman, Alan (2006) Integrating Quantitative and Qualitative research: how is it done? <i>Qualitative Research</i> , 6 (1): 97-113.

<p><b>Week 4</b></p> <p>Types of Qualitative Research</p>	<p>09/26/23</p>	<p>Creswell, J.W., and Poth, C.N. (2017). Chapter 4: Five Qualitative Approaches to Inquiry. 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 5: Five Different. In <i>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., &amp; Breen, L. (2013). A phenomenological exploration of the childfree choice in a sample of Australian women. <i>Journal of health psychology, 18</i>(3), 397-407.</p> <p>Huber, J., &amp; Whelan, K. (1999). A marginal story as a place of possibility: Negotiating self on the professional knowledge landscape. <i>Teaching and Teacher Education, 15</i>(4), 381-396.</p> <p>Leipert, B. D., &amp; Reutter, L. (2005). Developing resilience: How women maintain their health in northern geographically isolated settings. <i>Qualitative Health Research, 15</i>(1), 49-65.</p> <p>Miller, D. L., Creswell, J. W., &amp; Olander, L. S. (1998). Writing and retelling multiple ethnographic tales of a soup kitchen for the homeless. <i>Qualitative Inquiry, 4</i>(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, 28</i>(5), 594-609.</p>
<p><b>Week 5</b></p> <p>The Ethics of Qualitative Research</p>	<p>10/3/23</p>	<p><i>Presentation from Sue Wright, Lakehead Research Ethics Board</i></p> <p>Christians, C.G. 2018. Ethics and Politics in Qualitative Research. In: N.K. Denzin and Y.S. Lincoln (Eds.). <i>The Sage Handbook of Qualitative Research, Fifth Edition</i>, pp. 66-82. Los Angeles: Sage.</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 1</i>(1), 80-95.</p> <p>Van de Sande, A., &amp; Schwartz, K. (2011). Chapter 3: Research ethics. In <i>Research for social justice: A community-based approach</i>, p. 21-34. Fernwood.</p>

<p><b>Week 6</b> Data Sources and Collection</p>	<p>10/17/23</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>Hinton, L. and Ryan, S. (2020). Interviews. In <i>Qualitative Research in Health Care</i>, p. 43-55. Wiley Online Books.</p> <p>Pope, C., and Allen, D. (2020). Observational Methods. In <i>Qualitative Research in Health Care</i>, p. 67-81. Wiley Online Books.</p>
<p><b>Week 7</b> Data Sources and Collection Examples and Experiences</p>	<p>10/24/23</p>	<p>Panel discussion on examples/experiences with qualitative research methods with Sarah Siska, Batool Fatima, Rachel Portinga</p> <p>Foley, R., Bell, S. L., Gittins, H., Grove, H., Kaley, A., McLauchlan, A., ... &amp; Thomas, M. (2020). “Disciplined research in undisciplined settings”: Critical explorations of in situ and mobile methodologies in geographies of health and wellbeing. <i>Area</i>, 52(3), 514-522.</p> <p>Minkler, M. (2005). Community-based research partnerships: Challenges and opportunities. <i>Journal of urban health</i>, 82, ii3-ii12.</p> <p>Orngreen and Levinson (2017). Workshops as a Research Methodology. <i>The Electronic Journal of e-Learning</i> 15(1). 70-81.</p>
<p><b>Week 8</b> Critical Methodologies and Social Justice Research</p>	<p>10/31/23</p>	<p>Fortier, C. (2017). Unsettling methodologies/decolonizing movements. <i>Journal of Indigenous Social Development</i>, 6(1).</p> <p>Kovach, M. 2018. Doing Indigenous Methodologies: A Letter to a Research Class. In: N.K. Denzin and Y.S. Lincoln (Eds.). <i>The Sage Handbook of Qualitative Research, Fifth Edition</i>, pp. 214-234. Los Angeles: Sage.</p> <p>Levkoe, C. Z., Brem-Wilson, J., &amp; Anderson, C. R. 2019. People, Power, Change: Three Pillars of a Food Sovereignty Research Praxis. <i>The Journal of Peasant Studies</i>, 46(7), 1389-1412.</p> <p>Olesen, V. 2018. Feminist Qualitative Research in The Millennium’s First Decade: Developments, Challenges, Prospects. In: N.K. Denzin and Y.S. Lincoln (Eds.). <i>The Sage Handbook of Qualitative Research, Fifth Edition</i>, pp. 151-175. Los Angeles: Sage.</p>
<p><b>Week 9</b> Data Analysis</p>	<p>11/7/23</p>	<p><i>Presentation on computer-based data analysis software by Lindsay Galway.</i></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</p>



		<p>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. <a href="https://www.youtube.com/watch?v=hHQhzdV1UxE">https://www.youtube.com/watch?v=hHQhzdV1UxE</a></p> <p>Ekin, J. (2018). Qualitative Analysis and Interpretation II: Key principles and analytical devises. E-learning Qualitative Methods. <a href="https://www.youtube.com/watch?v=ogeT7UPTTgI">https://www.youtube.com/watch?v=ogeT7UPTTgI</a></p> <p>Sandelowski, M. (1995). Qualitative Analysis: What It Is and How to Begin. <i>Research in Nursing &amp; Health</i>, 18, 371-375.</p>
<p><b>Week 10</b> Knowledge Mobilization</p>	<p>11/14/23</p>	<p><i>Note: bring at least one interesting example of research related knowledge mobilization to class.</i></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>. Thousand Oaks, CA: Sage.</p> <p>Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W., &amp; 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 &amp; Health</i>, 21, 375-382.</p> <p><b>Suggested Reading</b> Canadian Institute of Health Research. 2012. Guide to Knowledge Translation Planning at CIHR: Integrated and End-of-Grant Approaches. Available at <a href="https://cihr-irsc.gc.ca/e/45321.html">https://cihr-irsc.gc.ca/e/45321.html</a></p>
<p><b>Week 11</b> Assessing Rigour and Evaluating Qualitative Research</p>	<p>11/21/23</p>	<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> <p>Carter, S.M., &amp; 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>

		Tracy, S. J. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. <i>Qualitative Inquiry</i> , 16(10), 837-851.
<b>Week 12</b> Reflexivity and Positionality	11/28/23	<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., &amp; 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>Thurairajah, 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><b>Optional Example of Reflexivity</b> Porter, J. Pathfinding. <i>Maisonneuve</i>. Fall, 77. <a href="https://maisonneuve.org/article/2020/10/20/pathfinding">https://maisonneuve.org/article/2020/10/20/pathfinding</a></p>

## EVALUATION AND ASSIGNMENTS

Students will be evaluated as follows:

Assignments	Weight of final mark	Due Date
AIM certificate (or refresher)	NA	September 8, 2023
Assignment 1: TCPS2 Certificate	5%	September 26, 2023
Assignment 3: Research Proposal	30%	October 17, 2023
Assignment 4: Conducting an Interview	15%	November 21, 2023
Assignment 5: Personal Reflection Paper	30%	December 8, 2023
Participation and Engagement	20%	Weekly

### Assignment 1: TCPS2 Certificate (5% of Final Mark) – Due September 26, 2023

All individuals who conduct research with human participants must complete the online *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans, 2<sup>nd</sup> 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.



Updated September 1, 2023

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 (2022) see: Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada (2022) Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Government of Canada. URL: [https://ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2022.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html)

Note: Students that have already completed their TCPS2 Certificate *on or after January 1, 2022* do not need to redo the training, but must submit their TCPS2 Certificate.

### **Assignment 2: Research Proposal (30% of Final Mark) – Due October 17, 2023**

This assignment (along with Assignment 3 and 4) 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 3 - 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 (Assignment 3) and the personal reflection paper (Assignment 4).

### **Assignment 3: Conducting an Interview (15% of Final Mark) – Due November 21, 2023**

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 4: Personal Reflection Paper (30% of Final Mark) – Due December 8, 2023**

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 2 and Assignment 3. 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.

### **Academic Integrity**

#### **Artificial Intelligence (AI) and the Student Code of Conduct - Academic Integrity**

Inappropriate usage of Generative AI tools is captured by Section III of the Student Code of Conduct - Academic Integrity Policy, which lists a variety of acts that are considered offences under the Academic Integrity Code. While not an exhaustive list, submission of work created by or in collaboration with Generative AI tools (ChatGPT, Bard, etc.) could be categorized as Plagiarism (para 26a), Use of Unauthorized Materials (para 26b), or Falsification (para 26e), and may be in conflict with the Academic Policy quoted above above.

In this course, Generative AI use is **permitted**. Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variants Bing (built by OpenAI) and Bard (built by Google) among several others. Other generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

***Student Responsibility*** – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.

**Formative Usage** – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a “possibility engine” (brainstorm tool), a “study buddy,” a “collaboration coach,” a “guide on the side,” a “personal tutor,” a “co-designer,” etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation. (See UNESCO’s “ChatGPT and Artificial Intelligence in Higher Education Quick Start Guide,” page 9, for explanations and examples of these and other roles GenAI can productively serve in a formative capacity.)

**Error & Bias** – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.

**Trustworthiness** – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI generated content against reputable sources.

**Plagiarism** – Since writing and critical thinking ability are evaluated in this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism. See “Citing Artificial Intelligence” for assistance with correct documentation.

**Citation of Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity. See Student Code of Conduct – Academic Integrity.

**All assignments must use the APA system (7<sup>th</sup> Edition) for formatting the paper and the references (in the paper and in the Reference section).**

- **As an exception, the Title/Cover page must also include the following information:**
  - Student identification number,
  - Date submitted
  - Word count, if required (NOTE: the word count excludes title page, tables/figures, Reference section)
  - Signed declaration related to Academic Integrity (see box below).

For additional information, please see:

- Citing references: [APA Style Introduction // Purdue Writing Lab](#)
- General format of papers: [General Format // Purdue Writing Lab](#).
  - A sample paper is available at: [APA Sample Paper // Purdue Writing Lab](#)

**All assignments must include a signed declaration of Academic Integrity in writing.** Students should cut/paste the information below into each of their assignment Cover Letters (see formatting

policies below). Assignments that do not have a signed declaration and original signature will not be accepted/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).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**All assignments must be submitted electronically on the D2L course site.** In submitting the assignment, the student is declaring that the work:

- 1) represents the final version (i.e., is not a draft)
- 2) represents their own original work
  - ❖ *NOTE: in the case of a group project, the individual contribution of each student must be specified*
- 3) 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)*
- 4) uses appropriate, credible sources that are referenced appropriately
- 5) 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%
- Are late – up to 30%
  - Late assignments 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. Late take-home exams will not be accepted.
  - 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 [Course Calendar Lakehead University](#)).

## STUDENT SUPPORTS

The [Student Referral Guide](#) includes information on student supports and how to access them.

As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities. All of us can benefit from support during times of struggle. If you or anyone you know

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experiences academic stress, difficult life events or feelings of anxiety or depression, Lakehead has resources available to you. Check in with the [WellU Key](#) to find the mental health resources you are looking for.

Remember that getting help is a smart and courageous thing to do - for yourself, for those you care about, and for those who care about you. Getting support sooner rather than later is almost always helpful.

## GENERAL EXPECTATIONS

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

- The University Regulations related to Academic Integrity, 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 integrity are strictly enforced in this course, and in the Department of Health Sciences.
- The Student Code of Conduct – Academic Integrity and Non-Academic – Students are bound by this Code when engaging with Lakehead University faculty, staff, and students on campus and virtually, in-person and online. 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.

Some useful links are provided below, for your convenience:

**University Regulations**  
[Lakehead University Regulations](#)

**Lakehead University's Student Code of Conduct - Academic Integrity, Non-Academic, and Appeal Policy**  
[Academic Dishonesty Regulations | Lakehead University](#)

**Faculty Regulations (Faculty of Health and Behavioural Sciences)**  
[Faculty of Health and Behavioural Sciences Regulations](#)

**Department of Health Sciences Graduate Program Regulations**  
[Department of Health Sciences Regulations](#)