

**Department of Family Relations and Applied Nutrition**

**University of Guelph**



**FRAN\*6020 Qualitative Research Methods**

**Winter 2018**

**Instructor**

Dr. Hannah Tait Neufeld, PhD  
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**Office Hours**

Thursdays before class, or by appointment

**Class Meeting Times**

Thursdays 11:30AM - 02:20PM  
[MACS](#), Room 331

**TERRITORIAL ACKNOWLEDGEMENT**

**We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.**

**COURSE DESCRIPTION**

This course will introduce students to the key components of qualitative research methodologies, including the processes of designing studies, collecting and analysing data. Students will learn to differentiate between methodologies, data sources and theoretical approaches, along with gaining practical experience. Within the context of these approaches, specific application to family relations, applied nutrition, health research and Indigenous methodologies will be profiled.

**LEARNING OUTCOMES**

By the end of the course it is expected that students should be able to:

- Identify and explain the approaches to qualitative research and how they apply to various disciplines of inquiry
- Effectively design, collect and analyze qualitative data

- Assess critically ethical issues related to specific qualitative research methods and working with certain population groups
- Explain positionality or reflexivity in qualitative research
- Identify and critically evaluate the strengths and weaknesses of qualitative research designs in the literature
- Assess the advantages and disadvantages of the qualitative methodologies profiled as part of this course

## REQUIRED TEXT

The following textbook will be required:

Braun, V. & V. Clarke. (2013). *Successful qualitative research: A practical guide for beginners*. Thousand Oaks, CA : Sage.

\* Companion website with student resources:

<https://studysites.sagepub.com/braunandclarke/main.htm>

Additional readings will also be assigned throughout the semester and are listed as part of the class schedule. These articles are also required for class discussions and engagement and should be read prior to class. A participation mark of 5% will reflect class attendance and discussion.

## COURSE FORMAT

This course will combine a series of lectures, guest lectures, class discussions, group activities and short field trips to locations on campus. Please do pay close attention to the class schedule and announcements made on CourseLink as well as during class to stay on top of any slight changes in timing or content. There may also be last minute suggestions for recommended readings provided by guest speakers, for example. Slides presented in class as part of the lecture material will be available in CourseLink after class.

## EVALUATION

Course Elements	Due Date	Value
Research positioning paper	January 25	10%
Developing a research purpose and questions	February 15	15%
Conducting an interview	March 1	15%
Group research methods exercise	March 29	15%
Final paper	April 5	40%

Class participation	Throughout	5%
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## CONTRIBUTIONS AND ASSIGNMENTS

### **Research positioning paper** (10% due January 25<sup>th</sup>)

A 3-page (double-spaced, 12-point font) paper to be prepared that describes your ontological and epistemological positioning as a researcher. The use of class readings as references is encouraged, along with new literature to support your point of view. All references need to be cited accurately using APA style.

### **Research purpose and questions assignment** (15% due February 15)

Each student will develop a research purpose and questions of interest to them that will form the foundation for the final paper. The paper should be approximately 5 pages (double-spaced, 12-point font) and include a brief introduction of the importance of the topic, rationale for the research, overall purpose and questions to be answered. Current literature to support your proposed study should also be included and cited accurately using a reference list not included in the 5 page limit.

### **Interview assignment** (15% due March 1)

Students will choose a partner in the class to interview. Prior to the interview, students must develop an interview guide based on the topic of “being a graduate student”. During the interview, students must take detailed notes. A summary of these notes and potential emerging themes, along with the research purpose and interview guide must be handed in, along with students reflections on the content of the interview, as well as the process. Assignments should be no longer than 7 pages (double-spaced, 12-point font). Reference to supplementary literature, such as the readings on collecting data are encouraged, but not required.

### **Group research methods exercise** (15% due March 29)

Students will divide into groups of 5 according to research methods interests. Each will research and design a 30 minute class exercise that will assist the class in further understanding each particular method profiled. Each group will facilitate this activity with the class in randomly assigned order on March 23<sup>rd</sup>. A short report per group should also be handed in the same day that consists of a 2 page summary and reflection of the activity. Any resources or sources of literature used as part of the activity design should also be attached to the report.

### **Final paper** (40% due April 5)

Based on the research purpose and questions identified in the second assignment, students will develop and write up their methodology for approaching the research study in the form

of a research proposal. A specific qualitative methodology (theoretical and methodological approach) should be outlined and rationalized as to why the methodology fits with the purpose and research questions to be answered. The following must be included: introduction, rationale, methodology/approach, participants, research design, data collection tools (such as interview guides to be included as appendices), recruitment procedures for participants as well as dissemination plans for the research in the form of a knowledge translation plan. The paper should be 10-12 pages in length (double-spaced, 12-point font), not including reference list and appendices.

**Class participation (5%)**

Your voice, insight and presence in the class are important and will also be evaluated. Attendance is a must, along with active engagement in groups along with classroom conversations. Participation marks are not simply allocated to those students who talk the most. Quality of input and demonstrated listening skills are also important methods of engagement.

**CLASS SCHEDULE**

Date	Topic	Readings*
Jan. 11		<b>NO CLASS</b>
Jan. 18	Introduction to qualitative research  Research design part 1 <ul style="list-style-type: none"> <li>- Positionality</li> <li>- Theory</li> </ul>	Textbook: Chapters 1 and 2  Textbook: Chapters 2 and 3 McCorkel, JA & Myers, K. (2003). What difference does difference make? Position and privilege in the field. <i>Qualitative Sociology</i> , 26(2), 199-231. [available online]  Carter, Stacy M. and Miles Little (2007). Justifying Method, Taking Action: Epistemologies, Methodologies and Methods in Qualitative Research. <i>Qualitative Health Research</i> 17(10): 1316C28.  Caretta, Martina Angela (2015). "Situated Knowledge in Cross-Cultural Research: A collaborative Reflexive Analysis of Researcher, Assistant and Participant Subjectivities". <i>Qualitative Research</i> 15 (4): 489-505.
Jan. 25	Research design part 2 <ul style="list-style-type: none"> <li>- Conceptual frameworks</li> <li>- Ethics</li> </ul>	Textbook: Chapter 3  Manderson, Lenore, Elizabeth Bennett and Sari AndajaniCSutjahjo (2006). The Social Dynamics of the Interview: Age, Class and Gender. <i>Qualitative Health Research</i> p. 1317C1334.

		<p>Vainio, Annukka. 2012. "Beyond Research Ethics: Anonymity as 'Ontology', 'Analysis', and 'Independence'". <i>Qualitative Research</i> 13 (6): 685-698.</p> <p>Tutorial for the TriCouncil Policy Statement: Ethical Conduct for Research Involving Humans (TCPS).  <a href="http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/">http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/</a></p>
Feb. 1	<p>Collecting data part 1</p> <ul style="list-style-type: none"> <li>- Interviews and focus groups</li> <li>- Research process</li> <li>- Transcription</li> </ul>	<p>Textbook: Chapters 4, 5 and 7</p> <p>Gair, S. (2012). Feeling their stories: Contemplating empathy, insider/outsider positionings, and enriching qualitative research. <i>Qualitative Health Research</i>, 22(1), 134-143. DOI: 10.1177/1049732311420580</p>
Feb. 8	<p>Collecting data part 2</p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Archival data</li> </ul> <p>* Visit to Archival and Special Collections</p>	<p>Textbook: Chapter 6</p> <p>Sánchez-Carretero, Cristina; Cea, Antonio; Díaz-Mas, Paloma Pilar &amp; Martínez &amp; Carmen Ortiz. 2012. "On Blurred Borders and Interdisciplinary Research Teams: The Case of the 'Archive of Mourning.'" <i>Forum: Qualitative Social Research</i> 12 (3).</p> <p>TBA</p>
Feb. 15	<p>Participatory and Indigenous approaches to research</p>	<p>Castellano, M. B. (2004). Ethics of Aboriginal Research. <i>Journal of Aboriginal Health</i>, 1(1). Retrieved from <a href="http://www.naho.ca/jah/english/jah01_01/journal_p98-114.pdf">http://www.naho.ca/jah/english/jah01_01/journal_p98-114.pdf</a></p> <p>LaVeaux D &amp; Christopher S. (2009). Contextualizing CBPR: Key principles of CBPR meet the Indigenous research context. <i>Pimatisiwin</i> 7(1)  <a href="http://www.pimatisiwin.com/online/wp-content/uploads/2009/07/01Contents.pdf">http://www.pimatisiwin.com/online/wp-content/uploads/2009/07/01Contents.pdf</a></p> <p>TBA</p>
Feb. 22	<p>WINTER BREAK – NO CLASS</p>	
March 1	<p>Data analysis and coding</p>	<p>Textbook: Chapters 8, 9 and 10</p> <p><a href="http://toolkit.pellinstitute.org/evaluation-guide/analyze/analyze-qualitative-data/">http://toolkit.pellinstitute.org/evaluation-guide/analyze/analyze-qualitative-data/</a></p> <p>QSR NVivo Demonstration:  <a href="https://www.youtube.com/watch?v=O-C0XNXuBSM">https://www.youtube.com/watch?v=O-C0XNXuBSM</a></p>

March 8	Discourse theory and analysis  Guest: Dr. Clare MacMartin	Textbook: Chapter 8  Taylor, S. (2001). Locating and conducting discourse analytic research. In M. Wetherell, S. Taylor, & S. M. Yates (eds.), <i>Discourse as data: A guide for analysis</i> (pp. 5-48). London: Sage.
March 15	Phenomenology and grounded theory	Textbook: Chapters 8 and 11  TBA
March 22	Arts-based methods  * Visit to REDLAB (Dr. Ingrid Mundel)	Rossiter K., Kontos P., Colantonio A., Gilbert J., Gray J., et al. (2008). Staging data: Theatre as a tool for analysis and knowledge transfer in health research. <i>Social Science &amp; Medicine</i> , 66(1), 130-146.  TBA
March 29	Student group presentations	None
April 5	Wrap-up  - Writing and reporting - Knowledge translation  <b>* Final papers DUE via Dropbox by 11:59 pm</b>	Textbook: Chapters 12 and 13  TBA

\*Additional readings will be posted on CourseLink the week before class, particularly for dates where guest speakers will be joining us.

### HELPFUL READINGS AND RESOURCES

Bazeley, P. (2007). *Qualitative Data Analysis with NVivo*. Thousand Oaks, CA: Sage Publications Inc.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage. (Chs. 3 & 5).

Creswell, JW. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 3<sup>rd</sup> Edition*. Thousand Oaks, CA: Sage Publications Inc.

Hein, S. F., & Austin, W. J. (2001). Empirical and hermeneutic approaches to phenomenological research in psychology: A comparison. *Psychological Methods*, 6(1), 3-17.

Leavy, P. (2008). *Method meets art: Arts-based research practice*. New York: Guilford. (Chs. 1-2)

Mason, Jennifer. (2003). *Qualitative Researching, 2<sup>nd</sup> Edition*. London: Sage Publications.

Richards, L. (2005). *Handling Qualitative Data: A Practical Guide*. Thousand Oaks, CA: Sage Publications Inc.

Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage Publications Inc.

### **OPTIONAL READINGS (Examples of Qualitative Research)**

#### **Arts-Based Analysis**

Knoblauch, Hubert. 2012. "Videography: analysing video data as a 'focused' ethnographic and hermeneutical exercise" *Qualitative Research* 12 (3): 334-356.

Luff, Paul. 2012. "Some 'Technical Challenges' of Video Analysis: Social Actions, Objects, Material Realities and the Problems of Perspective." *Qualitative Research* 12 (3): 255-279.

Morris, Ray. 2008. "Cultural Analysis through Semiotics: Len Norris' Cartoons on Official Bilingualism." *Canadian Review of Sociology/Revue canadienne de sociologie* 28 (2): 225-254.

Nash, M. (2013). Shapes of motherhood: Exploring postnatal body image through photographs. *Journal of Gender Studies*, 1-20.

#### **Discourse Analysis**

Brooks, S. (2009). Radio food disorder: The conversational constitution of eating disorders in radio phone-ins. *Journal of Community & Applied Social Psychology*, 19, 360-373.

Diorinou, M., & Tseliou, E. (2014). Studying circular questioning "in situ": Discourse analysis of a first systemic family therapy session. *Journal of Marital and Family Therapy*, 40, 106-121.

Petrassi, D. (2012). 'For me, the children come first': A discursive psychological analysis of how mothers construct fathers' roles in childrearing and childcare. *Feminism & Psychology*, 22, 518-527.

Sneijder, P., & te Molder, H. (2009). Normalizing ideological food choice and eating practices. Identity work in online discussions on veganism. *Appetite* 52, 621-630.

Sutherland, O. A., Forbes, L., Hodgson, B., & McLaren, K. (2014). Digital actualizations of gender and embodiment: Microanalysis of online pregnancy discourse. *Women's Studies International Forum*, 47, 102-114.

Wiggins, S., Potter, J., & Wildsmith, A. (2001). Eating your words: Discursive psychology and the reconstruction of eating practices. *Journal of Health Psychology*, 6, 5-15.

## **Ethical Issues**

Aldridge, J. (2014). Working with vulnerable groups in social research: dilemmas by default and design. *Qualitative Research* 14 (1): 112-130.

Berger, R. (2013). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research* 15(2): 219-234.

Knudson, S.K. (2015). Integrating the self and the spirit: Strategies for aligning qualitative research teaching with Indigenous methods, methodologies, and epistemology. *Forum: Qualitative Social Research* 16 (3).

## **Grounded Theory**

Allen, K. R., & Roberto, K. A. (2009). From sexism to sexy: Challenging young adults' ageism about older women's sexuality. *Sexuality Research & Social Policy*, 6, 13-24.

Bianchi CM, Huneau JF, Le Goff G, Verger EO, Mariotti F, Gurviez P. (2016). Concerns, attitudes, beliefs and information seeking practices with respect to nutrition-related issues: A qualitative study in French pregnant women. *BMC Pregnancy and Childbirth*, 16(1): 306.

Garcia-Romeu, Albert. (2015). 'Self-transcendent experience: A grounded theory study.'" *Qualitative Research* 15 (5): 633-654.

Haselschwerdt, M. L., Hardesty, J. L., & Hans, J. D. (2011). Custody evaluators' beliefs about domestic violence allegations during divorce: Feminist and family violence perspectives. *Journal of Interpersonal Violence*, 26, 1694-1719.

Kushner, K. E., & Harrison, M. J. (2011). Finding a balance: Toward a substantive theory of employed mothers' personal and family health decision making. *Journal of Holistic Nursing*, 29, 7-17.

Sorensen, P., & Cooper N. J. (2010). Reshaping the family man: A grounded theory study of the meaning of grandfatherhood. *The Journal of Men's Studies*, 18, 117-136. Weaver, K., Wuest, J., & Ciliska, D. (2005).

Understanding women's journey of recovering from anorexia nervosa *Qualitative Health Research*, 15, 188-206.

## **Participatory Research**

Goeman D., King, J., & Koch S. (2016). Developing of a model of dementia support and pathway for culturally and linguistically diverse communities using co-creation and participatory action research. *BMJ Open*, doi:10.1136/bmjopen-2016-013064.

Mundel, E., & Chapman, G. E. (2010). A decolonizing approach to health promotion in Canada: the case of the Urban Aboriginal Community Kitchen Garden Project. *Health Promotion International*, 25(2), 166-173.



White, J.W., Yuan, N.P., Cook, S.L. et al. (2013). Ethnic minority women's experiences with intimate partner violence: Using community-based participatory research to ask the right questions. *Sex Roles*, 69: 226.

### **Phenomenological Analysis**

Ford, K., & Turner, deS. (2001). Stories seldom told: Paediatric nurses' experiences of caring for hospitalized children with special needs and their families. *Journal of Advanced Nursing*, 33, 288-295.

Lucero, N. M. (2014). 'It's not about place, it's about what's inside': American Indian women negotiating cultural connectedness and identity in urban spaces. *Women's Studies International Forum*, 42, 9-18.

Merrill, E., & Grassley, J. (2008). Women's stories of their experiences as overweight patients. *Journal of Advanced Nursing*, 64, 139-146.

Millings, E. (2010). The role and influence of the father on his 'child' in biological and non-biological relationships: Part Two – Introduction and research findings – An interpretative phenomenological analysis study. *Counselling Psychology Quarterly*, 23, 177-188.

## **COURSE POLICIES**

### **E-mail Communication**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and students. Discussion boards have also been set up within CourseLink to communicate with classmates and ask questions of Professor Neufeld that may be more commonly shared by the class.

### **When You Cannot Meet a Course Requirement**

All assignments are to be submitted via CourseLink Dropbox. Late assignments are accepted up to 5 days past the due date with a 10% penalty of the total marks per day late. After 5 days assignments will not be accepted unless compassionate or extenuating circumstances are brought to my attention.

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please let me know as soon as possible by email. See the graduate calendar for information on regulations and procedures for Academic Consideration: [http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1415.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1415.shtml)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators.

This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. Any students who need course adaptations or accommodations should also come and speak with me as early as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <https://www.uoguelph.ca/csd/>

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

### **Academic Misconduct Policy is detailed in the Graduate Calendar:**

[http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1687.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml)

Plagiarism is a combination of stealing and lying about it afterwards. It means using others' work and misrepresenting that work as your own without giving the author credit. An extreme example would be copying or purchasing an entire paper and submitting it as your own. Less extreme would be submitting a paper you have written for credit in another course without prior permission from your instructor. Another, more common example, would be copying another author's phrases, sentences, ideas, or arguments without citing the source.

### **Please also see Guidelines for Penalties for Academic Misconduct:**

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e2824.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2824.shtml)

To check the originality of written assignments **Turnitin** will be used. Turnitin is a teaching and learning tool that compares writing submissions within the University and across a wide range of sources. By looking at the reports produced by the software, student and instructors can assess if writing is original work and if any sourced material is properly paraphrased or formatted and cited correctly.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. A document providing tips on how to use Turnitin is posted on Courselink under the Content tab.

### **Non-academic Misconduct**

Students have a responsibility to act in a fair and reasonable manner in their interactions with their peers, instructor and in their use of campus property. The intent of this policy is to encourage appropriate student conduct and to identify and regulate student non-academic misconduct that jeopardizes the essential values of any academic community: mutual respect, dignity and civility. Particularly, the use of non-learning equipment in the classroom, i.e., cell phones, texting equipment, is not allowed.

### **Recording of Materials**

Presentations which are made in relation to course work — including lectures — cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources**

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations that apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>