



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6020 Qualitative Research Methods WINTER 2023

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.

1. GRADUATE CALENDAR DESCRIPTION

This course teaches students how to use qualitative methods as a mode of inquiry for understanding issues in human development, human nutrition and family relationships. The emphasis is on project design, data collection techniques, analysis strategies and procedures for final write-up.

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):
Co-Requisites(s):
Restriction(s):

2. COURSE DESCRIPTION/FORMAT

Students will be introduced to the key components of qualitative research methodologies and learn to differentiate between data sources and theoretical approaches, along with gaining practical experience in the use of different methods. Specific application will be given to family relations, human development, and applied nutrition.

The course will combine a series of lectures, guest lectures, class discussions, group activities. Slides presented in class as part of the lecture material will be available in CourseLink after class.

3. TIMETABLE

Lecture: Tuesdays, 8:30 am - 11:20 am
Location: MACS331

4. INSTRUCTIONAL SUPPORT

Instructor: Olga Smoliak, PhD, C. Psych., RMFT-S
Email: osmoliak@uoguelph.ca
Telephone: (519) 824-4120 x 56336
Office: MACS 228
Office Hours: By Appointment

5. LEARNING RESOURCES

Required Resource(s):

The following textbook is required (available at the University bookstore)

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

Additional readings (Courselink) 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.

Arribas-Ayllon, M., & Walkerdine, V. (2017). Foucauldian discourse analysis. In C. Willig, & W. Stainton Rogers (Eds.), *The Sage Handbook of qualitative research in psychology* (pp. 110-123). Sage.

Bochner, A. P., & Herrmann, A. F. (2020). Practicing narrative inquiry II: Making meanings move. In P. Leavy (Ed.), *The Oxford Handbook of qualitative research* (2nd ed, pp. 601-632). Oxford University Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. OPTIONAL

Braun, V., & Clarke, V. (2021). Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research*, 21(1), 37-47.

Bryant, A. (2021). An overview of grounded theory aka the grounded theory method (GTM). In J. Crossman, & S. Bordia (Eds.), *Handbook of qualitative research methodologies in workplace contexts* (pp. 5-29). Edward Elgar.

Chilton, G., & Leavy, P. (2020). Arts-based research: Merging social research and the creative arts. In P. Leavy (Ed.), *The Oxford Handbook of qualitative research* (2nd ed, pp. 601-632). Oxford University Press.

Edley, N. (2001). Unravelling social constructionism. *Theory & Psychology*, 11(3), 433-441.

- Ezzy, D. (2010). Qualitative interviewing as an embodied emotional performance. *Qualitative Inquiry*, 16(3), 163-170.
- Giardina, M. D., & Newman, J. I. (2020). The politics of research. In P. Leavy (Ed.), *The Oxford Handbook of qualitative research* (2nd ed, pp. 1124-1162). Oxford University Press
- Giles, D. (2017). Online discussion forums: A rich and vibrant source of data. In V. Braun et al. (Eds.), *Collecting qualitative data* (pp. 189-210). Cambridge University Press.
- Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1), 42-55.
- Harley, B., & Cornelissen, J. (2022). Rigor with or without templates? The pursuit of methodological rigor in qualitative research. *Organizational Research Methods*, 25(2), 239-261.
- Holmes, A. G. D. (2020). Researcher positionality – a consideration of its influence and place in qualitative research – a new researcher guide. *Shanlax International Journal of Education*, 8(4), 1-10.
- Jackson, E. (2013). Choosing a methodology: Philosophical underpinning. *Practitioner Research in Higher Education*, 7(1), 49-62. OPTIONAL
- Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Methods*, 2(3), 21-35.
- Macleod, C., Bhatia, S., & Kessi, S. (2017). Postcolonialism and psychology: Growing interest and promising potential. In C. Willig & W. S. Rogers (Eds.), *SAGE handbook of qualitative research in psychology* (pp. 306-317). Sage.
- Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25(9), 1212-1222.
- Nguyen, T. N. M., Whitehead, L., Dermody, G., & Saunders, R. (2022). The use of theory in qualitative research: Challenges, development of a framework and exemplar. *Journal of Advanced Nursing*, 78(1), 21-28.
- O'Malley, M. P. et al. (2018) Asking queer(er) questions: Epistemological and methodological implications for qualitative inquirers. *International Journal of Qualitative Studies in Education*, 31(7), 572-594.
- Potter, J., & Hepburn, A. (2005). Qualitative interviews in psychology: Problems and possibilities. *Qualitative Research in Psychology*, 2(4), 281-307.
- Proferes, N., Jones, N., Gilbert, S., Fiesler, C., & Zimmer, M. (2021). Studying reddit: A systematic overview of disciplines, approaches, methods, and ethics. *Social Media+ Society*, 7(2), 20563051211019004.
- Rolfe, G. (2006). Validity, trustworthiness and rigour: quality and the idea of qualitative research. *Journal of Advanced Nursing*, 53(3), 304-310.
- Roulston, K., & Shelton, S. A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4), 332-342.
- Simonds, V. W., & Christopher, S. (2013). Adapting Western research methods to indigenous ways of knowing. *American Journal of Public Health*, 103(12), 2185-2192.
- St. Pierre, E. A. (2019). Post qualitative inquiry in an ontology of immanence. *Qualitative Inquiry*, 25(1), 3-16.
- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning qualitative research: Design and decision making for new researchers. *International Journal of Qualitative Methods*, 19, 1-7.

Tracy, S. (2020). Paradigmatic reflections and qualitative research territories. In *Qualitative research methods* (2nd ed., pp. 48-74). Wiley.

Wiggins, S., & Potter, J. (2017). Discursive psychology. In C. Willig, & W. Stainton Rogers (Eds.), *The Sage Handbook of qualitative research in psychology* (pp. 73-90). Sage.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Define qualitative inquiry and describe its key characteristics
2. Recognize the critical role of theory and philosophy in qualitative research
3. Explain positionality/reflexivity in qualitative research
4. Collect, select, and analyze qualitative data
5. Assess critically ethical issues related to specific qualitative approaches
6. Identify, critique, and apply selective approaches to qualitative research
7. Articulate rigor criteria used to evaluate qualitative research

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Date	Topic	Assigned Readings	Assignment Due Date
Jan 10	Course overview Introduction to qualitative research		
Jan. 17	Paradigms Researcher positionality	Textbook Chs. 1-2 Tracy (2020) Holmes (2020) Edley (2001) Jackson (2013) OPTIONAL (examples of positionality)	Reading discussion (Group 1)
Jan. 24	Planning a qualitative study Methodology Theory	Textbook Ch. 3 Tomaszewski et al. (2020) Roulston & Shelton (2015) Nguyen et al. (2022)	Reading discussion (Group 2)
Jan 31	Data collection: Interviews	Textbook Chs. 4-5 Ezzy (2010) Potter & Hepburn (2005) Macleod et a. (2017)	Reading discussion (Group 3) Positioning paper
Feb. 7	Data collection: Documents	Textbook Chs. 6-7 Giles (2017) Proferes et al. (2021) Chilton & Leavy (2020)	Reading discussion (Group 4)
Feb. 14	Data analysis	Textbook Chs. 8-11, 13 Simonds & Christopher (2013) O'Malley et al. (2018)	Reading discussion (Group 5) Research proposal

		St. Pierre (2019)	
Feb. 21	Reading Week – NO CLASS		
Feb. 28	Phenomenological methods Thematic analysis	Braun & Clarke (2021) Laverty (2013) Groenewald (2004) Braun & Clarke (2006) OPTIONAL	Research methods exercise (Group 1)
March 7	Grounded theory	Bryant (2021)	Research methods exercise (Group 2)
March 14	Narrative analysis	Bochner & Herrmann (2020)	Research methods exercise (Group 3)
March 21	Discursive psychology Discourse analysis	Wiggins & Potter (2017)	Research methods exercise (Group 4)
March 28	Critical discourse analysis	Arribas-Ayllon & Walkerdine (2017) Giardina & Newman (2020)	Research methods exercise (Group 5)
April 4	Rigour in qualitative research Wrap-up	Textbook Ch. 12 Rolfe (2006) Morse (2015) Harley & Cornelissen (2022)	Research report

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final Grade
1. Reading discussion (in groups)	1-7	Varies (see class schedule)	10%
2. Positioning paper	2, 3	January 31	15%
3. Research proposal	1-7	February 14	20%
4. Research methods exercise (in groups)	2, 3, 4, 6	Varies (see class schedule)	20%
5. Research report	1-7	April 4	30%
6. Class participation	1-7	Throughout	5%
Total:			100%

ASSIGNMENTS

All assignments are to be submitted via **Dropbox**. The APA style manual (7th ed.) should be used to format all assignments, including title page, in-text citations, tables, and references: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html

1. **Reading discussion** (10%, 30 minutes, due date – see Class Schedule). Students will work in groups of 2 or 3 (see the last page of the Outline). They will read all readings assigned for a specific date/class (except the textbook and optional readings), generate questions based on the assigned readings, and facilitate group discussion. Groups will be assessed on their ability to promote dialogic and generative conversations and deeper understanding of the material. No need to use PowerPoint or distribute handouts. The instructor may ask additional questions.
2. **Positioning paper** (15%, 3 pages max double-spaced excluding references, due January 31). The paper will describe a student's 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.
3. **Research proposal** (20%, 5 pages max double-spaced excluding references, due February 14). Each student will develop a short research proposal that will form the foundation for the research report to be submitted at the end of the course. The purpose of this assignment is to help students develop skills in designing a small-scale qualitative study that would use online data, specifically a web community called reddit (<https://www.reddit.com>) and developing a written research proposal containing three sections: introduction, literature review, and methods. The proposal should include the following sections: Introduction, Literature Review, and Methods. Students are asked to cover the following content: statement of a topic or social/scholarly problem, significance of examining the topic, rationale for the study, study's aims and research questions, description of methodology, ethical issues, and detailed description of proposed methods. See samples of research proposals (CourseLink/Contents/Assignments).

Research Ethics Considerations:

Article 2.3 of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2018) states: REB review is not required for research involving the observation of people in public places where:

- a. *it does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups;*
- b. *individuals or groups targeted for observation have no reasonable expectation of privacy; and*
- c. *any dissemination of research results does not allow identification of specific individuals.*

Students are required to:

- Check specific subreddits' policies (some subreddits post warnings to researchers about data collection/use and prohibit the collection/use of their data for research purposes).
- Read Proferes et al. (2021) and Giles (2017) prior to submitting the proposal
- Identify specific subreddits to be analyzed in the proposal, but not participants' Reddit usernames
- Use de-identified verbatim quotations so long as they do not directly or indirectly identify a person (i.e., remove names, places, etc.).

4. Research methods exercise (20%, 30 minutes, due date – see Class Schedule).

Students will divide into groups (see the last page of the Outline) and will research and design a class exercise or experiential activity that will assist the class in further understanding and using a particular methodology profiled (thematic/phenomenological analysis, discourse analysis, critical discourse analysis, narrative analysis, and grounded theory).

5. Research report (30%, 12 pages double-spaced excluding references, due April 4).

Students will analyze the online data they selected using thematic analysis and write a research report. Some aspects of the project students would have already been addressed in their proposals. Therefore, students should streamline their Introduction by giving only the briefest framing of the literature before listing their aims and research questions (appr 1-2 pages). There is no need to review the literature or discuss the methods again. The major emphasis of this assignment is therefore on the results and discussion (the results should be the longest section). The Discussion should include the summary and critique of the results, limitations of the study, and implications for various stakeholders (e.g., practitioners, policymakers, scholars, educators, government, and general public). Students can analyze their data manually or using a software (e.g., NVivo – can be downloaded for free <https://guides.lib.uoguelph.ca/NVIVO> or MAXQDA). See samples of research proposals (CourseLink/Contents/Assignments).

6. Class participation (5%, assessed throughout the course). Students' voice, insight, and presence in the class are important and will also be evaluated. Attendance is mandatory, 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.

*Note – See Grading Rubrics on CourseLink.

9. COURSE STATEMENTS

Course Website

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate/illness consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic 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.

10. UNIVERSITY STATEMENTS

E-mail communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. More information: www.uoguelph.ca/sas

Academic misconduct

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar. 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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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 [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Student Assignment to Groups

Date	Reading discussion	Research methods exercise
Class 1 (Jan 10)		
Class 2 (Jan 17)	Group 1: Kaitlyn & Jessie	
Class 3 (Jan 24)	Group 2: Grace & Abby	
Class 4 (Jan 31)	Group 3: Dakota & Narjes	
Class 5 (Feb 7)	Group 4: Sarah & Yoshiyuki	
Class 6 (Feb 14)	Group 5: Andrew, Mosammat, & Lluvia	
<i>Feb 21 Reading Week</i>		
Class 7 (Feb 28)		Group 1: Kaitlyn & Grace (Phenomenological methods/Thematic analysis)
Class 8 (Mar 7)		Group 2: Dakota & Sarah (Grounded theory)
Class 9 (Mar 14)		Group 3: Andrew & Mosammat (Narrative analysis)
Class 10 (Mar 21)		Group 4: Lluvia & Yoshiyuki Discursive psychology/Discourse analysis
Class 11 (Mar 28)		Group 5: Narjes, Abby, & Jessie (Critical discourse analysis)
Class 12 (April 4)		

Note: Students are free to change groups/dates (i.e., find a student willing to move to another date/group and notify the instructor)