



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6020 Qualitative Research Methods

COURSE OUTLINE – WINTER 2025

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:

Location:

4. INSTRUCTIONAL SUPPORT

Instructor: Olga Smoliak, PhD, C. Psych., RMFT-S

Email: osmoliak@uoguelph.ca

Telephone: (519) 824-4120 x 56336

Office: MACS228

Office Hours: By appointment

5. LEARNING RESOURCES

Required Resources (to be read prior to class):

- 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.
- 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.
- Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. *Qualitative Inquiry, 13*(1), 3-29.
- Ezzy, D. (2010). Qualitative interviewing as an embodied emotional performance. *Qualitative Inquiry, 16*(3), 163-170.
- Ferguson, J. M. (2013). Queering methodologies: Challenging scientific constraint in the appreciation of queer and trans subjects. *Qualitative Report, 18*, 1-13.
- Garbe, S. (2023). An autoethnography of and in solidarity: Post-and decolonial critique and autoethnographic positioning analysis. *Qualitative Inquiry, 10778004231196918*.
- 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
- Gram, L., Paradkar, S., Osrin, D., Daruwalla, N., & Cislighi, B. (2023). 'Our courage has grown': A grounded theory study of enablers and barriers to community action to address violence against women in urban India. *BMJ Global Health, 8*(1).
- 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.
- Kovinthan, T. (2016). Learning and teaching with loss: Meeting the needs of refugee children through narrative inquiry. *Diaspora, Indigenous, and Minority Education, 10*(3), 141-155.

- Lupton, D. (2019). Toward a more-than-human analysis of digital health: Inspirations from feminist new materialism. *Qualitative Health Research, 29*(14), 1998-2009.
- Martínez Richard, J. (2021). Critical-discursive social constructionism: What is the standpoint of social constructionism research? *Journal of Social Sciences: Transformations & Transitions, 1*(1), 1-16.
- Mayor, C. (2022). Anti-racist research praxis: Feminist relational accountability and arts-based reflexive memoing for qualitative data collection in social work research. *Affilia, 37*(4), 624-644.
- Newcombe, M. A., McCarthy, M. B., Cronin, J. M., & McCarthy, S. N. (2012). "Eat like a man". A social constructionist analysis of the role of food in men's lives. *Appetite, 59*(2), 391-398.
- Potter, J. (2021). Discursive psychology: Capturing the psychological world as it unfolds. In P. M. Camic (Ed.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 123–145). American Psychological Association.
- Ravenhill, J. P., & de Visser, R. O. (2017). "There are too many gay categories now": Discursive constructions of gay masculinity. *Psychology of Men & Masculinity, 18*(4), 321–330.
- Renert, H., Russell-Mayhew, S., & Arthur, N. (2013). Recruiting ethnically diverse participants into qualitative health research: Lessons learned. *Qualitative Report, 18*, 1-13.
- 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.
- Shotton, H. J., Tachine, A. R., Nelson, C. A., Minthorn, R. Z. T. H. A., & Waterman, S. J. (2018). Living our research through Indigenous scholar sisterhood practices. *Qualitative Inquiry, 24*(9), 636-645.
- Singh, A. A. (2013). Transgender youth of color and resilience: Negotiating oppression and finding support. *Sex Roles, 68*, 690-702.
- Tappin, J., Riley, S., & Morison, T. (2023). How to have great sex: Exploring sexual subjectivities and discourses of desire in mainstream online media aimed at women. *Feminism & Psychology, 09593535231195957*.
- Thambinathan, V., & Kinsella, E. A. (2021). Decolonizing methodologies in qualitative research: Creating spaces for transformative praxis. *International Journal of Qualitative Methods, 20*, 16094069211014766.
- Tracy, S. (2020). Paradigmatic reflections and qualitative research territories. In *Qualitative research methods* (2nd ed., pp. 48-74). Wiley.
- Woodgate, R. L., Tennent, P., & Legras, N. (2021). Understanding youth's lived experience of anxiety through metaphors: A qualitative, arts-based study. *International Journal of Environmental Research and Public Health, 18*(8), 4315.

Optional Resource(s):

- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Thousand Oaks: Sage.
- Denzin, N. K., Lincoln, Y. S., Giardina, M. D., & Cannella, G. S. (Eds.). (2023). *The Sage handbook of qualitative research* (6th ed.) 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

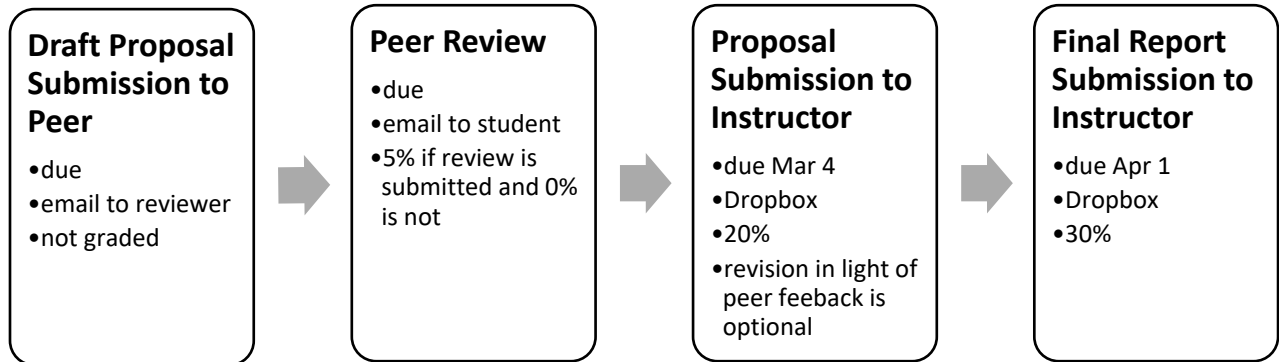
| Topic | Assigned Readings | Assignment Due Date |
|--|---|-------------------------------------|
| Course overview Introduction to qualitative research | | |
| Paradigms Researcher reflexivity and positionality | Tracy (2020) Martínez Richard (2021) Holmes (2020) | Reading discussion (Group 1) |
| Planning a qualitative study Rigour in qualitative research | Roulston & Shelton (2015) Rolfe (2006) Renert et al. (2013) | Reading discussion (Group 2) |
| Conducting the literature search/review <i>Guest speaker Nancy Birch (Associate Librarian, UofG)</i> Thematic analysis Phenomenological methods | Braun & Clarke (2021) Newcombe et al. (2012) Singh (2013) | Research methods exercise (Group 1) |
| Data management <i>Guest speaker Lucia Costanzo (Research and Scholarship Librarian, UofG)</i> Data analysis Post-qualitative inquiry | Ferguson (2013) Shotton et al. (2018) Lupton (2019) | Reading discussion (Group 3) |
| Critical discourse analysis | Tappin et al. (2023) | Research methods exercise (Group 2) |

| | | |
|--|--|---|
| | Arribas-Ayllon & Walkerdine (2017) Giardina & Newman (2020) | Draft proposal |
| <i>Reading Week – NO CLASS</i> | | |
| Grounded theory | Bryant (2021) Gram et al. (2023) | Research methods exercise (Group 3) Peer review |
| Narrative analysis Research ethics | Kovinthan (2016) Ellis (2007) | Research methods exercise (Group 4) Proposal |
| Data collection: Interviews Observation | Ezzy (2010) Mayor (2022) | |
| Data collection: Documents Arts-based research | Woodgate et al. (2021) Thambinathan & Kinsella (2021) Garbe (2023) | Reading discussion (Group 4) |
| Discursive psychology Discourse analysis | Potter (2021) Ravenhill & de Visser (2017) | |
| Wrap-up | | Final 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 |
|---------------------------------------|---------------|-----------------------------|------------------|
| Reading discussion (in pairs) | 1-7 | Varies (see class schedule) | 15 |
| Research methods exercise (in pairs) | 2, 3, 4, 6 | Varies (see class schedule) | 25 |
| Qualitative research project: | | | |
| a) Draft proposal (submitted to peer) | 1-7 | | not graded |
| b) Peer review | 2, 4-7 | | 5 (reviewer) |
| c) Proposal (submitted to instructor) | 1-7 | | 20 |
| d) Final report | 1-7 | | 30 |
| Class participation | 1-7 | | 5 |
| Total: | | | 100% |



Qualitative Research Project Steps

ASSIGNMENTS

The APA style manual (7th ed.) should be used to format all assignments, including title page, in-text citations, tables, and references (see CourseLink for grading rubrics).

Reading discussion (15%, 30 minutes, due date varies – see Class Schedule). Students will work in pairs (see the last page of the Outline). They will read the readings assigned for a specific class, summarize key points (max 1-2 min for each reading), generate questions, and facilitate group discussion. Students 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.

Research methods exercise (25%, 30 minutes, due date – see Class Schedule). Students will work in pairs (see the last page of the Outline) to 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).

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

Qualitative research project (4-part assignment). Students will conduct a qualitative project on a topic of their choice. As research data, they will select and analyze a specific type of media from the list below:

- Print or digital media (e.g., consumer or business magazines, newspapers, books, journals, comics, minutes of meetings, reports, or graphic novels)
- Other visual media (e.g., engravings, posters, paintings)
- Audio media (e.g., books, podcasts, music)

- Broadcast media (TV, radio)
- Support media (e.g., cinema or TV advertising, outdoor or transit advertising such as bill boards, neon signs, signs on busses)
- News media
- Web media (videos, photos, and graphics)
- Material artifacts (physical objects, artificially created environments, buildings).

Alternatively, students can use online data from Reddit. Please see the ethics section below.

- 1) **Draft proposal** (not graded, 4 pages max double-spaced excluding references, due Feb 11, submitted via email to another student). The proposal is submitted to another student for feedback via email (see the last page of the Outline). The instructor does not see the draft proposal or a peer's review. Each student will develop a short research proposal on a topic of their choice 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 media data and developing a written research proposal containing three 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. *Students are asked to describe the data they plan on using* (and include links to the data), so that data selection can be evaluated for ethical/copyright issues. CourseLink contains samples of research proposals.
- 2) **Peer review** (reviewer receives 5% if review is submitted and 0% if not submitted, due Feb 27). Reviews will not be seen or evaluated by the instructor. *Each student notifies the instructor via email that they sent their feedback to their partner.* The purpose of this assignment is to provide students with an opportunity to apply skills in peer review and assessing qualitative studies. The assignment can also help reviewers improve their own proposals. Instructor will not view or assess draft proposals and reviews. Reviewers are welcome to use the Peer Review Criteria (found under CourseLink/Content/Grading Rubrics).
- 3) **Proposal** (20%, 4 pages max double-spaced excluding references, due March 4, Dropbox). Proposals are submitted to the instructor for grading following peer review. Student may revise their proposal or may choose to submit the same version they submitted to their partner (i.e., no revisions after peer review). *Students are asked to describe the data they plan on using* (and include links to the data), so that data selection can be evaluated for ethical/copyright issues.
- 4) **Final report** (30%, 12 pages double-spaced excluding references, due April 1, Dropbox). Students will analyze the media data they selected using a methodology of their choice (thematic analysis, phenomenological analysis, grounded theory, narrative analysis, etc.) and write a research report. 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 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 public). Also, students can comment (1 paragraph max) on what they learned from peer review. Students can analyze their data manually, using Microsoft Word or Excel, or using a software (e.g., NVivo – can be downloaded for free <https://guides.lib.uoguelph.ca/NVIVO>). See samples of final reports on CourseLink.

Research ethics

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2, 2018, article 2.3: https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter2-chapitre2.html#a) states: REB review is not required for research involving the observation of people in public places where:

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

Students who wish to use Reddit data will need to first determine a topic and then select 1-3 subreddits. *The list of subreddits will need to be sent to the instructor for approval via email.* Students will review the Terms of Use in each subreddit to make sure it does not prohibit research. Usernames and other identifying information associated with posts will need to be removed and posts will be kept on a password-protected Word or Excel document. The document will be deleted at the end of the course. If students decide to use Reddit, they will not be able to publish their research from this project or use the data they collected in the future. All data will have to be destroyed at the end of the course. Students are not permitted to analyze posts/data involving vulnerable populations and high-risk activities (i.e., psychological, social, physical, economic, etc.). **Students cannot directly contact authors of media data (absolutely no interaction online related to research – no posting, no contacting moderators or users).**

Copyright

Students are required to review the University of Guelph Fair Dealing Policy (2023) <https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy/> and ensure that their use of data for research purposes does not violate the policy and the Copyright Act. The instructor can be consulted. She will review each student's project to ensure its compliance with ethical/copyright regulations.

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 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. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

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 Undergraduate 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 Undergraduate 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 Undergraduate 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.

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 this link: <https://news.uoguelph.ca/covid-19/safety-practices/>. Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.