FRAN*6020 QUALITATIVE RESEARCH METHODS
Winter 2020

Instructor: Olga Smoliak, PhD, C. Psych., RMFT
Course Time and Location: MACs 331, Thursdays 11:30 am to 2:20 pm
Office: CFT Centre, Room 252
Office Hours: By appointment
Email: osmoliak@uoguelph.ca
Phone: (519) 824-4120, ext. 56336

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

COURSE LEARNING OUTCOMES
By the end of the course it is expected that students should be able to:
1. Describe the aims and defining features of qualitative research
2. Identify some key concepts from the philosophy of science (e.g., epistemology and ontology) and their relevance to qualitative research
3. Articulate their own philosophical stance in conducting a study
4. Discuss general principles underpinning qualitative research design, including

reflexivity and ethics
5. Formulate a research question and match research questions with research methodologies/methods
6. Describe the aims, premises, and procedures of thematic analysis, phenomenology, grounded theory, discourse analysis, and narrative analysis.
7. Identify selected methods of qualitative data collection and use one of them
8. Assess the quality or rigour of qualitative research
9. Conduct computer-assisted qualitative data analysis
10. Develop a written research proposal and report

COURSE FORMAT
Class meetings will be conducted as seminars. The course will combine lecture, discussion, and in-class group activities. On occasion, class time will be an opportunity for students to engage in data analysis.

COURSE ASSIGNMENTS
Research Proposal (25%)
Links to Online Data (10%)
Research Presentation (25%)
Final Research Report (40%)

All assignments are to be submitted to the Dropbox (Courselink). The course instructor will not read or grade the material beyond the page limit identified for a specific assignment. All assignment should use the APA style (6th ed.) and be typed, double-spaced, Times New Roman 12 font, with 1" margins (.doc format).

Research Proposal
Weight: 25%
Due date: Feb 6
Length: 4-5 pages

The purpose of this assignment is to help students develop skills in designing a small-scale qualitative study that would use online data (e.g., blogs, forums) and developing a written research proposal (introduction, lit review, method). Grading Rubric: see the Courselink.

Students will:
- identify a research problem/topic (in family relations, human development, family therapy, or applied human nutrition, or a related area)

- discuss the significance of examining this topic
- provide background information on the topic (literature review)
- specify the aim of the study and research question(s)
- provide a rationale for the study
- specify their philosophical/paradigmatic and theoretical frameworks
- discuss research approach (e.g., phenomenology, narrative analysis, grounded theory, discourse analysis) and methods of data collection and analysis.

Links to Online Data
Weight: 10%
Due date: Feb 13

Students will identify easily accessible online data relevant to their topic. Data should:
- *be in the public domain (i.e., users are not required to log in). Some sites may contain the Privacy and Copyright Terms that may prohibit the use of data due to copyright or privacy issues. In this case, students are encouraged to either avoid these sites or consult with the instructor to determine if these data can be analyzed.*
- be qualitative (texts, narratives, and other expressions of meaning, such as poems, pictures);
- reflect participants' experiences and perspectives, not general, factual, or scientific knowledge;
- not be from forums, blogs, and chat rooms that serve as self-help groups for individuals suffering from emotional and physical issues or social injustices;
- not involve vulnerable participants (e.g., children, persons who may not be legally competent to consent) or address personal, sensitive, or incriminating topics or questions.

Students will create and submit to the instructor a Word document containing the links to the online data and a brief (1-3 sentences) description of their topic/question. *Once the instructor approves the links, students can begin the data analysis.*

Amount of data: If students wish to conduct *narrative analysis*, they can do a case study. If taking this approach, it may wise to focus on one participant but consider examining multiple stories and/or use other sources of information (visual) to triangulate their understanding of the case. Those who wish to carry out *discourse analysis* can select 5-15 segments of text, depending on the length and whether they intend to analyse large portions of a single source or certain segments from several sources. More data would be needed if phenomenological analysis is used and even

more data in case of grounded theory analysis. Students are encouraged to consult with the instructor to determine the amount of data to analyse (to balance feasibility and rigour). Grading Rubric: see the Courselink.

Research Presentation
Weight: 25%
Due date: Mar 26 & Apr 2
Duration: 10-15 minutes

The purpose of this assignment is to encourage students to reflect on and discuss the process of conducting research. Students are asked to cover the following aspects of their research: the research topic and question, paradigm, methodology, methods, summary of most central or interesting results, and the discussion of the study's implications and limitations. Students will reflect on their experience of conducting research and how research evolved over time, including struggles and challenges they encountered. Grading Rubric: see the Courselink.

Final Research Report
Weight: 40%
Due date: Apr 2
Length: 15 pages

Students will analyze the online data they selected using a specific methodology (e.g., phenomenology, grounded theory, narrative analysis, discourse analysis). They will then write a research report. Some aspects of the project students have already addressed in their proposals. Therefore, they should streamline their Introduction by giving only the briefest framing of the literature before listing their aims and research questions (appr 1-2 pages). No need to review the literature or discuss the methods again. The major emphasis of this assignment is on the results and discussion. It is important that students are selective here so that they are not taking on too much for the assignment. That is, even if their grounded theory analysis has generated four or five major categories, they should list all four but be selective and choose only two (for example) to discuss in detail. In a discourse analytic study, students may list five discursive strategies but show the analyses of only two strategies. Discussion should include the summary and critique (in light of the prior work) of the results, limitations of the study, and implications for various stakeholders (practitioners, policymakers, scholars, educators, government, general public, etc.). Students are encouraged (but not required) to use qualitative analysis software to analyse the data (e.g., NVivo, MAXQDA). Grading Rubric: See the Courselink.

REQUIRED READINGS:

Readings are available on D2L CourseLink site. Students are expected to read assigned book chapters or articles *before* each class.

Charmaz, K. (2017). The power of constructivist grounded theory for critical inquiry. *Qualitative Inquiry, 23*(1), 34–45.

Daly, K. (2007). Research design: Constructing a research proposal. In *Qualitative methods for family studies and human development* (pp. 161-186). London: Sage.

Denzin, N., & Lincoln, Y. S. (2018). Introduction: The discipline and practice of qualitative research. In N. Denzin, & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (5th ed., pp. 1-26). London: Sage.

Eatough, V., & Smith, J. A. (2017). Interpretive phenomenological analysis. In C. Willig, & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd ed., pp. 193-211). London: Sage.

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

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report, 20*(11), 1772-1789.

Giorgi, A., Giorgi, B., & Morley, J. (2017). The descriptive phenomenological psychological method. In C. Willig, & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd ed., pp. 176-192). London: Sage.

Hepburn, A., & Potter, J., (2011). Discourse analytic practice. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 168-185). London: Sage.

Hiles, D.R., Čermak, I., Chrz, V. (2017). Narrative inquiry. In C. Willig, & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd ed., pp. 157-175). London: Sage.

Humble, A. M. (2012). Qualitative data analysis software: A call for understanding, detail, intentionality, and thoughtfulness. *Journal of Family Theory & Review, 4,* 122–137

Karnieli-Miller, O., Strier, R., & Pessach, L. (2009). Power relations in qualitative research. *Qualitative Health Research, 19*(2), 279-289.

Kelle, U. (2007). The development of categories: Different approaches in grounded theory. In A. Bryant, & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 191-213). London: Sage.

Kitzinger, C., & Frith, H. (1999). Just say no? The use of conversation analysis in developing a feminist perspective on sexual refusal. *Discourse & Society, 10*(3), 293-316.

Maxwell, J. A. (2009). Designing a qualitative study. In L. Bickman, & D. J. Rog (Eds.), *The SAGE handbook of applied social research methods* (pp. 214-253). London: Sage.

Mantzoukas, S. (2008). Facilitating research students in formulating qualitative research questions. *Nurse Education Today, 28*, 371–377.

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research, 25*(9), 1212–1222.

Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Research, 2*(3), 21-35.

Lessard, S., Caine, V., & Clandinin, J. (2018). Exploring neglected narratives: Understanding vulnerability in narrative inquiry. *Irish Educational Studies, 37*(2), 191–204.

Namageyo-Funa, A., Rimando, M., Brace, A. M., Christiana, R. W., Fowles, T. L., Davis, T. L. et al., (2014). Recruitment in qualitative public health research: Lessons learned during dissertation sample recruitment. *The Qualitative Report, 19*(4), 1-17.

Nash, M. (2018). White pregnant bodies on the Australian beach: A visual discourse analysis of family photographs. *Journal of Gender Studies, 27*(5), 589-606.

Perakyla, A. (2011). Conversation analysis. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 154-167). London: Sage.

Sandelowski, M. (1993). Rigor or rigor mortis: The problem of rigor in qualitative research revisited. *Advances in Nursing Science 16*(2), 1–8.

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, *5*(9), 9-16.

Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research, 17*(10), 1372-1380.

Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In C. Willig, & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd ed., pp. 17-37). London: Sage.

Wiggins, S., Potter, J., & Wildsmith, A. (2001). Eating your words: Discursive psychology and the reconstruction of eating practices. *Journal of Health Psychology, 6*(1), 5–15.

Wodak, R. (2011). Critical discourse analysis. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 186-201). London: Sage.

Yang Li, A., & Braun, V. (2017). Pubic hair and its removal: A practice beyond the personal. *Feminism & Psychology, 27*(3), 336–356.

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: https://www.uoguelph.ca/registrar/calendars/graduate/2019-2020/

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 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.

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 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 (https://www.uoguelph.ca/registrar/calendars/graduate/2019-2020/genreg/sec_d0e2645.shtml).

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 (https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/c14-strightsrespon.shtml) 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.

Drop date:
The last date to drop one-semester courses, without academic penalty, is Apr 3, 2020. For regulations and procedures for Dropping Courses, see the Schedule of Dates in the Academic Calendar

Responsible Conduct of Research:
The University of Guelph ("University") expects the highest standards of integrity in every aspect of research carried out by all members of its academic community. For the purposes of this document, "research" encompasses the creation and application of new knowledge and/or the use of existing knowledge in new and creative ways through research, scholarly, and artistic work. The University is committed to exemplifying the values and behaviours associated with research integrity, in part, because the University recognizes that research must be built on a foundation of trust. Researchers must have trust in the data/results reported by others, and trust that when undertaking collaborative projects that they will be appropriately recognized for their contributions. The general public must have trust that public research funding will be managed and spent appropriately and accountably, and society must be able to have confidence in the research communicated and disseminated by the University. Maintaining the trust and confidence of both the academic community and general public is a responsibility the University takes very seriously and as such misconduct in research is clearly incompatible with the ethical standards of the University. This policy found at https://www.uoguelph.ca/registrar/calendars/graduate/2019-2020/geninfo/geninfo-respcond.shtml provides guidance as to the expectations regarding research integrity and to those behaviours which may form the basis of action regarding research misconduct.

Resources:
The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations that apply to graduate programs: https://www.uoguelph.ca/registrar/calendars/graduate/current

CLASS SCHEDULE, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Readings
Jan 9	Course overview	
Jan 16	Introduction to qualitative research Rigour	Denzin & Lincoln, 2018 (overview of qualitative research) Morse, 2015 (article on qualitative rigour) Sandelowski, 1993 (article on qualitative rigour)
Jan 23	**NO CLASS – Work on Research Proposal**	*Students are expected to read these sources before they begin to work on the research proposal assignment:* Daly, 2007 (chapter on writing a qualitative research proposal) Maxwell, 2009 (chapter on designing a qualitative study) Mantzoukas, 2008 (article on how to formulate a qualitative research question) Stark & Brown Trinidad, 2007 (article on choosing a research approach)
Jan 30	Paradigms, methodologies, and methods	Scotland, 2012 (article that explains these terms) Edley, 2001 Plus, ONE of the following constructionist studies: Nash, 2018 Yang Li & Braun, 2017 Wiggins, Potter, & Wildsmith, 2001 Kitzinger & Frith, 1999
Feb 6	Online qualitative research NVivo tutorial *Guest speakers* **Research proposal DUE via Dropbox by 11:59pm**	Humble, 2012 (chapter on qualitative data analysis software) Plus, an article of your choice on online qualitative research 1-2:20pm: an interactive NVivo training session. Students will need to bring a laptop with NVivo installed (if you have one). NVivo is available for free from the UG Software Download site. To login to the site, students will use

Feb 13	Data collection and analysis **Links to Online Data DUE via Dropbox by 11:59pm**	Namageyo-Funa et al., 2014 (article on participant recruitment) Gentles et al., 2015 (article on sampling and sample size) Karnieli-Miller, Strier, & Pessach, 2009 (article on power relations in qualitative research)
Feb 20	Winter Break NO CLASS	None
Feb 27	Thematic analysis Phenomenological analysis	Terry, Hayfield, Clarke, & Braun, 2017 (overview of thematic analysis) Giorgi, Giorgi, & Morley, 2017 (overview of descriptive phenomenological analysis) Eatough & Smith, 2017 (overview of interpretive phenomenological analysis) Laverty, 2003 (article on hermeneutic phenomenological analysis) Plus, a phenomenological study of your choice
Mar 5	Discourse analysis *Guest speaker*	Hepburn & Potter, 2011 (overview of discourse analysis) Wodak, 2011 (overview of critical discourse analysis) Peräkylä, 2011 (overview of conversation analysis) Plus, a discourse analytic study of your choice
Mar 12	Narrative analysis	Hiles, Cermak, & Chrz, 2017 (overview of narrative inquiry) Lessard, Caine, & Clandinin, 2018 (narrative study involving Indigenous youth and their families) OR another narrative analytic study of your choice
Mar 19	Grounded theory	Charmaz, 2017 (chapter on using grounded theory to facilitate social change) Holten, 2007 (chapter on how use grounded theory approach) Kelle, 2007 (chapter on how use grounded theory approach)

		Plus, a grounded theory study of your choice
Mar 26	**Research presentations**	Student last name A – K
Apr 2	**Research presentations** **Final research report DUE via Dropbox by 11:59pm**	Student last name L – Z