

HLTH AGE 3B03
Advanced Research Inquiry
Department of Health, Aging & Society
McMaster University
Winter 2016

Instructor: Dr. Jessica A. Gish

Lectures: Monday, 9:30-11:20am & Thursday, 10:30-11:20am

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**If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Course Description

This course will explore the nature of qualitative methodology, its epistemological assumptions, emergence and history in the social sciences, and what this perspective is able to offer as a mode of data collection. It will discuss the types of questions and projects that are well-suited to qualitative research, as well as, traditional approaches to data collection (e.g., interviews, ethnography). Another theme will be exploration into recent innovations in qualitative research (e.g., narrative analysis, auto-ethnography, photo-voice, digital storytelling, and ethnodrama) and why social scientists have embraced these trends in contemporary work. The course will provide you with fundamental/basic knowledge about qualitative research and allow you to practice doing research, including the development of a research topic/question, participant recruitment, establish informed consent, interviewing, transcribing, field note writing, the analysis of data, and the writing/presentation of findings. Thus, a defining goal of this course is to develop student skills doing qualitative research, which will be a useful pursuit for those of you preparing to complete a research-based undergraduate Honour's thesis in your fourth year.

Course Objectives

- Introduce students to the nature of qualitative methodology, including its epistemological, ontological, and political origins.
- Explore the connection between theory and method and review the history of and emergence of qualitative methods in the social sciences.
- Learn how to develop research interests into qualitative research projects.
- Review relevant ethical principles for qualitative methods.
- Explore the importance of fieldwork and interviewing as qualitative research methods and advance students' skills in planning, collecting, and analyzing data (e.g., development of coding schemes, connection between theory and data) generated using these approaches.
- Discuss innovations in qualitative research methods.

Course Materials

van den Hoonaard, D. (2015). *Qualitative research in action: A Canadian primer*. Don Mills: Oxford University Press.

A selection of additional readings are also assigned. Links to some of these readings are posted on Avenue to Learn and can also be found using the McMaster University Library on-line catalogue. Other readings can be found on reserve at the library.

Course Format

This course will be extremely interactive. The weekly structure will involve combinations of lectures and discussion, workshop style activities, and guest speakers. You are expected to come to class having read in advance assigned material. You will also be provided with ample class time to work on class assignments with your group, and for this reason, regular class attendance will be important to ensure the success of group work. The course schedule tentatively outlines the days in which group work is scheduled to take place, as well as, the work you will need to do in advance of these meetings. To optimize your learning in this course and to receive tutelage from your Professor on your project, make sure that you have completed this assigned work and thought about the guidance you might need from your Professor.

Course Requirements & Important Dates

Your final grade will be computed as follows:

Course Requirement	Weight	Due Date
Field research project	20%	February 29
Interview project	25%	March 21
Photo-voice project	20%	April 4
Group poster presentation	10%	April 7
Mini-homework assignments (a min. of 3 and a max. of 5)	10%	Homework Assignment #1: January 25 Homework Assignment #2: February 8 Homework Assignment #3: March 14 Due dates for other assignments TBD
Class participation and attendance	15%	Assessed on an ongoing basis*

*Attendance during guest lectures will be more heavily weighted than a “regular” lecture day. If irregular attendance affects your group’s ability to complete course assignments, scores on your individual assignments will also be penalized.

In this course, you will complete **three** research-based projects, which will involve combinations of individual and group work. Your group will be established at the beginning of the semester and you will work with members of your group on each research assignment as the semester unfolds. Each group will consist of 4 to 5 members (depending on final course enrolment). You will be granted ample time in class to conduct your group work, so that you can receive help and advice from your Professor, but some work will still need to be conducted outside of class time.

To facilitate communication with your group members, an on-line and “group” space will be created for you on Avenue to Learn. In this space you can send e-mails, post comments on a discussion board, and share documents with group members. Please note that all comments posted in this space are visible to your Professor. To access your group, log in to Avenue to Learn and click on the tab “communication” and then “groups.” **To protect the confidentiality of the data collected in this class, you must use this virtual platform (and no other) to share documents (e.g., transcripts, field notes, photos) with members of your group.**

FIELD RESEARCH PROJECT: With your group, you will identify a common, familiar and public setting (e.g., bus stop, classroom, coffee shop, movie theatre) to be studied using the approach of naturalistic observation. The purpose of this assignment is to observe, describe, and explain a complex public setting using the approach of nonparticipation observation, and to learn what it is possible to hear, see, and learn through just observation. **Before any observations are to take place, you must report to Professor Gish the chosen location for this project, and receive permission to work at this site. You must pick a site where there is no expectation of privacy.**

You are expected to spend at least one hour in the predetermined location observing and making notes when, or if, it is appropriate to do so. Make a note of the time of the day when you conduct your observations. As a group, you should develop a schedule so that observations take place at different times of the day. **Your field note jottings must be written by hand. Information cannot be recorded in photograph, video, or audio form.**

After observation has been conducted, you will transform your field jottings into field note format. Please note that approximately 4 to 6 pages, double-spaced, of field notes should be written for one hour of observation. It will also take you approximately 3 to 4 hours to develop field notes for one hour of observation. In your field notes, you may wish to include a map or diagram of the physical space. **Your field notes should not identify any individual persons by their ‘real’ name. If you assign names to people in your notes, be sure to assign them a pseudonym to ensure their anonymity.**

While you are in the setting, you should look at, and then describe in your field notes, the following:

The setting: What does the entire physical space look like? What do you see? What does it smell like? What sounds are present? How is the space laid out?

The people: What types of people are in the setting? What characteristics seem to be common to the people present? (e.g., age, gender, dress codes, speech, activity, etc.). Are any people acting differently or unusually from the others? If so, in what way? Why do you think this might be?

The action: What are the relationships between people and groups? What is interesting about the people in this setting? What are they doing? What are they saying?

Once your field notes are complete, you will share them with group members on the virtual and group space set up for you on Avenue to Learn. Upon receipt of each group member's field notes, you will begin on your own time the process of carefully reading through the field notes and making notes on the data. Later, in class, you will meet with your group to discuss the different approaches used to write field notes and what it is possible to say about your setting as a result of this exercise.

Finally, you will work (on your own) towards the completion of a reflection paper (4-6 pages). *Further instruction about what you should consider in this paper will be posted on Avenue to Learn.*

****Each individual student should submit along with their assignment a copy of the field notes that they wrote for this assignment.**

INTERVIEW PROJECT: With your group, you will identify a topic of research and research question(s) that can be studied using an in-depth interview. To facilitate completion of this assignment in a timely manner, your group should be mindful of identifying a research topic which will involve easy access to and the identification of potential participants (e.g., parents, grandparents, fellow students). The topic is encouraged to be related to health and age issues. However, it is acceptable to go beyond the topics of health and age given the types of people you have access to in your social networks. **You must pick a research topic that is unlikely to create anxiety and discomfort or involve, during the interview, recall of unpleasant or traumatic events. Your topic must also not involve a high-risk population (e.g., those with emotional problems) or vulnerable persons (e.g., children, persons with disabilities, persons with dementia).**

As part of the process of research design, your group must settle on an interview approach. Are you completing a semi-structured, narrative, or life history interview? Next, an interview schedule will be developed in consultation with the group. Then you will recruit one person to be interviewed. Again, absolutely no photographs should be taken of participants during the interview. Recruitment materials are posted on Avenue to Learn that can be used, once modified, to facilitate the process of identifying people to participate in your research. Your group should also modify the Informed Consent Form template by including a brief description of your research. You will receive guidance in class about how to create an interview guide; samples of interview guides can also be found on the McMaster Research Ethics Board (MREB) (<http://reo.mcmaster.ca>). **Before data collection begins, you must ensure that your topic of research, population of interest, recruitment strategy, recruitment documents (e.g., e-mail scripts, participant pamphlet), Letter of Information/Informed Consent Form, and interview guide have been reviewed and approved by your Professor.**

After completion of the interview, you will transcribe the interview and post a copy of it in your group space on Avenue to Learn. Your Professor will show you in class how to use freely available transcription software to complete this task. Upon receipt of all of the transcripts, you will begin, on your own time, to carefully read them and make notes on the data. In doing so, you will highlight notable quotes or passages of text. Once you have read through all of the interview transcripts and gotten a feel for the content, you will begin the process of coding the

data, which involves organizing the interview material into themes. Next, in class, you will meet with members of your group to discuss the preliminary codes that your group members have assigned to the data. As a group, you will discuss what is analytically interesting about the data based on the themes and sub-themes that each group member has identified. You will also discuss what themes are the most useful in answering your research question.

Finally, you will work (on your own) towards the completion of a reflection paper (5-6 pages). *Further instruction about what you should consider in this paper will be posted on Avenue to Learn.*

****Each individual student should submit along with their assignment a copy of the transcript they prepared for this assignment.**

PHOTO-VOICE PROJECT: As individuals and with your group, you will work on a photo-voice project on the topic of “student well-being and distress.” For this project, you will be both a participant and a researcher. For more information about potential risks to participation in this research and your right to withdraw from or not complete this project, see the note below.

The research question guiding this project is: What are noteworthy sources of emotional well-being/contentment and stress in the lives of undergraduate students? For this project, you are asked to take a series of photographs – using either a digital camera or a smart phone – that reflect your different emotional states. Your photographs should be of material objects (e.g., coffee cup, tree, lap top) or landscapes that represent the source of your happy/content and unhappy/stressed moments as an undergraduate student at McMaster. You should take at least 5 photos that are reflective of each emotional state. **To conform to our ethical clearance for this course it is absolutely imperative that your photos are of material objects or landscapes; people can only be in the photo if they are visible at a distance and if their face is not clear to the viewer of the photograph.**

Later, in class, you will share your photos with members of your group. You may wish to think about the types of photos that you will take knowing that you will be asked to share and talk about them with members of your group/class, including your Professor/Teaching Assistant. In class you will work one-on-one with a group member, who will ask you to explain why you took each photo and what it means to you. After doing so, you will switch roles. Next, your group, if time permits, will begin the process of identifying common themes or sub-themes that reflect the significance of and meanings embedded in the photographs.

Finally, you will work (on your own) towards the completion of a reflection paper (4-5 pages). *Further instruction about what you should consider in this paper will be posted on Avenue to Learn.*

****IMPORTANT NOTE: Risks to Participation in the Photo-voice Research Project & the Voluntary Nature of Your Participation**

While this project asks you to take photographs of material objects/landscapes that represent the source of negative emotional states as an undergraduate student, it is not expected that this

assignment will heighten your anxiety or discomfort. However, you may find that this project results in reflection and awareness of your emotional state in new, surprising, and uncomfortable ways. If you realize that you are struggling to achieve success, happiness, and satisfaction at university due to your participation in this project, you are encouraged to contact Counselling Services at the Student Wellness Centre (SWC). Counsellors are available on a drop-in basis in MUSC B101 for a 15 minute appointment with a counsellor. With the counsellor you will be able to explore support options and decide the next best steps, including: individual counselling, group programming at the SWC, connections to community/campus resources, etc.

You can also decide not to complete this course assignment/research study up until March 21. If you decide that you do not wish to complete this course assignment/research study, you should notify your Professor so that an alternative course assignment can be designed for you. If you want to take the photographs and complete the written assignment, but do not want to share your photographs or talk about them with group members in class (on March 28), you should notify your Professor so that alternative accommodations can be arranged. If you decide to complete this course assignment/research study and find yourself uncomfortable during the interview and group work, you can refuse to answer any question that you do not want to or leave the class/group work at any time on March 28.

POSTER PRESENTATION: With your group, you will prepare a poster that displays information from either the interview or photo-voice project. Your group can use either powerpoint or a poster display board to prepare your poster. Your poster should be easy to read, prepared using a larger font, and tell a story about your research. *Further instruction about this assignment will be posted on Avenue to Learn.*

MINI-HOMEWORK ASSIGNMENTS: Throughout the semester you will be asked to complete a series of short and not too time intensive tasks that will each be graded (out of 10 marks) by your Professor. You can expect to complete 3 to 5 assignments of this type. We may begin the assignment in class with the expectation that you will finish it on your own time, or you may be asked to do the assignment entirely on your own. Tentative deadlines are identified on the course schedule, but will be reviewed/negotiated with students as the semester progresses. Upon negotiation of a deadline as a class, the newly decided upon deadline must be adhered to by all students in the course. If you miss class, you should check Avenue to Learn for news updates about due dates for mini-homework assignments.

CLASS ATTENDANCE & PARTICIPATION: Class attendance will be assessed spontaneously at the discretion of your Professor. You are expected to attend class regularly, read assigned material, meet project deadlines for group work (e.g., submit field notes, transcripts, etc.), and complete any “homework” assignments in advance of lecture (when it is required). You should actively participate in in-class discussions and during small group exercises to accumulate participation credit. At the end of the semester you will be assigned a score of 10 that reflects the overall quality of your attendance and participation. It is also important to realize that irregular class attendance, especially when it impedes the progression of group work, will be reflected on scores for individual assignments.

Grading

Grades for each course requirement will be added together at the end of the term. The final total will be translated into the following letter grade according to the grading system documented below:

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

Instructor Policies

Class Communication, Email & Office Hours: Please do *not* e-mail your Professor using Avenue to Learn. The best way to contact your Professor is to e-mail directly using your McMaster University account. Unfortunately e-mails that are sent to Professors from Avenue to Learn are bounced back when they are replied to. For this reason it is most effective and efficient if you email your Professor regularly from your McMaster e-mail account and not from Avenue to Learn.

If you have a substantive question that comes out of lecture, you are welcome to e-mail me but I prefer to see students during office hours. It is much easier to provide clarification about substantive questions in person than it is over e-mail. If you send a question about course content using e-mail, be prepared that I may simply ask you to come see me in person if the answer requires extensive explanation.

Please do not e-mail questions that can already be answered by information that has been given to you during lecture or is present on the course outline, documents posted on Avenue to Learn, or in university regulations (e.g., course calendar). There will be ample time to ask questions in class about course material, assignments, and exams, so please feel free to do so. E-mails to your Professor (and TA) should contain: **“HLTH AGE 3B03”** in the subject line. Otherwise your e-mail may be deleted as spam or directed to a junk mail file.

Computers & Cell Phones: You are welcome to bring your laptops with you to class, but when in class you should only be using your word-processing program. Please keep all electronic social networking out of the classroom. This means absolutely *no* twittering, texting, or facebooking during class time. My concern lies in the potential that this behaviour has for

disrupting the learning of others in the classroom not electing to participate in it. If necessary, I will ask those who are breaking this policy to leave the classroom.

Late Assignments: All written work must be submitted in person on the due date as per the assignment instruction guidelines. Assignments that are received by e-mail in electronic form in lieu of a hard copy or under the Professor's door will NOT be accepted. As described above, your assignment must be received in person in lecture on the assignment due date to avoid late penalty. Your assignment cannot be submitted to the digital drop box in place of an in person submission of a hard copy of your assignment. It is extremely time consuming for your Professor and Teaching Assistant to print student assignments individually in a class of this size, thus it is absolutely mandatory that you submit paper copies of your assignment. Planning your work, scheduling time, and meeting deadlines can be especially challenging, but are important skills to develop and part of the reality of life outside of the university. As an incentive to develop this skill and to be fair and equitable to all students, *late assignments will be penalized at the rate of 5% per day that the assignment is late (including weekends)*. If an assignment is due at the beginning of lecture or tutorial, it will be considered one day late if it is received at any time after the end of class. Late penalties will be waived if the office of the Associate Dean of Social Sciences notifies the Professor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

IMPORTANT NOTE: *Please do NOT e-mail or approach the Professor before or after lecture to request an extension for an assignment. In general, I do not grant extensions for assignments outside of the academic missed work university policy. In the event that you would like to request an extension on your assignment, make arrangements to come see me during office hours to discuss the specific circumstances surrounding your request. All requests that come to me outside of office hours will be denied. Your Teaching Assistants do not have the authority to grant extensions independent of consultation with the Professor.*

Missed Course Work: In this course if you miss an exam or assignment due date because of an excused absence, it is the Professor's policy that credit will not be transferred to another course assignment. You must complete all exams and assignments in a timely manner in this course.

IMPORTANT NOTE: Please familiarize yourself with revisions to the university policy for the McMaster Student Absence Form (MSAF) because under no exceptions will the previous rules and guidelines be enforced. These policy revisions became effective in the spring/summer 2015 term.

- The MSAF can be used for medical and nonmedical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation is required).
- The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.
- The MSAF provides relief for missed academic work resulting from medical or personal situations lasting up to 3 calendar days. If your medical or personal situation lasts longer than 3 days, you must report to the Faculty Office to provide appropriate supporting documentation.

Return of Assignments: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing

them in boxes in departmental offices or classrooms so that students may retrieve their papers. Tests and assignments must be returned directly to the student. The Professor will make arrangements for you to pick up your assignments in person during scheduled office hours. You may also provide the Professor with a stamped, self-addressed envelope for the return of assignments by mail.

Review of Marks: A great deal of time and attention will be spent marking your assignments and effort will be made to provide feedback about your assignment. If you would like additional feedback about the grade you received, please book an appointment with your Teaching Assistant or attend their scheduled office hours. If you disagree with the mark you received for your assignment, please adhere to the following procedure:

1. Document in at least 2 to 3 paragraphs (1 full page, single-spaced, type-written) why you think you deserve an improved mark. Ensure that your comments address specifically your concerns about the marking and explain in detail why you think your assignment meets the expectations of the assignment as outlined in the grading rubric. Your response should reflect on *all* of the written feedback provided by the Teaching Assistant.
2. Submit your written commentary and original assignment to the Department of Health, Aging & Society (attention: the name of your TA). Then, book an appointment with your TA to discuss the marking of your assignment.
3. If the TA and you are unable to resolve the dispute, book an appointment with your Professor. Prior to the meeting ensure that your Professor has a copy of your written commentary as well as the original assignment.
4. Please note that your TA and Professor have the ability to *increase or decrease* the original assignment score.
5. All disputes involving the TA and Professor must be resolved *at least one month* within the date in which you received your mark.

University Policies

Academic Accommodation of Students with Disabilities: Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Academic Integrity: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For

information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Avenue to Learn: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Modification: The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Faculty of Social Sciences E-mail Communication Policy: Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

Turnitin.com: In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to: <http://www.mcmaster.ca/academicintegrity>

Course Schedule & Reading Assignments

Week	Date	Topic & Class Activity	Important Deadlines for You and Your Group	Reading: VdH	Additional Reading
Week 1	Thurs. Jan. 7	Introduction to the Course			
Week 2	Mon. Jan. 11	Lecture: The Approach of Qualitative Research: An Opening Orientation	Groups should be formed, and names of members submitted to your Professor	CH1	Introduction to Qualitative Methods (Warren & Karner)
	Thurs. Jan. 14	In-class activity: Set up groups & TBD			
Week 3	Mon. Jan. 18	Lecture: Designing Qualitative Projects		CH2 CH3	
	Thurs. Jan. 21	In-class activity: Developing qualitative research questions			
Week 4	Mon. Jan. 25	Group work: Planning for observation and interview project Objectives: • Determine observation setting • Brainstorm topics/questions for interview assignment	Homework Assignment #1 due: January 25	CH4	
	Thurs. Jan. 28	Guest Lecture: Becoming Ethical Researchers (<i>Dr. Karen Szala-Meneok</i>)			
Week 5	Mon. Feb. 1	Lecture: Introduction to Field Research	Obtain approval from your Professor about the following: • Field research setting • Research topic and population of interest for interview project	CH5 Appendix B	Fieldnotes in Ethnographic Research (Emerson et al.)
	Thurs. Feb. 4	In-class activity: Learning to write field notes			
Week 6	Mon. Feb. 8	Lecture: Introduction to Interviewing	Homework Assignment #2 due: February 8 Your field work should be conducted this week, along with the writing of field notes	CH6	The In-Depth Interviewing Method (Liamputtong)
	Thurs. Feb. 11	Group work: Planning for the interview project Objectives: • Prepare ethics and recruitment documents • Develop interview guide			
Week	Date	Topic & Class Activity	Important Deadlines for You	Reading:	Additional Reading

			and Your Group	VdH	
Week 7	Mon. Feb. 15	READING BREAK	Distribute field notes to your group and read through field notes written by your group members	N/A	
	Thurs. Feb. 18		<p>Submit to your Professor for review:</p> <ul style="list-style-type: none"> • Participant recruitment documents (e.g., e-mail recruitment script, participant pamphlet) <p>Begin participant recruitment for interview project</p>		
Week 8	Mon. Feb. 22	<p>Group work: Completing the observation project</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Individual reports to the group of field work experience • Discuss the different approaches to writing field notes • Identification of what can be learned about this setting through observation – can you identify any themes/concepts that describe the organization of social life? 	<p>Continue participant recruitment for interview project</p> <p>Submit to your Professor for review all of the following:</p> <ul style="list-style-type: none"> • Informed Consent Form • Interview Guide <p>Conduct in-depth interview</p>	CH9	
	Thurs. Feb. 25	Lecture: Data Analysis & Coding			
Week 9	Mon. Feb. 29	Lecture: Transcribing Interviews	Observation Reflection Paper due in <u>lecture</u>: February 29	CH9	<p>Analyzing Qualitative Data (Warren & Karner)</p> <p>Ethnography and the Senses: Challenges & Possibilities (Sparkes)</p>
	Thurs. Mar. 3	Guest lecture: Field Research in Application (<i>Dr. Meredith Griffin</i>)	Conduct in-depth interview		
Week	Date	Topic & Class Activity	Important Deadlines for You	Reading:	Additional Reading

			and Your Group	VdH	
Week 10	Mon. Mar. 7	Lecture: Innovations in Qualitative Research – Autoethnography	Transcribe qualitative interview	CH8	Autoethnography: Making Sense of Personal Illness Journeys (Ettorre) 'We've fallen into the cracks': Aboriginal women's experiences with breast cancer through photovoice (Poudrier & Thomas Mac-Lan)
	Thurs. Mar. 10	Guest lecture: Innovations in Qualitative Research - Community-Based Research & Photo-voice (<i>Dr. Jessica Pace</i>)			
Week 11	Mon. Mar. 14	Group work: Completion of the interview project Objectives: • Individual reports to the group of interview, transcribing, and coding experience • Discussion of and identification of analytic/thematic findings	Homework Assignment #3 due: March 14 Take individual photo-voice pictures	CH10	
	Thurs. Mar. 17	Lecture: Preparing a Poster Group work: Planning for poster project			
Week 12	Mon. Mar. 21	Lecture: Validity – Processes, Strategies & Conventions	Interview Reflection Paper due in lecture: March 21 Take individual photo-voice pictures		Validity: Processes, Strategies, and Considerations (Ravitch & Carl) Strategic Uses of Narrative in the Presentation of Self and Illness: A Research Note (Reissman)
	Thurs. Mar. 24	Lecture: Innovations in Qualitative Research – Narrative Analysis			
Week	Date	Topic & Class Activity	Important Deadlines for You	Reading:	Additional Reading

			and Your Group	VdH	
Week 13	Mon. Mar. 28	Group work: Completion of the photo-voice project Objectives: <ul style="list-style-type: none"> • Share photos with one group member who then conducts interview (exchange roles) • Identify group themes/conduct data analysis • Discuss poster project 			Expressions of Personhood in Alzheimer's: Moving from Ethnographic Text to Performing Ethnography (Kontos & Naglie)
	Thurs. Mar. 31	Lecture: Innovations in Qualitative Research – Ethnodrama			
Week 14	Mon. Apr. 4	Guest lecture: Innovations in Qualitative Research – Digital story-telling (<i>Dr. Randall Jackson</i>)	Photo-voice Reflection Paper due in lecture: April 4 Poster due: April 7		Digital storytelling: An emergent method for health promotion research and practice (Gubrium)
	Thurs. Apr. 7	In-class activity: Poster Day			Storytelling in a digital age: Digital storytelling as an emerging narrative method for preserving and promoting indigenous oral wisdom (Willox et al.)

Appendix A

Parameters of Ethical Clearance for this Course

On your behalf, your Professor has obtained permission from the McMaster Research Ethics Board (MREB) for you to conduct a series of independent research projects. If you need more information about how to conduct research with human participants, you are encouraged to visit the MREB web site (<http://reo.mcmaster.ca>).

As you conduct your research for this course, you are expected to abide by established principles for ethical conduct in research. Templates for documents that you will need are available on Avenue to Learn (e.g., project pamphlet, description of research for e-mail distribution list, telephone script, informed consent form). You are expected to modify these documents for the purposes of your project.

****IMPORTANT NOTE: Professor Gish must review and approve ALL of your recruitment documents and informed consent form before you use them.**

Recruitment of study participants: To facilitate completion of this assignment in a timely manner, your group should be mindful of identifying a research topic which will involve easy access to and the identification of potential participants (e.g., parents, grandparents, fellow students). For your interview assignment, your group is allowed to recruit participants using one of, or a combination of, the following strategies:

- Ask a friend, family member, or acquaintance, if they meet the inclusion criteria for your study, whether they might be willing to participate in your study. To inform them about the study, you can use a project pamphlet (that you deliver in person) or contact them by e-mail (use E-mail Recruitment script called “sent to participant directly” posted on A2L). In either case, you will ask them to contact you directly if they are interested in participating in your study.
- Identify an e-mail distribution list and then obtain permission from the owner/manager of the list to distribute to the group a description of your research project (use E-mail Recruitment Script called “sent to holder of participant’s contact information” posted on A2L).
- At the end of an interview, ask a participant whether they know of someone else who might be interested in participating in your study and being interviewed by a fellow classmate. You will leave information about your project (e.g., project pamphlet, informed consent form) with instruction that the potential participant should contact you, if they are interested in participating in your study.

You will be given time in class to develop your recruitment strategy. Once your strategy is formalized, you should either in written or verbal form describe your plans for recruitment to your Professor. You should not proceed forward with recruitment until a group representative has articulated the group’s plan to Professor Gish.

Obtaining consent from study participants: Before conducting your interview, you must review in detail the Letter of Information/Informed Consent Form with your participant. You also must ensure that participants sign a copy of the consent form, which you will keep, while also leaving a blank copy with your participant. During the process of informed consent you must do ALL of the following, so that participants understand fully what participation in your study entails:

- Review the purpose of the research
- Emphasize the voluntary nature of their participation in the research
- Explain that the interview will be audio-recorded and later transcribed
- Outline that a transcript of their interview will be read by other students and possibly the course instructor/teaching assistant
- Inform the participant that a virtual and password protected space will be used to share documents that can only be accessed by members of your research team and course instructor/teaching assistant
- Explain the steps that you will take to ensure the confidentiality and anonymity of the data
- Outline that the data collected will be destroyed after you have received a final grade for this course (approximately the end of April 2016)

Explaining participants' right to withdraw from the research: During the consent process, you must also outline that participants are able to withdraw at any time and without consequence from the study. This means that they can end the interview after it has begun or withdraw from the study even after the interview is complete. Withdrawal can also occur up until approximately it is expected that final assignments will be submitted for this course (early April). In situations of withdrawal, you must ask your participant how previously collected data should be handled. Their data can be either kept as part of the study or destroyed. If they wish for their data to be destroyed at the interview setting, you can delete in their presence the digital recording.

Confidentiality of the data: For each of the research projects, you must ensure the privacy of the data that is collected and participant anonymity. When writing field notes, preparing transcripts, naming computer files (e.g., transcripts), you should avoid the use of 'real' names and remove other potentially identifiable materials (e.g., name of a church). If you need to refer to a person's or organizations name in writing, you should assign a pseudonym (fake name). All research related documents should be kept on a password protected computer. You must share data with your group using the secure, password protected, virtual space of Avenue to Learn. A group space for the sharing and exchange of information has been set up for you by your Professor. After final grades are posted for this course (approximately the end of April), your Professor will delete all data files from Avenue to Learn on behalf of your group.