

**York University**  
**Graduate Program in Health**  
**Field: Health Policy and Equity**  
**Research Methods Seminar**  
**GS/CDIS 5110 3.0 / HLTH 5405 3.0**  
**Winter 2017**

Thursdays from 2:30-5:30 pm in VH 1156 from January 05 to April 05

Instructor: Prof. Farah Ahmad

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Hours: Thursdays 1:30-2:30 pm

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### **COURSE DESCRIPTION**

In this seminar course, we will critically examine the types of research undertaken by health scholars with social science perspective. We will focus on philosophical foundations of research paradigms, quantitative and qualitative designs, mix method approaches, analytical techniques, and ethical aspects of research. The course material and classes are organized to encourage students' active participation and critical thinking. The course content will be discussed by the instructor and student-led class discussions. Some sessions will have guest speakers who will present their experiences of conducting quantitative, qualitative or mix method studies. For critical understanding of the learned concepts and research approaches, student assignments will involve class presentations, literature review and development of a research protocol in an area of their interest.

### **OBJECTIVES**

1. Distinguish the key features of major research paradigms (e.g., positivist, post-positivist, constructivist, critical, and participatory), and ways to use theory
2. Describe the characteristics of quantitative (e.g., experimental and survey studies) and qualitative (e.g. ethnography, interviewing, and grounded theory) research designs
3. Demonstrate an understanding of analytical techniques used in quantitative and qualitative research
4. Demonstrate application of systematic approaches to review literature
5. Critically assess the strengths and weaknesses of qualitative and quantitative research designs and underlying assumptions
6. Illustrate an understanding of the features of high quality research
7. Demonstrate an understanding of the principles of ethical research
8. Apply the learned concepts in discussions and development of a research protocol

### **REQUIRED READINGS**

- Bernard HR. Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013.
- Reading Package available from the York Bookstore for other required readings

## FORMAT

The course will use multiple formats to actively engage students with diverse experiences and perspectives. The course content will be examined through class discussions, mini-lecture modules, small-group exercises, videotapes and brainstorming, guest speakers, student presentations, and take-home written assignments.

The course structure and process emphasizes *adult learning style* aiming to inspire the students to think, question and act critically while learning research methodologies in an open, friendly and respectful atmosphere where the instructor and students are co-learners. A list of required reading materials is included in the course outline. A list of recommended readings will be available from the instructor. Students are expected to read the materials for each class in order to actively participate in the class discussions and activities.

## EVALUATIONS

Students will be required to prepare a class presentation and submit two papers focused on an aspect of their research interests.

<b>Class Presentation</b>	20%
<b>Paper 1: Scoping Review (5 pgs single space)</b>	30%
<b>Paper 2: Final Proposal with Detailed Methodology/Methods (7 pgs single space)</b>	50%

## Accommodation

Any student who requires accommodation due to a disability is encouraged to inform the instructor.

### 1. Class Presentation

The presentations will start from the 4<sup>th</sup> week. Two to three students will plan and lead one presentation and group discussion to elaborate on an aspect of the topic for that week (e.g., 'reflexivity' for session on rigour or 'validity/reliability' for session on measurement). This presentation will be assigned a group grade. The presenting students are asked to:

- Circulate a relevant article to peers at least one week prior to the class along with key aims and points/questions for discussion.
- **Review and present related literature (beyond the selected article).** This should inform their in-depth critical analysis of a topic that is relevant to the scheduled class topic.

The groups will have 15 minutes to present their critical review to peers, with a 10 minute discussion following the presentation. The presentations should be organized using MS Power Point slides (save in pdf format), at a minimum. Students can use other creative ideas as well (e.g. role play, video etc.). A final version of the slides should be sent via email (pdf format) to the instructor before the presentation.

The presentation will be evaluated for its style and format (10%); group organization and cohesiveness (20%); delivery of findings and arguments (50%), question and answer (20%).

## 2. Paper 1: Scoping Review

Each student will conduct a scoping review on a research topic of his/her own interest with explicit description of the overarching research paradigm. Please come to the first class with a general idea of what topic interests you. Students are then expected to conduct a **systematic 'scoping' literature review using Arksey & O'Malley approach** to answer a research question in their interest area. You are expected to describe:

- Overarching paradigm and how it informs your research question .The discussion on suitability of a research paradigm should include both the strengths and limitations compared to other paradigms.
- Explicit search strategy applied to electronic databases (e.g. PsycINFO, Scopus, Medline, CINAHL)
- Method of review and method of synthesis of findings
- Findings of the review and discussion

The recommended structure of the paper is: introduction/rationale (5%); methods/methodology (35%); findings (35%), and discussion (25%). Please note that paradigm can be in the introduction, methods and discussion. The paper should be maximum 5 pages (single-spaced); excluding title page and references. You are encouraged to append your search strategy as an attachment. **The submission date is Feb 20th, 2017.**

The findings of this paper would assist you in developing the rational (i.e. problem statement) for your next assignment on designing and proposing a research project.

## 3. Paper 2: Final Proposal with Detailed Methodology

Building on Paper 1, students will prepare a full research proposal with sections on Rationale (20%), Methodology (paradigm and methods) (50%), and Ethics (30%). Students are encouraged to develop attachments (maximum 5 pages) to present further depth of their approaches (e.g., conceptual frameworks, informed consent form, questionnaires, discussion guides and budgets etc.). Further details will be provided during the course term. The paper should be maximum 7 pages (single-spaced); excluding title page and references. **The submission date is April 05, 2017.**

When preparing written assignment, pay attention to:

- Clarity & conciseness; logical organization of and transition between ideas
- Critical and thoughtful analyses of subject and material
- Editing/ formatting/ citation/ word count

## POLICIES ON ASSIGNMENTS

1. Submit your assignments via e-mail to [farahmad@yorku.ca](mailto:farahmad@yorku.ca). If the due date falls on a day of class, then please submit a hard copy as well.
2. If you are not able to meet the deadline due to a medical or other serious reason, then please notify the instructor before the submission date. Submission of late

- papers without prior permission will be penalized with 5% off for every day of delay (including weekends).
3. Prepare your assignments using 12 point Times New Roman font, one inch margin, single space, page numbers and a consistent APA citation style. Carefully read and edit your paper for grammar, spellings, punctuation, transition between paragraphs and minimize repetition. For APA style, please visit this [link](#)
  4. The first assignment will be returned before the drop date. The second assignment will be returned by end of April. If you want marked assignments mailed to you, then provide a self-addressed and stamped envelope to the instructor with your paper.
  5. **The instructor may use text matching software (at present, Turnitin.com).**
  6. Review the Student Survival Guide for guidelines on grading practices, assignments, and late work. This includes details on **Assignment Deferred Standing Agreement**. Please visit following website:  
<http://health.gradstudies.yorku.ca/files/2016/09/Health-handbook-FINAL-20160901.pdf>
  7. York policies on **Grading Systems, Academic Honesty**, and the **Senate Policy on Academic Accommodation for Students with Disabilities** are also described in the Student Survival Guide.

## **REQUIRED READINGS**

### **PART I: FOUNDATIONS**

#### **Session 1: Orientation, Paradigm & Theory**

**January 05**

1. Guba EG, Lincoln S & Lynham SA. Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisited. In NK Denzin & YS Lincoln, editors, 4<sup>th</sup> edition. The Landscape of Qualitative Research. Thousand Oaks: Sage Publications; 2013. p. 199-265.
2. Creswell JW. The Use of Theory (Chapter 3). In: Creswell JW, editor. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 3rd ed. Thousand Oaks, CA: Sage Publications; 2009. p. 49-71.

#### *Recommended*

- Kincheloe J & McLaren P. Rethinking Critical Theory and Qualitative Research. . In N.K. Denzin & Y.S. Lincoln, editors. 3rd ed. Handbook of Qualitative Research. Thousand Oaks: Sage Publications; 2005. p. 303-342.
- Barnes C. What a Difference a Decade Make: Reflections on Doing 'Emancipatory' Disability Research. Disability & Society 2003 18(1):3-17.
- Bernard HR. About Social Science (Chapter 1). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 2-26.

#### **Session 2: Systematic Literature Review**

**January 12**

1. Arksey H, O'Malley L. Scoping Studies: Towards a Methodological Framework. International Journal of Social Research Methodology 2005;8(1):19-25.
2. Levac D, Colquhoun H, O'Brien KK. Scoping Studies: Advancing the Methodology. Implementation Science 2010, 5:69.
3. Creswell JW. Review of Literature (Chapter 2). In: Creswell JW, editor. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 3rd ed. Thousand Oaks, CA: Sage Publications; 2009. p. 23-46.
4. Dixon-woods M, Agarwal S, Jones D, Young B, Sutton A. Synthesizing Qualitative and Quantitative Evidence: A Review of Possible Methods. Journal of Health Services Research and Policy 2005;10(1):45-53.

### **PART II: QUANTITATIVE RESEARCH**

#### **Session 3: Basics of Measurement and Sampling**

**January 19**

1. Bernard HR. The Foundations of Social Research (Chapter 2). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 27-59.
2. Bernard HR. Sampling: The Basics (Chapter 5). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 127-145.
3. Bernard HR. Sampling Theory. (Chapter 6). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 146-161.

**Session 4: Survey Research & Analysis I**  
**January 26**

1. Bernard HR. Interviewing II: Questionnaires (Chapter 9). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 215-259
2. Bernard HR. Univariate Analysis. (Chapter 20). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 550-591.

**Session 5: Structured Observations & Analysis II**  
**February 02**

1. Bernard HR. Direct/Indirect Observations. (Chapter 14). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 360-390
2. Bernard HR. Bivariate Analysis. (Chapter 21). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 592-653

**Session 6: Experimental Research & Analysis III**  
**February 09**

1. Bernard HR. Research Design: Experiments and Experimental Thinking (Chapter 4). In: Social Science Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 90-125.
2. Bernard HR. Multivariate Analysis. (Chapter 22). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 654-680

**PART III: QUALITATIVE RESEARCH**

**Session 7: Quality & Rigour**  
**February 16**

1. Seale C. Quality in Qualitative Research. Qualitative Inquiry 1999; 5(4):465-478.
2. Glesne C. The Personal Dimensions: Rapport, Subjectivity, and Reflexivity. In: Corrine Glesne, editor. In Becoming Qualitative Researchers. Pearson Education: New York, NY; 2006. p. 109-128.
3. Bernard HR. Field Notes and Database Management. (Chapter 13). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 344-359
4. Poland B. Transcription Quality as an Aspect of Rigor in Qualitative Research. 1995 Qualitative Inquiry 1(3): 290-310

**READING WEEK February 23**

**Session 8: Qualitative Interviewing & Analysis I**  
**March 02**

1. Bernard HR. Interviewing I: Unstructured and Semi-structured. (Chapter 8). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 180-213
2. Bernard HR. Field Analyzing Qualitative Data II: Grammar Beyond the Sentence. (Chapter 18). In: Social Research Methods. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 500-523.

## **Session 9: Ethnography, Participant Observation & Analysis II**

**March 09**

1. Bernard HR. Participant Observation. (Chapter 12). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 309-342
2. Smith C.A.M & Gallo A.M. Applications of Performance Ethnography in Nursing. Qualitative Health Research 2007 17:521-528.
3. Bernard HR. Analyzing Qualitative Data I: Applying Logic to Text. (Chapter 17). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 468-499

## **Session 10: Grounded Theory & Analysis III**

**March 16**

1. Walker D, Myrick F. Grounded Theory: An Exploration of Process and Procedures. Qualitative Health Research 2006 16:547-559
2. Charmaz K. Grounded Theory in the 21<sup>st</sup> Century. In: N.K. Denzin & Y.S. Lincoln, editors. 2<sup>nd</sup> ed. Handbook of Qualitative Research. Thousand Oaks: Sage Publications; 2000. p. 507-535.
3. Bernard HR. Analyzing Qualitative Data III: Grounded Theory and Content Analysis. (Chapter 19). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 524-548.

## **Session 11: Mix Methods**

**March 23**

1. Creswell JW. Mixed Methods Procedures (Chapter 10). In: Creswell JW, editor. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 3rd ed. Thousand Oaks, CA: Sage Publications; 2009. p. 203-225.
2. Alise MA & Teddlie C. Continuation of the Paradigm Wars? Prevalence Rate of methodological Approaches Across the Social/Behavioral Sciences. Journal of Mixed methods Research 2010 4(2): 103-126
3. Mertens DM. What comes First? The Paradigm or the Approaches? Journal of Mixed methods Research 2102 6(4): 255-257.

## **Session 12: Boundaries & Ethics**

**March 30**

1. Depoy E, Gitlin LN. Setting the Boundaries of a Study (Chapter 11). In: Depoy E, Gitlin LN, editors. Introduction to Research. Elsevier Mosby: St. Louis, Missouri; 2011. p. 141-7.
2. Depoy E, Gitlin LN. Protecting the Boundaries (Chapter 12). In: Depoy E, Gitlin LN, editors. Introduction to Research. Elsevier Mosby: St. Louis, Missouri; 2011. p. 148-159.
3. Seedhouse D. The Background to Ethical Grid. In: Ethics: The Heart of Health Care. 2nd Ed. John Wiley & Sons: West Sussex, England ; 1998. p. 177-209

## **Session 13: Recap**

**April 05**