

York University
Graduate Program in Health
Field: Health Policy and Equity
Research Methods Seminar
GS/ HLTH 5405 3.0
Winter 2021

Thursdays from 11:30 a.m. to 2:30 p.m. online/remote delivery from January 14 to April 8, 2021

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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, mixed 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 mixed 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.

EQUITY AND TEACHING

As the COVID-19 pandemic unfolds and evolves, students and instructors are adapting to learning online. We recognize that the pandemic and the measures to control and treat it impact students in different ways. We are committed to and focused on providing our students a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to share your feedback as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding solutions to the extent possible. Talk to your Course Director (CD) or the Graduate Program Director (GPD) within SHPM, Professor Claudia Chaufan at cchaufan@yorku.ca, about access to technology and supports, academic accommodation, technology-enabled delivery of course material, assessments/evaluation instruments or any other academic challenges you are experiencing. For more detail about how the pandemic is impacting students see the report "COVID-19 Impacts on Student Learning and Equity" from the Centre for Human Rights, Equity and Inclusion <https://rights.info.yorku.ca/>. For other updates on COVID-19 and York see <https://coronavirus.info.yorku.ca/>.

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. 2nd 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.

Class Presentation	20%
Paper 1: Scoping Review (5 pgs. single space)	35%
Paper 2: Research Proposal (7 pgs. single space)	45%

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 3rd week. Two 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). Please discuss your plan with the Course Director early on. The presentation will be assigned a group grade. The presenting students will

- Circulate a relevant article to peers at least one week prior to the class and
- Briefly review and present related literature (beyond the selected article and required readings for the week) that informs their presentation.

The groups will have 15 minutes to present their critical review to peers, with a 15 minute discussion following the presentation. The presentations should be organized using MS Power Point slides (save in pdf format), at a minimum. Students are encouraged to 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 (40%), and discussion (30%).

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 **methodical '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, search process, and/or interpretation. 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)
- *Methods of abstract selection, full-article review and 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 22, 2021.** The findings of this paper would assist you in developing the rationale or problem statement for your next assignment on designing and proposing a research project with human participants.

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

3. Paper 2: Final Proposal with Detailed Methodology

Building on Paper 1 (whenever possible), students will prepare a full research proposal to conduct a primary study that recruits human participants. The suggested sections are:

Rationale (20%), Methodology (paradigm and methods) (50%), and Ethics (25%) and Potential Implications of the proposed research (5%). Students are encouraged to develop attachments (maximum 5 pages) to present further depth in 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 10, 2021.**

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 Turnitin in the eClass.
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, add page numbers and use 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.
5. Review the Student Survival Guide for guidelines on grading practices, assignments, and late work. This includes details on **Course Transaction Form**. Please visit following [website](#).
6. York policies on **Grading Systems**, [Academic Honesty and Faculty of Graduate Studies Academic Integrity module](#), 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 14

1. Lincoln YS & Guba EG. Paradigmatic Controversies, Contradictions, and Emerging Confluences. In: NK Denzin & YS Lincoln, editors. 3rd ed. Handbook of Qualitative Research. Thousand Oaks: Sage Publications; 2005. p. 191-215.
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: NK Denzin & YS 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

Session 2: Systematic Literature Review

January 21

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.

Recommended:

- Pettricrew M & Roberts H. Synthesizing the Evidence (Chapter 6). In: Systematic Review in the Social Science: A Practical Guide. Oxford, UK: Blackwell Publishing; 2006. p. 164-214.

Part II: Quantitative Research

Session 3: Basics of Measurement and Sampling

January 28

1. Bernard HR. The Foundations of Social Research (Chapter 2). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 27-59.
2. Bernard HR. Sampling: The Basics (Chapter 5). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 127-145.

Optional: 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

February 4

1. Bernard HR. Interviewing II: Questionnaires (Chapter 9). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 215-259.
2. Dillman DA, Smyth JD, Christian LM. How to Write Open- and Closed-Ended Questions (Chapter 5). In: Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method, 4th Edition. Hoboken, NJ: John Wiley; 2014. p. 127-167.

Session 5: Experimental Designs

February 11

1. Bernard HR. Research Design: Experiments and Experimental Thinking (Chapter 4). In: Social Science Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 90-125.
2. Evans D. Hierarchy of Evidence: A Framework for Ranking Evidence Evaluating Healthcare Interventions. *Journal of Clinical Nursing* 2003;12:77-84.
3. Parkhurst JO, Abeysinghe S. What Constitutes “Good” Evidence for Public Health and Social Policy-making? From Hierarchies to Appropriateness. *Social Epistemology* 2016;30:665-679.

READING WEEK – February 18

Session 6: Quantitative Analysis

February 25

1. Bernard HR. Univariate Analysis. (Chapter 20). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 550-591.
2. Bernard HR. Bivariate Analysis. (Chapter 21). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 592-653.
3. Bernard HR. Multivariate Analysis. (Chapter 22). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 654-680.

**If statistics are new for you, you may read following:*

Bryman A, Bell E & Teevan JJ. Quantitative Data Analysis (Chapter 13). In: Social Research Methods. Don Mills, Canada: Oxford University Press; 2012. p. 232-256.

PART III: QUALITATIVE RESEARCH

Session 7: Quality & Rigour

March 04

1. Morse JM. Critical Analysis of Strategies for Determining Rigor in Qualitative Inquiry. *Qualitative health Research* 2015;25:1212-1222.
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. 2nd 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

Session 8: Qualitative Interviewing, Participant Observation & Ethnography

March 11

1. Bernard HR. Interviewing I: Unstructured and Semi-structured. (Chapter 8). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 180-213
2. Bernard HR. Participant Observation. (Chapter 12). In: Social Research Methods. 2nd Ed. Thousand Oaks, CA: Sage Publications; 2013. p. 309-342
3. Fine GA. Ten Lies of Ethnography: Moral Dilemmas of Field Research. Journal of Contemporary Ethnography 1993;22(3): 267-294.
4. Smith C.A.M & Gallo A.M. Applications of Performance Ethnography in Nursing. Qualitative Health Research 2007 17:521-528.

Recommended:

- Hurworth R, Clark E, Martin J, Thomsen S. The Use of Photo-interviewing: Three Examples From Health Evaluation and Research. Evaluation Journal of Australasia 2005;4:52-62.

Session 9: Grounded Theory & Participatory Research

March 18

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 21st Century. In: N.K. Denzin & Y.S. Lincoln, editors. 2nd ed. Handbook of Qualitative Research. Thousand Oaks: Sage Publications; 2000. p. 507-535.
3. Israel BA, Schulz AJ, Parker EA, Becker AB, Allen III AJ, Guzman R. Critical Issue in Developing and Following CBPR Principles. In: Minkler M and Wallerstein N, editors. Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass; 2008. p. 48-66.
4. Minkler M. Linking Science and Policy Through Community-based Participatory Research to Study and Address Health Disparities. American Journal of Public Health 2010;100(1):S81-S87.

Session 10: Qualitative Analysis

March 25

1. Ryan G. & Bernard HR. Techniques to Identify Themes. Field Methods 2003;15(1): 85-109.
2. Taylor SJ, Bogdan R. Working with Data: Data Analysis in Qualitative Research. Introduction to Qualitative Research Methods. New York, NY: John Wiley & Sons, Inc., 1998: 134-163.
3. Leech NL & Onwuegbuzie. An Array of Qualitative Data Analysis Tools: A Call for Data Analysis Triangulation. School of Psychology Quarterly 2007;(22)4:557-584

Recommended:

- Wilkinson S. Women with Breast Cancer Talking Causes: Comparing Content, Biographical and Discursive Analyses. *Feminism & Psychology* 2000;10(4):431-460.

Session 11: Mix Methods

April 01

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

April 08

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. Fouka G, Mantzorou M. What are the Major Ethical Issues in Conducting Research? Is there a Conflict between the Research Ethics and the Nature of Nursing? *Health Science Journal* 2011;5(1):3-14.
4. Pickering L, Kara H. Presenting and Representing Others: Towards an Ethics of Engagement. *International Journal of Social Research Methodology*, 2017; 20(3):299–309.