Faculty of Medicine
Department of Family Medicine

Course FMED-625:
“Qualitative Health Research”

2016 Fall Semester
Mondays, 9:30 am – 12:30 pm
Department of Family Medicine
5858 Côte-des-Neiges Boulevard
Montreal, Quebec, Canada H3S 1Z1
3rd Floor, Suite 300, Rooms 4 & 5

Professor
Charo Rodríguez, MD, PhD
Associate Professor
Department of Family Medicine, Faculty of Medicine, McGill University
Office: 5858 Côte-des-Neiges Boulevard, 3rd Floor, Suite 300, Room 28
Montreal, Quebec, Canada H3S 1Z1
Telephone: (514) 399-9102 | Fax: (514) 398-4202 | E-mail: charo.rodriguez@mcgill.ca

Teaching Assistant
Vasiliki (Vaso) Rahimzadeh, PhD (c), McGill University
Telephone: (514) 887-7030 | E-mail: vasiliki.rahimzadeh@mail.mcgill.ca

Administrative Staff
Mr. Jamie DeMore
Graduate Programs Coordinator
Department of Family Medicine, Faculty of Medicine, McGill University
Office: 5858 Côte-des-Neiges Boulevard, 3rd Floor, Suite 300, Room 22
Montreal, Quebec, Canada H3S 1Z1
Telephone: (514) 399-9103 | Fax: (514) 398-4202 | E-mail: graduateprograms.fammed@mcgill.ca

Course Description
The purpose of this introductory course is twofold:

1. to support the acquisition of basic knowledge and skills in qualitative research methodologies, methods, and processes; and
2. to contribute to students’ intellectual, emotional and ethical growth as researchers in the health and health care field of inquiry.

The course is mandatory for MSc and PhD students in Family Medicine. It may be elective for other McGill graduate students interested in qualitative health research.

Pre-requisites
Undergraduate studies in medicine, dentistry, social sciences, psychology, or related health disciplines.
PEDAGOGICAL EXPERIENCES AND STRATEGIES
A variety of pedagogical approaches will be used during the 13 weekly 3-hour sessions comprised in this course, including:

1. a combination of in-class short introductory lectures, oral case presentations, group exercises and discussions;
2. out-of-class individual activities involving readings and writing on themes addressed within the class, on-line quizzes, and field participant observations and notes;
3. in-class practice of qualitative interviewing, through both individual interviews and focus group exercises; and
4. students’ development and discussion of their respective research proposals throughout the entire semester.

Each session will include conceptual material as well as illustrative and practical content, and will require active participation and involvement from each student before, during and after the sessions. It is of particular importance that students read and reflect on the corresponding mandatory readings prior to each session.

LEARNING OUTCOMES
At the end of the course, each student should be able to:

1. Explain his/her (current) ontological and epistemological position as a researcher.
2. Identify the relevancy and pertinence of different qualitative research designs/methodologies, methods, and processes.
3. Write a congruent qualitative research proposal consistent with 1 and 2 above.
4. Carry out a qualitative fieldwork.
5. Be aware of ethical issues related to qualitative research processes.
6. Communicate his/her findings to scholars, practitioners and other research stakeholders.
7. Constructively develop a critical and reflective stance regarding the appropriateness and relevance of qualitative research for theory and practice in health and health care and, more specifically, in family medicine.

LANGUAGE
The course will be taught in English. Students will have the option to submit their papers in French.

REQUIRED TEXTS
The required materials are a course pack and the following two books:


These three texts are available at the McGill University Bookstore, 3420 McTavish Street, Montreal, Quebec H3A 3L1 | Tel.: 514-398-7444 | Fax: 514-398-7433.
## EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of final score</th>
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<tbody>
<tr>
<td>1. In-class presence and participation in discussions and group exercises</td>
<td>10%</td>
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<tr>
<td>2. On-line pre-quizzes in sessions #3 to #12</td>
<td>10%</td>
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<tr>
<td>3. First assignment – Initial qualitative research proposal</td>
<td>20%</td>
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<tr>
<td>- Content: (1) title; (2) introduction of health problem; (3) short literature review (synthesis of current evidence), identification of knowledge gap and research need; (4) statement of a qualitative research question</td>
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<tr>
<td>- Format: 3 single-spaced pages, 1 inch margin, Times New Roman 12 point font</td>
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<td>- Due on <strong>October 9\textsuperscript{th}</strong> (after Session #4)</td>
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<td>4. Second assignment – Field observations</td>
<td>10%</td>
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<tr>
<td>- Content: (1) purpose; (2) description of context; (3) description and interpretation of processes observed and observer’s role; (4) conclusion</td>
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<td>- Format: 1 single-spaced page, 1 inch margin, Times New Roman 12 point font</td>
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<td>- Due on <strong>November 6\textsuperscript{th}</strong> (after session #7)</td>
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<td>5. Oral presentation</td>
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<td>- 15 minute oral presentation (10 minute presentation and 5 minutes for questions)</td>
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<td>- Peer-assessed</td>
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<td>- On <strong>Monday, December 19\textsuperscript{th}</strong> (final session #13)</td>
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<tr>
<td>6. Final assignment – Qualitative research proposal</td>
<td>40%</td>
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<td>- Content: (1) title; (2) introduction of health problem; (3) literature review (synthesis of current evidence), identification of knowledge gap and research need; (4) statement of a qualitative research question; (5) theoretical/conceptual framework, when appropriate; (6) research plan: research design/methodology, participants, methods for collecting data, methods for analyzing data, strategies for assuring rigor/trustworthiness; (7) expected research contributions for theory and practice</td>
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<td>- Format: 6 single-spaced pages, 1 inch margin, Times New Roman 12 point font</td>
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<tr>
<td>- Due no later than Friday, <strong>December 23\textsuperscript{rd}</strong></td>
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## COURSE CONTENT

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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
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<tbody>
<tr>
<td>#1</td>
<td>Monday, Sept 12th</td>
<td>Introduction</td>
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Mandatory readings:


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<th>Session</th>
<th>Date</th>
<th>Content</th>
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<tr>
<td>#2</td>
<td>Monday, Sept 19th</td>
<td>Designing Qualitative Research Projects</td>
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Mandatory readings:


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<th>Session</th>
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<tr>
<td>#3</td>
<td>Monday, Sept 26th</td>
<td>Methods for Generating Qualitative Data (I): Individual Interviews</td>
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Mandatory readings:


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<tr>
<td>#4</td>
<td>Monday, October 3rd</td>
<td>Methods for Generating Qualitative Data (II): Group Interviews</td>
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Mandatory readings:

### Session #5
**Date:** Monday, October 17th  
**Content:** Methods for Generating Qualitative Data (III): Observations and field notes  
**Rigor/Trustworthiness in Qualitative Research**


### Session #6
**Date:** Monday, October 24th  
**Content:** Ethical Issues in Qualitative Research

**Mandatory readings:**


**Speaker:** Vaso Rahimzadeh

### Session #7
**Date:** Monday, October 31st  
**Content:** Qualitative Research Methodologies (I): Ethnography

**Mandatory readings:**


**Guest Speaker:** Peter Nugus
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<th>Session</th>
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<tr>
<td>#8</td>
<td>Monday, November 7\textsuperscript{th}</td>
<td>Qualitative Research Methodologies (II): Case Study</td>
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Mandatory readings:


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**Monday, November 14\textsuperscript{th} – 2016 NAPCRG Annual Meeting**

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<th>Session</th>
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<tr>
<td>#9</td>
<td>Monday, November 21\textsuperscript{st}</td>
<td>Qualitative Research Methodologies (III): Grounded Theory</td>
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Mandatory readings:


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<tr>
<td>#10</td>
<td>Monday, November 28\textsuperscript{th}</td>
<td>Qualitative Research Methodologies (IV): Qualitative Description Interpretive Description</td>
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Mandatory readings:


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<tbody>
<tr>
<td>#11</td>
<td>Monday, December 5th</td>
<td>Qualitative Research Methodologies (V): Interpretive Phenomenological Analysis Sequential-Consensual Qualitative Design</td>
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Mandatory readings:


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<tr>
<td>#12</td>
<td>Monday, December 12th</td>
<td>Qualitative Data Analysis</td>
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Mandatory readings:


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<th>Session</th>
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<th>Content</th>
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<tbody>
<tr>
<td>#13</td>
<td>Monday, December 19th</td>
<td>Students’ Oral Presentations and Conclusion of the course</td>
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**ACADEMIC INTEGRITY**

McGill University deeply values academic integrity. Therefore, all students must understand the meaning and be aware of the consequences of cheating, plagiarism and other academic offences included in the Code of Student Conduct and Disciplinary Procedures – please see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information.