

Western University
Faculty of Health Sciences
School of Kinesiology

**KIN 3370G - Special Topic: Introduction to Qualitative Health Research
Winter 2021**

<p>Instructor: Carla Silva Office: Arthur and Sonia Labatt Health Sciences Bldg, Rm 345 Email: csilva42@uwo.ca Office Hrs: drop in/ group: 3.30-4; individual (sign me up tool Owl): 4-4.30 Phone: 519/661-2111 86680 TAs: TBA</p>	<p>Lectures: Tu 2:30pm - 4:30pm Instruction Mode: Online</p>
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

Calendar Course Description (including prerequisites/anti-requisites):

Core principles and practices of qualitative research in health, sport and exercise through actively engaging in the different phases of the research process. This course is especially important for students who aim to pursue graduate training.

Prerequisite(s): Completion of second year Kinesiology.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

My Course Description

In this course, you will learn the core principles and practices of qualitative research in health, sport and exercise through actively engaging in the different phases of the research process, whilst reflecting on your learning. While engaging with important academic sources, you will be experimenting with different methods of data collection and analysis, in an atmosphere of collaboration with your fellow peers and instructors. This 'hands-on' approach to qualitative research methods will enable you to develop more confidently your own research projects, both in academic and non-academic contexts. This course is especially important for students who aim to pursue graduate training. A committed engagement with the proposed academic readings and weekly tasks is expected and essential for your success.

Learning Outcomes:

Upon completion of this course, you will be able to:

1. Identify, describe and apply the core characteristics and principles of qualitative research;
2. Explain key concepts related to ontology, epistemology and research traditions in qualitative research;
3. Describe, plan and apply diverse methods of collecting qualitative data;
4. Describe and apply methods of qualitative data analysis;
5. Identify ethical concerns in all phases of qualitative research;
6. Appraise your learning journey, identifying strengths and weaknesses to delineate actions for improvement.

Required Course Material/Text:

Green, J., & Thorogood, N. (2018). *Qualitative methods for health research*. London: Sage. This title is not available in the library. If this is not available in Western bookstore, consider purchasing the digital copy ([hyperlink](#)). Any additional readings and course materials will be posted on OWL.

Tentative Schedule

The following table offers a tentative thematic/ activity map for our weekly teaching and learning units. Note that this plan will be updated weekly with more detailed information and may change. Be aware that effective engagement with the course activities require between 6 - 10 hours weekly (including your own study time). This number really depends on being able to set up a study environment free of distractions and interruptions. **Make sure you schedule these in your personal calendars.** All synchronous sessions, office hours and meetings will be held in MS Teams.

Week #	Date	Topics
Part I. Qualitative Ways of Knowing and Doing		
1, 2	Jan 4-15	Introduction to the course. Presentations and Groups' Formation. Qualitative Ways of Knowing. Research traditions and theory. <i>What do we want to know?</i> Defining research questions. Research Rationale and Design <i>What about Ethics?</i> Developing the participant information sheet and the informed consent form.
Part 2. Mapping the field: reading, appraising and integrating qualitative research		
3	Jan 18	Undertaking a literature search. Reading critically. Organizing information from academic literature. Developing a literature review.
Part 3. Methods: Techniques of Data Collection and Analysis		
4	Jan 25	<i>Going to primary sources. What can participants say to help me answer my question?</i> Designing, preparing, Conducting and Recording Interviews.
5	Feb 1	<i>Is the information different, if collected from groups? Do I need to prepare this differently from an individual interview?</i> Designing, conducting and recording group interviews. Quiz 1. (Tuesday, 2.30)
6	Feb 8	Conducting individual and group interviews. Transcribing.
Feb 12 -21 Reading Week		

7	Feb 22	<i>What is already out there?</i> Using secondary sources. Submit Reflective Research Report (individual).
8	Mar 1	<i>I have my data. What now? Answering research questions.</i> Techniques of Qualitative Data Analysis.
Part 4. Telling the 'story' of my research		
9	Mar 8	Quiz 2. (Tuesday, 2.30) <i>Telling the 'story' of my research.</i> Representing, reporting, 'writing up' research.
10	Mar 15	Working individually on the final research presentation.
11	Mar 22	Discussing research presentation drafts. Peer and instructors' support and feedback.
12	Mar 29	<i>Communicating my research journey to others...</i> Research symposium (30 th March)

Course Evaluation:

	Submission date (OWL)	%
1. Research tasks (groups of 4)	Jan 15, 22, 29; Feb 5, 12, 26 (5% each)	30
2. Quizzes (2)	Feb 2; Mar 9 (10% each)	20
4. Reflective research report (individual)	Feb 26	20
5. Final Research Presentation (individual)	Mar 30	30

Below you find a general description of each method of assessment. Detailed guides for each assignment will be delivered in a timely fashion throughout the course.

Note that your evaluation does NOT include tests or exams, so weekly engagement is extremely important.

All assignments must be submitted by the end of the submission date (11.59 pm) using the assignment tool on OWL.

1. Research tasks (group). Throughout the course, you will be required to develop and submit six research tasks. These tasks support the development of a 'mock' research project you will develop in groups (randomly assigned). These are also an integral part of each week's lesson. Each is marked weekly for 5%. All group members are required to work on each task.
2. Quizzes. Two quizzes will assess your understanding of core readings, key concepts and specific terminology addressed in the weekly lessons. Each is worth 10% of your final grade.
3. Reflective Research report. You will reflect upon your learning journey, documenting difficulties and doubts, milestones, new understandings and insights in the form a reflective research report.
4. Research project presentation (individual). Drawing upon the research tasks developed in group, you will present the group's project and your own conclusions derived from your analysis of the data collected.

Note on plagiarism: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the

reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Late policy: All assignments are due on the date and at the time indicated. Late assignments will be penalized at a rate of **1% for each hour** after the deadline. No assignments will be accepted more than four days late.

Formatting: The word count for all assignments exclude the references and title page, if included. Documents should be double-spaced and formatted using a font size no smaller than 12 points. Formatting and Referencing must follow the APA guidelines.

Note: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

General course notes:

Participation: In the School of Kinesiology, each course instructor sets expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Participation in this online course means active engagement with the proposed weekly lesson tasks, including the collaborative development of research tasks. The specific expectations for each teaching unit/week will be communicated weekly.

Student Code of Conduct: You are expected to comply with the Code of Student Conduct at all times within the classroom, and when dealing with members of the instructional team. The purpose of this Code is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Communication: Communicating clearly and regularly with your peers and the instructional team has never been more important. This is one of the reasons why we are using Microsoft Teams, so that you feel part of a community connected by similar goals and needs. The opportunities for communication are multiple (see table below). During the first few weeks of the term, you will learn when and how to use each of the tools mentioned below. Their use will quickly become second nature as we move along in the term. Remember that individual office hour meetings can be booked using Sign-up on OWL. Expect messages to be answered within 24 hours, expect during weekends.

	Private (to a person or a group)	Whole Class
Peers	Posts on the appropriate Teams' channel (groups) Private chat on Teams' for individuals	Posts on the General Teams channel OneNote books and other documents shared on Teams
Instructional Team	Private chat on Teams	Posts on the General Teams channel (Instructors will also use the OWL announcements tool)

Only participants using their UWO credentials will be permitted to access the online sessions.

Synchronous sessions: Most sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special

circumstances. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor. You will always be informed in the invitation for the session if this is being recorded.

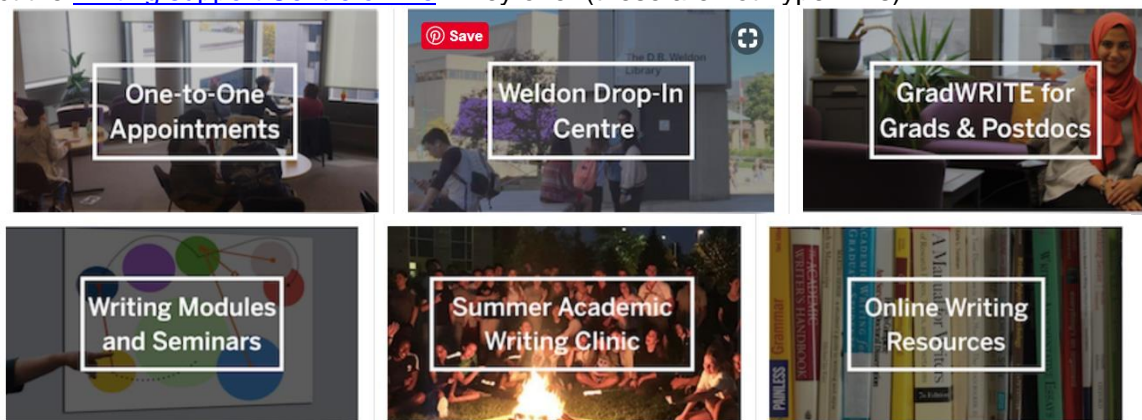
Use of Recording Devices and Course Content Course: Instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL and MS Teams. Students do not have the right to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason inclusive of nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Troubleshooting:

Technical/ software/hardware: “I am having technical issues with my computer and I am not sure what the problem is...” you can create a help request in [FHS IT Support](#) or if the issue relates more to online learning software (OWL, Teams or other) go to [FHS Online Learning Support \(Students\)](#). If you have lost internet connection use the data on your phone to do this or to work as a hotspot for your other device.

Adaptation to the online teaching and learning environment: “I am having trouble adapting to this online learning environment. I need some guidance regarding study strategies...” explore the resources offered by Western Student Experience in [tips for conquering online courses](#); [Resources To Support Online Learning for Undergraduates & Graduates](#). If you prefer short videos, check [Study Tips to Succeed as an Online Student](#), or one created by a student for students [Online Learning Tips for Students!](#) Select a few important tips to start with and incorporate more as the term progresses.

Help with Writing Skills: “I will need to write some papers this term and would benefit from improving my writing skills” or “I would like some helpful feedback on writing quality...” you can contact the [Writing support Centre online](#). They offer (these are not hyperlinks):



Illness: “One of my main assignments is due in two days and I feel really ill...”, you can action an academic consideration to be granted some accommodation. You do that in [Request for Academic Consideration](#).

Academics: “I would benefit from some advice regarding my **academic experience, engagement and success...**”, you can explore the resources available on [Academic Support and Engagement](#) or contact the [Kin counselling staff](#).

Course/University Policies

1. Statement on Use of Personal Response Systems (“Clickers”)

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. **Academic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. Electronic Device Usage:

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During In Person Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

4. Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

5. Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health & Wellness -- <http://www.health.uwo.ca/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

6. Accommodation, Illness Reporting and Academic Considerations:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

<https://www.uwo.ca/fhs/kin/undergrad/academic/consideration/index.html>

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

7. **Examination Conflicts:** A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online examinations, an “Examination Conflict Room,” which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2020 (for first term half-courses)
- November 30th, 2020 (for full-year courses)
- March 7th, 2021 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning: In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

9. **Classroom Behaviour:** Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. Please keep all electronic devices on silent and avoid distracting classmates.

10. **Online Etiquette:** Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

11. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit

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