



CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE

COURSE TITLE:	Introduction to Qualitative Health Research for the Health Sciences		
Course	MDCH 683		
Pre/Co-Requisites	NONE		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Rebecca Haines Saah	Email	Rebecca.saah@uclagry.ca
Office Location	TRW 3E17	Office Hours	By appointment
Instructor Email Policy	NONE		
Telephone No.	403-210-7378		
Class Term, Days	Winter 2020, Tuesdays		
Class Times	1:00-3:50PPM		
Class Location	G743, Foothills Campus		

COURSE INFORMATION/DESCRIPTION OF THE COURSE
<p>This course has been designed to provide graduate students in the health disciplines with an introduction to appraising, planning, and conducting qualitative research. In addition, those with prior exposure to qualitative research are encouraged to enroll so as to deepen their understanding of qualitative research and to gain familiarity with conventions for proposing, conducting, and publishing qualitative research in the health sciences.</p>
LEARNING RESOURCES/REQUIRED READING
<p>This course will draw upon published examples, textbook descriptions, lecture-style presentations, discussion with peers, video from public, online resources and Desire2Learn (D2L). Reliable access to a computer with an Internet connection is essential for success in this course. A device that records audio will also be required, but can be loaned from the Instructor.</p> <p><u>The required textbooks for this course are:</u></p> <p>Green, Judith, and Nicki, Thorogood (2013). <i>Qualitative Methods for Health Research</i>. 3rd Edition. Los Angeles: Sage.</p> <p>Tilley, Susan A. (2016). <i>Doing respectful research: Power, privilege and passion</i>. Toronto: Fernwood Publishing.</p>

COURSE OBJECTIVES/LEARNING OUTCOMES
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By the end, those enrolled as students in this course will be able to:

1. Articulate reasons for conducting qualitative research on health topics, in a persuasive manner;
2. Appraise examples of qualitative research published in health-focused journals;
3. Appraise health research proposals based on qualitative methods;
4. Develop interview guides and practice interview skills for use in qualitative health research;
5. Identify strengths and limitations associated with a range of methodologies commonly used in qualitative health research, and apply this understanding to journal articles and proposals;
6. Organize and analyze qualitative data, to the extent of identifying common themes and outliers;
7. Propose research to study health topics, including conceptual resources and timelines, using qualitative methods;
8. Evaluate the extent to which epistemology and social theory are integral to qualitative health research.

CUT POINTS FOR GRADES

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows

Grade	Grade Point Value	Percentage Conversion	Graduate Description
A+	4.00	95-100	Outstanding
A	4.00	90-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	85-89	Very Good Performance
B+	3.30	77-84	Good Performance
B	3.00	72-76	Satisfactory Performance
B-	2.70	68-71	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	63-67	All grades below 'B-' are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements

Assessment Components: The University policy on grading related matters is outlined in the [2019-2020 Calendar](#).

Assessment Methods	Description	Weight %	Due Date and Time
Reflection Papers	To encourage deeper engagement with the course materials, for each session students must bring to class a 1-2 page written (hard copy) reflection on the readings and materials assigned for that week. The paper should include 2-3 critical questions about the content of the readings as bullet points listed at the end of the assignment. PLEASE NOTE: This includes a paper for the first class. Papers are not required the week of the NVivo lab or the Oral examination.	10%; 1% x 10 papers	Every class at the start of class, as assigned.
Critical Appraisal	Students will appraise, in writing, a qualitative journal article selected from a pre-determined list provided by the instructor at the beginning of the term. To appraise implies having understood the content and the main arguments. The criteria provided in the course marking schema must be used to organize the appraisal. The suggested length is 5 pages.	20%	February 03 at 5pm
Development of an Interview Guide	Students will develop a 2-3 page guide consisting of questions for an in-depth one-to-one interview, including an Introduction and Background section situating the topic and practical and ethical considerations for carrying out interviews on their chosen topic. The interview guide is to be used as the basis of the Interview Practice Assignment. The topic chosen must be pre-approved by the Instructor IN ADVANCE and must be distinct from any other project (including thesis research) currently undertaken by the student, their supervisor, or their work on an existing or past research project.	10%	February 14 at 5pm
Analysis of Textual Data – Group Oral Presentations	In assigned teams of 3-4, students will undertake a thematic content analysis of 10 texts on a health-related topic of their choosing. The primary texts must be in the public domain. Popular, informational, or scholarly sources may be used as data. The group presentation must include a research question or objective, a description of methods used to collect and analyze the textual data, findings, and references cited. Electronic copies of the original sources must accompany submissions. The suggested length for the	20%	Group 1&2: March 17 in class Groups 3&4 March 24 in class

	Presentation document is 10-12 slides (15-20 minutes). Teams will be assigned the same grade.		
Oral Exam	Each student will sit an oral examination lasting 10 minutes. A list of 8-10 topics from the course materials will be circulated in advance. From this list, students will select two of these topics for examination, and the instructor will select two. In other words, each student will be examined on 4 out of 10 topics on the pre-circulated list.	10%	April 14 in class
Interview Practice Assignment	Students will carry out an in-depth interview (60-90 minutes) on a health topic of their choosing with a volunteer who is a close acquaintance or family member. They will transcribe the interview and then carry out a qualitative analysis and write-up of their interview findings. The final assignment should include the following sections: Introduction, Literature Review, Methods, Findings, and Discussion/Conclusion. The complete assignments must be double-spaced and should not exceed 15 pages.	30%	April 17 at 5:pm

*The marking rubric for each assignment is including in the Appendices to this document.\

ASSESSMENT AND EVALUATION INFORMATION
<p>ATTENDANCE AND PARTICIPATION EXPECTATIONS: Attend and participate in all classes.</p> <p>GUIDELINES FOR SUBMITTING ASSIGNMENTS: All assignments to be submitted on D2L. No emails accepted.</p> <p>FINAL EXAMINATIONS: There is no written final exam. There is a brief oral exam.</p> <p>EXPECTATIONS FOR WRITING: Written assignments are accepted in English only. All assignments should be prepared with double-spacing, 12 point font, and normal margins.</p> <p>LATE AND/OR MISSING ASSIGNMENTS: The penalty is 5% deduction per day, unless a previous arrangement has been made.</p>

Is a passing grade on a particular component essential to pass the course as a whole? NO.

COURSE TIMETABLE	
Course Schedule Date	Topic & Reading
January 14	<p>Course Introduction</p> <p>In this session we will introduce ourselves and review the course outline, assignments and the course and classroom expectations. We will share our knowledge about qualitative research and begin to answer the question, “What does it mean to ‘think qualitatively?’” as a researcher in the health sciences.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 1: Qualitative Methodology and Health Research Tilley, Chapter 2: Setting the Parameters, “Understanding Qualitative Methodology”; “Methodology and Method”; “Researcher Positioning”; “Methods Matter”</p>
January 21	<p>Critical Appraisal of Qualitative Research</p> <p>This session will provide you with the skills to assess the soundness of research designs and the overall quality of qualitative research studies that have been published in health-related journals. It will provide the necessary background to complete the critical appraisal assignments.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 10: Reading, Integrating and Appraising Qualitative Research; Green & Thorogood, Chapter 12: Writing Up and Disseminating Tilley, Chapter 2: Setting the Parameters, “The Question of Quality”</p>
January 28	<p>Qualitative Research Proposals</p> <p>This week’s session focused on equipping you with the conceptual skills and methodological understanding that you will need to design a qualitative health research project. We will review and discuss a number of different research proposals and consider how to position qualitative research for a ‘health science’ review audience. The methodological considerations specific to ‘mixing’ qualitative and quantitative study methods will also be introduced.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 2: Developing Qualitative Research Designs Green & Thorogood, Chapter 11: Mixing Methods and Designs Tilley, Chapter 2: Setting the Parameters, “Planning the Research”; “Research Focus and Questions”</p>

February 04	<p>Ensuring Rigor in Qualitative Research: Study procedures and research ethics</p> <p>In continuation from the previous session, this week’s focus is on the guiding ethical principles of qualitative research and how they inform study procedures for ensuring research is rigorous and adheres to ethical standards for carrying out qualitative studies with participants in health care and community settings. We will review and discuss a number of practical and ethical dilemmas encountered by qualitative researchers when collecting, analyzing and disseminating health research findings to diverse audiences.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 3: Responsibilities, Ethics and Values Tilley, Chapter 3: Research Ethics and Qualitative Research Tilley, Chapter 5: Transcription: Constructing Representations of Qualitative Data</p>
February 11	<p>In-Depth Interviews</p> <p>Interviews are the most frequently used qualitative method and becoming a skilled interviewer takes time and practice ‘in the field’. This week we will read and discuss the ‘art and science’ of qualitative interviewing and engage in practice exercises in class that will help to prepare you for carrying out your qualitative interview assignment.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 4: In-Depth Interviews Tilley, Chapter 2: Setting the Parameters, “Interviewing” Tilley, Chapter 4: Transitioning into the Field and Collecting Data, “Down to the Basics: Conducting Interviews”</p>
February 25	<p>Focus Group Interviews</p> <p>In qualitative research group interviews are used much differently than they are in the context of market research, and the dynamics of facilitating, coding and analyzing focus group data requires a different orientation than interview data. In this session we will practice focus group facilitating and participate in exercises to help familiarize you with the unique contextual challenges of doing using focus group methods in qualitative health research.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 5: Group Interviews Tilley, Chapter 2: Setting the Parameters, “Focus Group Interviewing” Tilley, Chapter 4: Transitioning into the Field and Collecting Data, “Complexities of Group Conversations”</p>

<p>March 03</p>	<p>Thematic Content Analysis</p> <p>Thematic content analysis is the conceptual ‘backbone’ of most qualitative analysis, yet it is frequently poorly described and over-simplified in published accounts of qualitative health research. This session will explore when and why it is appropriate to use thematic analyses and how the rigor of such techniques may be enhanced through being specific about the methodological and theoretical positioning of research.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 8: Beginning Data Analysis Tilley, Chapter 2: Setting the Parameters, “What to Do with the Data?” Tilley, Chapter 6: Data Analysis Tilley, Chapter 7: Writing Up/Down</p>
<p>March 10</p>	<p>Working with NVivo</p> <p>In this ‘hands on’ classroom session we will become familiar with NVivo software and practice working with data using this popular qualitative research tool. This will include practice exercises with textual and visual data sources.</p>
<p>March 17</p>	<p>Beyond Interviews: Observational Methods, Documentary Sources and Visual Data</p> <p>Qualitative research encompasses much more than collecting interview data. This week’s session explores how ethnographic approaches from anthropology and sociology have been taken up in health research domains. We will also consider approaches to working with textual sources (i.e. records) and visual data (video, photos) with attention to carrying out qualitative health research in online and digital contexts.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 6: Observational Methods Green & Thorogood, Chapter 7: Physical and Virtual Documentary Sources Tilley, Chapter 2: Setting the Parameters, “Observation”; “Documents as Data”</p>
<p>March 24</p>	<p>Grounded Theory</p> <p>Grounded Theory is unique in qualitative research in that it constitutes both a “method” and “methodology” for carrying out research. Additionally, rifts between the originators of GT and adaptations of GT practices over time have led to a conceptual divide between “GT purists” and those who follow this methodology more loosely. In this session we will look closely at how GT was originally developed, what it has added to the field of qualitative health research, and why it has been critiqued by those who see it as a positivist research tradition.</p>

	<p><u>Required Reading:</u> Green & Thorogood, Chapter 9: Developing Qualitative Analysis, “Grounded Theory”</p>
March 31	<p>Narrative Analysis Narratives are much more than stories that describe our individual and collective experiences, rather, they are embedded in culturally and contextually specific ways of ‘telling’ and sharing stories with others. This week’s class will provide an introduction to the diverse tradition of research that adopts a narrative approach, with close attention to techniques for collecting and analyzing narratives based on their structure, content, and ‘actions’ (i.e. what qualitative narratives ‘do’ or accomplish).</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 9: Developing Qualitative Analysis, “Narrative Analysis”</p>
April 07	<p>Participatory and Community-based Research Qualitative research that is ‘community-based’ and participatory comes with a fundamentally different set of principles, goals and research ‘products’ than does research that is driven by health care professionals or other systems-driven studies. In our final week we explore the challenges, advantages, and power dynamics of doing research that moves beyond the idea of being ‘patient centered’ or community engaged, in projects that are <i>driven by</i> participants in their communities.</p> <p><u>Required Reading:</u> Green & Thorogood, Chapter 1: Qualitative Methodology and Health Research, “Participatory Research” Tilley, Chapter 2: Setting the Parameters, “Access and Rapport”; “Reciprocity”</p>
April 14	<p>Oral Examinations</p>

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube). Students are responsible for being aware of the



University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communicationspolicy.pdf>.

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Student Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

IMPORTANT INFORMATION

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

ACADEMIC INTEGRITY

The Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Academic Regulations in the Faculty of Graduate Studies Calendar, available at [Faculty of Graduate Studies Academic Regulations](#)

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:

- HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
- HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
- TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

APPEALS

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/provost/students/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct

THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT



This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission

WELLNESS AND MENTAL HEALTH RESOURCES

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre), <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <https://www.ucalgary.ca/mentalhealth/>

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union: The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives can be found here: <https://www.su.ucalgary.ca>

Graduate Student's Association: The GSA Vice-President Academic can be reached at (403) 220- 5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: <https://gsa.ucalgary.ca>

SAFEWALK

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

APPENDIX: Marking rubrics for assignments (oral and written)

1. Critical Appraisal

<p>Introduction 10</p>	<p>What literature and theory were presented leading to the research questions? What were the research questions? How did the literature and theory provide a clear rationale for undertaking the study?</p>
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Methodology 5	What was the methodology? Was the methodology appropriate? Why or why not?
Methods: Context 5	What was the setting, context, and sample? To what extent were the descriptions of the setting, context, and sampling appropriate? How did the authors demonstrate a flow from the background and research questions to the setting, context and sampling?
Methods: Ethics 5	How did they address ethical issues, including confidentiality and the consequences of their work? Were there approaches that were missed or that they might have taken?
Methods: Data Collection 10	What data were collected? How did the authors ensure that their data collection and record keeping were systematic? How did the authors demonstrate that they provided sufficient information that the study could be replicated or at least clearly understood?
Methods: Data Analysis 10	How did they analyze the data? To what extent did they provide acceptable procedures for analysis? What convinced you that the data analysis was rigorous?
Results: Findings & Themes 10	What were the main results of the study? [Summarize only] How did they use interview excerpts or field notes? How did the authors demonstrate a logical flow that followed from the research questions, through data collection, to findings?
Discussion: Interpretation 10	How did the authors demonstrate rigor in the interpretation of their results? How did the researchers make a connection between the study results and current state of knowledge to emphasize the innovative nature of the work?
Discussion: Limitations & Future Directions 10	What are the limitations of the study? What other limitations did you identify? How did the author(s) presentation of future directions follow logically from the study? How did the author(s) avoid conjecture and ensure that their Discussion points did not “go beyond” the findings?
Conclusions 5	What were the conclusions? To what extent did the conclusions provide a synthesis of the study?
Learner Perspective (you) 15	What are the overall strengths and weaknesses of the paper? What was learned from the study? What else would you have liked to learn? How was this study and your critique helpful in your understanding of qualitative research?
Writing Quality 5	Overall quality of writing demonstrated by student in their critique (i.e., grammar, sentence structure, spelling, word choices, organisation).

Total: /100

2. Interview Guide

40	Background section to situate reader as to research aim, methodological tradition and characteristics of intended participants. Includes practical and ethical considerations for carrying out research interviews on the selected topic.
20	Preamble to the interview. [Instructions that would be provided to the participant related to purpose of the study, length of interview, data handling to ensure confidentiality and anonymity, ability to withdraw.]

40	Interview questions including probes as needed.
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Total: /100

3. Textual Analysis (Group Oral Presentation)

20	Background information (literature review, theory) is provided. Research aim is presented (including purpose and questions).
20	Methods 1. Data collection and sampling strategy are described and are consistent with the research aim(s) and methods. 2. Data analysis. Approach taken to thematic analysis is described.
20	Results 1. Main results are described including outliers or disconfirming examples. 2. Appropriate use of figures, tables, quotations.
20	Discussion (20)
10	Conclusions (10)
10	Contributions. It is clear that all group members played an active role in carrying out and presenting the assignment to the class.

Total: /100

4. Interview Assignment

25	Presenting an in-depth literature review and rationale and for choice of topic (i.e., what else has been done in this area, why this study is needed or will be helpful, drawing from existing theories or approaches)
15	Clearly stating the research goals, objectives, questions to be explored through your 'pilot' interview.
15	Description of research methodology and methods for collecting, transcribing, coding, and analyzing the interview. Statements about ensuring anonymity, confidentiality, data security and ethical participant engagement.
25	Analysis of the interview transcript.
10	Significance of the study.
10	Timeline, research design and budget for a future project.

Total: /100

5. Sample Oral Examination Questions

Students will choose 2 questions and the instructors will choose 2 questions from the list below. Answers will be limited to 3 minutes per question. Students will receive an overall mark out of 10 based on the clarity, accuracy and creativity of their responses, as well as concrete references to course readings and discussions.

1. Under what circumstances might authors choose to combine qualitative and quantitative analyses in a 'mixed methods' research design?
2. Define reflexivity and discuss why reflexivity is important in qualitative research in which interviews or observations are part of the research protocol.
3. Discuss the difference between confidentiality and anonymity. What strategies might you use to ensure you maintain confidentiality of data?



4. Contrast 'grounded theory' as a method of analysis as compared to analytic approaches that interpret data through applying a (pre-existing?) theoretical lens? How do these two approaches differ?
5. Identify three strategies for ensuring high-quality data collection in focus group research.
6. Identify three strategies for ensuring high-quality data analysis referring to one of the empirical studies included in the course.
7. Discuss the distinction between 'methodology' and 'method' in qualitative health research.
8. Thematic content analysis is, according to some specialists in qualitative research, more superficial than grounded theory. Discuss this assertion with reference to the papers from the thematic analysis and grounded theory sections of the course.
9. Name one issue relevant to research ethics for qualitative health research. How do you ensure that research is carried out ethically?
10. Outline strategies for enhancing the validity and reliability of qualitative research. How do these compare to strategies for assessing quantitative research?