

## **Qualitative methods and the application of interviewing/observation in data collection, 7,5 credits**

### ***Kvalitativa metoder samt tillämpning av intervju/observationsmetodik, 7,5 högskolepoäng***

<b>Course Code/Codes</b>	70ME072 Qualitative methods, 4 credits 70ME073 Application of interviewing/observation in data collection, 3,5 credits
<b>Subject Area</b>	Medical Science, specialisation in healthcare sciences
<b>School/equivalent</b>	School of Health Sciences
<b>Valid from</b>	2016-12-01
<b>Approved</b>	2016-11-25
<b>Revised</b>	2016-11-23
<b>Approved by</b>	Head of School
<b>Translation to English, date and signature</b>	2016-12-01 CH-N

## **1 Course content**

The course provides doctoral students with knowledge of the qualitative methods used in the field, and their scientific and philosophical basis. It explores ways in which demands for credibility in qualitative research are met. The course also includes knowledge of how data collection and analysis of qualitative data should be carried out; how it can be used, mainly in the field of medical and health science research; and its application. Doctoral students are to apply one of the qualitative methods discussed in their own thesis project. Practical application of qualitative methods is a separate course block in which the student carries out data collection based on the selected method. Establishment of purpose and research questions, selection, data collection, transcription, data analysis and writing of the results are carried out within the framework of this course.

## **2 Outcomes**

### **2.1 The course in relation to the doctoral programme**

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

#### *Knowledge and understanding*

- advanced and up-to-date specialised knowledge in a limited area of this field (part of outcome 1)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

#### *Competence and skills*

- the capacity for scholarly analysis and synthesis (part of outcome 3)

- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)
- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)
- the ability to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames (part of outcome 4)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)
- the ability to identify the need for further knowledge (outcome 7)
- the capacity to support the learning of others (part of outcome 8)

#### *Judgement and approach*

- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- the ability to make assessments of research ethics (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

## **2.2 Intended course learning outcomes**

To obtain a passing grade, the doctoral student shall demonstrate:

- an understanding of the principles behind the decision of selecting a specific qualitative method for qualitative data collection and analysis,
- an understanding of different ways to meet credibility demands in qualitative research,
- an understanding of various methods of data collection and analysis in the application of qualitative content analysis on data, and its usefulness in medicine/health sciences research,
- an ability to apply one of the qualitative methods in the student's own research.

## **3 Reading list and other teaching material**

The following course readings and teaching material will be used on the course:

Patton, M.Q. (2002). *Qualitative Research & Evaluations Methods*. 3rd ed. London: Sage.

Morse, J.M., & Lyn, R. (2002). *Read me first For a User's Guide to Qualitative Methods*. Thousand Oaks: Sage, (220 pp).

Kvale S., & Brinkmann S. (2009) *Interviews: Learning the Craft of Qualitative Research Interviewing*. 2nd Ed. Los Angeles: Sage Publications.

Scientific articles will be added.

## **4 Teaching formats**

Teaching on the course takes the following format:

- Self-study
- Lectures
- Group discussions
- Interview study in groups or individually

## **5 Examination**

The course is assessed through the following examinations which will be graded separately:

70ME072: Written report on the selected research method of relevance to the student's own thesis project, including a presentation and discussion thereof. Critical review of a fellow course participant's report. 4 credits. In the examination, the doctoral student shall demonstrate their knowledge of the basis for different qualitative methods and their use in medicine and healthcare research.

70ME073: Planning, conducting and analysing interviews/observations, in groups or individually, according to the selected qualitative method. Presentation by means of a written report and discussion at a seminar, 3.5 credits. In the examination the doctoral student shall demonstrate in-depth knowledge of the application of qualitative methods within their field of research.

## **6 Grades**

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades 'fail' or 'pass' (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

## **7 Admission to the course**

### **7.1 Admission requirements**

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

### **7.2 Selection**

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

1. Applicants from the subject area medical science with a specialisation in medicine and healthcare sciences at Örebro University.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

### **7.3 Other applicants than doctoral students admitted at Örebro University**

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

## **8 Transfer of credits for courses, study programmes and other experience**

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

## **9 Other information**

### **Transitional provisions**