



INSTITUTE OF MEDICINE

MGH312 Applied qualitative methods in global health, 7.5 credits

Tillämpade kvalitativa metoder inom global hälsa, 7,5 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Institute of Medicine on 2024-03-14 to be valid from 2024-09-02, autumn semester of 2024.

Field of education: Social Sciences 30% and Medicine 70%

Department: Institute of Medicine

Other participating departments

School of Global Studies

Department of Social Work

Department of Literature, History of Ideas, and Religion

Position in the educational system

The course is elective and is given within the Master's Programme in Global Health 120 credits.

The course can be part of the following programme: 1) Master's Programme in Global Health (V2GLH)

Main field of studies

Global Health

Specialization

A1F, Second cycle, has second-cycle course/s as entry requirements

Entry requirements

Prerequisite is passed course MGH102 Quantitative and Qualitative Methods 15 credits or equivalent.

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- Describe the epistemological foundations of different qualitative methodological approaches and their strengths and weaknesses for the study of different global health problems,
- describe the nature of the qualitative research process and strategies for ensuring quality in its different phases (from the identification of the research focus to the dissemination and application of results),
- describe the basic ethical principles of research and explain their application in internationally established guidelines as well as in the practical implementation of a research project,

Competence and skills

- prepare for a small-scale qualitative study by formulating a basis for data collection and arguing in favour of an appropriate theoretical framework, methodological approach and analysis model,
- formulate an ethical review application for a small qualitative global health project, including appendices describing a research plan, study information, data collection materials and informed consent documents,

Judgement and approach

- critically discuss and evaluate qualitative research on the basis of established quality criteria with a focus on scientific credibility and transferability, practical value and human rights and sustainability,
- identify and analyse ethical issues, including those that may be linked to their own research role, that may arise in qualitative global health research, and provide suggestions on how these can be addressed.

The course is sustainability-focused, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria. The content also constitutes the course's main focus.

Course content

The course addresses the epistemological starting points for qualitative research.

It also presents and discusses various examples of methodological approaches that have been developed to qualitatively study specific phenomena, such as phenomenology, discourse analysis, grounded theory and thematic content analysis. Exercises where these methodological approaches are applied in the formulation of an intended qualitative study are also included. Within the framework of the course, study design is

treated with a focus on the formulation of purpose and questions, choice of research theme, theoretical and methodological approaches. It also discusses strategies for dissemination of results and how a study is justified, based on scientific and ethical principles. The course also deals with international ethical guidelines for research and how these are implemented in different parts of the world.

Form of teaching

Lectures are mixed with practical workshops and applied exercises in which students practise practical skills relevant to qualitative research.

Language of instruction: English

Assessment

The course is examined through:

- (a) an individual, written exam focusing on basic concepts and principles of principles of qualitative studies and research ethics (2.5 credits), and
- (b) an individually written ethics review application for an intended qualitative study which should include a research plan, data collection information and study information, as well as scientific and ethical reflections on these (5 credits).

If a student who has twice received a failing grade for the same examination component wishes to change examiner ahead of the next examination session, such a request should be made to the department in writing and should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance). If a student has received a recommendation from the University of Gothenburg for study support for students with disabilities, the examiner may, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, decide to allow the student to sit an adjusted exam or alternative form of assessment. In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years after the course has ceased/been changed. The same applies to internships and professional placements (VFU), although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U). The course is given one of the grades Pass with Distinction (VG), Pass (G) and Fail (U). For the grade Pass (G) on the entire course, the grade G is required on both examinations of the course. For the grade Pass with Distinction (VG) the grade VG is

required on both examinations of the course.

Course evaluation

Course evaluation is carried out in writing and orally in dialogue with the students. The course coordinator is responsible for ensuring that course evaluations are analysed and that proposals for development of the course are made. Analyses and development proposals are shared with students, teaching staff and programme committee.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.