



## INSTITUTE OF MEDICINE

### **MPH213 Qualitative methods in public health science, 7.5 credits**

Kvalitativa metoder inom folkhälsovetenskap, 7,5 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Institute of Medicine on 2018-03-18 and was last revised on 2022-09-08 to be valid from 2023-08-28, autumn semester of 2023.

*Field of education:* Medicine 100%

*Department:* Institute of Medicine

#### **Position in the educational system**

The course is a compulsory course within the Master's Programme of Public Health Science. The course can also be offered as an eligible course on advanced level.

The course can be part of the following programme: 1) Master's Programme in Public Health Science (M2PHP)

*Main field of studies*

Public Health Sciences

*Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

Qualification for admission to the course requires professional degree/Bachelor's degree of at least 180 credits in a health science, social science, science, economics, arts or engineering field of education and grade Passed/E in English B/English 6

#### **Learning outcomes**

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

*Knowledge and understanding*

- describe epistemological grounds for qualitative research, different qualitative

methods and modes of data-collection, and their strengths and weaknesses for studying different issues within health sciences

- describe internationally established ethical standards and procedures for research and define ethical values and principles

#### *Competence and skills*

- identify and describe appropriate study designs and modes of data collection for studying issues within health sciences
- identify and analyze ethical issues arising in qualitative health research and propose how these issues can be addressed in the design and conduct of a study
- plan for a basic qualitative study and argue for choices for design
- identify ethical issues and prepare for an informed consent processes
- conduct a small data-collection, arrange for and carry out analysis

#### *Judgement and approach*

- present and reflect on theoretical, methodological and ethical aspects of a qualitative research process
- critically discuss and evaluate qualitative research based on scientific trustworthiness

### **Course content**

This course introduces students to the main concepts and approaches in qualitative research, and familiarizes them with some of the methods most commonly used in the health field. It aims at equipping them with the needed competencies to elaborate pertinent research questions for qualitative inquiries, design a qualitative research study, and critically reflect on the possibilities and limitations of these designs, on ethical dilemmas, on their positionalities as researchers, and on research quality. In the course, the students will plan and carry out a pilot study during which they will apply the theoretical and practical aspects of a qualitative research process such as: identify the research aim, choose the design and methods, identify and reflect on the ethical issues, create data collection tools, collect data, organize it, and carry out a basic analysis.

### **Form of teaching**

The course is based on a combination of readings, theoretical lectures, and a series of practical workshops and seminars that will accompany the students in the development of their pilot study plan.

*Language of instruction:* English

Lectures are given in English, but students who take the course as a freestanding course can choose to carry out practical assignments (for example, formulate interview guide

and written assignments) and some written assignments in Swedish.

### **Assessment**

The course is examined through:

- one individual written assignment in the form of a study plan (including data collection instruments and analysis of the conducted pilot study), 3,5 Credits
- 3 compulsory elements:
  - seminar 1 literature review, 1 Credit
  - seminar 2 quality and trustworthiness in qualitative studies, 1 Credit
  - seminar 3 draft of the individual study plan will be presented and discussed, 2 Credits

Absence from any of the 3 compulsory elements has to be supplemented through written assignments in accordance with the course leader's instructions.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this 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 special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may 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 placements 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). For the grade Pass with Distinction (VG) on the whole course the student must have achieved VG on the individual written assignment (the study plan) and G on all the compulsory elements in the course. For the grade Pass (G) the student must have achieved G on the individual written assignment (the study plan) and G on all the compulsory elements in the course.

**Course evaluation**

The course evaluation is carried out in writing via the learning platform of University of Gothenburg, as well as orally in dialogue with the students.

The course leader compiles an analysis of the course evaluation and proposes changes for development of the course. The analysis is discussed with the students through the program council. Analysis and suggestions are communicated to the students and published via the learning platform.

The result and possible changes in the course structure are shared both with the students who carried out the evaluation and the students starting the course.