

# Course on Qualitative Research in Medical Education

## (2 ECTS credits)

### Target population

Doctoral students in Doctoral Program in Clinical Research and Doctoral Programme in Population Health, Faculty members of the Academic Medical Center Helsinki and Members of the Teachers Academy.

The course is valuable for those who are interested in applying qualitative research methods in their own research projects, and for those who supervise and review research projects in which qualitative methods are used.

### The aim of the course

This 2 ECTS credit course on qualitative research methods aims at engaging the participants with qualitative research methods, the principles of rigor in qualitative research and process of designing a qualitative research project.

### The intended learning outcomes of the course

At the end of the course the participants will be able to

- Describe the principles of qualitative research
- Compare two or more qualitative research methods
- Design a qualitative research project
- Apply the principles of rigor in a qualitative research project

### Learning activities

The course on qualitative research methods in medical education consists of different type of learning activities, (1) participation in two seminars on qualitative research on the 11<sup>th</sup> and 12<sup>th</sup> of May (active participation in both of the seminars is required), (2) assignments before and after the seminars and (3) a written reflection.

### Assessment

Assessment is based on the all the necessary assignments to a satisfactory level in light of the intended learning outcomes as well as active participation in the workshops. The scale pass/fail is used.

### Course coordinator

Eeva Pyörälä, Senior Lecturer in University Pedagogy, Faculty of Medicine, University of Helsinki

**Course registration:** <https://elomake.helsinki.fi/lomakkeet/69779/lomake.html>

**Course language:** The course language in workshops is English, you can write your assignment in English, Finnish or Swedish.

## Assignments

### Before the workshops

#### 1. Watch the following videos

Ted Lecture on collective competence by Professor Lorelei Lingard

<https://www.youtube.com/watch?v=vl-hifp4u40>

Quality of qualitative research

<https://www.youtube.com/watch?v=IJSnSLCVsP0>

Make notes and write a short summary of both of the videos.

## 2. Prepare for the seminars in the following way

### a) Read the following two articles on qualitative research in British Medical Journal

- Kuper A, Reeves S & Levinson W. An introduction to reading and appraising qualitative research BMJ 2008;337:a288, 404-407.
- Reeves S, Albert M, Kuper A & Hodges BD. Why use theories in qualitative research? BMJ 2008; 337:a949, 631-634.

Make notes and write a short reflection on qualitative research methods. You can use the following questions to help you to structure your writing:

- 1) How would you define qualitative research?
- 2) What is the role of theory in qualitative research?

### b) Read the following articles on grounded theory

- Lingard L, Albert M & Levinson W. Grounded theory, mixed methods, and action research. BMJ 2008;337:a567, 459-461.
- Watling CJ & Lingard L. Grounded theory in medical education research: AMEE Guide No. 70. Med Teach 2012; 34: 850–861.
- Kennedy TJ & Lingard LA. Making sense of grounded theory in medical education. Medical Education 2006; 40: 101–108.

Make notes and write a short reflection on Grounded theory as a qualitative research method. You can use the following questions to help you to structure your writing.

- 1) How would you define Grounded Theory as a research method
- 2) How does the research process proceed when you apply Grounded Theory?
- 3) What are the strengths and weaknesses of Grounded Theory as a research method?
- 4) Give an example of a research question you would like to address to by applying Grounded Theory.

### c) Choose ONE of the following research method/materials and read the article/s accordingly

#### Narrative analysis

- Bleakley A. Stories as data, data as stories: making sense of narrative inquiry in clinical education. Medical Education 2005; 39: 534–540.

#### Discourse analysis

- Hodges BD, Kuper A & Reeves S. Discourse analysis. BMJ 2008;337:a879, 570-572.
- Haddara W & Lingard L. Are We All on the Same Page? A Discourse Analysis of Interprofessional Collaboration. Acad Med. 2013;88:1509–1515..

#### Ethnography

- Reeves S, Kuper A & Hodges BD. Qualitative research methodologies: ethnography. BMJ 2008; 337: 512-514.

- Reeves S, Peller J, Godlman J & Kitto S. Ethnography in qualitative educational research: AMEE Guide No. 80, Medical Teacher 2013; 35: e1365–e1379.

#### Qualitative content analysis

- Elo, S. & Kyngäs, H. (2008). The qualitative content analysis process. Journal of Advanced Nursing, 62, 107-115. DOI: 10.1111/j.1365-2648.2007.04569.x
- Hsieh, H.-F. & Shannon, S.E. (2005). Three approaches to qualitative content analysis. Qualitative Health Research, 15, 1277-1288. DOI: 10.1177/1049732305276687

#### Interview, focus group interviews

- Barbour S. Making sense of focus groups. Medical Education 2005; 39: 742–750.
- Stalmeijer RE, McNaughton N & van Mook WNKA. Using focus groups in medical education research: AMEE Guide No. 9. Medical Teacher 2014, 36: 923–939.
- DiCicco-Bloom B & Benjamin F Crabtree BF. The qualitative research interview. Medical Education 2006; 40: 314–321.
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Make notes and write a short reflection on the qualitative research method you have studied. You can use the following questions to help you to structure your writing.

- 1) How would you define the qualitative research method you have studied?
- 2) How does the research process proceed when you apply the qualitative research method?
- 3) What are the strengths and weaknesses of this research method?
- 4) Give an example of a research question you would like to address to by applying the research method you have chosen?

#### Participation in two workshops (obligatory)

<http://blogs.helsinki.fi/medi-peda/qualitative-research-workshops-in-may-2016/>

- **Wednesday the 11<sup>th</sup> of May, 9.00-12.00 “Principles of rigor in qualitative research”, seminar room 1-2, Biomedicum 1**
- **Thursday the 12<sup>th</sup> of May, 9.00-12.00 “Designing a qualitative research project”, seminar room 3, Biomedicum 1**

Study the handouts of the workshops by professor Lorelei Lingard. Prepare at least one question or comment, based on videos, articles and workshop handouts for both workshops and present them during the workshop. Take actively part in the workshops and small-group discussions both on Wednesday and Thursday. Make notes for you written assignment.

#### After the workshops

##### Written assignment

Write a two page synthesis of qualitative research methods. Use your notes and reflective writing on the videos, the articles, materials, discussions and notes in the workshops. Reflect on how you could apply qualitative research methods in your own research. You can use the following questions to help you to structure your writing.

- What is the essence of qualitative research?

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- What are the differences and similarities between the qualitative research methods you have studied?
- How can you address to the claim of rigor in qualitative research?
- How could you apply qualitative research methods in your own research?
- Give an example of a research question and qualitative research design you would like to carry out?
- What was the most important take-home message to you?

Return the written assignment at latest on the 31th of May in Pdf format.

Write your full name and e-mail address in the beginning of the text. Name the file in the following way (1) Your surname, (2) assignment\_ qualitative research (Virtanen\_assingment\_qualitative research). Send the file in the e-mail address: [medi-peda@helsinki.fi](mailto:medi-peda@helsinki.fi)

### **Further inquiry**

Course designer Anne Rönkä, Medipeda

Phone 02941 25132, 0503182197

e-mail [anne.ronka@helsinki.fi](mailto:anne.ronka@helsinki.fi)