



DEPARTMENT OF NEUROBIOLOGY, CARE SCIENCES AND SOCIETY

H1F3029 Observation and Visual Methods in Health Care Sciences Research, 4.5 credits (hec)

Observation och visuella metoder inom vårdvetenskap forskning, 4,5
högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus is approved by the The Committee for Doctoral Education on 2023-11-16, and is valid from Spring semester 2024.

Responsible department

Department of Neurobiology, Care Sciences and Society, Faculty of Medicine

Prerequisite courses, or equivalent

No prerequisite courses, or equivalent, demanded for this course.

Purpose & Intended learning outcomes

Purpose

To develop knowledge about the methodological underpinnings of visual and observation methods, which are utilized within health care sciences research

Intended learning outcomes

Based on theoretically relevant tools, upon completion of the course the student is expected to be able to:

- analyse and explain the rationale for methodological approaches using participant observation, photographic data generation, and video observations.
- critically compare different visual methodological approaches in relation to research questions.
- demonstrate practical skills with theoretically grounded arguments for the choices made in data gathering and analysis related to different visual methods.
- demonstrate critical reasoning about ethical issues concerning the collection of, and working with, visual data in healthcare sciences.

Course content

Engaging the visual senses in healthcare science research can be done in many ways. Visual methods are here used to include ethnographic observations as well as photographic and video observations. The visual evokes elements of human consciousness that can serve as a compliment to words, when words are insufficient or at times not at all accessible.

The course content includes studies of theoretical underpinnings of methodological and ethical issues related to visual methods. Students will work with participant observation, photography, and video as methods while exploring these techniques in different methodological paradigms. Students will also explore different analysis with data in the course or from their own research projects.

Forms of teaching and learning

This course is designed to have short trigger lectures alternated with active experiential learning tasks, workshops, seminars, and individual assignments/project work. The course requires active involvement of the student through participation in the various types of learning activities.

Language of instruction

The course is given in English.

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Compulsory components

All learning activities except the lectures are mandatory. Absence can only be compensated for in agreement with the course organizer.

Forms of assessment

The examination will consist of an individual oral presentation followed by a questions and answers session and an individual short written report.

Results will be assessed as Pass/not pass.

Course literature

Required course literature

Asaba, E., Laliberte-Rudman, D., Mondaca, M., and Park, M. (2014). Visual methods: A focus on photovoice. In: Stanley, M., & Nayar, S. editors. *Qualitative Research Methods in Occupational Science and Occupational Therapy*. Routledge.

Behar, R. (1996). *The Vulnerable Observer: Anthropology That Breaks Your Heart*, Beacon Press.

Crenshaw JT, Cadwell K, Brimdyr K, Widström AM, Svensson K, Champion JD, Gilder RE, Winslow EH. Use of a video-ethnographic intervention (PRECESS) Immersion Method to improve skin-to-skin care and breastfeeding rates. *Breastfeed Med.* 2012 Apr;7(2):69-78.

Hammersley M, Atkinson P: *Ethnography Principles in Practice*. 3rd edition. London: Routledge; 2007

Manninen et al. (2015), ""Supervisors' pedagogical role at a clinical education ward - an ethnographic study"", *BMC Nursing*, 14(55), pp.

Yoder P and Simon F: *Observational measurement of behavior*. Springer Publishing Co. New York 2009. Chapters 6-7.

Recommended course literature

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

Rämgård, M, Carlson, E, Mangrio E: *Strategies for diversity: medical clowns in dementia care - an ethnographic study*. *BMC Geriatrics* 2016

Lambert V, Glacken M, McCarron M. *Employing an ethnographic approach: key characteristics*. *Nurse Res.* 2010;19:17;23

Manninen et al. (2014), ""Patients' approaches to students' learning at clinical education ward-an ethnographic study"", *BMC Medical Education*, Vol 14 Iss 31. DOI:10.1186/1472-6920-14-131

Brimdyr K, Widström AM, Cadwell K, Svensson K, Turner-Maffei C. *A Realistic Evaluation of Two Training Programs on Implementing Skin-to-Skin as a Standard of Care*. *J Perinat Educ.* 2012 Summer;21(3):149-57.

Christensson, K., Ransjö-Arvidson, A.B., Kakoma, C., Lungo, F., Darkwah, G., Chikamata, D., & Sterky, G. (1988). *Midwifery care routines and prevention of heat loss in the newborn. A study in Zambia*. *Journal of Tropical Pediatrics*, 34:208-12.

Dsilna A, Christensson K, Gustafsson AS, Lagercrantz H, Alfredsson L. *Behavioral stress is affected by the mode of tube feeding in very low birth weight infants*. *Clin J Pain.* 2008 Jun;24(5):447-55.

Hedenbro M, Lidén A.. *CPICS, Child and Parents Coding System in Dyads and Triads*. *Acta Paediatrica* 2002;Vol. 91, Suppl 440.

Lobo Marie L. *Observation: A valuable data collection strategy for research with children*. *J*

PediatrNursing vol 7, No 5 1992.

Martin P, Bateson P. Measuring behaviour: An introductory guide. In. third ed. Cambridge: UK: Cambridge University Press; 2007. p. 72-85.

Park, M. (2008). Making scenes. Imaginative practices of a child with autism in a sensory integration-based therapy session. *Medical Anthropology Quarterly*. 22(3), 234-256.

Polit&Beck. *Nursing Research; Principals and Methods, Collecting Observational Data* (375 & 97), 7th ed 2004.