DEPARTMENT OF WOMEN'S AND CHILDREN'S HEALTH

K6F6008, Methods for Thematic and Qualitative Content Analysis, 3 credits (hec)

Metoder för tematisk och kvalitativ innehållsanalys, 3 högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus was approved by the The Committee for Doctoral Education on 2024-02-29, and is valid from autumn semester 2024.

Responsible department

Department of Women's and Children's Health, Faculty of Medicine

Prerequisite courses, or equivalent

No specific entry requirements are necessary; however, having a basic understanding of qualitative methods and methodology can be helpful.

Purpose & Intended learning outcomes

Purpose

The course is at a doctoral level, which means that the aim of the lectures and practical assignments are to provide PhD students with the skills necessary for them to run their own qualitative study and be able to use thematic analysis/qualitative content analysis. The course will develop doctoral students' skills in designing, collecting and analyzing data using thematic or qualitative content analysis. Students will further develop their critical thinking skills by reflecting on and orally presenting the method involved in a study that uses thematic or qualitative content analysis.

Intended Learning Outcomes

Upon completion of the course the student is expected to be able to:

1.   Describe different variations of thematic analysis and content analysis.

2.   Describe key characteristics of these analytic methods, their main applications, and their

advantages and disadvantages.

3.   Explain and discuss the process of data collection using these analytic methods, which can be written, oral, or visual.

4.   Explain key characteristics of these analytic methods, including coding, theme identification, and interpretation of patterns.

5.   Describe the trustworthiness of these analytic methods, including dependability, credibility, confirmability, and transferability.

6.   Design an appropriate study where thematic analysis or qualitative content analysis can be used to answer a particular research question.

7.   Categorize or "code" words, themes, and concepts within the texts during the data analysis process.

8.   Reflect on ethical aspects of data collection in relation to your field of study.

Course content

Lectures and workshops will focus on the methodological process of conducting, reporting, and presenting qualitative research and how ethical issues and the trustworthiness of the data should be discussed. Advantages and disadvantages of various data collection approaches where thematic analysis and qualitative content analysis can be used will be discussed, such as through individual interviews, focus group discussions, and observations (including social media).

Individual assignments will be used to assess the students' scientific reasoning and critical thinking skills regarding using these methods. As such, students will develop their own data collection methods and focus on the data analytic procedure central to their chosen qualitative method. The trustworthiness of these techniques will be discussed throughout the course. As students complete written assignments, such as a coding exercise and a trustworthiness essay, peer reviews and in-class discussions will take place to assess the students' understanding and provide an arena for constructive feedback.

Forms of teaching and learning

The course utilizes literature, lectures, workshops, and seminars, and focuses on building practical skills that doctoral students can use in their own data collection and analytic efforts via the assignments. The learning experience builds on a combination of active reading and own reflection in combination with dialogue around learning activities with others. The course thus requires active involvement of the learner. Peer learning will further be utilized to share and receive insights. The student will build on knowledge and skills developed through course, culminating in an oral presentation on their project involving thematic analysis or qualitative content analysis.

Language of instruction

The course is given in English

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Be able to show that all intended learning outcomes have been achieved, which are shown through the completed course assignments.

Course literature

Recommended Reading

1.   Elo S, Kyngäs H. The qualitative content analysis process. Journal of Advanced Nursing. 2008;62(1):107-15.

2.   Braun V, Clarke V. Using thematic analysis in psychology. Qualitative Research in Psychology. 2006;3(2):77-101.

3.   Mayring P. Qualitative content analysis: Theoretical background and procedures. Approaches to qualitative research in mathematics education: Examples of methodology and methods. 2015:365-80.

4.   Vaismoradi M, Turunen H, Bondas T. Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. Nursing & health sciences. 2013;15(3):398-405.

5.   Elo S, Kääriäinen M, Kanste O, Pölkki T, Utriainen K, Kyngäs H. Qualitative content analysis: A focus on trustworthiness. SAGE open. 2014;4(1):2158244014522633.

6.   Graneheim UH, Lindgren B-M, Lundman B. Methodological challenges in qualitative content analysis: A discussion paper. Nurse Education Today. 2017;56:29-34.

7.   Roller MR, editor A quality approach to qualitative content analysis: Similarities and differences compared to other qualitative methods. Forum Qualitative Sozialforschung/Forum: Qualitative Social Research; 2019.

8.   Hsieh H-F, Shannon SE. Three approaches to qualitative content analysis. Qualitative health research. 2005;15(9):1277-88.

9.   Lindgren B-M, Lundman B, Graneheim UH. Abstraction and interpretation during the qualitative content analysis process. International journal of nursing studies. 2020;108:103632.

10.   Vears DF, Gillam L. Inductive content analysis: A guide for beginning qualitative researchers. Focus on Health Professional Education: A Multi-disciplinary Journal. 2022;23(1):111-27.