



DEPARTMENT OF WOMEN'S AND CHILDREN'S HEALTH

K6F6058, Introduction to Mixed Methods in Care Sciences, 3 credits (hec)

Introduktion till Mixed methods inom vårdvetenskap, 3 högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus was approved by the The Committee for Doctoral Education on 2025-03-03, and is valid from autumn semester 2025.

Responsible department

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

Prerequisite courses, or equivalent

Knowledge and/or skills in basic quantitative and qualitative methodology (for example knowledge equivalent to basic courses such as course 2673 Introduction to Qualitative methods, and 2609 Basic course in medical statistics (3 hp) given at KI, or equivalent knowledge acquired elsewhere)

Purpose & Intended learning outcomes

Purpose

The course aims to provide knowledge regarding all parts of the research process within the mixed-methods methodological approach and result in knowledge where the student can apply the mixed-methods approach to their own PhD project, as well as critically review research studies that use mixed-methods.

Intended learning outcomes

After completing this course, the student is expected to be able to:

- Describe the mixed methods approach and its theoretical assumptions.
- Identify and explain different study designs, purposes, and research questions within mixed methods research.

- Discuss and apply various sampling techniques and data collection methods for both qualitative and quantitative data.
- Integrate and analyze qualitative and quantitative data, ensuring scientific quality assurance in mixed-method studies.
- Evaluate the trustworthiness of mixed methods research
- Critically appraise and reflect upon a mixed methods research project, demonstrating the ability to synthesize and communicate findings effectively.

Course content

The course describes all parts of the process of designing and conducting a mixed-methods study, where each step in the process is addressed: study design, theoretical assumptions, purpose, research questions, sampling, data collection, and integration of qualitative and quantitative data. The course is divided into four clear themes in order to illustrate different parts of the process in a manner which is clear and easily accessible to students:

Theme 1: The mixed methods approach and theoretical assumptions

Theme 2: Study designs, purpose and research questions

Theme 3: Sampling and data collection

Theme 4: Integrated analysis of qualitative and quantitative data and scientific quality assurance of mixed-method studies

During the course, key concepts within the mixed-methods approach are presented linked to the above themes. The course also addresses how a mixed-methods study can be structured and includes practice in scientific writing related to the approach.

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 mixed methods.

Language of instruction

The course is given in English

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Compulsory components

All course assignments are mandatory.

Forms of assessment

- 1) Written assignments reflecting the course's intended learning outcomes: design of a mixed-methods study, including study design, theoretical assumptions, purpose, research question, sampling strategy, data collection, and integrated analysis of qualitative and quantitative data.
- 2) Peer reviewing, where students give each other constructive feedback on the assignments as a part of the learning process
- 3) Small group coaching, where all assignments are discussed and revised with a teacher.

Course literature

Suggested literature:

Creswell, J. W., & Plano Clark, V. L. (2017). Designing and conducting mixed methods research (3rd ed.). SAGE Publications.

In addition, students will be advised to read a number of research articles related to the themes of the course.