



Course syllabus for

# **Qualitative Research and Evaluation Methods in Disasters, 7.5 credits**

Kvalitativ forskning och utvärderingsmetoder i katastrofer, 7.5 hp

This course syllabus is valid from autumn 2024.

Course code	5HD005
Course name	Qualitative Research and Evaluation Methods in Disasters
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Public Health in Disasters
Level	AV - Second cycle
Grading scale	Excellent, Very good, Good, Satisfactory, Sufficient, Fail, Fail
Department	Department of Global Public Health
Decided by	Education Committee GPH
Decision date	2024-01-21
Course syllabus valid from	Autumn 2024

## **Specific entry requirements**

A Bachelor's degree or a professional degree of at least 180 credits in Health, Management and Administration or Social or Technical sciences. Applicants must have a good command in English. Applicants must prove a C1 English level Common European Framework of Reference for Languages (CEFR), IELTS minimum score of 6.0 with at least 5.0 point in each section; TOEFL (paper based) at least 575 points with 4.0 in the writing section; TOEFL (IBT) 79 points with at least 17 points in every section).

## **Objectives**

The aim of this course is to give the student tools for qualitative research that also enables planning and implementation of evaluations of health response in disasters and health crises.

On completion of the course, the student should be able to:

- Describe how to design a qualitative study and collect and analyse data in qualitative research projects
- Describe and discuss qualitative data collection methods and reflect on advantages and challenges in comparison to other research methods, with a specific focus on disasters
- Describe central qualitative methods of analysis including the researcher's role in qualitative research

- Plan an evaluation of a health response in disasters with a focus on qualitative method
  - \*Explain the central stages of an evaluation
  - \*Reflect on evaluation criteria
  - \*Plan data collection analysis and interpretation, based on evaluation criteria
- Reflect on ethical considerations related to qualitative research in connection to or after disasters
- Reflect on ethical considerations in evaluations of health response in disasters

## Content

- Introduction to qualitative research and its place in health efforts in disasters
- Overview of important principles and approaches in qualitative research
- Research design and ethics in qualitative research
- Research questions and hypotheses for evaluation of disaster response
- Ethical considerations and practice in the implementation of qualitative research in sensitive contexts
- Inter-cultural skills
  - \*Disease perception and experiences; Participant stories about their everyday life
- Practical considerations and challenges at data collection
- Methods for data collection
  - \*Interviews,
  - \*Target groups
  - \*Participant observations
- Theoretical frames for the analysis of qualitative data
- Introduction to qualitative data analysis software
- Practical exercises in encoding, thematic analysis and interpretation of qualitative data
- Analysis of case studies in qualitative evaluation of health efforts in disasters
- Criticism and discussion of methods that are used in published evaluations
- Planning of evaluations of health response projects in disasters with a focus on qualitative methods
  - \*The most common steps in an evaluation process
  - \*Evaluation criteria
  - \*Data collection, analysis and interpretation, based on evaluation criteria criteria
- Reporting and communication of results
- Development of reports and recommendations for stakeholders in disaster response
- Integration of quantitative and qualitative methods

## Teaching methods

Interactive lectures, group assignments, practical exercises and compulsory discussion seminars.

## Examination

The course is examined through a written assignment and an individual written examination.

The course also has compulsory components, where attendance and active participation are required. To pass the course, the student must have fulfilled established criteria for the different compulsory components.

The student receives a final grade for the whole course: A-F. The final grade is an assessment of the results of the individual assignment and the examination.

To pass the course, it is required that the student receives the grade E or higher on the written assignment and the written examination and have fulfilled established criteria for the compulsory components.

Compulsory participation

The examiner assesses if, and in that case how, absence can be compensated. Before the student has participated in all compulsory parts or compensated absence in accordance with the examiner's instructions, the student's results for respective part will not be registered. Absence from a compulsory activity may result in that the student cannot compensate the absence until the next time the course is given.

Limitation of number of occasions to write the exam

If the student has failed six examinations/tests, no additional examination is given. The student has the right to write the exam six times. If the student has not passed the exam after four participations he/she is encouraged to visit the study advisor. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

If there are special grounds, or a need for adaptation for a student with a disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected skills, knowledge and abilities may not be changed, removed or reduced.

## Transitional provisions

Examination will be provided during a time of two years after a possible cancellation of the course. Examination can take place according to an earlier literature list during a time of one year after the date when a major renewal of the literature list has been made.

## Other directives

The course will be given in English.

Course evaluation will be carried out according to the guidelines that are established by the Committee for Higher Education.

## Literature and other teaching aids

*Aschengrau, Ann; Seage, George R.*

### **Essentials of epidemiology in public health**

Fourth edition. : 2019 - 528 pages

ISBN:9781284128352 LIBRIS-ID:5fcp77t13p5c7m84

[Library search](#)

### **Evaluation Manual: a handbook for initiating, managing and conducting evaluations in MSF**

MSF, 2017

<https://evaluation.msf.org/sites/default/files/2021-12/Evaluation%20manual%202017.pdf>

### **Evaluation of humanitarian action guide**

*Buchanan-Smith, Margaret; Knox, Paul; Cosgrave, John; Warner, Alexandra; Bonino, Francesca; Dillon, Neil; Otto, Clarke Ralf*

London, Great Britain : ALNAP/ODI, 2016 - 1 online resource.

ISBN:9781910454497 LIBRIS-ID:s8xv6g2cqb8qwsv1

URL: [Länk](#)

[Library search](#)

*Phillips, Brenda D*

**Qualitative disaster research - Oxford Handbooks**

Oxford Handbooks, 2014

URL: [Länk](#)

**Research evidence for the humanitarian sector**

*Blanchet, Karl; Allen, Claire; Breckon, J; Davies, C; Duclos, D; Jansen, Jerome; Mythiane, H; Clarke, Mike*

Evidence Aid, 2017

URL:

[https://www.evidenceaid.org/wp-content/uploads/2018/10/Evidence\\_Aid\\_Practice\\_Guide\\_52pp\\_DIGITAL.pdf](https://www.evidenceaid.org/wp-content/uploads/2018/10/Evidence_Aid_Practice_Guide_52pp_DIGITAL.pdf)

**WHO guidance on research methods for health emergency and disaster risk management.**

Geneva: World Health Organization; 2021. Licence: CC BY-NC-SA 3.0 IGO., 2021

URL: [WHO guidance on research methods for health emergency and disaster risk management.](#)