Metasynthesis-Research Course in Advanced Qualitative Methods

Faculty responsible:
Nord University
in collaboration with UiT- The Arctic University of Norway and The National Norwegian Research School for Research and Development of Municipal Health and Care-MUNI HC

ECTS credits 3ECTS
Level of course:
PhD Candidates in nursing and caring sciences, other health sciences, and fields of professional studies. PhD candidates at the National Norwegian Research School for Research and Development of Municipal Health and Care-MUNI HC will get first priority admission to the course. PhD candidates at other universities and university colleges in Norway and EEA can apply for admission to the course. Documentation of admission to a PhD program is required.

Offered as a free-standing course: Yes

Language of instruction: English

Course evaluation:
The study program is evaluated by students by way of course evaluation studies (mid-term evaluation and final evaluation). These evaluations are included in the university’s quality assurance system.

Course responsibility and lecturers:
Professor Terese Bondas, Nord University (Course responsible person)

in collaboration with

Professor Marit Kirkevold, of the National Norwegian Research School for Research and Development of Municipal Health and Care-MUNI HC, UiO: The University of Oslo
Associate professor Gabriele Kitzmüller, UiT- The Arctic University of Norway, Campus Narvik

Other lecturers:

Associate Professor Elisabeth Bergdahl, Nord University

Professor Anne Clancy, UiT- The Arctic University of Norway

Professor Lisbeth Uhrenfeldt, Nord University

The scientific contents of the course:
Metasynthesis is research on qualitative research and several methods have been developed to synthesize qualitative studies in various fields and disciplines. Metasynthesis research has the potential to benefit human and societal development, and may contribute to the use of qualitative research findings in decision-making. Metasynthesis research studies may advance the critical philosophical, theoretical and methodological knowledge and discussion that is relevant to the development of qualitative research.

Learning outcomes:
Upon successful completion of this course, the student will be able to:

Knowledge:

- Demonstrate knowledge of the arguments for a metasynthesis research design
- Demonstrate knowledge of the characteristics of different types of metasynthesis approaches and methods
- Demonstrate understanding of validity in metasynthesis research designs

Skills:

- Be able to create aims and research questions in metasynthesis research designs
- Demonstrate skills to applicate metasynthesis designs in research
- Be able to critically assess and evaluate qualitative studies for inclusion in metasynthesis studies

General competence:

- Reflect on the use of metasynthesis in evidence-based practice
- Integrate a critical attitude to validity in metasynthesis research designs
- Reflect on ethical, gender and ethnic issues in metasynthesis studies

Prerequisites: Qualitative methods
Contents:
* Metasynthesis—what, why, and how
* Metaethnography
* Metasummary
* Meta-aggregation
* Comparisons of metasynthesis to integrative reviews, systematic reviews, meta-analysis and secondary analysis
* Primary research appraisal

Mode of delivery: Face-to-face in one session

Learning activities and teaching methods:
Lectures, exercises and discussions

Exam
Each participant will write a paper (ca. 3500 words) as a plan for a metasynthesis study related to the participants’ own research project using the literature and discussions from the course (OP). The paper should include suggestions and arguments for a) the aim and research question, b) the criteria for inclusion and exclusion, c) a plan for a literature search, d) a preliminary appraisal and analysis of the findings of three included articles, and d) a possible synthesis and finally, e) reflections on the process. The paper will be graded on a pass/fail grade.

Required reading:


Recommended reading


and literature chosen by the student for the home assignment

Schedule:

April, 3rd, 2017, Room E144

12.00-12.30 Introduction to the course and presentation of the participants
Professor Terese Bondas

12.30.-14.00 What is metasynthesis? Why choose a metasynthesis approach?
Professor Terese Bondas

14.30-16.00 Comparisons of metasynthesis to integrated reviews, systematic reviews, meta-analysis and secondary analysis
**Professor Marit Kirkevold**

16.00-17.00 The challenges of doing metasynthesis - in community health care research

**Professor Anne Clancy**

April 4th, 2017, Room E144

9.00-10.30 Literature search and primary research appraisal  
*Professor Lisbeth Uhrenfeldt*

10.45-12.15 Meta ethnography  
*Professor Terese Bondas*

12.15-13.15 Lunch

13.15- 14.00 What is synthesis in metasynthesis?  
*Associate Professor Elisabeth Bergdahl*

14.00-14.45 Metaphors in metasynthesis  
*Associate Professor Gabriele Kitzmüller*

15.00-17.00 Group work: Analysis of a metasynthesis study in community care  
*Professor Terese Bondas and Associate Professor Gabriele Kitzmüller*

April 5th, 2017, Room 2445

9.00-11.30 Presentations of the analysis of the metasynthesis study  
*Professor Terese Bondas and Associate Professor Gabriele Kitzmüller*

11.30-12.30 Lunch

12.30-14.00 Metasummary and meta-aggregation  
*Professor Lisbeth Uhrenfeldt*

14.00-14.30 Planning the individual course assignments with the students and evaluation  
*Professor Terese Bondas and Associate Professor Gabriele Kitzmüller*