SUBJECT TEACHING GUIDE

M2053 - Analysis of Qualitative Data

Master's Degree in Health Care Research

Academic year 2019-2020

1. IDENTIFYING DATA

<table>
<thead>
<tr>
<th>Degree</th>
<th>Master's Degree in Health Care Research</th>
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<tbody>
<tr>
<td>Faculty</td>
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<td>Discipline</td>
<td>RESEARCH MATERIAL APPLIED TO HEALTH CARE</td>
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<tr>
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<td>Methodological Module</td>
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<tr>
<td>Course unit title and code</td>
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</tr>
<tr>
<td>Number of ECTS credits allocated</td>
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<td>Term</td>
<td>Semester based (2)</td>
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<td></td>
<td>No</td>
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<td>Mode of delivery</td>
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<tr>
<td>Department</td>
<td>DPTO. ENFERMERIA</td>
</tr>
<tr>
<td>Name of lecturer</td>
<td>PAULA PARAS BRAVO</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:paula.paras@unican.es">paula.paras@unican.es</a></td>
</tr>
<tr>
<td>Office</td>
<td>Facultad de Enfermería. Planta: + 0. SUBDIRECCION - E.U. ENFERMERIA (010)</td>
</tr>
<tr>
<td>Other lecturers</td>
<td>DOMINGO PALACIOS CEÑA</td>
</tr>
<tr>
<td></td>
<td>BEATRIZ PALACIOS VICARIO</td>
</tr>
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3.1 LEARNING OUTCOMES

- Describe the main aspects of the qualitative analysis in the field of health.
  - Transcribe and correctly manipulate qualitative data in the field of health.
  - Acquire basic skills for the analysis of qualitative data in the field of health.
  - Acquire basic skills for the presentation of qualitative analysis in the field of health.

4. OBJECTIVES

At the end of the teaching program of the subject the student will have acquired the basic knowledge for the analysis of qualitative data within the framework of qualitative research in the field of health.
6. COURSE ORGANIZATION

CONTENTS

1. Organization Blocks
   1. The process of analysis and specificities of the qualitative analysis.
      • Transcription; handling and processing of raw data (raw).
   2. Types of qualitative analysis.
      • Content analysis versus thematic analysis.
      • Deductive analysis versus inductive analysis.
   3. The analysis of the thematic content and its procedures
      • Step-by-step coding process.
   4. Activities of deepening in the qualitative analysis.
      • Comparative qualitative analysis: Grounded theory, content analysis and narrative.
      • Advanced qualitative analysis: Content identification techniques and construction of topics and theories.
      • Other types of analysis: Speech and phenomenology.
   5. Reports of research results.
   6. Computer programs in the analysis of qualitative data.
      • Nvivo Software.

TEACHING METHODOLOGY:
Presentation of contents by presentation of documentation and demonstrations using class Master's and seminars. Oral or written contributions of students, both individually and in groups, supervised by the faculty. Preparation of works, memories, seminars or workshops to exhibit in class. Preparation, writing and reporting or thematic works. Search for information for preparation of the tasks assigned. Queries Bibliographical Tutorial of the work of the students.

7. ASSESSMENT METHODS AND CRITERIA

<table>
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<th>Description</th>
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Observations
The instructions for the completion of the work and the written test will be available to the student at the beginning of the subject.

Observations for part-time students
The deadlines for the delivery of the work and the completion of the written test will be made flexible to the student who requests it at the beginning of the subject.
8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Bradley EH, Curry LA, Devers KJ. Qualitative data analysis for health services research: developing taxonomy, themes, and theory. Health Serv Res. 2007;42(4):1758-72. Disponible en: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC19555280/
- Sandelowski M1, Barroso J. Classifying the findings in qualitative studies. Qual Health Res. 2003;13(7):905-23.