



Programme Description for PhD of Diaconia, Values and Professional Practice

180 ECTS

Centre of Diaconia and Professional Practice

VID Oslo

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1. Presentation of the Study Programme

The PhD programme Diaconia, Values and Professional Practice is dedicated to studies of professional practice in public sector and civil society institutions, in health care and social/welfare services, churches and faith- and value-based organizations. It applies diaconia and values as the main perspectives, and it works with an interdisciplinary approach as an innovative contribution to the research field of diaconal studies. Based on this, the PhD Programme places the study of professional practice in health and welfare services, understood in a broad sense, in a value-based context.

Diaconia includes particular professional practices and traditions within churches or other faith-based organizational settings.

Values relates to norms and ideals that guide and/or influence health and welfare services as well as attitudes, preconceptions and implicit notions that can be studied in practice.

Professional practice describes the performances of professional work in health and welfare services, both on an individual and an organizational level.

The design of the PhD programme is characterized by an empirical and operational approach. It is an aim to renew, expand and support the practice oriented tradition in diaconal studies.

The programme has its starting point in challenges arising from practice in public sector and civil society, and aims at performing research in close cooperation with professionals and citizens as participants in public and voluntary services. Combining studies about diaconia, values and professional practice, the programme investigates how professionals in the health and welfare sector and civil society achieve competence, realize values and cope with power and responsibility in challenging relationships. This includes gender and intersectionality as perspectives. The projects may explore how professionals react to economic pressure, to social challenges and to new technical resources, and how they reflect in regard to these. An important aim of the programme will be to study health- and welfare services as value-based and ethically challenging practices. This includes a focus on citizens and/or groups of citizens that are in vulnerable situations. It also includes exploring the resources and challenges of voluntarism, and implies an interest in existential questions presented by the citizens in focus.

The PhD Programme places the diaconal approach and tradition in dialogue with other values, beliefs and worldviews. This will be carried out in the context of increasing diversity of values and beliefs, in which social- and caring practices can be interpreted and motivated. In this context, the programme aims at knowledge about how diaconal and other civil society organizations and health and welfare services transform, express and apply their identity, originality, assets and roots, as a set of values and a view of the human person.

2. Target Group and Admission Requirements

Admission to the PhD programme normally requires a Master's Degree (120 ECTS) or equivalent in health- or social sciences or diaconia. The University may after specific individual assessment approve other equivalent education as a basis for admission. Applicants may be required to take certain courses and/or special tests prior to admission in order to ensure that the entrance requirements are fulfilled

The application should include completed application form (see webpage) relevant documentation of education and research experience, and a project description (max. 10 pages), containing the following:

- Main aim and research questions
- sources and method(s)
- Current research situation and relevant theoretical perspectives
- Legal and research ethical challenges

3. Learning Outcome

The programme will qualify for research, teaching, development work and other work related to this professional and academic research field, with high requirements regarding academic insights and research competence- and skills.

Having successfully completed the PhD programme, the candidate is expected to meet the following requirements:

Knowledge: The candidate

- is in the forefront of knowledge in the intersection the academic fields of Diaconia, Values and Professional Practice
- has a thorough understanding of scientific theoretical issues relevant to the professional field of the research project, and how these are transformed into and have implications for studies of professional practice
- has a thorough understanding of the various processes within research and scholarly projects

Skills: The candidate

- can evaluate and apply various scientific research methods, scientific theories and interpretations in designing and conducting research
- can formulate problems, plan and complete a research project of a high international standard
- can act qualified in regard to methodological- and ethical challenges in the study of professional practice, and conduct research with professional and ethical integrity
- can challenge established knowledge and contribute to the development of new knowledge, new theory, new methods and new interpretations within the field of Diaconia, Values and Professional Practice
- can engage in popular dissemination of research within their field

General competence: The candidate

- can identify and cope with ethical issues, with emphasis on challenges related to user perspective and power in professional relationships
- can develop and lead research- and developmental projects, and work in multi- and interdisciplinary environments.
- can identify and consider needs for change and innovation in the field of practical studies, and take the initiative for - and conduct developmental projects.
- can participate in academic debates in international forums

4. Work and Teaching Methods

The PhD education normally consists of three years full-time study or six years half-time study. It includes:

- A formalized training (PhD courses) that covers general introduction to research/academic work as well as to the discipline and topic in which the thesis is to

be written; the work load of the formalized training has a minimum of 30 ECTS credits,

- An independent research project that is carried out under academic supervision; this research project is expected to have a work load of 150 ECTS, and it is presented:
 - either as a monograph of approximately 100.000 words,
 - or as a collection of 3-5 scholarly articles that are published or accepted for publication in international journals with a high standing, and with an introduction relating the articles to each other and to the current research discourse.

The PhD-courses consist of lectures, group-work and discussion, a variety of pre-course and post-course assignments, and individual reading. For more details, see pt. 7 and the course description for each individual course.

Supervision: Each student is assigned two supervisors as a general rule, the project is allocated 210 hours formal supervision. For more, see §7 in Regulations for the PhD Degree at VID Specialized University.

Paper presentation seminars and research groups: The students are required to present and respond to at least one paper per year, either in the programme's regular paper presentation seminars, or in a research group. The students are expected to be active participants in their respective research groups and are required to participate in at least one paper presentation seminar in the PhD programme each semester. They are also required to present in at least one international research conference.

5. Internationalization

The students are expected to participate in international research conferences, and encouraged to be involved in international research cooperation.

They are also recommended to spend time as visitors/students at a relevant international research institution. The students are required to plan such activities from the start of their PHD period, and they are offered supervision and information about exchange institutions

6. Forms of Assessment

The courses (30 ects) and the dissertation are evaluated by pass/fail. See each individual course description regarding assessment.

Research seminar/conference participation and response activities must be documented.

The evaluation of the dissertation is regulated by the guidelines for the PhD degree in VID (see the web).

7. Structure of the Study Programme

The study programme is structured on an individual basis in order to accommodate to the needs of the individual student, including the time of the year the student starts. The courses are offered once a year, either in the spring or the fall term.

PhD-DVP 901	Diaconia, Values and Professional Practice, introduction	compulsory	10 ects
PhD-DVP 902	Philosophy of science and research ethics	compulsory	10 ects
PhD-DVP 903	Qualitative research methods	elective	5 ects
PhD-DVP 904	Quantitative research methods	elective	5 ects
PhD-TR 903	Text and interpretation	elective	5 ects
PhD-TR 906	Migration, refugees and religion	elective	5 ects
PhD-DVP 905-907	Various thematic courses	elective	5 ects

(The table could even be shaped the same as the flow table in the TR program, see T/R p 5)

The introduction course for the PhD programme (DVP 901), as well as the course in philosophy of science and research ethics (DVP 902) are compulsory. The remaining 10 ects are chosen by the PhD candidates among the methods courses listed above. Methods courses are arranged in cooperation with VID's PHD program in Theology and Religion.

The program offers a number of elective courses on a rotating basis, several in cooperation with the PhD programme in Theology and Religion. Participation in external courses and seminars—or a research school—may replace corresponding parts of in the program's course catalogue, provided acceptance and follow-up by the supervisor and the program.

In addition, the PhD programme will offer tuition and courses in generic research skills. This activity will take place in close communication with the PhD candidates and the research groups, and supplementing the individual supervision. Themes for such courses will be:

- writing of the extended abstract in the article-based dissertation
- creating the literature review, writing a scientific article, writing academic English, co-authorship
- challenges in the supervision relationship
- the use of certain tools (Endnote, NVivo, SPSS)
- participating and presenting in international research conferences
- presenting research to the public
- planning for a post-doctoral career

8. Facts about the Study Programme

The Title of the Study Programme:
PhD of Diaconia, values and professional practice

ISCED Code: 0221:

Study Programme Code:	Qualification Level: Third Cycle
Number of ECTS: 180	Qualification Awarded: PhD

Language of Instruction: English and Norwegian

Mode of Study: Full Time

Professional Training: No

Length of Programme: 3 years	Start of the Academic Year: Spring/Autumn	Campus: Oslo
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Target Group and Admission Requirements

Admission to the PhD programme normally requires a Master's Degree (120 ECTS) or equivalent in health- or social sciences or diaconia. The University may after specific individual assessment approve other equivalent education as a basis for admission. Applicants may be required to take certain courses and/or special tests prior to admission in order to ensure that the entrance requirements are fulfilled

The application should include completed application form (see webpage) relevant documentation of education and research experience, and a project description (max. 10 pages), containing the following:

- Main aim and research questions
- sources and method(s)
- Current research situation and relevant theoretical perspectives
- Legal and research ethical challenges

Contents and Profile of the Study Programme

The PhD programme Diaconia, Values and Professional Practice is dedicated to studies of professional practice in public sector and civil society institutions, in health care and social/welfare services, churches and faith- and value-based organizations. It applies diaconia and values as the main perspectives, and it works with an interdisciplinary approach as an innovative contribution to the research field of diaconal studies. Based on this, the PhD Programme places the study of professional practice in health and welfare services, understood in a broad sense, in a value-based context.

Diaconia includes particular professional practices and traditions within churches or other faith-based organizational settings.

Values relates to norms and ideals that guide and/or influence health and welfare services as well as attitudes, preconceptions and implicit notions that can be studied in practice.

Professional practice describes the performances of professional work in health and welfare services, both on an individual and an organizational level.

The design of the PhD programme is characterized by an empirical and operational approach. It is an aim to renew, expand and support the practice oriented tradition in diaconal studies.

The main objective of the PhD programme is to broaden the scientific knowledge base for studies of diaconia, values and professional practice, and to strengthen the scientific knowledge base for the professions that are served by the programme. The programme should qualify for research activity on an advanced level, and for other work that requires scientific knowledge, and insight into the use of scientific methods. During the PhD education, the students should acquire broad and deep knowledge into the cross-professional field of diaconal studies, and they should be able to interpret the field in a larger societal context. The individual doctoral projects should contribute to research on a high level, to the professions, and to the society and the faith communities. The projects should bring new issues to the agenda, and they should produce new knowledge on diaconia, values and professional practice.

Learning Outcome

Having successfully completed the PhD programme, the candidate is expected to meet the following requirements, sectioned into knowledge, skills and general competence:

Knowledge: The candidate

- is in the forefront of knowledge in the intersection of the academic fields of Diaconia, Values and Professional Practice
- has a thorough understanding of scientific theoretical issues relevant to the professional field of the research project, and how these are transformed into and have implications for studies of professional practice
- has a thorough understanding of the various processes within research and scholarly projects

Skills: The candidate

- can evaluate and apply various scientific research methods, scientific theories and interpretations in designing and conducting research
- can formulate problems, plan and complete a research project of a high international standard
- can act qualified in regard to methodological- and ethical challenges in the study of professional practice, and conduct research with professional and ethical integrity
- can challenge established knowledge and contribute to the development of new knowledge, new theory, new methods and new interpretations within the field of Diaconia, Values and Professional Practice
- can engage in popular dissemination of research within their field

General competence: The candidate

- can identify and cope with ethical issues, with emphasis on challenges related to user perspective and power in professional relationships
- can develop and lead research- and developmental projects, and work in multi- and interdisciplinary environments.
- can identify and consider needs for change and innovation in the field of practical studies, and take the initiative for - and conduct developmental projects.
- can participate in academic debates in international forums

Occupational Profiles of Graduates

Graduates from this programme will be able to hold positions in research and teaching institutions in the relevant areas of higher education, and in leading positions in institutions and organizations

Access to Further Studies after Completing the Study Programme

Not applicable

Course Descriptions

PhD-DVP 901 Diaconia, Values and Professional Practice, introduction

Facts about the Course	Tuition	Professional Training
Course Code: PhD-DVP 901 Number of ECTS: 10 Available as Single Course: Velg et element. Type of Course: Compulsory Cycle: Third Cycle Year of Study Full Time: Velg et element. Part Time: Velg et element. Prerequisites:	Language of Instruction: English Campus: Oslo Semester: Velg et element. Compulsory Attendance: Yes	Professional Training: No Student Workload <hr/> Scope of Tuition: 30 hours Scope of Self-Study Activities: 240 hours Total Workload: 270 hours

Course Content

This course builds upon and completes the profiling course “values and relationships in professional practice”, which is of fundamental importance in a majority of VID’s Bachelor’s and Master’s programs. It highlights the basic thinking and academic conditions related to the study of professional and diaconal practices. It emphasizes and relates values and practice to public/faith-based/third-sector health and social services. Values, ethical references, spirituality and fundamental purpose are emphasized. Further, the course frames such professional practices and values through the development of differing welfare models and increasing pluralism. Overall, the course address how professional practice is intertwined with individual and institutional values and how this varies in differing vocational contexts. Thus, central theories of practice, professionalism and an inter-disciplinary approach are emphasized.

Main Subjects:

- Analysis of current welfare models, institutional work and professional practice in light of academic, humanistic and ideological traditions
- Diaconia and society: the analysis of historical developments, theoretical discourses and current trends
- Public and civil-society actors as health and welfare providers
- Professionalism: historical developments and current trends
- Inter-disciplinarily as a point of departure for the study of professional practice, values and diaconia
- Diaconia as a Church and as societal service-provider in relation to professionalism as health- and social scientific vocational practice
- Value and practice theory as perspectives in the study of professional practice
- Challenges in professional practice, including efficiency demands, documentation, discernment and ethical reflection
- Power and gender issues, and user-perspective in professional practice

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has extensive knowledge on and critical reflection regarding current discourses and differing perspectives regarding the inter-disciplinary study of professionalism and professional practice based on diaconia, value and practice theory

- has extensive knowledge about churches and value-based organizations as welfare agents in differing welfare models
- is familiar with the interaction and intertwinement between various agents (public/civil-society/commercial) in creating health and welfare

Skills:

The Candidate

- is able to analyze and critically evaluate different perspectives regarding the development of professions and professionalism in relation to various welfare models and institutional work
- can analyze various models of welfare and relate to church, faith-based organizations and civil-society associations as welfare agent regarding differing value-drivers
- can analyze challenges and opportunities in the relationship, such as power and gender, between different agents with in professional practice
- can investigate, discuss and challenge various value and ethical traditions in diaconal, health and social sciences
- can relate research to the multi-cultural and multi-religious dimensions of Norwegian society

General Competence:

The Candidate

- can identify and discuss value foundations and ethical issues in the study of professionalism and professional practice, and work with integrity in the field
- can identify needs for innovation based on research in the applicable field, and able to initiate such innovation
- can critically participate in and contribute to the debate of main topics related to values, power and user-relations in professional practice
- can conduct academic projects in the applicable field with interdisciplinary perspectives
- can position and reflect own research within the frame of inter-disciplinarity

Work and Teaching Methods

The work will consist of a combination of lectures and student activities through discussions, presentations of and responding to PhD projects

Compulsory Activities

Participants are required to submit a written text ahead of the course, approximately 800 words. The text must describe the PhD project of the candidate, reflecting the relation to the course theme. Participants are also required to respond to the text of fellow students and to take part in group discussions.

Assessment

Form of Assessment	Length	Grade	Weight
Essay, 3500 words	N/a	Passed/Fail	100/100

Additional Information about Assessment:

After the course, the student must submit a written essay of 3.500 words +/- 10% (ca. 10 pages).

The essay should reflect and discuss the candidate's ongoing PhD project in relation to Diaconia, Values and Professional Practice. Both a satisfactory course attendance (minimum 75%) and an approved essay are necessary to obtain the 10 ECTS.

Other

The reading list will be adjusted and updated regularly.

Reading List

The final curriculum for each student is agreed upon with the lecturers. It is expected that a curriculum equivalent to 600 pages are chosen from the following lists (required and recommended reading), while 400 pages are chosen by the student in cooperation with the course coordinator and the academic supervisor.

Required reading before the course and to prepare for work requirements

- Angell, O. H. (2016). Diakonia as Innovation: A Political and Organisational Perspective. *Diaconia*, 7(2), 142-158.
- Askeland, H. & Aadland, E. (2017). Hva er verdier og hva tjener de til? In E. Aadland & H. Askeland (eds.), *Verdibevisst ledelse* (26-49). Oslo: Cappelen Damm Akademisk.
- Baker, C. & Dinham, A. (2017). New Interdisciplinary Spaces of Religions and Beliefs in Contemporary Thought and Practice: An Analysis. *Religions*, 8(16), doi:[10.3390/rel8020016](https://doi.org/10.3390/rel8020016) (Open Access Journal) (12 pages).
- Braud, W. (2012). Health and Well-Being Benefits of Exceptional Human Experiences. In C. Murray (ed.), *Mental Health and Anomalous Experience* (107-124). New York: Nova Science Publishers.
- D'Amour, D. et al (2005). The Conceptual Basis for Interprofessional Collaboration: Core Concepts and Theoretical Frameworks. *Journal of Interprofessional Care, Supplement 1*, 116-131.
- Deth, J. W. van & E. Scarbrough (1995). The Concept of Values. In J. W. van Deth & E. Scarbrough (eds.), *The Impact of Values* (21-47). Oxford: Oxford University Press.
- DeMarinis, V. Ulland, D. & Karlsen, K. E. (2011). Philosophy's Role for Guiding Theory and Practice in Clinical Contexts Grounded in a Cultural Psychiatry Focus: A Case Study Illustration from Southern Norway. *World Cultural Psychiatry Research Review*, 6(1), 75-83. <http://www.wcpr.org/wp-content/uploads/2012/03/case-study-vol-6-n.1-1-1.pdf>
- Dietrich, S. (2016). Poverty has a Woman's Face: Theological Arguments for a Gender-Based Approach to Diaconia. In S. Dietrich, K. Jørgensen, K. Karsrud Korslien & K. Nordstokke (eds.), *Diakonia as Christian Social Practice: An Introduction* (11-23). Oxford: Regnum.
- Dinham, A. (2012). A Public Role for Religion: On Needing a Discourse of Religious Literacy. *International Journal of Religious studies*, 2(4), 291-302.
- Edgardh, N. (2012). Welfare and Religion and Post-Apartheid South Africa. Swedish/European Comparisons from a Gender Perspective. In I. Swart et al. (ed.), *Welfare Religion and Gender in Post-Apartheid South Africa: Constructing a South-North Dialogue* (333-344). Stellenbosch: SUN press.
- Evetts, J. (2006). Short Note: The Sociology of Professional Groups: New Directions. *Current Sociology*, 54(1), 133-143. <http://csi.sagepub.com/content/54/1/133.short>
- Frank, A. W. (2004). Asking the Right Question About Pain: Narrative and Phronesis. *Literature and Medicine*, 23(2), 209-225.
- Green, B. (2009). Introduction: Understanding and Researching Professional Practice. In B. Green (ed.), *Understanding and Researching Professional Practice* (1-18). Rotterdam: Sense Publishers.
- Hofmann, B. (2017). New Diaconal Professionalism – Theology, Spirituality, Values and Practice. *Diaconia*, 8(2), 138-151.
- Jensen, P. (2012). Family Therapy, Personal Life and Therapeutic Practice: The Map of Relational Resonance as a Language for Analyzing Psychotherapeutic Processes. *Human Systems: The Journal of Therapy, Consultation & Training*, 23(1), 68-87.

- Kemmis, S. (2011). What is Professional Practice? Recognising and Respecting Diversity in Understandings of Practice. In C. Kanes (ed.), *Elaborating Professionalism: Studies in Theory and Practice* (139-166). Heidelberg, London & New York: Springer.
- Leis-Peters, A. (2014). Diaconal Work and Research about Diaconia in the Face of Welfare Mix and Religious Pluralism in Sweden and Germany. In S. Dietrich, K. Jørgensen, K. Karsrud Korslien & K. Nordstokke (eds.), *Diakonia as Christian Social Practice: An Introduction* (139-154). Oxford: Regnum.
- Raustøl, A. (2010). *Impartiality and Partiality in Nursing Ethics* (4-36). University of Reading <http://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.542065> (kap.1).
- Schatzki, T. (2012). A Primer on Practices: Theory and Research. In J. Higgs et al (eds.), *Practice-Based Education: Perspectives and Strategies* (13-26). Rotterdam: Sense Publishers. <https://www.sensepublishers.com/media/1432-practice-based-education.pdf>
- Sivesind, K. H. (2017). The Changing Roles of For-Profit and Nonprofit Welfare Provision in Norway, Sweden, and Denmark. In K. H. Sivesind & J. Saglie (eds.), *Promoting Active Citizenship: Markets and Choice in Scandinavian Welfare* (33-74). London/New York: Palgrave Macmillan.
- Slettebø, T. (2013). Partnership with Parents of Children in Care: A Study of Collective User Participation in Child Protection Services Without Custody. *British Journal of Social Work*, 43(3), 579-595. <http://brage.bibsys.no/xmlui/bitstream/handle/11250/99039/Slettebo2013.pdf?sequence=4&isAllo wed=y>
- Stifoss-Hanssen, H. (2014). Diaconia as a Professional Practice: Perspectives on Research and Education. In S. Dietrich, K. Jørgensen, K. Karsrud Korslien & K. Nordstokke (eds.), *Diakonia as Christian Social Practice: An Introduction* (62-74). Oxford: Regnum.
- Taylor, S. F. (2005). Between the Idea and the Reality: A Study of the Counseling Experience of Bereaved People who Sense the Presence of the Deceased. *Counselling and Psychotherapy Research*, 5(1), 53-61.
- Tønnessen, A. V. (2014). The Church and the Welfare State in Post-War Norway: Political Conflicts and Conceptual Ambiguities. *Journal of Church and State*, 56(1), 13-35.
- Vrangbæk, K., Østergren, K., Birk, H. O. & Winbland, U. (2007). Patient Reactions to Hospital Choice in Norway, Denmark, and Sweden. *Health Economics, Policy and Law*, 2(2), 125-152.
- Williams, G. (1984). The Genesis of Chronic Illness: Narrative Re-Construction. *Sociology of Health and Illness*, 6(2), 175-200.

Reading list (* required readings for the course)

- Aadland, E. & Skjørshammer, M. (2010). From God to Good? Faith-Based Institutions in the Secular Society. *Journal of Management, Spirituality & Religion*, 9(1), 83-101.
- Askeland, H. (2014) Leaders Should Be the Carriers of Institutional Values: An Account of How Leaders Contribute to the Value-Base of Diaconal Institutions. *Diakonia*, 5, 149-177.
- Bäckström, A. (2017). The WaVE Project as a Record of Religious and Social Transformation in Northern Europe. In L. Molokotos-Liederman, A. Bäckström & G. Davie (eds.), *Religion and Welfare in Europe: Gendered and Minority Perspectives* (77-106). Bristol: Policy Press, pp. 77-106.
- Christensen, T. & Lægreid, P. (2011). *New Public Management*. Surrey: Ashgate Publishing Company.
- Dinham, A. (2008). From Faith in the City to Faithful Cities: The 'Third Way', the Church of England and Urban Regeneration. *Urban Studies*, 45(10), 2163-2174.
- Dinham, A. & Francis, M. (eds.) (2015). *Religious Literacy in Policy and Practice*. Bristol: Policy Press.
- Dunne, J. (2005). An Intricate Fabric: Understanding the Rationality of Practice. *Pedagogy, Culture and Society*, 13(3), 367-390.
- Edgardh, N. (2011). A Gendered Perspective on Welfare and Religion in Europe. In A. Bäckström et al. (eds), *Welfare and Religion in 21st Century Europe. Volume 2: Gendered, Religious and Social Change* (61-106). Farnham: Ashgate.

- Fazlhashemi, M. (2017). Faith-Based Welfare Practice: Reflections from the Perspective of Islamic Theology. *Diaconia*, 8(2), 119-137.
- Freidson, E. (2001). *Professionalism: The Third Logic*. Cambridge: Polity Press.
- Furseth, I. (2018). Secularization, Deprivatization or Religious Complexity. In I. Furseth (ed.), *Religious Complexity in the Public Sphere: Comparing Nordic Countries* (291-312). London: Palgrave Macmillan.
- Gehman, J. & Treviño, L. K. (2013). Values Work: A Process Study of the Emergence and Performance of Organizational Values Practices. *Academy of Management Journal*, 56(1), 84-112.
- Hasenfeld, Y. (2010). The Attributes of Human Service Organizations. In Y. Hasenfeld (ed.), *Human Service Organizations as Complex Organizations* (9-32). Los Angeles: Sage.
- Hasenfeld, Y. (2010). Organizational Forms as Moral Practices: The Case of Welfare Departments. In Y. Hasenfeld (ed.), *Human Service Organizations as Complex Organizations* (97-114). Los Angeles: Sage.
- Haugen, H. M. (2015). Approaches to Inclusive and Equitable Societies: Diaconal Perspectives. *Diaconia*, 6(2), 150-166.
- Hansson, M. (2015). Professional Deacons? *Diaconia*, 6(2), 183-192.
- INNOSERV (2013). Promoting Innovation in Social Services: An Agenda for Future Research and Development. Summary findings and key recommendations. http://innoserv.eu/sites/default/files/INNOSERV_Summary_EN.pdf
- Manow, P. & van Kersbergen, K. (eds.) (2009). *Religion, Class Coalitions, and Welfare States*. Cambridge: Cambridge University Press. Kap. 1,8,10.
- Minganti, P. K. (2017). Religion as a Resource or as a Source of Exclusion: The Case of Muslim Women's Shelters. In L. Molokotos-Liederman, A. Bäckström & G. Davie (eds.), *Religion and Welfare in Europe. Gendered and Minority Perspectives* (207-233). Bristol: Policy Press.
- Noordegraaf, M. (2015). Hybrid Professionalism and Beyond: (New) Forms of Public Professionalism in Changing Organizational and Societal Contexts. *Journal of Professions and Organizations*, 2(2), 187-206.
- Nordstokke, K. (2014). The Study of Diaconia as an Academic Discipline. In S. Dietrich, K. Jørgensen, K. Karsrud Korslien & K. Nordstokke (eds.), *Diakonia as Christian Social Practice: An Introduction* (46-61). Oxford: Regnum.
- Nyhagen, L. & Halsaa, B. (2016). Towards Lived Religion and Lived Citizenship: Binaries and Complexities in the Study of Religion, Gender, Feminism and Citizenship. In L. Nyhagen & B. Halsaa (eds.), *Religion, Gender and Citizenship: Women of Faith, Gender Equality and Feminism* (30-69). New York: Palgrave.
- Parkes, M. & Gilbert, P. (2011). Professional's Calling: Mental Healthcare Staff's Attitudes to Spiritual Care. *Implicit Religion*, 14(1).
- Pattison, S. & Roisin, P. (2004). *Values in Professional Practice: Lessons for Health, Social Care and Other Professionals*. Oxford: Radcliffe Medical Press.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Thygesen, H. & Moser, I. (2010). Technology and Good Dementia Care: An Argument for an Ethics-In-Practice Approach. In M. Schillmeier & M. Domènech (eds.), *New Technologies and Emerging Spaces of Care* (129-147). Farnham: Ashgate.
- Vrangbæk, K. & Østergren, K. (2006). Patient Empowerment and the Introduction of Hospital Choice in Denmark and Norway. *Health Economics, Policy and Law*, 1(4), 371-394.
- Wenger, E. (1998). *Communities of Practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.
- Williams, B. (1988). Consequentialism and Integrity. In S. Scheffler (ed.), *Consequentialism and its Critics* (20-50). Oxford: Oxford University Press.

Wyller, T. (2009). *Heterotopic Citizen: New Research on Religious Work for the Disadvantaged*. Göttingen: Vandenhoeck und Ruprecht.

PhD-DVP 902 Philosophy of science and research ethics

Facts about the Course	Tuition	Professional Training
Course Code: PhD-DVP 902 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Compulsory Cycle: Third Cycle Year of Study Full Time: Not set Part Time: Not set Prerequisites:	Language of Instruction: English Campus: Oslo Semester: Autumn/Spring Compulsory Attendance: Yes	Professional Training: No Student Workload Scope of Tuition: 30 hours Scope of Self-Study Activities: 240 hours Total Workload: 270 hours

Course Content

The course will present the main features of central traditions and positions in the philosophy of science. The relation between basic problems in philosophy of science and concrete methodological issues will be elucidated. The aim is a thorough understanding of presuppositions influencing own research, and methodological and theoretical challenges emerging in research on diakonia and professional practice. The intrinsic relation between knowledge, science and values will be discussed. Furthermore, ethical issues in scientific practices and research will be treated, including principles of research ethics, guidelines from the national committees on research ethics, and relevant legal regulations.

Main Subjects:

- Main traditions and positions in the philosophy of science (empiricism, hermeneutics, phenomenology, social constructivism, critical realism).
- Basic issues in the philosophy of science related to methodological questions in research on diakonia and professional practice.
- Knowledge, science and values.
- Research ethics; guidelines, principles and legislation.

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has a thorough knowledge of central traditions in the philosophy of science and an ability to critically analyse their different perspectives as applied to the study of professional practice.
- has a thorough knowledge of the demands of research ethics and the guidelines and legislation in force.

Skills:

The Candidate

- is able to account for the connection between methodological choices and basic theoretical problems within the philosophy of science.
- is able to critically assess strengths and weaknesses related to different research designs.

- is able to identify central values in current research.

General Competence:

The Candidate

- is competent in making well-founded choices as to research strategies within relevant fields of research.
- is competent in debating and assessing current problems within philosophy of science, hereunder elucidating questions of values in research on professional practice.

Work and Teaching Methods

The work will consist in a combination of lectures and student activity in group discussions and presentations of PhD projects.

Compulsory Activities

Participants are required to submit a written text ahead of the course, approximately 1-2 pages. The text should describe the candidates PhD project and reflect on the relation between theory of science and methodological choices made. Participants are also required to respond to colleagues' texts, and to take part in group discussions.

Assessment

Form of Assessment	Length	Grade	Weight
Essay, 3500 words	N/a	Passed/Fail	100/100

Additional Information about Assessment:

After the course, the student must submit a written essay of 3.500 words +/- 10% (ca. 10 pages).

The essay should reflect and discuss course topics as related to the candidates' ongoing PhD project. In order to obtain 10 ECTS, both a satisfactory course attendance (minimum 75%) and an approved essay are necessary.

Other

The reading list will be adjusted and updated regularly.

EMPIRICISM AND LOGICAL POSITIVISM:

Chalmers, A. F. (1982). *What is this thing called Science?* (1-101). Queensland: Open University Press.

Elster, J. (2007). *Explaining Social Behavior* (7-66). Cambridge: Cambridge University Press.

(159 s)

HERMENEUTIKK, FENOMENOLOGI / HERMENEUTICS, PHENOMENOLOGY:

Jeanrond, W. G. (1994). *Theological Hermeneutics* (1-77). London: SMC Press.

Ricoeur, P. (1970/2001). Hva er en tekst? Å forstå og forklare. In S. Læg Reid & T. Skorgen, T. (eds.), *Hermeneutisk lesebok* (59-79). Oslo: Spartacus.

(What is a text? Explanation and understanding in Ricoeur, Paul (1981) 1998: *Hermeneutics and the Human Sciences* (145-164), transl. J. B. Thompson, Cambridge: Cambridge University Press.)

Gadamer, H.-G. (1960/2010). Ophøvelsen av forståelsens historisitet til hermeneutisk prinsipp. In H.-G. Gadamer *Sannhet og Metode* (302-322). Oslo: Pax.

(H.-G. Gadamer (2004). *Truth and Method*, trans. J. Weinsheimer & D. G. Marshall. London: Bloomsbury; Part II, chapter II. Section1, a)

Gadamer, H.-G. (1986/2001). Språk og forståelse. In S. Læg Reid & T. Skorgen (eds.), *Hermeneutisk lesebok* (147-162). Oslo: Spartacus.

(Language and Understanding. Available for purchase:

<http://qix.sagepub.com/content/16/8/642.full.pdf+html>)

Skjervheim, H. (1959/2000). *Objektivismen og studiet av mennesket* (chapt.1-6, 19-46). Oslo: Gyldendal.

(*Objectivism and the Study of Man*, stencil print in the series «Filosofiske Problemer», part nr. 23 (available at UB: UiO and UiB))

PHILOSOPHY OF SCIENCE AFTER KUHN: LANGUAGE AND HISTORICITY

Bernstein, R. J. (1983) *Beyond Objectivism and Relativism: Science, Hermeneutics and Praxis* (Part 1 Overview, 1-49). Philadelphia: University of Pennsylvania Press.

Flyvbjerg, B. (2006). Making Organization Research Matter. *The Sage Handbook of Organization Studies* (370-387). London: Clegg.

Foucault, M. (1970/1999). *Diskursens orden* (7-41). Oslo: Spartacus.

http://urn.nb.no/URN:NBN:no-nb_digibok_2009021004056 Gratis for norske IP-adresser.

(In English: http://www.humanities.uci.edu/cte/events/Foucault_The_Order_of_Discourse.pdf)

Hacking, I. (1999). *The Social Construction of What?* (chapt. 1-2, 1-62). Cambridge, Mass.: Harvard University Press.

CRITICAL REALISM:

Sayer, A. (2000). *Realism and Social Science* (1-28). London: Sage.

RESEARCH ETHICS:

ALLEA - All European Academies (2017). *The European Code of Conduct for Research Integrity: Revised Edition*. <http://www.allea.org/wp-content/uploads/2017/03/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017-1.pdf>.

Grønli, K. S. (2017). Slurv kan bli stemplet som uredelig. *Forskningsetikk*, 17(2), 18-21.

<https://www.etikkom.no/Aktuelt/Fagbladet-Forskningsetikk>

Kjørholt, A. T. (2012). "Childhood studies" and the Ethics of an Encounter: Reflections on research with children in different cultural contexts. In H. Fossheim (ed), *Cross-Cultural Child Research: Ethical Issues* (17-44). Oslo: The Norwegian National Research Ethics Committees.

<https://www.etikkom.no/Aktuelt/publikasjoner>

Nasjonale forskningsetiske komiteer (2016). *Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, juss og teologi*. https://www.etikkom.no/globalassets/documents/publikasjoner-som-pdf/60125_fek_retningslinjer_nesh_digital.pdf.

Nydal, R. & Solberg, B. (2017). Kan man være bare litt uredelig? In T. Vinther, V. Enebakk & J. C. Hølen (eds.), *Vitenskapelig (u)redelighet* (40-66). Oslo: Cappelen Damm Akademisk. <https://www.etikkom.no/Aktuelt/publikasjoner>.

Regjeringen (2010). *Veileder til lov 20. juni 2008 nr. 44 om medisinsk og helsefaglig forskning (helseforskningsloven)*. <https://www.regjeringen.no/globalassets/upload/hod/hra/veileder-til-helseforskningsloven.pdf>.

Stortinget (2017). *Forskningsetikkloven*. <https://lovdata.no/dokument/NL/lov/2017-04-28-23?q=forskningsetisk>.

Stortinget (2008). *Helseforskningsloven*. <https://lovdata.no/dokument/NL/lov/2008-06-20-44?q=helseforsknin>.

PhD-DVP 903 Qualitative research methods

Facts about the Course	Tuition	Professional Training
Course Code: PhD-DVP 903 Number of ECTS: 5 Available as Single Course: Yes Type of Course: Elective Cycle: Third Cycle Year of Study Full Time: First Year Part Time: First Year Prerequisites:	Language of Instruction: English Campus: Oslo Semester: Velg et element. Compulsory Attendance: Velg et element.	Professional Training: No Student Workload Scope of Tuition: 15 hours Scope of Self-Study Activities: 120 hours Total Workload: 135 hours

Course Content

The aim of the course is to to give a broad orientation in qualitative methodological paradigms, including their presuppositions, possibilities, and limitations. The course shall enable the candidates to substantiate and argue for their research design, and their projects' methodological and analytical approaches as well as choice and use of theory.

Main Subjects:

- Qualitative research designs
- Constituting data, sampling and datacollection
- Analysis strategies and the role of theory
- Mixed-method approaches
- Presentation of qualitative research in international peer-reviewed journals
- Research ethics related to qualitative investigations

Learning Outcome

The course will provide the PhD-candidate with

Knowledge:

- a thorough understanding of qualitative research design and methodology within social science and health related research relevant to his or her PhD research project, including good knowledge of qualitative methods for collection of data
- in-depth knowledge of different analysis strategies and alternative functions for theory in the analytic process, and of quality criteria in qualitative research
- insight into how qualitative methods can be applied in various studies within social science and health related research.
- knowledge on qualitative methods in relation to quantitative methods and advantages in mixed-methods design

Skills:

The course will provide the PhD Candidate with

- the ability to apply qualitative methods to his or her own PhD research project
- the ability to discuss issues related to research ethics relevant for qualitative studies

General Competence:

The Candidate

- will have the competence of reading and understanding qualitative research studies
- will have the prerequisites for discussion of quality, strengths and limitations of qualitative research investigations

Work and Teaching Methods

The work will consist in a combination of lectures and student activity in group discussions and presentations of PhD projects.

Compulsory Activities

Participants are required to submit a written text ahead of the course, approximately 1-2 pages. The text should describe the candidates PhD project and reflect on the use of qualitative methods in the project emphasizing challenges and possibilities. Participants are also required to respond to colleagues' texts, and to take part in group discussions.

Assessment

Form of Assessment	Length	Grade	Weight
Essay, 1750 words	N/a	Passed/Fail	100/100

Additional Information about Assessment:

After the course, the student must submit a written essay of 1.750 words +/- 10% (ca. 5 pages).

The essay should reflect and discuss the use of qualitative methods in the candidate's ongoing PhD project. In order to obtain 5 ECTS, both a satisfactory course attendance (minimum 75%) and an approved essay are required.

Other

The reading list will be adjusted and updated regularly.

Reading List

- Browning, D. S. (1994). Congregational Studies as Practical Theology. In J. P. Wind & J. W. Lewis (eds.), *American Congregations. Volume 2: New Perspectives in the Study of Congregations* (192-221). Chicago: University of Chicago Press.
- Denzin, N. K. & Lincoln, Y. S. (2008). *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks, California: Sage.
- Gill, R. (1996). Discourse Analysis: Practical Implementation. In J. T. E. Richardson (ed.), *Handbook of Qualitative Research Methods for Psychology and the Social Sciences* (141-156). Leicester: British Psychological Society.
- Hardy, M. & Bryman, A. (2004). *The Handbook of Data Analysis*. London: SAGE Publications.
- Kitzinger, C. (2000). Doing Feminist Conversation Analysis. *Feminism and Psychology*, 10(2), 163-193.
- Latour, B. (2005). *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.
- Malterud, K. (2017). *Kvalitativ metasyntese som forskningsmetode i medisin og helsefag*. Oslo: Universitetsforlaget.
- Malterud, K. (2017). *Kvalitative metoder i medisinsk forskning: en innføring*. Oslo: Universitetsforlaget
- Mishler, E. G. (1986). Language, Meaning, and Narrative Analysis. In E. G. Mishler, *Research Interviewing: Context and Narrative*, (66-116). Cambridge: Harvard University Press.
- Patton, M. Q. (2008). *Utilization-Focused Evaluation*. Los Angeles: Sage.
- Riessman, C. K. (2001). Analysis of Personal Narratives. In J. F. Gubrium & J. A. Holstein (eds.), *Handbook of Interview Research: Context and Method*, (695-710). Thousand Oaks, California: Sage Publications.
- Smith, J. A., Jarman, M. & Osborn, M. (1999). Doing Interpretative Phenomenological Analysis. In M. Murray & K. Chamberlain (eds.), *Qualitative Health Psychology: Theories and Methods*, (218-240). London: Sage.

Mixed methods

- Fielding, N. & Schreier, M. (2001). Introduction: On the Compatibility Between Qualitative and Quantitative Research Methods. *Forum: Qualitative Social Research*, 2(1). URL:<http://www.qualitative-research.net/index.php/fqs/article/viewArticle/965/2106> (lest juli 2011)

Design

- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: Sage.
- Sverdrup, S. (2002). *Evaluering: Faser, design og gjennomføring*. Bergen: Fagbokforlaget.

PhD-DVP 904 Quantitative research methods

Facts about the Course	Tuition	Professional Training
Course Code: PhD-DVP 904 Number of ECTS: 5 Available as Single Course: No Type of Course: Elective Cycle: Third Cycle Year of Study Full Time: First Year Part Time: First Year Prerequisites: To be discussed	Language of Instruction: English Campus: Oslo Semester: Velg et element. Compulsory Attendance: Velg et element.	Professional Training: No Student Workload Scope of Tuition: 15 hours Scope of Self-Study Activities: 120 hours Total Workload: 135 hours

Course Content

This course emphasizes different ways of approaching quantitative data, their potential and limitations. The course enables the PhD students to employ methodological insights and give reasons for choices related to sampling and analytic approaches in their own research projects.

Main subjects of the course will be:

- Quantitative research designs
- The sampling process and datacollection
- Analysis strategies on different levels, and different analysis methods
- Mixed-method approaches
- Presentation of quantitative research in international peer-reviewed journals
- Research ethics related to quantitative investigations

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The course will provide the PhD candidate with

- in-depth knowledge of quantitative research design and methodology within social science and health related research relevant to the PhD research project and its thesis, and of the collecting and analysis of quantitative data
- insight into how quantitative methods can be applied in various studies within social science and health related research.
- knowledge on quantitative methods in relation to qualitative methods and advantages in mixed-methods design

Skills:

The course will provide the PhD Candidate with

- the ability to apply quantitative methods to his or her own PhD research project
- the ability to discuss issues related to research ethics relevant for quantitative studies

General Competence:

The Candidate

- will have the competence of reading and understanding quantitative research studies
- will have the prerequisites for discussion of quality, strengths and limitations of quantitative research investigations

Work and Teaching Methods

The work will consist in a combination of lectures and student activity in group discussions and presentations of PhD projects.

Compulsory Activities

Participants are required to submit a written text ahead of the course, approximately 1-2 pages. The text should describe the candidates PhD project and reflect on methodological challenges and possibilities in applying quantitative methods. Participants are also required to respond to colleagues' texts, and to take part in group discussions.

Assessment

Form of Assessment	Length	Grade	Weight
Essay, 1750 words	N/a	Passed/Not Passed	100/100

Additional Information about Assessement:

After the course, the student must submit a written essay of 1.750 words +/- 10% (ca. 5 pages).

The essay should reflect and discuss the use of quantitative methods in the candidate's ongoing PhD project. In order to obtain 5 ECTS, both a satisfactory course attendance (minimum 75%) and an approved essay are required.

Other

The reading list will be adjusted and updated regularly.

Reading List

To be revised and discussed

Singh, K. (2007). *Quantitative Social Research Methods*. Los Angeles: Sage.

Hardy, M. & Bryman, A. (2004). *The Handbook of Data Analysis*. London: Sage.

PhD-TR 903 Text and Interpretation

Facts about the Course	Tuition	Professional Training
Course Code: PHD-TR 903 Number of ECTS: 5 Available as Single Course: Yes Type of Course: Elective Cycle: Third Cycle Year of Study Full Time: First Year Part Time: Second Year Prerequisites:	Language of Instruction: English Campus: Stavanger Semester: Autumn/Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 15 hours Scope of Self-Study Activities: 120 hours Total Workload: 135 hours

Course Content

The course gives PhD candidates working with texts (in particular authoritative texts, but also other kinds of historical and contemporary texts) a thorough introduction to relevant scholarly approaches to reading and interpretation of texts. It further addresses potentials and challenges of reading and interpreting texts as historical artefacts and from contemporary experiences and concerns. There will be a particular focus on intercultural, interreligious and emancipatory interpretative perspectives.

Main Subjects:

- Text theory (what is a text, different types of texts)
- Different approaches to text analysis (e.g. historical analysis, narrative analysis, discourse analysis)
- Hermeneutical theory (classical hermeneutics, critical hermeneutics/hermeneutics of suspicion, intercultural and interreligious hermeneutics)
- Postcolonial theory

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- Has in-depth knowledge of relevant hermeneutical theories
- Has a thorough understanding of postcolonial theory and its contributions to interpretation of texts
- Can contribute to the development of new interpretations through application of intercultural/religious and emancipatory methodological perspectives and approaches
- Has a good understanding of contemporary text theory
- Has a good overview of different approaches to text analysis

Skills:

The Candidate

- Can evaluate the historical and hermeneutical presuppositions and perspectives of current textual methodologies, and is able to develop new insights in the field
- Can formulate problems in the field of textual studies, in dialogue with current discourses
- Can select and use an appropriate methodology for text analysis in one's own PhD project

General Competence:

The Candidate

- Can identify research ethical issues and power dynamics related to choices of interpretative perspectives in research design, implementation and analysis, and carry out research with scholarly integrity
- Can participate in public debate/discussion on the significance and contribution of text interpretative skills in understanding complex, pluralistic (religious and cultural) societies

Work and Teaching Methods

The course is offered as a combination of lectures and pre- and post-course work:

- 15 lectures as part of an intensive course week.
- Pre-course work: Reading the course literature and writing a blog post discussing some central methodological challenges in text interpretation. Give examples from own project.
- Post-course work: Writing an (3.000 words +/- 10%) essay discussing methodological challenges related to text and interpretation in the candidates' thesis project.

Compulsory Activities

The lectures, as well as pre- and post-course work are compulsory.

Assessment

Form of Assessment	Length	Grade	Weight
Essay, 3000 words (+/- 10%)	N/a	Passed/Fail	100/100

Additional Information about Assessment:

None.

Other

The reading list will be adjusted and updated regularly

Reading List

- Cheetham, David, Ulrich Winkler, Oddbjørn Leirvik, and Judith Gruber, eds. *Interreligious Hermeneutics in Pluralistic Europe: Between Texts and People*. Amsterdam: Rodopi, 2011 (selected chapters).
- Gadamer, Hans-Georg. "On the Scope and Function of Hermeneutical Reflection." *Continuum* 8 (1970): 77-95.
- Kögler, Hans Herbert. *The Power of Dialogue: Critical Hermeneutics after Gadamer and Foucault*. Translated by Paul Hendrickson. London, Cambridge Massachusetts: The MIT Press, 1996.
- Lodge, David, and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. 2nd ed. Harlow: Longman, 2000. (In particular chapters from section IV: Politics, ideology, cultural history and section VI: Hermeneutics, reception theory, reader response)
- McKenzie, Steven L., and Stephen R. Haynes, eds. *New Meanings for Ancient Texts: Recent Approaches to Biblical Criticisms and Their Applications*. Westminster: Louisville, 2013.
- Premnath, D. N. *Border Crossings: Cross-Cultural Hermeneutics*. Maryknoll, N.Y.: Orbis Books, 2007.
- Sugirtharajah, R. S. *The Postcolonial Biblical Reader*. Malden, Mass: Blackwell Pub., 2006.
- Spivak, Gayatri Chakravorty. "The Politics of Translation." In *Narrative Theory* edited by Mieke Bal. Critical Concepts in Literary and Cultural Studies, 140-61. London and New York: Routledge, 2004.
- Taylor, Charles. "Interpretation and the Sciences of Man." *The Review of Metaphysics* 25 (1971): 3-51.
- Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids, Michigan: Eerdmans, 2009.
- Williams, Patrick, and Laura Chrisman. *Colonial Discourse and Post-Colonial Theory : A Reader*. New York: Columbia University Press, 1994.