

Systemic perspectives on qualitative research

Course Content

The main objective of the course is to give a deepened and scientific knowledge of how a systemic perspective can be applied on different approaches of qualitative research, and how systemic approach is of importance when developing practice-based research. The course assumes that the candidates already have knowledge in various forms of qualitative research designs. The course starts with reflecting on a systemic perspective on research, mainly in the field of family therapy. Thereafter some specific methods will be presented more thoroughly. The course will also discuss how qualitative and quantitative method can be used in Mixed-methods research.

In addition, the PhD course will discuss aspects of philosophy of science, methodological issues and ethical aspects of qualitative research from a systemic perspective.

Main Subjects:

The course will cover and give examples of how to apply systemic perspectives on qualitative research approaches such as:

- content analysis
- phenomenological approaches
- action research
- discourse analysis
- narrative analysis and,
- grounded theory.

Learning Outcome

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

Knowledge:

The student

<p>Course Code:</p> <p>Number of ECTS: 5</p> <p>Available as Single Course: Yes</p> <p>Type of Course: Elective</p> <p>Cycle: Third Cycle</p> <p>Year of Study</p> <p>Full Time: Not Relevant</p> <p>Part Time: Not Relevant</p> <p>Language of Instruction: Norwegian</p> <p>Campus: Oslo</p> <p>Semester: Autumn</p> <p>Compulsory Attendance: Yes</p> <p>Professional Training: No</p> <p>Length of Professional Training: x hours/weeks</p> <p>Scope of Tuition: 15 hours</p> <p>Scope of other Learning Activities:</p> <p>Scope of Self-Study Activities: 120 hours</p> <p>Total Workload: 135 hours</p> <p>Prerequisites: A minimum of 5 ECTS in qualitative methods on advanced level.</p>

- has in-depth knowledge of how systemic perspectives can be applied within different qualitative research approaches
- has a thorough understanding of the contribution of systemic perspective to practice-based research and ethical dilemmas.

Skills:

The student

- has the ability to formulate research questions and research plans as well as plans for professional development from a systemic perspective
- has the ability to identify ethical dilemmas and to analyse complexities and challenges in practice in qualitative methods from a systemic perspective
- is able to reflect on various ways that a systemic approach could be applied to their own PhD-projects

General Competence:

The student

- is able to contribute to the development of new knowledge, theories, interpretations and forms of documentation of research from a systemic perspective
- can participate in discussions in academia as well as with professionals of the significance and contribution of a systemic perspective when developing practice-based research
- has the ability to conduct research with professional integrity.

Work and Teaching Methods

- Lectures
- Seminars
- Interviews
- Group discussions

Compulsory Activities

- Course attendance (80%)
- Peer-interviews to test and evaluate methodological approaches

Assessment

Form of Assessment	Duration	Grade
Essey	8 weeks	Pass/Fail

Additional Information about Assessment:

The word limit of the essey is 2000 ±10% words

Other

Admission requirement is that the applicants are registered as PhD students at a higher education institution.

Reading List

The reading list will be adjusted and updated regularly.

- Bava, S. (2014). Performative Practices, performative Relationships: in and as Emergent Research, in Simon, G. & Chard, A. (Eds) *Systemic Inquiry, Innovations in Reflexive Practice Research*. (s. 155-173) Everything is Connected Press, UK 18s
- Burck, C. (2005). Comparing qualitative research methodologies for systemic research: the use of grounded theory, discourse analysis and narrative analysis. *Journal of Family Therapy*, 27(3), 237-262 25s
- Charmaz, K. (2005). Grounded theory in the 21st century: A qualitative method for advancing social justice research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (3rd ed., pp. 507-535). Thousand Oaks: Sage. 22s
- Charmaz, K. (2008). Grounded Theory as an Emergent Method. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of Emergent Methods* (pp. 155-172). New York: The Guildford Press. 17s
- Creswell, J.W., Plano Clark, V.L. (2017). *Designing and conducting mixed methods research* (kap.3). Los Angeles: SAGE Publications. 53s
- Harré, R. & Langenhove, L.V. (1991). Varieties of positioning. *Journal for the Theory of Social Behaviour*, 21 (4), 393-407. 14s
- Holmberg, Å., Jensen, P., & Vetere, A. (2020) Spirituality – a forgotten dimension? Developing spiritual literacy in family therapy practice. *Journal of Family Therapy*, n/a(n/a). doi: 10.1111/1467-6427.12298 18 s
- Jacobsen, R., Sørgård, J., Karlsson, B., Seikkula, J. & Kim, H.S. (2018). "Open Dialogue behind locked doors" - exploring the experiences of patients, family members, and professionals with network meetings in a locked psychiatric hospital unit: A qualitative study. *Scandinavian Psychologist* 2018 5s
- Karlsson, B. E., Klevan, T., Soggiu, A.-S., Sælør, K. T., Villje, L., & Aasgaard, H. S. (2019). «Fra kebab til intimitet» – dialogisk autoetnografisk utforskning av vennskap [From kebab to intimacy – A dialogical autoethnographic exploration of friendship]. *Scandinavian Psychologist*, 6, e6. 18s

- Lahman, M. Richard, V. Teman, E. (2018). ish: How to Write Poemish (Research) Poetry. *Qualitative Inquiry*, 1-13 12s
- Ljungström, B.-M., Kenne Sarenmalm, E., & Axberg, U. (2020). Bottom-up and top-down approaches to understanding oppositional defiant disorder symptoms during early childhood: a mixed method study. *Child Adolesc Psychiatry Ment Health*, 14(1), 34. doi: 10.1186/s13034-020-00339-1 14s
- Lorås, L. (2018). Map of Competences. *Contemporary Family Therapy*, 40(1), 1-9. DOI 10.1007/s10591-017-9440-z 8s
- Lorås, L., Bertrando, P., & Ness, O., (2017). Researching systemic therapy history: In search of a definition. *Journal of Family Psychotherapy*, 28(2), 134-149. DOI: 10.1080/08975353.2017.1285656 15s
- McNamee, S. (2010). Research as social construction. *Transformative Inquiry. Saúde & Transformação Social*, 1(1), 9-19. 10s
- Myra, S. M., Ravndal, E., Torsteinsson, V. W. & Øfsti, A. K. (2018). Pregnant substance abusers in voluntary and coercive treatment in Norway: Therapists' reflections on change processes and attachment experiences. *Journal of Clinical Nursing*, 27(5-6), 959-970. doi:10.1111/jocn.14067 11s
- Palmer, M. et al (2010). Developing an Interpretative Phenomenological Approach to focus group data. *Qualitative Research in psychology*, 7, 99-121 22s
- Pote, H., Stratton, P., Cottrell, D., Shapiri, D. & Boston, P. (2003). Systemic family therapy can be manualized. *Family Process*, 25(3), 236-262. 26s
- Shotter, J. (2014). Methodes for Practitioners in Inquiring into "the stuff" of Everyday Life and its Continuous Co-Emergent Development, in Simon, G. & Chard, A. (Eds) *Systemic Inquiry, Innovations in Reflexive Practice Research*. (s. 95-123) Everything is Connected Press, UK 28s
- Syrstad, E., & Ness, O. (2019). To Navigate the Normative and the Not-Normative Family Therapists Negotiating Their Professional Identities with Parents Whose Children are Placed in Public Care. *Contemporary Family Therapy*, 41(2), 201-210. doi: 10.1007/s10591-019-09491-z 10s
- Vetere, A. and Dallos, R. (2017) Interacting Stories: Narrative Research and Systemic Therapy. In G. Sammut, J. Foster, S. Salvatore and R. Ruggieri, *Methods of Psychological Intervention*. Yearbook of Idiographic Science. Infoage Publishing 15s

- Øfsti, A.K.S (2013). Å lese etter teksten; Om teksters betydning for terapeutisk praksis, om å være leser og skriver av tekster om terapi, trøst og forandring. *Fokus på familien*, 41(1), 5-18 13s
- Øfsti, A. K. S. (2014). Vikaren. *Fokus på familien*, 42(4), 335-339. 5s