Stockholm University

Course description

Course code:	PH05A1 + PH06A1
Course name:	Qualitative data sampling, materials, and collection + Coding and analysing qualitative materials
Course credits:	2.5 + 2.5 credits
Valid from:	Spring term 2025

Course content and learning outcomes

Qualitative data sampling, materials, and collection (PH05A1) introduces the students to qualitative research methods, and enables the students to collect their own data material that is thereafter coded and analysed in *Coding and analysing qualitative materials* (PH06A1). This Course Description, therefore, combines these two 2.5 credit courses – here labelled as Q1 (PH05A1) and Q2 (PH06A1).

Q1 – PH05A1 – Qualitative data sampling, materials, and collection

The course introduces students to different types of sampling methods, qualitative data materials, research methods, and techniques used in the social sciences. Students will apply these methods by collecting and generating qualitative data materials during the course. After the course, the student will have knowledge of different forms of sampling and qualitative data materials, as well as be able to conduct and transcribe audio recorded from interviews and produce observation-based data.

In order to receive a passing grade on the course, students are expected to be able to:

Knowledge and understanding

1. Discuss the meaning of different sampling methods.

2. Compare different types of texts used in qualitative analysis such as media texts, images, and governmental, political or historical documents.

Skills and abilities

3. Apply qualitative research methods by conducting and transcribing a face-to-face interview.

4. Apply qualitative research methods by producing observation-based data.

Judgement and approach

5. Explain how data collection is part of the overarching research perspective and its basic tools (paradigm, theory, concept, method, data).

Q2 – PH06A1 – Coding and analysing qualitative material

The course will provide the students with theoretical and practical knowledge on how to organize and code qualitative text and visual data, how to prepare them for analysis and how to apply content/thematic analysis on text material. After the course, the students will have the tools necessary to analyse qualitative data thematically by using qualitative software.

In order to receive a passing grade on the course, students are expected to be able to:

Skills and abilities

1. Import, manage, and code qualitative data with a qualitative software program (e.g., QSR NVivo).

2. Analyse qualitative data materials using content/thematic analysis.

Judgement and approach

3. Judge and elaborate on trustworthiness and quality criteria in qualitative research.

Teaching: Learning by doing throughout the entire courses

The teaching will be based on lectures and seminars in the form of workshops in which the methods are applied and discussed. The courses largely build on practical work, face-to-face interactions, and group discussions. *The courses require students to work with the assignments during the entire courses. We immediately start with preparations for an interview and an observation study. Learning by doing!*

Several sessions will require preparatory work consisting of readings or other preparations (see TimeEdit and Plans in Athena for detailed information on every session, e.g., readings, preparatory work, instructions, and links).

Active participation in the seminars is mandatory. In case of absence, the student will be given compensatory assignments to be submitted via Athena.

Questions

Questions regarding the course content and examinations shall be posed during class or via the **Q&A forum available in Athena** and visible to all students. Questions may be posed anonymously. Teachers will respond during weekdays (not in the evenings or during weekends).

Forms of examination

Q1 – PH05A1

Examination 1. Individual written assignment

Learning outcome 3 is examined through conducting an individual face-to-face interview that is manually transcribed verbatim and submitted together with an elaboration of the interview situation. The course literature *shall* be cited in the elaboration part. Grading will be based on a two-grade scale (U=Fail, G=Pass).

Other grading components

Learning outcome 4 is examined through an observation conducted together with other students, and prepared and discussed at seminars. If the student is unable to participate in the original observation, a new opportunity to conduct the observation individually is offered. Learning outcomes 1–2 and 5 are examined through active participation in the course's seminars/workshops.

Course requirements

Active participation in the seminars is a course requirement. In case of absence (more than 30 minutes) from or insufficient participation in a seminar, the student will be given a compensatory assignment.

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Q2 – PH06A1

Examination I. Individual practical and written assignments

Learning outcomes 1–2 are examined through two practical assignments with individual submissions. The assignments are discussed at seminars. Grading will be based on a two-grade scale (U=Fail, G=Pass).

Other grading components

Learning outcome 3 is examined through active participation in a seminar. In case of absence from or insufficient participation in the seminar, the student will be given a compensatory assignment.

Course requirements

Active participation in the seminars is a course requirement. In case of absence from or insufficient participation in a seminar, the student will be given a compensatory assignment.

The practical, individual, and written assignments in more detail

Full instructions for the examinations are posted in Athena at the course start.

Peer groups: Students are divided into groups that will work together and offer each other support during PH05A1 (Q1) and PH06A1 (Q2). Each student will submit his or her own individual assignments. The peer groups offer group members comments and support when students prepare their own individual interview guide (Q1.1 below) and discuss fieldwork experiences. Each peer group also decides upon a joint topic for the observation study and conducts the observation together (Q1.2). Each group will discuss their fieldwork experiences and will orally report on their observation to the seminar. Next, students will work with their peer group's set of interviews in QSR NVivo (Q2.1) and in their own individual thematic analyses of the peer group's interviews (Q2.2).

Q1.1 – Examination 1: Interview and transcription (Individual written assignment)

A joint research topic is chosen for the entire class. Students are not allowed to alter the research aim.

Each student individually drafts a semi-structured interview guide capturing the research aim announced by the teachers. Every student shall upload his/her draft to Athena. Next, the student brings his or her interview guide to the *Mandatory Preparation Workshop (Sem I)* to be discussed with group peers. During the preparation seminar, the group agrees upon the focus of their interviews and

merges and revises the drafts into one interview guide to be used by all group members. Agreeing upon a single interview guide makes the analysis in Q2.2 easier to conduct. Each peer group uses its own interview guide.

In the next step, each student recruits one person for an interview that is conducted in person, face-to-face. The interview shall be between 20 and 30 minutes long. Group members interview *different* research participants. Each student conducts, records, and manually transcribes his/her own interview. The transcripts *must not include names, places or other information that may identify the interviewee!* Including such information will lead to a U and a re-submit requirement. The interview may be conducted in the language preferred by the research participant.

The (a) transcript *in English*, together with (b) an elaboration of the interview situation is individually submitted in writing via Athena. The course literature *shall* be used and cited in part b.

Q1.2 – Observation study (grading component)

The students are provided suggested research areas for a short observation. Own initiatives are allowed after consultation with the teachers. Each peer group chooses ***one*** study object and formulates an aim – i.e., all members of the group will observe the *same* phenomenon. The groups choose if they wish to conduct a participation or non-participation observation. Group members jointly plan the observation and the fieldwork during the *Mandatory Preparation Workshop (Sem I),* and thereafter perform the observation together between classes. The groups orally and informally report on their fieldwork experiences at the *Mandatory Fieldwork Experiences seminar (Sem II)* – dealing both with the interview situation (Q1.1) and the observation fieldwork (Q1.2). While all students research the *same* topic in Q1.1, we will hear about different research aims and topics from the observation (Q1.2).

No individual submission for the observation study.

Q2.1 – Examination 1: NVivo (individual practical assignment)

Each student shall (a) import his or her own interview transcript (form Q1.1) plus the other peer group members' transcripts into NVivo (a minimum of four transcript/interviews); (b) create relevant codes; and (c) do an initial coding of at least two of the interviews which demonstrate the ability to create some codes and apply relevant codes to text segments. Students work with this assignment during the *Mandatory Computer Room Workshop (Sem III)* at Campus Albano.

Students work individually with their QSR NVivo database/project file but get the opportunity to offer and receive help from their peer group and from the teachers during the *Mandatory Computer Room Workshop (Sem III).* Another voluntary session is scheduled for those that wish more assistance or time in the Computer Room.

This part of the examination (Q2.1) is about *demonstrating basic skills* in importing, managing, and coding qualitative data with a qualitative software program – the full coding and thematic analysis is conducted next, in Q2.2 below.

Each student submits his/her own individual NVivo database/project file (containing a–c above) via Athena.

Q2.2 – Examination 1: Thematic analysis (individual practical and written assignment)

Each student does a full thematic analysis of the interviews conducted by the peer group members (a minimum of four interviews). This can either be done manually by writing codes in the margins of the transcripts, or by using the NVivo software also for the full analysis (optional). All students in the entire class work with interviews focussing upon the *same topic and research aim*. Students analyse their *own set of interviews* (conducted by the peer group members), and receive further peer and teacher support during the voluntary workshop in the Computer Room. Each group shall briefly discuss and present the preliminary findings of individual group members and elaborate upon their analyses and quality criteria at the *Mandatory Findings and Quality Seminar (Sem IV)* before final submission.

Each student submits his/her own analysis, written in the format of the Methods and Results sections of a scientific report or article. Including a brief introduction/framing and/or Discussion is optional. The course literature *shall* be cited in the Methods section describing the procedures (sampling, interview, and analysis). We suggest that you consult the provided example articles for

input on how you may present your findings and describe your methods (see Example articles in Athena).

Late submission

Late submission is not accepted in PH06A1. In such cases, the student is referred to the retake exam.

Learning platform Athena

We use the learning platform Athena (itslearning) for sharing information and course material. You log into Athena by using your university account via: https://athena.itslearning.com/

Schedule

You can find the course schedule in TimeEdit via the course web page or via the course page in Athena.

Course literature

The literature list for this course is available through the course web page and the course page in Athena.

The lists below include DOI links and websites for easy access.

Instructions: The full text articles are accessible via for example Google Scholar (https://scholar.google.com/) as long as your browser is logged in to Stockholm University Library. You may login to the library or search the journal or E-book directly via the library's webpage (https://su.se/library). Enter the journal or book's name in the search field (Books & Journals), click on the listed E-journal or E-book and choose 'Read full' under 'Stockholms universitetsbibliotek, Digitala resurser'. At some point you will come to the SU login page where you enter your student username and password. You are now logged on and can freely click your way to the right volume, issue, and pages (as specified in the reference), or search for and access full text articles/books available via SU on the open browser.

The Stockholm University Library (https://www.su.se/stockholm-university-library/) provides good information on how to search for literature. See:

https://www.su.se/stockholm-university-library/guidance-and-services/new-student?open-collapse-boxes=ccbd-howtofindbooksinthecourseliteraturecollection

All texts but Järvinen & Mik-Meyer (2020) are openly accessible online. The Järvinen & Mik-Meyer anthology is available via Stockholm University Library and its chapters are used across PH05A1, PH06A1 and PH07A2.

The required reading is kept as short as possible yet offers adequate guidance on the tasks. The required reading for Q1 is more extended since this first course also introduces students to qualitative research methods and some different approaches.

Required reading (Q1 – PH5A1) including links to fulltext

Brinkmann, S. (2014). Unstructured and semi-structured interviewing. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 276–299). Oxford University Press.
E-BOOK CHAPTER | ENGLISH | 21 PAGES | https://doi.org/10.1093/oxfordhb/9780199811755.013.030

Charmaz, K. (2020). Grounded theory: Main characteristics. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis*: *Eight approaches for the social sciences* (pp. 195–222). SAGE Publishing.
E-BOOK CHAPTER | ENGLISH | 27 PAGES | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/)

Crang, M., & Cook, I. (2007). *Doing Ethnographies*. SAGE Publications Ltd. *[Chapters: Preparing for fieldwork + Participant observation + Interviewing + Focus groups]*
E-BOOK | ENGLISH | 70 PAGES | https://doi.org/10.4135/9781849208949

Isaacs, A. N. (2014). An overview of qualitative research methodology for public health researchers. *International Journal of Medicine and Public Health*, 4(4), 318–323.
ARTICLE | ENGLISH | 27 PAGES| https://doi.org/10.4103/2230-8598.144055 [if inaccessible, a pdf will be uploaded to Athena]

Jack, S. M. (2006). Utility of qualitative research findings in evidence-based public health practice. *Public Health Nursing*, 23(3), 277–283.
ARTICLE | ENGLISH | 6 PAGES| https://doi.org/10.1111/j.1525-1446.2006.230311.x

Järvinen, M., & Mik-Meyer, N. (2020). Analysing qualitative data in social science. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis: Eight approaches for the social sciences* (pp. 1–27). SAGE Publishing.
E-BOOK CHAPTER | ENGLISH | 17 PAGES | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/)

Kristiansen, S. (2020). Interpretation, prejudice and the hermeneutic circle. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis: Eight approaches for the social sciences* (pp. 135–153). SAGE Publishing.
E-BOOK CHAPTER | ENGLISH | 17 PAGES | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/)

Maxwell, J. (2009). Designing a qualitative study. In L. Bickman & D. Rog (Eds.), *The SAGE Handbook of Applied Social Research Methods* (2nd ed., pp. 214–253). SAGE Publications, Inc.
E-BOOK CHAPTER | ENGLISH | 39 PAGES | https://doi.org/10.4135/9781483348858.n7

May, T. (2011). Documentary research: excavations and evidence. In T. May (Ed.), *Social Research: Issues, methods and process* (4th ed., pp. 191–218). McGraw-Hill.
E-BOOK CHAPTER | ENGLISH | 27 PAGES | https://ebookcentral-proquest-com.ezp.sub.su.se/lib/sub/detail.action?docID=729519

Mik-Meyer, N. (2020). Symbolic interactionism, stigma and othering. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis: Eight approaches for the social sciences* (pp. 51–71). SAGE Publishing.
E-BOOK CHAPTER | ENGLISH | 17 PAGES | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/

Roelsgaard Obling, A. (2020). Phenomenological analysis and the relationship between researcher and field. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis: Eight approaches for the social sciences* (pp. 95–112). SAGE Publishing.
E-BOOK CHAPTER | ENGLISH | 17 PAGES | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/

Recommended reading

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20(11), 1772–1789.
ARTICLE | ENGLISH | 17 PAGES | https://nsuworks.nova.edu/tqr/vol20/iss11/5/

Given, L. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc.
ONLINE DICTIONARY | ENGLISH | https://doi.org/10.4135/9781412963909

Jupp, V. (Ed.). (2006). *The SAGE dictionary of social research methods*. SAGE Publications, Ltd.
ONLINE DICTIONARY | ENGLISH | https://dx-doi-org.ezp.sub.su.se/10.4135/9780857020116

May, T. (2011). Participant observation: perspectives and practice. In T. May (Ed.), *Social Research: Issues, methods and process* (4th ed., pp. 161 – 190). McGraw-Hill.

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E-BOOK CHAPTER | ENGLISH | 29 PAGES | https://ebookcentral-proquest-com.ezp.sub.su.se/lib/sub/detail.action?docID=729519

Torbenfeldt Bengtsson, T., & Andersen, D. (2020). Narrative analysis: Thematic, structural and performative. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis: Eight approaches for the social sciences* (pp. 265–282). SAGE Publishing.
E-BOOK CHAPTER | ENGLISH | 17 PAGES | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/

Required reading (Q2 – PH6A1) including links to fulltext

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
ARTICLE | ENGLISH | 24 pages | https://doi.org/10.1191/1478088706qp063oa

Carter, S. M., Ritchie, J. E., & Sainsbury, P. (2009). Doing good qualitative research in public health: Not as easy as it looks. *New South Wales Public Health Bulletin*, 20(7-8), 105-111.
ARTICLE | ENGLISH | 6 pages | https://doi.org/10.1071/NB09018

Charmaz, K. (2020). Grounded theory: Main characteristics. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis: Eight approaches for the social sciences* (pp. 195–222). SAGE Publishing.
E-BOOK CHAPTER| ENGLISH | 27 pages | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 160940691773384.
ARTICLE | ENGLISH | 12 pages | https://doi.org/10.1177/1609406917733847

Roelsgaard Obling, A. (2020). Phenomenological analysis and the relationship between researcher and field. In M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis: Eight approaches for the social sciences* (pp. 95–112). SAGE Publishing.
E-BOOK CHAPTER| ENGLISH | 17 pages | https://uk.sagepub.com/en-gb/eur/qualitative-analysis/book263514 (Select a Purchasing Option, e.g., eBooks.com: https://www.ebooks.com/en-se/book/detail/209820118/

Schreier, M. (2014). Qualitative content analysis. In U. Flick (Ed.), *The SAGE Handbook of Qualitative Data Analysis* (pp. 170–183). SAGE Publications Ltd.
E-BOOK CHAPTER| ENGLISH | 13 pages | https://doi.org/10.4135/9781446282243.n12

Thomas, E., & Magilvy, J. K. (2011). Qualitative Rigor or Research Validity in Qualitative Research: Scientific Inquiry. *Journal for Specialists in Pediatric Nursing*, 16(2), 151–155.

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ARTICLE | ENGLISH | 4 pages | https://doi.org/10.1111/j.1744-6155.2011.00283.x

Recommended reading

Given, L. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc.
ONLINE DICTIONARY | ENGLISH | https://doi.org/10.4135/9781412963909

Jupp, V. (Ed.). (2006). *The SAGE dictionary of social research methods*. SAGE Publications, Ltd.
ONLINE DICTIONARY | ENGLISH | https://dx-doi-org.ezp.sub.su.se/10.4135/9780857020116

Saldaña, J. (2014). Coding and analysis strategies. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 580–598). Oxford University Press.
E-BOOK CHAPTER| ENGLISH | 18 pages | https://doi.org/10.1093/oxfordhb/9780199811755.013.001

Stenius, K., Mäkelä, K., Miovský, M., & Gabrhelík, R. (2017). How to write publishable qualitative research. In T. F. Babor, K. Stenius, R. Pates, M. Miovský, J. O'Reilly, & P. Candon (Eds.), *Publishing Addiction Science: A Guide for the Perplexed* (3rd ed., pp. 155–172). Ubiquity Press.
E-BOOK CHAPTER | ENGLISH | 17 pages | https://www.ubiquitypress.com/site/books/10.5334/bbd/

QSR International. (n.d.). QSR International.
ONLINE NVIVO TUTORIALS | ENGLISH | Webpage: https://www.qsrinternational.com/ | NVivo trial: https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/try-nvivo | NVivo tutorials: https://help-nv.qsrinternational.com/20/win/Content/about-nvivo/nvivo-workspace.htm & https://help-nv.qsrinternational.com/20/win/Content/tutorials/nvivo-tutorials.htm

Referencing

The APA citation format should be used for all referencing.

You can find a reference guide to APA on this page: https://kib.ki.se/en/write-cite/writing-references-apa-vancouver/reference-guides/reference-guide-apa-7

By using a reference managing software you can collect and organize your references and insert them into your document in a desired format. Via the library's web page you can watch a film with information on how to handle your references. There you will also find information on the most used programs: https://www.su.se/cmlink/portaler-nod/webb-2021-nod/svensk-webb-2021/centrala-gamla/library/tutorials/tutorials/reference-management-software-1.264569

Plagiarism

Plagiarism, cheating, or self-plagiarism is prohibited in all parts of the course.

You may not copy text from the course literature or other sources, or present other people's ideas or work as your own – this is plagiarism. Summaries or other use of original texts must always be written in your own words and followed by a correct reference. Short quotations (with citation marks) are accepted if necessary, but should be used sparsely and always be accompanied by your own interpretation of the text and a correct reference with page number.

Self-plagiarism is to use your own text once again, without reference to your original text. This could be text from published articles, or text from other assignments you have written before, such as home exams or a thesis.

All examinations are controlled through a software for detecting plagiarism. Suspicion of cheating, plagiarism or self-plagiarism is reported to the Disciplinary Board at Stockholm University.

For more information, please see: https://www.su.se/staff/organisation-governance/governing-documents-rules-and-regulations/education/guidelines-for-disciplinary-matters-at-stockholm-university-1.181

Use of AI chatbots

Use of ChatGPT or other AI chatbots is *not* permitted in drafting the interview guide or the interview transcript (Q1.1), in the observation task (Q1.2), Nvivo (Q2.1), or in performing the thematic analysis (Q2.2). *Neither* is the use of such AI chatbots permitted in any of the mandatory seminars (Sem I-Sem IV), including preparation work.

Use of ChatGPTor other AI chatbots to proofread text for the elaboration part b of Q1.1 and Q2.2 is permitted (for example, prompts such as: "Can you proofread this text?" or "Can you check this text for grammar?"). However, you *may not* change the wording of any included quotes from the interviews.

We suggest that you use the recommended handbooks by Given (2008) and Jupp (2006) if you are looking for reliable descriptions and explanations of central concepts and methods.

Suspicion of illicit use of AI chatbots will be tested in tracking tools for AI-generated text and suspected cases will be reported to the Disciplinary Committee at Stockholm University

For students who have been granted special pedagogical support

You need to inform the study counsellor in the very beginning of the term (studievagledare.publichealth@su.se) that you require pedagogical support. You then also need to present the certificate which you have received from the coordinator for special pedagogical support at Stockholm University.

Please also contact the study counsellor before the start of each new course, to plan for an alternative/accommodated form of examination, if possible.

Grading criteria

The course grades for each course will be given on a two-point grading scale (G = Pass, U = Fail). In order to receive passing grades in the courses, the student must receive passing grades for Examinations I and the other grading components, as well as have fulfilled the course requirements.

Q1 – PH05A1

In order to receive a passing grade (G) in PH05A1 (Q1), the student must upload his/her interview guide to Athena; conduct, transcribe and submit an interview of satisfactory length and content, including adequate use of the course literature in the elaboration part b. Minor problems or quality issues in the interview per se may be accepted as long as the student demonstrates an understanding of these issues in the elaboration part. In addition, the student must actively participate in the observation study and in the mandatory seminars (or submit compensatory assignments).

Students that fail to fulfil one or more of these criteria receive a U in the course.

Q2 – PH06A1

In order to receive a passing grade (G) in PH06A1 (Q2), the student must via an uploaded Nvivo Project file demonstrate basic skills in importing, managing, and

coding interview data in QSR NVivo, and submit the results from a thematic analysis that demonstrates adequate skills and abilities to do a thematic analysis, with reasonable interpretations, and written in a scientifically conventional format that fits the data. In addition, the student must actively participate in the mandatory seminars (or submit compensatory assignments).

Students that fail to fulfil one or more of these criteria receive a U in the course.

About the grade Fx (PH05A1 and PH06A1)

Supplementary revisions should be submitted within a week after the examiner has announced the need for revisions.

It is possible to make a revision of a U grade to a passing grade in Examinations I, if the student is close to passing.

Contact information

Course manager

Jessica Storbjörk

Teacher

Tuulia Lerkkanen

Contact via Athena

Please use the Q&A in Athena for all course related matters. For more personal issues, please contact the course manager and teachers via the message function in Athena.

Course administrator

kursadmin.publichealth@su.se

Study counsellor

studievagledare.publichealth@su.se

Director of studies, basic and advanced level

jonas.landberg@su.se