

P000061, Describing target groups in research, 7.5 Hp

Syllabus

Finalized by: Vicedekan FU-LTV, 2023-10-18

Valid from: 2023H

Level within study regulation:

Third cycle

Subject:

- Other Social Science

Grading scale:

Pass / Failed

Course language:

Swedish

Entry requirements:

Admitted as PhD or licentiate student at SLU

Objectives:

After the course, the student should demonstrate the ability to:

- Describe and reflect on research concepts such as target group, population and target grouppopulation in the field of health promotion and disease prevention

- Plan and perform a search strategy in relation to the target group and specific focus of the student's research work
- Present a target group description in which the target group's condition and needs as well as current situation nationally and internationally is described and reflected in relation to the field of health promotion and disease prevention
- Relate and problematize the target group description to the student's own research project
- Present a written description of the target group that specifically connects to the focus of the student's own research project
- Plan and perform a target group lecture and seminar in the field of health promotion and disease prevention, for students at masters level

Content:

The course consists of four parts corresponding to 7,5 credits. In the first part, the student reads the basic course literature and attends 3-4 target group specific lectures. The student writes memos summarizing and reflecting upon the texts and lectures. Four general questions have to be answered for each text and each lecture:

- What is the main message of the literature/lecture?
- In what way does the literature/lecture relate to health promotion and disease prevention?
- What strengths and weaknesses could be identified in the literature/lecture?
- What have you taken to heart and what can you benefit from in your own research and writing, i.e., in what way do the texts contribute to your own research? If not at all, explain why.

The first part concludes with a seminar at which the participants discuss the literature and lectures.

In the second part, the student plans and performs a search strategy in relation to the target group that features in the student's research work, within the field of health promotion and disease prevention. It is optional for the student to consult a) a person with professional knowledge of the target group and b) a librarian with expertise in search strategy. As a result, the student should be able to identify at

least five general articles about the target group and five to ten articles that are as specific as possible in relation to the target group and the student's own project. At least five of the articles should ideally not be older than 5 years (year of publication). The second part of the course ends with a seminar in which the participant discusses their search strategy and their findings.

In the third part, the student presents a written report of 2500-5000 words. This report should include:

-General literature on the target group with figures/statistics describing the target group's condition and needs as well as current situation nationally and internationally.

-It should also include specific literature about the target group in relation to the student's own project work. In this part the student should relate and problematize the target group description to their own research project.

The third part of the course ends with a final seminar in which the participant presents and discusses their findings. The course leader facilitates the discussion on all seminars.

The fourth and final part means that the student gets the opportunity to prepare and hold a 40+40 minute lecture and seminar for students at masters level within the field of health promotion. The lecture should include a presentation of the target group that features in the student's research work and in the seminar; the student will plan and facilitate a target group discussion with the master's students.

Modes of assessment:

Written assignment - If a student has failed an examination, the examiner has the right to issue supplementary assignments. This applies if it is possible and there are grounds to do so.

- The examiner can provide an adapted assessment to students entitled to study support for students with disabilities following a decision by the university. Examiners may also issue an adapted examination or provide an alternative way for the students to take the exam.
- If this syllabus is withdrawn, SLU may introduce transitional provisions for examining students admitted based on this syllabus and who have not yet passed the course.
- For the assessment of an independent project (degree project), the examiner may also allow a student to add supplemental information after the deadline for submission. Read more in the Education Planning and Administration Handbook.

Organisation:

Department of People and Society

Supplementary information

Other information:

- The right to participate in teaching and/or supervision only applies for the course instance the student was admitted to and registered on.
- If there are special reasons, students are entitled to participate in components with compulsory attendance when the course is given again. Read more in the Education Planning and Administration Handbook.