Teaching Qualitative Health Research

F.J. Mercado
M.L. Bosi
L. Robles
E. Wiessenfeld
M. Pla

Follow this and additional works at: http://digitalrepository.unm.edu/lasm_cucs_en

Recommended Citation
http://digitalrepository.unm.edu/lasm_cucs_en/2

This Article is brought to you for free and open access by the Latin American Social Medicine at UNM Digital Repository. It has been accepted for inclusion in English by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

**Purpose:** Evaluate the teaching of qualitative health research from the perspective of Latin American academics from Latin America and Spain.

**Methodology:** Participatory evaluation; five academics from different parts of Latin America took part. The discussion took place via Internet, using a variation of the SWOT method and Delphi technique.

**Results:** The participants, from varied backgrounds and academic disciplines, identified factors that explain the progress and growing interest in teaching qualitative health research in Latin America. These included the participation of mostly young people and women, academic rigor, an interdisciplinary focus combining health sciences and social sciences, and the field's growing legitimacy as a way of doing science. At the same time, problems and difficulties were identified in relation to the low level of consolidation and maturity in proposals for teaching qualitative research, as well as the frequent rejection of innovation by the disciplinary, institutional and social communities.

**Conclusions:** The critical perspective adopted by the authors paints a pessimistic picture for the future, in particular in attempting to answer the question "Why teach qualitative research in the field of health?"