

Course Syllabus

1	Course title	Scientific Medical Research	
2	Course number	0505308	
3	Credit hours	2 credits (1.5 theory-0.5 practical)	
	Contact hours (theory, practical)	1 contact hours/week	
4	Prerequisites/corequisites	Quantitative research; Epidemiology	
5	Program title	Doctor of Medicine MD	
6	Program code	05	
7	Awarding institution	The University of Jordan	
8	School	Medicine	
9	Department	Family and Community Medicine	
10	Course level	Third year- Undergraduate	
11	Year of study and semester (s)	3 rd year-2 nd semester	
12	Other department (s) involved in teaching the course	NA	
13	Main teaching language	English	
14	Delivery method	<input type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	February 2024	

17 Course Coordinator:

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Phone Number;



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Contact Hours: Asynchronous sessions

18 Other instructors: NA

Name:

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Contact hours:

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19 Course Description:

Qualitative social science research can form the basis of surprising and profound discoveries about individuals and societies. Ethnographies, interviews, and focus groups contribute insight and depth to our understanding of the human condition and shed light on processes that may not be identifiable using big data sets (quantitative research). This course is designed to introduce students to qualitative research methods. Through the course, students will be expected to conduct their qualitative study. Students work in groups to analyze the data and present the results of the analysis.

Intended Learning outcomes (ILOs):

Upon successful completion of this course, students will be able to:

1. Understand the key features of qualitative research.
2. Explore different philosophical underpinnings of qualitative research.
3. Identify various types of qualitative research.

4. Describe and recognize quality and trustworthiness in qualitative research including the definitions of credibility, transferability, dependability and confirmability and the strategies employed to achieve them.
5. Develop samples for qualitative studies.
6. Develop qualitative data collection methods.
7. Recognise ethical guidelines for qualitative research.
8. Understand data analysis methods in qualitative research.
9. Recognise the principles of writing a qualitative research proposal.
10. Understand and develop Mixed Methods Research (MMR) studies

20 Course aims and outcomes:

A- Aims:

The purpose of this course is to introduce medical students to the field of qualitative research and prepare them in the knowledge, skills, and techniques necessary to undertake independent research using this methodology.

B- Students Learning Outcomes (SLOs):

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)
SLOs of the course				
1. Demonstrate knowledge of scientific research methods and ethical principles of clinical research and be able to write research proposals or research papers.	1-14			
2				
3				
4				
5				
6				

21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Introduction to Qualitative research	1,2,3,4	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	1.2							
	1.3							
Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
2	2.1	Research Paradigms	2	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	2.2							
	2.3							
3	3.1	Case Study Research and Ethnography	3	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)

	3.2							
	3.3							
4	4.1	Phenomenology and Grounded Theory	3	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	4.2							
	4.3							
5	5.1	Narrative research and ethics in qualitative research	3,7	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	5.2							
	5.3							
6	6.1	Qualitative data collection methods- 1	6	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	6.2							
	6.3							
7	7.1	Qualitative data collection methods- 2	6	Fully online	Moodle	Asynchronous		

	7.2							
	7.3							
8	8.1	Data analysis in Qualitative research	8	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	8.2							
	8.3							
9	9.1	Sampling in Qualitative Research	5	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	9.2							
	9.3							
Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
10	10.1	Qualitative research proposal	9	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	10.2							
	10.3							
11	11.1	Mixed Methods research -1	10	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	11.2							
	11.3							

12	12.1	Mixed Methods Research-2	10	Fully online	Moodle	Asynchronous	Exams	Check references below (section 25)
	12.2							
	12.3							
13	13.1	Expected Final Exam						
	13.2							
	13.3							

22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Final Exam	40	Week1-Week 14			On-campus
Research Project	10	Qualitative research report			

23 Course Requirements

Students should have an account and access to the E-learning platform.

24 Course Policies:

A- Attendance policies: Asynchronous Sessions



B- Absences from exams and submitting assignments on time: According to university regulations

C- Health and safety procedures: According to university regulations

D- Honesty policy regarding cheating, plagiarism, and misbehavior: All written work submitted for a grade in this course must be the product of your composition. Papers written by previous students in the class can be tracked, and the use of them by another student is considered cheating. All ideas and quotations that you borrow from any source must be acknowledged.

E. Grading policy: According to university regulations

F- Available university services that support achievement in the course: E-learning

25 References:

A- Required book(s), assigned reading and audio-visuals:

- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- PowerPoint presentations.

B- Recommended books, materials, and media:

Various articles from published studies available at power point presentation for each lecture. These are intended to supplement the above texts by providing additional perspectives on the issues involved or particular variations and applications of topics.

Selected Examples

Adams, J., Khan, H. T., Raeside, R., & White, D. I. (2007). *Research methods for graduate business and social science students*: SAGE publications India.

Al-Busaidi, Z. Q. (2008). Qualitative research and its uses in health care. *Sultan Qaboos University Medical Journal*, 8(1), 11.

Austin, Z., & Sutton, J. (2014). Qualitative research: Getting started. *The Canadian journal of hospital pharmacy*, 67(6), 436.

Bryman, A. (2016). *Social research methods*: Oxford university press.

Babchuk, W. A. (2019). Fundamentals of qualitative analysis in family medicine. *Family Medicine and Community Health*, 7(2), e000040.

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.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. sage.
- Dey, I. (2003). *Qualitative data analysis: A user friendly guide for social scientists*: Routledge.
- Foley, G., & Timonen, V. (2015). Using grounded theory method to capture and analyze health care experiences. *Health services research*, 50(4), 1195-1210.
- Gergen, K. J., Josselson, R., Freeman, M. (2015). The promises of qualitative inquiry. *American Psychologist*, 70, 1, 1-9. <http://dx.doi.org/10.1037/a0038597>
- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An introduction to qualitative research*: Trent focus group.
- Johnston, J. (2010). Qualitative research methods. *Radiologic technology*, 82(2), 188-189.
- Li, J. (2008). Ethical challenges in participant observation: A reflection on ethnographic fieldwork. *The qualitative report*, 13(1), 100-115.
- Liem, A. (2018). Interview schedule development for a Sequential explanatory mixed method design: complementary-alternative medicine (CAM) study among Indonesian psychologists. *International Journal of Social Research Methodology*, 21(4), 513-525.
- Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences*: Pearson Higher Ed.
- Maarouf, H. (2019). Pragmatism as a Supportive Paradigm for the Mixed Research Approach: Conceptualizing the Ontological, Epistemological, and Axiological Stances of Pragmatism. *International Business Research*, 12(9), 1-12.
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in educational research*, 16(2), 193-205.
- Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *AISHE-J: The All-Ireland Journal of Teaching and Learning in Higher Education*, 9(3).
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach* (Vol. 41). Sage publications.
- McCann, T. V., & Clark, E. (2005). Using unstructured interviews with participants who have schizophrenia. *Nurse researcher*, 13(1).
- McKechnie, L. E. (2008). Observational research. *The SAGE encyclopedia of qualitative research methods*, 1, 573-575.
- Migiro, S., & Magangi, B. (2011). Mixed methods: A review of literature and the future of the new research paradigm. *African journal of business management*, 5(10), 3757-3764.
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9-18.
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of nursing scholarship*, 33(1), 93-96.

- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52, 137-145. doi: 10.1037/0022-0167.52.2.137
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52, 126-136. doi: 10.1037/0022-167.52.2.126
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interviews. *Qualitative research in accounting & management*, 8(3), 238-264.
- Rossman, G. B., & Rallis, S. F. (2017). *Learning in the field: An introduction to qualitative research* (4th Ed). Thousand Oaks, CA: Sage.
- Shorten, A., & Smith, J. (2017). Mixed methods research: expanding the evidence base.
- Smith, B. (2018). Generalizability in qualitative research: Misunderstandings, opportunities and recommendations for the sport and exercise sciences. *Qualitative Research in Sport, Exercise and Health*, 10(1), 137-149.
- Timans, R., Wouters, P., & Heilbron, J. (2019). Mixed methods research: what it is and what it could be. *Theory and Society*, 48(2), 193-216.
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International journal for quality in health care*, 19(6), 349-357.
- Yin, R. K. Case Study Research. Sage Publications, 4th edition, 2009.

Beyond the list of references provided, useful resources about qualitative research are available in academic journals. There are various journals dedicated to qualitative research.

Most notably these journals include:

Qualitative Research <https://journals.sagepub.com/home/qri>

Qualitative Inquiry <https://journals.sagepub.com/home/qix>



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ACCREDITATION & QUALITY ASSURANCE CENTER

26 Additional information:

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Name of Course Coordinator: --Dr. Rania Albsoul -----Signature: ----- - Date: --25-2-2024-----
Head of Curriculum Committee/Department: ----- Signature: ----- ---
Head of Department: Dr. Sireen AlKhaldi ----- Signature: ----- -----
Head of Curriculum Committee/Faculty: ----- Signature: ----- -
Dean: ---Prof. Yaser Rayyan ----- Signature: ----- -----