



مركز الاعتماد  
وإضمان الجودة  
ACCREDITATION & QUALITY ASSURANCE CENTER



**The University of Jordan**  
**Accreditation & Quality Assurance Center**

**Course Syllabus**

**Course Name:**  
**Scientific Medical**  
**Research**

1	<b>Course title</b>	Scientific Medical Research
2	<b>Course number</b>	505308
3	<b>Credit hours (theory, practical)</b>	1.5 credit hours
	<b>Contact hours (theory, practical)</b>	1.5 hours
4	<b>Prerequisites/corequisites</b>	
5	<b>Program title</b>	MD
6	<b>Program code</b>	
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	Medicine
9	<b>Department</b>	Family and Community Medicine
10	<b>Level of course</b>	3 <sup>rd</sup> year
11	<b>Year of study and semester (s)</b>	Second semester 2022/2023
12	<b>Final Qualification</b>	
13	<b>Other department (s) involved in teaching the course</b>	NA
14	<b>Language of Instruction</b>	English
15	<b>Date of production/revision</b>	February 2023

**16. Course Coordinator:**

Course instructor: Dr. Rania Albsoul  
Office location: School of Medicine- Family and Community Medicine Department- Level 1  
Email address: [r.absoul@ju.edu.jo](mailto:r.absoul@ju.edu.jo)  
Contact hours: available by appointment

**17. Other instructors:**

NA

**18. Course Description:**

Unlike quantitative research, qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places.

This course aims to enable medical students to explore the purpose and appropriate use of qualitative research methods through recorded lectures and research projects. The course introduces basic orientations and epistemological research paradigms and related methodologies (including ethnography, phenomenology, and narrative research), as well as methods for conducting and analysing qualitative data.

**19. Intended Learning Outcomes (ILOs):**

**By the end of this course students will be able to:**

- Identify the key features of qualitative research.
- Compare characteristics of qualitative research and quantitative research.
- Make informed decisions about which types of research questions are best answered using qualitative methods.
- Be able to explore different philosophical underpinnings of qualitative research.
- Identify basic qualitative research designs.
- Contrast and compare the practical and methodological challenges associated with a range of qualitative methodologies and methods.
- Demonstrate a systematic understanding and critical awareness of key issues around quality and trustworthiness, and sampling in qualitative research.
- Demonstrate a systematic understanding and critical awareness of ethical issues and reflexivity as applied to qualitative research.
- Demonstrate a systematic understanding of the most widely used approaches to qualitative data collections.
- Demonstrate a systematic understanding of the most widely used approaches to qualitative data analysis.
- Identify methods used to record data in qualitative research.
- Be able to read and appreciate exemplar qualitative research studies.
- Demonstrate a systematic understanding of different Mixed Methods Research (MMR) designs.
- Recognise the principles of writing qualitative research proposal.

**20. Topic Schedule:**

<b>Week</b>	<b>Topics</b>
1	Course Overview
2	Introduction to Qualitative Research
3	Research Paradigms
4	Case study research and Ethnography
5	Phenomenology and Grounded Theory
6	Narrative Research and Ethical considerations in Qualitative research
7	Sampling in Qualitative Research
8	Qualitative Data Collection Methods-1
8	Qualitative Data Collection Methods-2
9	Thematic Analysis in Qualitative Research
10	Writing Qualitative Research proposal
11	Mixed Methods Research (MMR)-1
12	Mixed Methods Research (MMR)-2
13	<b>Final Exam 15-6-2023</b>

**21. Teaching Methods and Assignments:****Learning resources for this course consist of the following:**

- Text book.
- Narrated Power Point Presentation (posted in Moodle).

N.B. There may be other resources identified during a particular slide set that you will find useful should you decide to pursue more information.

**22. Evaluation Methods and Course Requirements:**

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

Final Exam (40%).

Research Project (10%).

### 23. Course Policies:

#### A- Attendance policies:

According to the school of Medicine regulations.

#### B- Absences from exams

- Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make-up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
- Assignments and projects should be submitted to the instructor on the due date.

#### C- Health and safety procedures:

According to the School of Medicine regulations.

#### D- Honesty policy regarding cheating, plagiarism, misbehaviour:

According to the School of Medicine regulations.

### 24. Required equipment: (Facilities, Tools, Labs, Training....)

NA

### 25. References:

#### **Required textbook**

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

#### **Recommended**

Various articles from published studies available at power point presentation for each lecture. These

are intended to supplement the above texts by providing additional perspective 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.

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, 42(2), 139-160.

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

Bergen, N., & Labonté, R. (2020). "Everything is perfect, and we have no problems": detecting and limiting social desirability bias in qualitative research. *Qualitative health research*, 30(5), 783-792.

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.

Barrett, A., Kajamaa, A., & Johnston, J. (2020). How to... be reflexive when conducting qualitative research. *The clinical teacher*, 17(1), 9-12.

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.

Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1), 113-133.

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>

Gray, L. M., Wong-Wylie, G., Rempel, G. R., & Cook, K. (2020). Expanding qualitative research interviewing strategies: Zoom video communications. *The Qualitative Report*, 25(5), 1292-1301.

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., & Kipe, 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).
- McKernie, 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* (4<sup>th</sup> 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.

Tavory, I. (2020). Interviews and inference: Making sense of interview data in qualitative research. *Qualitative Sociology*, 43(4), 449-465.

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.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative inquiry*, 16(10), 837-851.

Yin, R. K. Case Study Research. Sage Publications, 4th edition, 2009.

## 26. Additional information:

This is a part of an extended course. The first component of this course (given in the first semester) covers quantitative research methods. The final exam will be in both components; quantitative and qualitative research.

Name of Course Coordinator: - Dr. Rania Albsoul -----Signature: -----

Date: ---26- 02- 2023-----

Head of curriculum committee/Department: -- ----- Signature: -----

Head of Department: ----- Dr. Sireen Alkhaldi ----- Signature: ----  
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Head of curriculum committee/Faculty: ----- Signature: -----

Dean: -----Prof. Yaser Rayyan----- -Signature: -----  
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