

## Course E-Syllabus

1	<b>Course title</b>	Advanced Qualitative Research
2	<b>Course number</b>	0701906
3	<b>Credit hours</b>	3 credits
	<b>Contact hours (theory, practical)</b>	3 contact hours/ weekly
4	<b>Classroom #</b>	Rofaida Hall
5	<b>Level of course</b>	Doctoral
6	<b>Prerequisites/corequisites</b>	
7	<b>Program title</b>	
8	<b>Program code</b>	
9	<b>Awarding institution</b>	The University of Jordan
10	<b>School</b>	Nursing
11	<b>Department</b>	
12	<b>Level of course</b>	Second year
13	<b>Year of study and semester (s)</b>	2020-2021 First semester
14	<b>Final Qualification</b>	PhD
15	<b>Other department (s) involved in teaching the course</b>	
16	<b>Language of Instruction</b>	English
17	<b>Leaching methodology</b>	<input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online
18	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
19	<b>Date of production/revision</b>	10.10.2020

### 18 Course Coordinator:

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### 19 Other instructors:

None

## **20 Course Description:**

This course focuses on the analysis of the philosophical foundations and approaches to qualitative research methodologies relevant to the discipline of Nursing (e.g. narrative, phenomenology, grounded theory, ethnography, case study). Nursing research studies are evaluated relative to the scientific standards for qualitative research. Specific issues addressed include theoretical bases for qualitative work, sampling, data collection techniques, qualitative analysis and interpretation of data, the nature of qualitative description and the contribution of qualitative research to theory development in nursing.

## **21 Course aims and intended learning outcomes:**

**A- Aims:**

This course aims at developing PhD nursing students’ competencies in designing rigorous qualitative research to inform nursing knowledge, practice, and policy. Selected qualitative research designs are explored with their philosophical perspectives, underlying data collection methods, and analysis are identified and discussed. Qualitative research from nursing and other fields is critiqued.

**B-Course Intended Learning Outcomes (CILOs):**

Upon successful completion of this course, students will be able to achieve the following Program and Course Intended Learning Outcomes

<b>PILO #1: Generate and create nursing knowledge through different philosophical, theoretical, and methodological approaches.</b>	
<b>Course Intended Learning Outcomes (CILO)</b>	<ol style="list-style-type: none"> <li>1. Explore different philosophical perspective underpinnings of qualitative research.</li> <li>2. Apply knowledge of the philosophical/theoretical foundations associated with qualitative approaches in selecting scientific approaches to knowledge development.</li> <li>3. Analyze the most important features of qualitative research.</li> <li>4. Differentiate between the characteristics of qualitative and quantitative research.</li> <li>5. Explore common elements/features inherent in qualitative research methodologies commonly used in nursing.</li> <li>6. Contrast the philosophical foundation for qualitative and quantitative approaches.</li> <li>7. Identify potential qualitative research questions specific to nursing.</li> <li>8. Apply different strategies to generate qualitative research data.</li> <li>9. Analyze qualitative data utilizing different approaches.</li> </ol>
<b>Learning Methods</b>	Synchronous lectures, group discussions
<b>Evaluation Methods</b>	Presentations, midterm exam, proposal and final project
<b>PILO #5: Appraise the principles of ethics in research, education, and community service.</b>	
<b>Course Intended Learning Outcomes (CILO)</b>	<ol style="list-style-type: none"> <li>1. Discuss the ethical considerations and scientific rigor in qualitative research.</li> <li>2. Determine the most effective qualitative method to examine a nursing research problem/area of interest.</li> <li>3. Critically appraise and synthesize qualitative research in relation to appropriateness of approach, design, rigor,</li> </ol>

	<b>trustworthiness: credibility, dependability, conformability, and transferability.</b>
<b>Learning Methods</b>	<b>Synchronous lectures, group discussions</b>
<b>Evaluation Methods</b>	<b>Presentations, midterm exam, proposal and final project</b>
<b>PILO # 7: Adapt evidence-based approach into practice, education, community service, and policy.</b>	
<b>Course Intended Learning Outcomes</b>	<ol style="list-style-type: none"> <li><b>1. Discuss the process of using qualitative research findings for evidence-based practice.</b></li> <li><b>2. Develop analytical and communication skills to interact with other health care professionals to improve nursing practice and health care.</b></li> </ol>
<b>Learning Methods</b>	<b>Synchronous lectures, group discussions</b>
<b>Evaluation Methods</b>	<b>Presentations, midterm exam, proposal and final project</b>
<b>PILO # 8: Demonstrate competency in verbal and written communication skills</b>	
<b>Course Intended Learning Outcomes (CILO)</b>	<ol style="list-style-type: none"> <li><b>1. Develop a qualitative nursing research proposal following designated scientific criteria.</b></li> <li><b>2. Develop a research project based on qualitative research methods.</b></li> <li><b>3. Discuss strategies for reporting qualitative research findings.</b></li> <li><b>4. Evaluate opportunities for disseminating and utilizing the results of qualitative studies.</b></li> </ol>
<b>Learning Methods</b>	<b>Synchronous lectures, group discussions</b>
<b>Evaluation Methods</b>	<b>Presentations, midterm exam, proposal and final project</b>

## 22. Topic Outline and Schedule:

<b>Week</b>	<b>Lecture</b>	<b>Topic</b>	<b>Teaching Methods*/platform</b>	<b>Evaluation Methods**</b>	<b>References</b>
1 12.10. 2020	1.1	Introduction to course requirements  Introduction to qualitative research	Synchronous lecturing/meeting; group discussion	Midterm Exam	Qualitative syllabus and course textbooks  Creswell & Poth Chapter 1
2 19.10	2.1	Philosophical assumptions and interpretive frameworks	Synchronous lecturing/meeting; group discussion	Midterm Exam	Creswell & Poth Chapter 2  Streubert & Carpenter

					Chapter 1
3 26.10	3.1	Designing a qualitative study  Introducing and focusing the study	Synchronous lecturing/meeting; group discussion	Midterm Exam	Creswell & Poth Chapter 3 & Chapter 6  Streubert & Carpenter Chapter 2
4 2.11	4.1	Approaches to Inquiry  Narrative Haifa	Synchronous lecturing/meeting; Student presentations	Proposal	Creswell & Poth Chapter 4 & Chapter 5
5 9.11	5.1	Phenomenology Afaf & Nahid	Synchronous lecturing/meeting; Student presentations	Presentation	Creswell & Poth Chapter 4 & Chapter 5  Streubert & Carpenter Chapters 5 & 6
6 16.11	6.1	Grounded theory Omar & Met'eb	Synchronous lecturing/meeting; Student presentations	Presentation	Creswell & Poth Chapter 4 & Chapter 5  Streubert & Carpenter. Chapters 7 & 8
7 23.11	7.1	<b>Midterm Exam</b>			
8 30.11	8.1	Ethnography Salam	Synchronous lecturing/meeting; Student presentations	Presentation	Creswell & Poth Chapter 4 & Chapter 5  Streubert & Carpenter Chapters 9 & 10
9 7.12	9.1	Case Study Sakha'a	Synchronous lecturing/meeting; Student presentations	Proposal	Creswell & Poth Chapter 4 & Chapter 5
10 14.12	10.1	Data collection	Synchronous lecturing/meeting; group discussion	Final project	Creswell & Poth Chapter 7
11 21.12	11.1	Proposal presentations	Synchronous lecturing/meeting; Student presentations	Presentation criteria	
12 28.12	12.1	Data analysis	Synchronous lecturing/meeting; group discussion	Final project	Creswell & Poth Chapter 8

13 4.1. 2021	13.1	Qualitative rigor: credibility and trustworthiness; critical appraisal of qualitative studies Writing a qualitative report/proposal	Synchronous lecturing/meeting; group discussion	Final project	Creswell & Poth Chapters 9 & 10  Streubert & Carpenter Chapters 16
14 To be determined	14.1	Student discussions and defense of final qualitative research projects	Synchronous lecturing/meeting; Student presentations		

### 23 Evaluation Methods:

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

<b>Evaluation Activity/Purpose</b>	<b>Covered PILO &amp; CILO(s)</b>	<b>Mark</b>	<b>Topic(s)</b>	<b>Period (Week)</b>	<b>Platform</b>
Student presentation	All PILO & CILOs	20%	Narrative, phenomenology grounded theory, ethnography, and case study.	4-9 <sup>th</sup> week	Microsoft Teams
Midterm Exam (23.11.2020)	All PILO & CILOs	30%	All material until week 6	7 <sup>th</sup> week	Online
Proposal	All PILO & CILOs	10%	All course material	11 <sup>th</sup> week	Microsoft Teams
Final qualitative project	All PILO & CILOs	40%	All course material	Final exams week	Microsoft Teams

### 24 Course Requirements:

Computers  
Internet connection  
Microsoft Teams software account  
Active cellphones  
Active UJ email account

## 25 Course Policies:

Please refer to the following link for course policies:

<http://units.ju.edu.jo/ar/LegalAffairs/Lists/Regulations/DispForm.aspx?ID=246&ContentTypeId=0x0100C7850F392E786A439F935E088708707E>

E- Grading policy:

A grade of (C+) is the minimum passing grade for the course.

Grade	Grade Points
A	4
A-	3.75
B+	3.5
B	3
B-	2.75
C+	2.5
C	2
C-	1.75
D+	1.5
D	1
D-	0.75
F	Zero

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

## 26 References:

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

Creswell, J.W. & Poth, C. N. (2017). *Qualitative inquiry and research design. Choosing among five approaches (4th ed)*. Philadelphia, Lippincott Williams & Wilkins

Creswell, J.W. (2013). *Qualitative inquiry and research design. Choosing among five approaches (3rd ed)*. Philadelphia, Lippincott Williams & Wilkins.

Streubert, H. J., & Carpenter, D. R. (2011). *Qualitative research in nursing: Advancing the humanistic imperative (5th ed.)*. Lippincott Williams & Wilkins.

Access nursing journals online within the Campus net: <http://e-library/>

B- Recommended books, materials, and media:

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. (www.apa.org).

Bernard, H.R. & Ryan, G.W. (2010). *Analyzing qualitative data: Systematic Approaches*. Los Angeles, CA, Sage.

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed). Los Angeles, CA, Sage.

Denzin, N.K. & Lincoln, Y.S. (2013). *Collecting and interpreting qualitative materials* (4th ed). Los Angeles, CA, Sage.

Khalaf, I. (2013). Development of nursing research in Jordan (1986–2012). *International Nursing Review*, 60(4), 461-468.

Miles, M.B & Huberman, A.M. (1994). *Qualitative data analysis* (2nd ed). Sage.

Munhall, P.L. (2012). *Nursing research: a qualitative perspective*. (5th ed). Sudbury, MA. Jones and Bartlett.

Sandelowski, M., & Barroso, J. (2003). Writing the proposal for a qualitative research methodology project. *Qualitative health research*, 13(6), 781-820.

Stevens, M. (2013). *Ethical issues in qualitative research*. King's College London.



**27. Additional information:**

**Qualitative approach presentation evaluation form (20 points)**

In this course, each student or group of students will be required to facilitate the discussion and presentation of a selected qualitative method for the purpose of increasing mutual understanding of different methods of qualitative research. Students are expected to actively participate and engage in the class discussions. Each discussion will be allotted a one-hour time period. The following criteria will be used to evaluate the discussions.

Evaluation items*	<u>1</u>	<u>2</u>	<u>3</u>
1. Demonstrates breadth of reading and depth of understanding of the qualitative method. Comments:			
2. Clarity of presenting the topic; clear, audible speech Comments:			
3. Presents background information for ideas Comments:			
4. Critiques and analyses, not just summarizes, ideas and arguments Comments:			
5. Facilitation of discussion was well-organized and given in a sequential, logical manner; facilitator was well-prepared for the discussion. Comments:			
6. Utilizes appropriate teaching strategies and audiovisual materials to meet individualize learning needs and stimulate audience Comments:			
7. Paces and times discussion appropriately, speed was appropriate for complexity of the material. Comments:			
8. Encourages and involves class members' thought and participation; solicits and responds constructively to class members opinions Comments:			
9. Answered questions effectively Comments:			
10. Overall impression of the facilitation of discussion Comments:			
Total:			

\*1=Fair effort

2=Good effort

3=Excellent effort

### **Proposal presentation evaluation form (10 points)**

In this course, each student or group of students will be required to present a qualitative proposal. The content of this proposal consists of a literature review of at 3 articles on a selected qualitative method with an appropriate qualitative research question for a topic of interest. Each proposal presentation will be allotted a 45-minute time period. The following criteria will be used to evaluate the discussions.

- |  |    |
|--|----|
| 1. Presentation was well organized and logical           | 10 |
| 2. Content was accurate and complete                     | 10 |
| 3. Presentation pace was appropriate                     | 10 |
| 4. Style of the presentation motivated the audience      | 10 |
| 5. Explanations of the materials were clear and accurate | 10 |
| 6. Class participation was encouraged                    | 10 |
| 7. Questions were carefully and precisely answered       | 10 |
| 8. Use of appropriate audiovisual materials              | 10 |
| 9. Time distribution among topics was appropriate        | 10 |
| 10. Overall, the presentation was effective and useful   | 10 |

**Total from 100:**

**Total from 10:**

Comments:

**Final qualitative project presentation evaluation form  
(40 points)**

In this course, each group of students will be required to present and defend their final qualitative project. Electronic copies of presentations are required to be sent to the instructors and classmates at least 2 days before the class presentation and a hard copy of the presentation should be submitted to instructors on the day of the presentation. Each final project presentation will be allotted a 40-minute time period. The following criteria will be used to evaluate the project:

Evaluation criteria	Possible grade	Actual grade
1. Title Page	2	
2. Introduction including definition, purpose central concepts of the approach, and philosophical traditions/perspectives	10	
3. Research questions	5	
4. Sampling techniques	10	
5. Analysis techniques according to method	13	
6. Data collection techniques and ethical considerations	12	
7. Findings including major themes and subthemes with narratives	10	
8. Strengths and weaknesses	8	
9. References (at least 3 current studies)	10	
10. APA formatting, spelling, grammar	10	
Total	100	/100 then /40

Name of Course Coordinator: Prof. Lubna Abushaikha Signature: *Lubna Abushaikha*  
Date: 10.10.2020

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: Dr. Omayya Nassar Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: Prof. Ferial Hayajneh Signature: -----