



## Form: Course Syllabus

<b>Form Number</b>	EXC-01-02-02A
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<b>Number and Date of Revision or Modification</b>	
<b>Deans Council Approval Decision Number</b>	265/2024/24/3/2
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<b>Number of Pages</b>	06

<b>1. Course Title</b>	Scientific Medical Research
<b>2. Course Number</b>	0505308
<b>3. Credit Hours (Theory, Practical)</b>	2 credit hours (1.5 hours theory and 0.5 hour practical- group work)
<b>4. Prerequisites/ Corequisites</b>	None
<b>5. Program Title</b>	Doctor of Medicine
<b>6. Program Code</b>	05
<b>7. School/ Center</b>	School of Medicine
<b>8. Department</b>	Family and Community Medicine
<b>9. Course Level</b>	3 <sup>rd</sup> Medical Year
<b>10. Year of Study and Semester (s)</b>	2025/2026 / Second Semester
<b>11. Program Degree</b>	Bachelor
<b>12. Other Department(s) Involved in Teaching the Course</b>	--
<b>13. Learning Language</b>	English
<b>14. Learning Types</b>	<input type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Fully online
<b>15. Online Platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams
<b>16. Issuing Date</b>	October 2023
<b>17. Revision Date</b>	February 2026

### 18. Course Coordinator:

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 Phone number: 0798781805  
 Email: [r.absoul@ju.edu.jo](mailto:r.absoul@ju.edu.jo)  
 Contact hours: Available by appointment  
 Office Hours: Sunday, Monday (10 am-11 am)

**19. Other Instructors:**

None

**20. Course Description:****A. Course description:**

This course introduces students to the main concepts and approaches in qualitative research, and familiarizes them with some of the methods most commonly used in the health field. It aims at equipping them with the needed competencies to elaborate pertinent research questions for qualitative inquiries, design a qualitative research study, and critically reflect on the possibilities and limitations of these designs, on ethical dilemmas, and on research quality. We will take a hands-on approach to developing research skills in qualitative research. In the course, the students will plan and carry out a qualitative study during which they will apply the theoretical and practical aspects of a qualitative research process such as: identify the research aim, choose the design and methods, identify and reflect on the ethical issues, create data collection tools, collect data, organize it, and carry out a basic analysis, and write a manuscript.

**B. Aims:**

The aim 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.

**21. Program Intended Learning Outcomes:** (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

PLO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.



**22. Course Intended Learning Outcomes:** (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

Course ILOs #	The learning levels to be achieved						Competencies
	Remember	Understand	Apply	Analyse	Evaluate	Create	
1.	✓	✓					Identify and describe the core characteristics and principles of qualitative research
2.	✓	✓	✓				Explain key concepts related to ontology, epistemology and research traditions in qualitative research
3.			✓	✓	✓		Describe, plan and apply diverse methods of collecting qualitative data
4.		✓	✓	✓	✓		Describe and apply methods of qualitative data analysis
5.	✓	✓	✓				Identify sampling techniques and ethical concerns in all phases of qualitative research



6.		✓	✓	✓	✓		Evaluate and enhance the rigour of qualitative research (i.e., credibility, dependability, transferability, and confirmability);
7.		✓					Understand how to develop qualitative research proposal and Mixed Methods Research (MMR) studies.

**23. The matrix linking the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLOs:**

PLO's * CLO's	1	2	3	4	5	6	7	8	Descriptors**		
									A	B	C
1							✓		✓		
2							✓		✓		
3							✓			✓	
4							✓			✓	
5							✓		✓		
6							✓				✓



7								✓				✓
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\*Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.

\*\*Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).

#### 24. Topic Outline and Schedule:

Semester Weeks	Lecture	Topic	CLO	Descriptors**	Learning Methods (Face to Face/Blended/ Fully Online)	Platform used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1		Orientation and Introduction to the course							
2	2.1	Introduction to Qualitative Research	1,6	K,C	Fully online	Moodle and Teams	synchronous	Exams	Check references below (section 28)
	2.2								
	2.3								
3	3.1	Research Paradigms	2	K	Fully online	Moodle and Teams	synchronous	Exams	Check references below (section 28)
	3.2								
	3.3								
4	4.1	Case Study Research and Ethnography	2	K	Fully online	Moodle and Teams	synchronous	Exams	Check references below (section 28)
	4.2								
	4.3								
5	5.1	Phenomenology and Grounded Theory	2	K	Fully online	Moodle and Teams	synchronous	Exams	Check references below (section 28)



Semester Weeks	Lecture	Topic	CLO	Descripto rs**	Learning Methods (Face to Face/Blended/ Fully Online)	Platform used	Synchrono us / Asynchrono us Lecturing	Evaluation Methods	Resources
1		Orientation and Introduction to the course							
	5.2								
	5.3								
6	6.1	Narrative research and ethics in qualitative research	2,5	K,K		Moodle and Teams	Synchrono us	Exams Check references below (section 28)	
	6.2								
	6.3								
7	7.1	Qualitative data collection methods- 1	3	S		Moodle and Teams	synchronou s	Exams/ Research report Check references below (section 28)	
	7.2								
	7.3								
8	8.1	Qualitative data collection methods- 2	3	S		Moodle and Teams	synchronou s	Exams/ Research report Check references below (section 28)	
	8.2								
	8.3								
9	9.1	Data analysis in Qualitative research	4	S		Moodle and Teams	synchronou s	Exams Check references below (section 28)	
	9.2								
	9.3								
10	10.1	Sampling in Qualitative Research	5	K		Moodle and Teams	synchronou s	Exams/ Research report Check references below (section 28)	



Semester Weeks	Lecture	Topic	CLO	Descripto rs**	Learning Methods (Face to Face/Blended/ Fully Online)	Platform used	Synchrono us / Asynchronou s Lecturing	Evaluation Methods	Resources
1		Orientation and Introduction to the course							
	10.2								
	10.3								
11	11.1	Qualitative research proposal	7	C	Fully online	Moodle and Teams	synchronou s	Exams	Check references below (section 28)
	11.2								
	11.3								
12	12.1	Mixed Methods Research -1	7	C	Fully online	Moodle and Teams	synchronou s	Exams	Check references below (section 28)
	12.2								
	12.3								
13	13.1	Mixed Methods Research-2	7	C	Fully online	Moodle and Teams	synchronou s	Exams	Check references below (section 28)
	13.2								
	13.3								
14	14.1	Revision	1-7						
	14.2								
	14.3								
15	15.1	Final Exam	1-7	K,S,C	Computer based	On-campus			Check references below (section 28)
	15.2								
	15.3								

\*\* K: Knowledge, S: Skills, C: Competency



## 25. Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	SLOs	Descriptor	Period (Week)	Platform
Final Exam	40	Topics of weeks 1-12	All CLO's	K,S,C	Week 14	On-campus/paper based
Research report	10	Groups work	All SLO's	K,S,C	Week 13	Practical project report/paper-based

\* According to the instructions for granting a Bachelor's degree.

\*\*According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.

### Mid-term exam specifications table\*

\*(The table will be completed on separate forms by course coordinators prior to conduction of each exam according to Accreditation and Quality Assurance Centre procedures and forms).

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO/Weight	CLO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					
1	1	1	4	2	1	10	100	100	10%	1




Final exam specifications table

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO Weight	CLO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					
										1
										2
										3
										4
										5

## 26. Course Requirements:

Virtual course: students should have a computer and internet connection.

Online educational material using Moodle platform (Electronic Videos and Activities)

## 27. Course Policies:

### A- Attendance policies:

Attendance and arrival on time is expected. Students who miss more than three class sessions with or without excuse will be accounted from the 10% attendance grade. (See the university policies regarding absence).

### B- Absences from exams and submitting assignments on time:

Students unable to take a scheduled exam are expected to inform the instructor within 3 days and arrange for make-up one. Make-up will be given only to students who have notified the instructor and set up an alternate time. Any missed exam will result in a grade of zero for that examination type.

### C- Honesty policy regarding cheating, plagiarism, misbehavior:

Cheating and plagiarism is not tolerated and will be dealt with according to the policies of the of Jordan.

### D- Grading policy:

The student's course grade will be primarily determined by a combination of midterm examination, class participation and attendance, in school, closed book, multiple choice style final examination. The final examination will incorporate principles and materials from the required readings and from classroom discussions and lectures



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

All services are available.

## 28. 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.

Roszman, 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.

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>

## 29. Additional information:

Name of the Instructor or the Course Coordinator:  
Dr. Rania Albsoul

Signature:

Date:  
15/2/2026

Dr. Munir Abu-Helalah

Name of the Head of Quality Assurance Committee/  
Department  
Dr Hana Taha

Signature:

Date:

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Name of the Head of Department  
Dr. Rania Albsoul

Signature:

Date:  
15/2/2026

Name of the Head of Quality Assurance Committee/  
School or Center  
Professor Ayman Wahbeh

Signature:

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Date:

Name of the Dean or the Director

Signature:

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Date:

Professor Ayman Wahbeh