

In the name of Almighty



## Tabriz University of Medical Sciences

Education Development Office (EDO)-Education Vice Dean Administrative

Faculty of Health (FoH)

Lesson plan for the course of **Qualitative Research Methodology (QUAL-METH) in Health Promotion & Education** for the students of Health Education and Promotion at PhD level.

The students' affiliated department name **Health Education and Promotion**  
 Academic year **97-98** Semester 1<sup>st</sup>  2<sup>ed</sup>  Summer

### 1. The lecturer's specifications

Name & Family name:	The affiliated department:	Academic rank:
Abdolreza Shaghaghi	Health Education and Promotion (HEP)	Professor
The affiliated university:	The affiliated faculty:	The faculty room number:
Tabriz University of Medical Sciences	Faculty of Health (FoH)	HEP D - Room No 314
Highest Academic Degree Obtained:	Field of Study:	Telephone number:
PhD	Community Health	041 33340309
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### 2. The course specifications

The course title:	Qualitative Research Methodology		
The course credit: 1 T	The course venue: HEP D -Conference room 1		
The course type:	Practical <input type="checkbox"/>	Theoretical <input checked="" type="checkbox"/>	Fieldwork <input type="checkbox"/> Internship <input type="checkbox"/>
Prerequisite course:	Required <input type="checkbox"/> Not required <input checked="" type="checkbox"/>	The number of course sessions: 8	
The number of field work/internship hours:	-		

### 3. The learners' details:

Field of study:	Expected degree Level:	Number of learners:
Health Education and Promotion	Ph.D	3

**The course main goal:** To develop students' understanding and helping them in acquisition of principle skills in relation to qualitative research methodologies.

#### The course objectives:

1. To develop a working familiarity with a range of qualitative methods.
2. To develop the ability in proposing qualitative research designs in response to health challenges, questions and for filling the knowledge gaps.
3. To develop the ability in selecting, justifying and executing qualitative methods appropriate to central research questions.
4. To develop skills in qualitative data collection and analysis methods.
5. To develop skills in effectively coding, categorising and analysing qualitative data generated through the application of the qualitative methodologies.
6. To develop abilities in writing and standard reporting of the qualitative research findings.
7. To develop skills for critically appraising qualitative research designs relevant to the central research questions.

**Teaching style:** The hybrid style including demonstrating/ delegating and facilitating styles.

**Learners' tasks:** Listing and/or brainstorming, comparing, problem-solving, sharing personal experiences and storytelling, peer tutoring, fishbowl activity, active participation in quescussion,.

**The learners' assessment/evaluation method(s):** Formative and summative assessment including assessment of attendance and timekeeping, learner participation in class discussions, giving oral or written feedbacks in class, completing and submitting assignments and final examination.

**The mid/final exams' structure and questions distribution:** The final exam will include at least two open/close ended questions from the topics discussed in the whole semester sessions that determine 12/20 score of the student total grade. The quality and content of the assignments will appoint 5/20 and class activities 3/20 scores of the total grade.

**References:**

1. Handbook of Qualitative Methods in Health Research Ivy Bourgeault, Robert Dingwall, Ray de Vries Sage Publication Ltd 2012.
2. Qualitative Methods for Health Research Judith Green, Nicki Thorogood Sage Publication Ltd 2014.
3. Qualitative Research in Health Care, 3rd Edition Catherine Pope, Nicholas Mays (Editors) Wiley 2006.
4. Qualitative Research Methods: a data collector's field guide Natasha Mack, Cynthia Woodsong, Kathleen MacQuine, Greg Guest, Emily Namey, Family Health International 2005.

### The course outline

Session	Session educational topics	Educational objectives	Learning domain(s)/taxonomy(ies)*
1	Types of qualitative research: - Phenomenology	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
2	Types of qualitative research: - Heuristic	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
3	Types of qualitative research: - Hermeneutic	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
4	Types of qualitative research: - Approaches to Qualitative Content Analysis	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
5	Sampling for qualitative research	OBJECTIVE 4, 5	COG: understanding AFECT: organization PSYCHO: perception
6	How to report your qualitative research findings	OBJECTIVE 6	COG: understanding AFECT: organization PSYCHO: perception
7	Critical appraisal and reporting protocol of qualitative studies	OBJECTIVE 6, 7	COG: understanding AFECT: organization PSYCHO: perception
8	Qualitative data analysis software	OBJECTIVE 4, 5	COG: understanding AFECT: organization PSYCHO: perception
*	<p><b>Learning domains:</b> Cognitive (COG) including creating, evaluating, analyzing, applying and understanding taxonomies. Affective (AFECT) including internalizing values, organization, valuing, responding and receiving taxonomies. Psychomotor (PSYCHO) including origination, adaptation, complex overt response, mechanism, guided response, set and perception taxonomies.</p>		

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