



THE UNIVERSITY OF JORDAN

School of Medicine- Family and Community Medicine Department

Scientific Medical Research Course (3rd Medical Year)

Second Semester 2021/2022

GENERAL INSTRUCTIONS

During this course, students are expected to work within independent research teams.

- Each group will be assigned to an advisor who is faculty member at the university of Jordan.
- Each advisor will schedule a weekly virtual meeting with her/his students according to their availability.
- During each virtual meeting general issues related to research process will be discussed and clarified.
- Students will follow the instruction of their advisor within their groups and might meet independently and/or with their advisor according to their specific needs.
- Due date of submission: 26 May 2022
- Please submit the assignments electronically through email to your advisor on the day that they are due. When submitting the assignments, please name the assignments according to your group number.

ASSESSMENT DETAILS

Focus of projects: The student evaluations for the practical part of this course in this semester are built around qualitative research projects. Projects will require students to conduct in-depth semi-structured interviews. Each student in the group is responsible for conducting one in-depth interview with one family member.

Research Topic: Attitudes Towards Coronavirus (COVID-19) Vaccine in Jordan: A Qualitative Study

Students will work in their group for this assignment. As a group, students will develop 3-4 primary research questions to explore through their qualitative data collection. Within each primary research question, they should identify the specific interview questions to be included on the guide they will use for the interviews. Students will be required to conduct, record and fully transcribe the interviews for analysis. Students will be required to submit a full transcript of their interviews. The collected data should be analysed using thematic analysis process. The Group assignment report should provide a complete document of the entire research process.

STRUCTURE OF THE PAPER

The paper should have the following elements:

Introduction

A good introduction provides a brief overview of the manuscript, including the research question and a statement justifying the research question and the reasons for using qualitative research methods. This section also should provide background information, including relevant literature on the topic under investigation. Any specific educational or research terminology used in the manuscript should be defined in the introduction.

- Title: Specific reflect the research topic

- Introduction: Background and what was written about the topic international, regional, and national.
- Rationale for your research problem: what problem does it address/solve, what research agenda does it advance, who would be interested in the knowledge generated by your study? etc.
- Study purpose: Clear and Reflect the study problem.
- Significance of the study: Why should this study be done?
- Research questions: The research question(s) should be clearly related to an explicit statement about the aims and purposes of the proposed study.

Literature Review

- Description of past research efforts: past research projects and publications that led to the current application;
- Preparatory work in measurement or sampling; past access to relevant target populations, etc.
- Complete
- Recent
- Criticize

Methods

The methods section should clearly state and justify why the particular method, for example, face to face semi-structured interviews, was chosen. The method should be outlined and illustrated with examples such as the interview questions, focusing exercises, observation criteria, etc. The criteria for selecting the study participants should then be explained and justified. The way in which the participants were recruited and by whom also must be stated. A brief explanation/description should be included of those who were invited to participate but chose not to. It is important to consider “fair dealing,” ie, whether the research design explicitly incorporates a wide range of different perspectives so that the viewpoint of 1 group is never presented as if it represents the sole truth about any situation. The process by which ethical and or research/institutional governance approval was obtained should be described and cited.

The study sample, sampling technique and the research setting should be described. Sampling differs between qualitative and quantitative studies. Participants being chosen based for example, on year of study, gender, etc. Ethical considerations including the method for gaining informed consent from the participants should be described, as well as how confidentiality of subjects were guaranteed. The method of recording, eg, audio or video recording, should be noted, along with procedures used for transcribing the data

A description of how the data were analysed also should be included. Arrival at “data saturation” or the end of data collection should then be described and justified. A good rule when considering how much information to include is that readers should have been given enough information to be able to carry out similar research themselves.

The analytical approach taken should be described in detail and theoretically justified in light of the research question. Strategies used to ensure rigour of qualitative research should be stated. For example, if the analysis was repeated by more than 1 researcher to ensure reliability or trustworthiness, this should be stated and methods of resolving any disagreements clearly described. Some researchers ask participants to check the data (member checking or participant validation). If this was done, it should be fully discussed in the paper. An adequate account of how the findings were produced should be included. A description of how the themes and concepts were derived from the data also should be included.

Results

Ensure that the results are linked with the research question(s)/aims and objectives. The interpretation should usually be grounded in interviewees or respondents' contributions and may be semi-quantified, if this is possible or appropriate, for example, “Half of the respondents said ...” “The majority said ...” “Three said...” Readers should be presented with data that enable them to “see what the researcher is talking about.”

Sufficient data should be presented to allow the reader to clearly see the relationship between the data and the interpretation of the data. Qualitative data conventionally are presented by using illustrative quotes. Quotes are “raw data” and should be compiled and analyzed, not just listed. There should be an explanation of how the quotes were chosen and how they are labelled. For example, have pseudonyms been given to each respondent

or are the respondents identified using codes, and if so, how? It is important for the reader to be able to see that a range of participants have contributed to the data and that not all the quotes are drawn from 1 or 2 individuals. There is a tendency for authors to overuse quotes and for papers to be dominated by a series of long quotes with little analysis or discussion. This should be avoided.

Discussion

The findings should be presented in the context of any similar previous research and or theories. A discussion of the existing literature and how this present research contributes to the area should be included. A consideration must also be made about how transferrable the research would be to other settings. Any particular strengths and limitations of the research also should be discussed. It is common practice to include some discussion within the results section of qualitative research and follow with a concluding discussion.

The author also should reflect on their own influence on the data, including a consideration of how the researcher(s) may have introduced bias to the results. The researcher should critically examine their own influence on the design and development of the research, as well as on data collection and interpretation of the data, eg, were they an experienced teacher who researched teaching methods? If so, they should discuss how this might have influenced their interpretation of the results.

Conclusion

The conclusion should summarize the main findings from the study and emphasize what the study adds to knowledge in the area being studied. Mays and Pope suggest the researcher ask the following 3 questions to determine whether the conclusions of a qualitative study are valid: How well does this analysis explain why people behave in the way they do? How comprehensible would this explanation be to a thoughtful participant in the setting? How well does the explanation cohere with what we already know?

References

APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work.

Appendices

Copies of interview guide and interview transcripts, consent form, instructions to be provided to subjects are included (participant information sheet).

PAPER FORAMT

The paper should not exceed maximum 15 pages, with line space 1.5 and Times New Roman 12 points, excluding Appendices and the References.

TEAMWORK

You are preparing the assignments with all team members, who share responsibility for their end result and organization of group work. It is of course expected that all team members provide an equal share of work. For any team malfunction, you should contact your advisor in due time.

ASSIGNMENETS' ASSESSMENT

The assignment counts for 10% of the final course grade. Assignments will be assessed on the quality of the written material. The grade for this assignment is a group grade, which means that each member of the group gets the group grade.

REFERENCES

1. Murphy E, Dingwall R, Greatbatch D, Parker S, Watson P. Qualitative research methods in health technology assessment: a review of the literature. *Health Technology Assessment* 1998; Vol. 2: No. 16. <http://www.nchta.org/fullmono/mon216.pdf> Accessed August 31, 2010.
2. Pope C, Mays N. *Qualitative Research in Healthcare*. 3rd ed. Oxford: Wiley Blackwell; 2006. [[Google Scholar](#)]
3. Creswell JW, Plano Clark VL. *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage; 2006. [[Google Scholar](#)]
4. Burke R, Johnson R. Mixed methods research: a research paradigm whose time has come. *Educ Res*. 2004;33(7):14–26. [[Google Scholar](#)]
5. Farris KB, Demb A, Janke KK, Kelley K, Scott SA. Assessment to transform competency-based curricula. *Am J Pharm Educ*. 2009;73(8) Article 158. [[PMC free article](#)] [[PubMed](#)] [[Google Scholar](#)]
6. Kurtz S, Silverman J. The Calgary-Cambridge referenced observation guides: an aid to defining the curriculum and organizing the teaching in communication training programmes. *Med Educ*. 1996;30:83–89. [[PubMed](#)] [[Google Scholar](#)]

7. Greenhill N. *An Exploration of Pharmacist-Patient Communication in Clinic-Style Consultations* [doctoral thesis]. University of Nottingham, England; October 2010.
8. Austin Z, Marini A, Glover NM, Croteau D. Continuous professional development: a qualitative study of pharmacists' attitudes, behaviors, and preferences in Ontario, Canada. *Am J Pharm Educ*. 2005;69(1):4. [[Google Scholar](#)]
9. Qualitative research. *British Medical Journal* Web site. <http://resources.bmj.com/bmj/authors/checklists-forms/qualitative-research>. Accessed August 31, 2010.
10. Qualitative research review guidelines – RATS. BioMed Central. <http://www.biomedcentral.com/info/fora/rats> Accessed August 31, 2010.
11. Britten N. Making sense of qualitative research: a new series. *Med Educ*. 2005;39:5–6. [[PubMed](#)] [[Google Scholar](#)]
12. Mays N, Pope C. *Qualitative Research in Health Care*. London: BMJ Publishing Group; 1996. [[Google Scholar](#)]