



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Qualitative Research Methods							
Course Code		İHH634		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	4	Workload	102 ( <i>Hours</i> )	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course students will be able to offer a scientific research design in accordance with qualitative research techniques execution, conclude, report.							
Course Content		Qualitative research designs: Ethnography, Phenomenology, grounded theory, action research, case study. Qualitative data collection techniques: Interviews, observation, document analysis Ethics measures Validity and reliability of supply routes Types of qualitative data analysis Qualitative analysis of peer-reviewed journals and publishes research articles in Survey design, proposal preparation, realization, reporting according to data and presentation							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Individual Study					
Name of Lecturer(s)		Prof. Esin ACAR YÜREKLİ							

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

### Recommended or Required Reading

1	May, T. (2002). Qualitative Research in Action, Sage Publications.
2	Campoy, R. (2005). Case Study Analysis in the Classroom, Sage Publications.
3	Flick, U. (2002). An Introduction to Qualitative Research, Cromwell Pres Limited.
4	Debus, M. (2003) Odak Grup Araştırmalarında Mükemmellik İçin El Kitabı (Çev:) H. Harmancı, Marmara Sağlık Eğitim Araştırma Vakfı Yayın NO:2

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction
2	Theoretical	Qualitative research approach: properties, basic principles, the role of the researcher
	Preparation Work	Flick, U. (2002). An Introduction to Qualitative Research, Cromwell Pres Limited.
3	Theoretical	Qualitative research approach: providing methods of generalization issue, validity and reliability
	Preparation Work	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of ew York Press.
4	Theoretical	Research Ethics research ethics in General and qualitative
	Preparation Work	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of ew York Press.
5	Theoretical	Qualitative field work preparation
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
6	Theoretical	As a technical interview: properties, types, principles
	Preparation Work	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of ew York Press.
7	Theoretical	In-depth Interviews and Focus Groups
	Preparation Work	Debus, M. (2003) Odak Grup Araştırmalarında Mükemmellik İçin El Kitabı (Çev:) H. Harmancı, Marmara Sağlık Eğitim Araştırma Vakfı Yayın NO:2
8	Intermediate Exam	Midterm exam
9	Theoretical	Preparation of Focus Group Research
	Preparation Work	Debus, M. (2003) Odak Grup Araştırmalarında Mükemmellik İçin El Kitabı (Çev:) H. Harmancı, Marmara Sağlık Eğitim Araştırma Vakfı Yayın NO:2
10	Theoretical	As a technical observation: features, types, principles
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
11	Theoretical	In qualitative research, data analysis, reporting and presentation
	Preparation Work	May, T. (2002). Qualitative Research in Action, Sage Publications.
12	Theoretical	Examination of sample applications: Domestic Violence Against Women Survey



13	Theoretical	Examination of the sample application: Turkey Migration and Internally Displaced Population Survey
14	Theoretical	Examination of the sample application: TNSA Review of Qualitative Dimension
15	Theoretical	Examination of the sample application: TNSA Review of Qualitative Dimension
16	Final Exam	Final exam

**Workload Calculation**

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	2	70
Midterm Examination	1	15	1	16
Final Examination	1	15	1	16
Total Workload (Hours)				102
[Total Workload (Hours) / 25*] = <b>ECTS</b>				4
*25 hour workload is accepted as 1 ECTS				

**Learning Outcomes**

1	To be able to describe the properties of qualitative research patterns
2	To be able to understand the basic principles of qualitative research methods
3	To be able to say qualitative research techniques
4	To be able to apply an appropriate qualitative research techniques on a sample
5	To be able to do a qualitative research

**Programme Outcomes (Medical Nursing Doctorate)**

1	Use conceptual frameworks and/or theories to guide to improve the quality of patient care
2	Developing and intensifying the current and advanced knowledge in medical nursing area with the use of original thinking and/or research processes at a specialist level, based upon the competency in B.S and M.S. levels.
3	Perform evidence - based nursing practice in order to improve the quality of patient care.
4	Analyze the relationship/ knowledge between nursing and other disciplines using critical analysis.
5	Develop scientific research that contributes to nursing knowledge through nursing theories and models
6	Prepare a scientific paper about to publish in domestic/ international academic conference and scientific journal/bulletin/book.
7	Developing a new idea, method, design and/or application which brings about innovation in medical nursing area
8	Establish effective communication showing one's competency to discuss the area-related subjects/Defend original opinions in the area with experts in the domestic/ international environments
9	Establishing written, oral and visual communication / developing argumentation skills in English at an advanced level.
10	Contribute to the society's state and progress towards being an information society by announcing the scientific developments in nursing area.
11	Contribute to the solution of scientific and ethical problems related to medical nursing or promote the development of these values

**Contribution of Learning Outcomes to Programme Outcomes** 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	3	3	4	3	3
P2	4	4	4	4	3
P3	4	4	4	4	3
P4	4	4	4	4	3
P5	5	5	5	5	3
P6	3	3	4	3	3
P7	3	3	4	3	3
P8	5	4	4	3	2
P9	3	4	4	3	2
P10	3	4	4	3	2
P11	3	4	4	3	2

