

Subject Description Form

| Subject Code | APSS6401 | | | | | | | | | | | |
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| Subject Title | Advanced Methods in Qualitative Health Care Research | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | |
| Level | 6 | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Individual presentation</td> <td style="text-align: center;">40%</td> <td></td> </tr> <tr> <td style="text-align: center;">2. Final term paper</td> <td style="text-align: center;">60 %</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • the completion and submission of all component assignments are required for passing the subject; and • student must pass the specific component(s) (standard of passing) if he/she is to pass the subject | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Individual presentation | 40% | | 2. Final term paper | 60 % | |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | |
| 1. Individual presentation | 40% | | | | | | | | | | | |
| 2. Final term paper | 60 % | | | | | | | | | | | |
| Objectives | <p>This course aims at:</p> <ol style="list-style-type: none"> a. introducing the theories and the practices of qualitative research to students b. clarifying the misunderstanding of qualitative research methodologies c. helping students to catch up the current debates on methodologies d. helping students to enhance their capacity of using qualitative methodology e. helping students to determine methodology in their research | | | | | | | | | | | |
| Intended Learning Outcomes <i>(Note 1)</i> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. critically contrast the differences and similarities between the two major paradigms of health care research b. critically appraise the nature of knowledge developed from quantitative and interpretive research c. critically appraise the methodology of qualitative and interpretive research d. evaluate different interpretive research methods in the inquiry into issues of nursing and health care concerns e. critically appraise the methodological issues particular to research grounded in lived experience f. critically discuss the ethical and practical issues in the conduct of interpretive research in health care settings g. develop skills to use interpretive methods in conducting health-related research | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Epistemological considerations <ol style="list-style-type: none"> 1.1 Quantitative and interpretive research 1.2 Relevance of quantitative and interpretive paradigms in building knowledge | | | | | | | | | | | |

| <p>(Note 2)</p> | <p>relevant to health care and nursing practice</p> <ol style="list-style-type: none"> 1.3 Defining quantitative and interpretive research questions 2. Methodological considerations in interpretive research <ol style="list-style-type: none"> 2.1 Approaches to data collection 2.2 Researcher as human instrument 2.3 Issues of objectivity, subjectivity and intersubjectivity 2.4 Defining qualitative data set in different sampling procedures 2.5 Ethics in studies in natural settings, into lived experience and into sensitive topics 2.6 Possibilities and issues in triangulation 3. Building knowledge through interpretive research traditions: a critical review <ol style="list-style-type: none"> 3.1 Ethnography and the study of cultural care, professional issues 3.2 Grounded theory and the study of illness trajectory, nursing work organization 3.3 Phenomenology and the study of quality of life, caring practices 3.4 Action-oriented research and the empowerment in helping profession 3.5 Extended case method, reflexive science and theory reconstruction 3.6 Narrative inquiry and the understanding the structure and way of telling 4. Approaches to interpretive data analysis <ol style="list-style-type: none"> 4.1 The art of interpreting qualitative data 4.2 Comparing data analysis methods in different interpretive research traditions 4.3 Theorizing qualitative data: from decontextualization to recontextualization 4.4 Rigor in data management: Issues of trustworthiness and credibility 5. Practical considerations <ol style="list-style-type: none"> 5.1 Developing a qualitative research proposal 5.2 Ethical review of the research process 5.3 Managing qualitative data 5.4 Writing up a qualitative research report 5.5 Utilizing research findings in clinical practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> <p>(Note 3)</p> | <p><u>Lecture</u></p> <p>The normal practice is to introduce the theory and the practice of qualitative research to students and to help students catch up what the current debates on methodologies.</p> <p><u>Presentation in the format of seminar</u></p> <p>Individual presentation is the way. As it is designed as student-centered. Students are required to critically evaluate and challenge the classics of qualitative research or other people’s works. It provides the opportunity for students to raise their puzzles and questions as well as for the lecturer to clarify concepts and the related subject matter.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p> | <table border="1" data-bbox="443 1563 1471 1977"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Individual presentation</td> <td>40 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Final term paper</td> <td>60 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | a | b | c | d | e | f | g | 1. Individual presentation | 40 % | √ | √ | √ | √ | √ | √ | √ | 2. Final term paper | 60 % | √ | √ | √ | √ | √ | √ | √ | Total | 100 % | | | | | | | |
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| | | a | b | c | d | e | f | g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Individual presentation | 40 % | √ | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Final term paper | 60 % | √ | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <ol style="list-style-type: none"> 1. As we emphasize student-centered learning, students are encouraged to actively participate in class discussion. Dialogue between the lecturer and students is a good way to cultivate students' capacity of critical thinking and reflection. 2. Individual presentation and report provide good chance for students to learn to evaluate, appraise and challenge other people's works. Through the process, students are able to contrast the differences and similarities between the two major paradigms of health care research and appraise the practices of research. 3. Final term paper is an important way for students to develop their own interpretative skill and build up their own literatures on qualitative research methods they intended to use. | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lecture | 33 Hrs. |
| | ▪ Presentation | 6 Hrs. |
| | Other student study effort: | |
| | ▪ Lecture & Seminar Preparation | 56 Hrs. |
| | ▪ Presentation Preparation | 56 Hrs. |
| | ▪ Report Writing | 56 Hrs. |
| | Total student study effort | 207 Hrs. |
| Medium of Instruction | English | |
| Medium of Assessment | English | |
| Reading List and References | <p><u>Essential</u></p> <p>Savin-Baden, M. & Major, C. H. (2013) . <i>Qualitative Research: the essential guide to theory and practice</i>. London: Routledge.</p> <p>Benner, P. (Ed.). (1994). <i>Interpretative Phenomenology: Embodiment, Caring, and Ethics in Health and Illness</i>. London: Sage.</p> <p>Burawoy, M. (Ed.) (1991) <i>Ethnography Unbound</i>. Berkeley: California University Press.</p> <p>Burawoy, M. (Ed.) (2000) <i>Global Ethnography</i>. Berkeley: California University Press.</p> <p>Denzin, YS Lincoln (Eds.). (2003) <i>The Landscape of Qualitative Research, Theories and Issues</i> (2nd Edition). Thousand Oaks, Sage.</p> <p>Field, P.A. & Morse, J.M. (1995). <i>Qualitative Research Methods for Health Professionals</i> (2nd ed.). Thousand Oaks: Sage.</p> <p>Jessor, R.; Colby, A. & Shweder, R.A. (Eds.). (1996). <i>Ethnography and Human Development: Context and Meaning in Social Inquiry</i>. Chicago: The University of</p> | |

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| | <p>Chicago Press.</p> <p>Strauss, A.L. & Corbin, J.M. (1998). <i>Basics of Qualitative Research: Grounded Theory Procedures and Techniques</i>. 2nd edition. Newbury Park, Calif: Sage.</p> <p>Van Maanen, J. (1988). <i>Tales of the Field: On Writing Ethnography</i>. Chicago: The University of Chicago Press.</p> <p>Yin, RK. (2003) <i>Applications of case study research</i> (second edition). Thousand Oaks: Sage.</p> <p>Zuber-Skerritt, Ortrun (Eds.) 1996. <i>New Directions in Action Research</i>. London: The Falmer Press.</p> <p>陈向明(2000) 《质的研究方法与社会科学研究》，教育科学出版社。</p> |
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.