



The Hebrew University of Jerusalem

Syllabus

Introduction to qualitative research methods - 99888

Last update 17-12-2024

HU Credits: 1

Degree/Cycle: 2nd degree (Master)

Responsible Department: Occupational Therapy

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Shahar Zaguri-Vittenberg

Coordinator Email: shahar.wittenberg@mail.huji.ac.il

Coordinator Office Hours: Monday 10:30-12:00

Teaching Staff:

Ms. shahar wittenberg

Course/Module description:

In recent years, qualitative research methods have gained increasing prominence in the field of occupational therapy research. This trend reflects an effort to better understand the value of human occupation within its natural context and from the perspective of individuals, recognizing that people attribute different meanings and interpretations to phenomena. This introductory course will focus on the philosophical foundations of qualitative research, key approaches to qualitative inquiry, and methods for conducting and ensuring the quality of qualitative research.

Course/Module aims:

Introduction to the field of qualitative research in occupational therapy, including hands-on experience and research analysis, with the goal of critically engaging with qualitative research. The following topics will be covered:

- 1. Basic assumptions, paradigms, and epistemology underlying qualitative research.*
- 2. The position of the researcher in qualitative research.*
- 3. Characteristics of research questions typical of central approaches to qualitative research in occupational therapy.*
- 4. Quality and reliability in qualitative research (trustworthiness).*
- 5. Sampling and sample selection in qualitative research.*
- 6. Methods for data collection in qualitative research.*
- 7. Principles of thematic analysis.*

Learning outcomes - On successful completion of this module, students should be able to:

By the end of this course, you will be able to:

- 1. Analyze the research approach of a qualitative article in occupational therapy, while critically evaluating the implementation of methodological principles derived from the research approach.*
- 2. Analyze and critique the trustworthiness of a qualitative article in occupational therapy, focusing on the implementation of measures to ensure research quality.*
- 3. Analyze part of a semi-structured interview as part of a team (assigning codes, grouping codes into themes and sub-themes), while reflecting on prior assumptions,*

and present a thematic map.

Attendance requirements(%):
100

Teaching arrangement and method of instruction: Lectures [they will be recorded if a camera is available in the classroom], including active learning through recommended reading between lessons and participation in hands-on activities, discussions, and in-class exercises in groups of three.

Course/Module Content:

1. Philosophical Foundations [Ontology, Epistemology] of Qualitative vs. Quantitative Research – Realism, Idealism, Materialism, Post-Positivism/Constructivism, Pragmatic Perspective.
2. Characteristics of Qualitative Research Questions – First-order questions, Second-order questions.
3. Key Approaches in Qualitative Research in Occupational Therapy – Ethnography, Phenomenology, Grounded Theory.
3. The Researcher's Position in Qualitative Research – Different approaches to involvement and interpretation.
4. Quality and Trustworthiness criteria – Triangulation, Credibility, Dependability, Transferability, Authenticity.
5. Sampling Methods and Determining Sample Size According to Different Research Approaches – Purposeful sampling, Theoretical sampling, and the Principle of Saturation.
6. Methods for Data Collection – Observations and elicited interviews, semi-structured interviews.
7. Stages of Thematic Analysis
8. Mixed-Methods Research.

Required Reading:

- ג'וסלסון, ר. (2015). כיצד לראיין למחקר איכותני: גישה התייחסותית. מופ"ת. שלסקי, ש. ואלפרט, ב. (2007). דרכים בכתיבת מחקר איכותני: מפירוק המציאות להבניית כטקסט. מכון מופ"ת.
- שקדי, א. (2003). מילים המנסות לגעת מחקר איכותני- תאוריה ויישום. הוצאת רמות- אוניברסיטת תל-אביב.
- Braun, V., & Clarke, V. (2021). Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research*, 21(1), 37-47.
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis?. *Qualitative Research in Psychology*, 18(3), 328-352.

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). *Best practices for mixed methods research in the health sciences*. Bethesda (Maryland): National Institutes of Health, 2094-2103.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches 4th Edition* Sage Publications Inc. Thousand Oaks.

Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research* (5 ed.). Sage

Finlay, L. (2006). 'Rigour', 'ethical integrity' or 'artistry'? Reflexively reviewing criteria for evaluating qualitative research. *British Journal of Occupational Therapy*, 69(7), 319-326.

Hammell, K. R. W. (2013). *Occupation, well-being, and culture: Theory and cultural humility/Occupation*. *Canadian Journal of Occupational Therapy*, 80(4), 224-234.

Luborsky, M. R., & Lysack, C. (2006). Overview of qualitative research. *Research in occupational therapy: Methods of inquiry for enhancing practice*, 326-340.

Olmos-Vega, F. M., Stalmeijer, R. E., Varpio, L., & Kahlke, R. (2023). A practical guide to reflexivity in qualitative research: AMEE Guide No. 149. *Medical teacher*, .241-251 ,(3)45

Portney, L.G. (2020). *Foundations of clinical research: Applications to evidence-based practice*. Fourth edition. Philadelphia, PA: F.A. Davis.

Straus, A., & Corbin, J. (1990). *Basics of qualitative research. Grounded theory procedures and techniques*.

Rossman, G.B. and Rallis, S.F. (2003). *Learning in the field: An introduction to qualitative research*. Sage Publications. pp 48-59.

Taylor, R. R. (2017). *Kielhofner's research in occupational therapy: Methods of inquiry for enhancing practice*. FA Davis Company.

Tomlin, G. S., & Swinth, Y. (2015). Contribution of qualitative research to evidence in practice for people with autism spectrum disorder. *The American Journal of Occupational Therapy*, 69(5), 6905360010p1-6905360010p4.

Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative social work*, 11(1), 80-96.

Additional Reading Material:

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 50 %
Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 50 %

Additional information:

