

INTERNATIONAL HIGHER SCHOOL OF MEDICINE

Department Public Health

SYLLABUS

QUALITATIVE RESEARCH METHODS

2025-2026 academic year

for students of medical faculty

5 course 9 semester, groups 11,2

2 credits (60 h, including auditorial 36 h, independent work – 24 h)

Lecturer: **Iliazova Nurgul Bolotbekovna**

0 550 51 09 09 (Whatsapp)

Email: nurgul-umay@mail.ru

Venue:

Online, Zoom

Offline

**Practical
classes:**

Iliazova Nurgul Bolotbekovna

0 550 51 09 09 (Whatsapp)

Email: nurgul-umay@mail.ru

Venue:

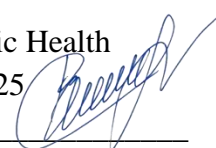
Administration corpus, room # 505

The Syllabus is considered

at the meeting of the department of Public Health

Protocol № 1 dated 28 August 2025

Head of the department K.O. Dzhusupov



Course Objective: Familiarizing students with the definition and 10 basic elements of the research process and providing them with the opportunity to develop skills in using research methodology in conducting research in the field of public health and primary health care.

Conducting research is one of the most challenging, creative, and intellectually satisfying professional activities. Research is an important professional responsibility that develops and advances knowledge from which to base practice. This knowledge is essential if we, as health and human service professionals, are to provide informed quality services that enhance the health, lives, and outcomes of our clients, their families, and their communities. The use of research methods in public health, such as program evaluations and clinical trials, is increasingly common.

After study of the discipline the student must:

Knowledge: Methods discussed include interview, content analysis, focus group discussions and surveys, forming a hypothesis, doing an experiment, evaluation data, drawing a conclusion.

Skill: Demonstrate the ability to choose methods appropriate to research aims and objectives, understand the limitations of particular research methods, develop skills in qualitative and quantitative data analysis and presentation, develop advanced critical thinking skills, demonstrate enhanced writing skills.

Pre-requisites: to understand the content of the course, the student must have knowledge gained in previous courses:

- Public health and wellness
- Microbiology, Virology and Immunology
- Biostatistics
- Scientific research methods

Post-requisites:

- Evidence-based medicine

Table №1.

THEMATIC PLAN OF LECTURES

№	Theme of lecture	Hours	Date
	Unit 1. Getting Started Your Research. Research Methods		
1	Introduction. What is Research? The Purpose of Research	2	02.09.25
	Researching and Writing the Literature Review.	2	02.09.25
2	Systematic Reviews and Meta-Analysis	2	09.09.25
	Quantitative Designs. Measurement Errors, Reliability and Validity	2	09.09.25
3	Sampling Methods. Data Collection for Quantitative Designs	2	16.09.25
	Unit № 2. Data Collection and Analysis		
4	Entering, Organizing and Analysing Quantitative Data	2	23.09.25
	Qualitative Designs. Data Collection, Entering and Analysing Qualitative Data	2	23.09.25
5	Quantitative and Qualitative Study Results. Discussion	2	30.09.25
6	Publishing and Presenting Study Results	2	30.09.25
	Total:	12	

Table №2.

THEMATIC PLAN OF PRACTICAL CLASSES

№	Theme of practical class	Hours	Date
	Unit 1. Getting Started Your Research. Research Methods		
1	1. Defining a literature review 2. Exploring the literature	2	06,10.10.25

	3. Understanding and organizing the literature		
2	1. Defining a literature review according research topics 2. Study and analysis of the work of other researchers on this topic. 3. Understanding and organizing the study results.	2	14.10.25
3	1. Correlation and consideration of the dynamics of the results of the work of other researchers on this topic. 2. Understanding and organizing the study results.	2	20.10.25
4	1. Cross-sectional and longitudinal studies 2. Causality in research 3. Experimental designs	2	22.10.25
5	Unit control №1	2	27.10.25
Unit № 2. Data Collection and Analysis			
6	1. The purpose of entering and organizing quantitative data 2. Preparing for data entry 3. Organizing and inputting variables	2	29.10.25
7	1. Qualitative research 2. Research design 3. Data collection	2	03.11.25
8	1. Reporting results 2. Results in quantitative studies 3. Results in qualitative studies	4	05.11.25
9	Unit control №2	2	10.11.25
	Total:	20	

THEMATIC PLAN OF INDEPENDENT WORK OF STUDENTS

U nit №	Theme of independent work	Hours	Date
1	1.The impact of the built environment and urbanisation on physical activity and obesity	2	06.10.25
	2.The best way to avoid academic integrity issues	2	10.10.25
	3.The role of collaboration in research methods	2	14.10.25
	4.The pros and cons of inclusive classes	2	14.10.25
	5.The benefits and drawbacks of electronic health records in a developing country	2	20.10.25
	6.The use of personalized medicine in treating genetic disorders	2	20.10.25
	7.The use of artificial intelligence in healthcare	2	22.10.25
	8.The effects of cultural diversity in the workplace on job satisfaction and productivity	2	22.10.25
	9.The impact of remote work on employee productivity and work-life balance	2	27.10.25
	10.The impact of remote work on employee productivity and work-life balance	2	27.10.25
2	11.The impact of telerehabilitation on patient outcomes in Kyrgyzstan	2	29.10.25
	12.The effects of floods on public health and healthcare systems	2	29.10.25
	13.The role of social media in public health communication and behavior change in adolescents	2	03.11.25
	14.The role of community health workers in addressing healthcare access and equity in low-income countries	2	03.11.25

	15.The role of public health interventions in reducing health disparities in the USA	2	05.11.25
	16.Cybersecurity and data privacy	2	05.11.25
	17.The impact of social media on mental health	2	10.11.25
	18.The impact of workplace diversity and inclusion on employee productivity	2	10.11.25
	19.The relationship between personality traits and job satisfaction	2	11.10.25
	20.The effects of cultural immersion experiences on intercultural competence development	2	11.10.25

Recommended reading for the discipline:

1. Basic:

1. Sarah Tracy. Qualitative Research Methods. 2020. Wiley.
2. Uwe Flick. Designing Qualitative Research. 2007. SAGE Publications Ltd.
3. N.Bruce, D.Pope, D.Stanistreet. Quantitative Methods for Health Research. 2018. Qualitative Research in Health Care.

2. Additional:

1. Amy E. Carusa Broam, T.R.Hobart, C.B.Morrow. Bioethics, Public Health, and Social Sciences for the Medical Professions. 2019. Oxford University Press.
2. R.Riegelman, B.Kirkwood. Public Health 101. 2019. Sage Publications Ltd.
3. Muddasir M.G. Aidaraliev A.A. Political Economy of Health and Development. 2013. Sage Publications Ltd.

Internet resources:

1. <https://methods.cochrane.org/qi/>
2. <https://researchmethodsresources.nih.gov/>
3. <https://learningresources.sagepub.com/research-methods/medicine-health>
4. <http://www.qualitative-research.net/index.php/fqs/article/view/461/984>
5. <https://www.springer.com/gp/authors-editors/journal-author/journal-author-helpdesk>
6. <https://authorservices.taylorandfrancis.com/>
7. <https://www.eliteediting.com.au/how-to-publish-journal-article/>
8. <https://www.scribbr.com/methodology/sampling-methods/>

Grading policy and procedures for all types of work

For the period of studying the discipline, the student gains points for the relevant parameters (per unit):

current score - 40 points

independent work - 20 points

control score (final assessment of knowledge per unit) - 40 points

Maximum score - 100 (40+20+40)

Grading system for student's achievements

Grading criteria per discipline				
Maximum score	Intervals			
	«unsatisfactory»	«satisfactory»	«good»	«excellent»
Current control - 40	0-23	24-30	31-35	36-40

Interval description				
Independent work - 20	0-11	12-15	16-17	18-20
Interval description				
Control work (module) - 40	0-23	24-30	31-35	36-40
Interval description				

Conduct Policy: (lateness, absence, behavior in the auditorium, late submission of work).

- Punctuality and completion of tasks.
- Mandatory attendance of classes.
- Attending class in a clean medical uniform.
- Eliminating conversations on a cell phone in the classroom.
- Active participation in the learning process.
- Doing homework on time.
- Academic detention at the time specified by the teacher.

For violations of the Conduct Policy, the total points for discipline might be reduced to 1-5 points.

Academic Ethics Policy.

- Be tolerant, respect the opinions of others.
- Formulate objections in the correct form.
- Constructively support feedback in all classes.
- Plagiarism and other forms of dishonest work are unacceptable. Plagiarism includes the following: the absence of references when using printed and electronic materials, quotes, thoughts and works of other authors or students.
- Prompting and cheating during tests, exams, classes is unacceptable as well as passing an exam for another student, unauthorized copying of materials.

For violations of the Academic Ethics Policy, the total points for the discipline may be reduced to 1-5 points.

Guidelines for the lessons of the discipline

Unit 1. Getting Started Your Research. Research Methods

Class #1: Introduction. What is Research? The Purpose of Research

Hours dedicated: 2

Learning outcomes: After the class, students should know the goal and the scope of the discipline and should be able:

- to explain the role and the use of QRM in health studies,
- to explain the epistemological considerations (positivism, interpretivism) and ontological considerations such as objectivism and constructivism.

Questions to discuss:

1. Introduction. Conducting Health Research.
2. Competing Paradigms and Health Research.
3. Epistemological considerations: Positivism, Interpretivism.
4. Ontological considerations: Objectivism, Constructivism.
5. Quantitative and qualitative research. What type of theory? Deductive and inductive theory.
6. Influences on the conduct of social research: Values, Practical considerations.

Required readings:

1. Sarah Tracy. Qualitative Research Methods. 2020. Wiley.
2. Uwe Flick. Designing Qualitative Research. 2007. SAGE Publications Ltd.

Recommended readings:

1. Amy E. Carusa Broam, T.R.Hobart, C.B.Morrow. Bioethics, Public Health, and Social Sciences for the Medical Professions. 2019. Oxford University Press.
2. R.Riegelman, B.Kirkwood. Public Health 101. 2019. Sage Publications Ltd.

Class #2: Researching and Writing the Literature Review.

Hours dedicated: 2

Learning outcomes: After the class, students should know the basics researching and writing the literature review. The literature review, also known as the conceptual framework.

Questions to discuss:

1. The literature review is the conceptual framework of research
2. The primary concepts and theories that frame the study and how these ideas have evolved over time.
3. Research questions in literature review

Required readings:

1. Sarah Tracy. Qualitative Research Methods. 2020. Wiley.
2. N.Bruce, D.Pope, D.Stanistreet. Quantitative Methods for Health Research. 2018. Qualitative Research in Health Care.

Recommended readings:

1. R.Riegelman, B.Kirkwood. Public Health 101. 2019. Sage Publications Ltd.
2. Muddasir M.G. Aidaraliev A.A. Political Economy of Health and Development. 2013. Sage Publications Ltd.

Class #3: Systematic Reviews and Meta-Analysis

Hours dedicated: 2

Learning outcomes: After the class, students should know that systematic reviews and meta-analyses present results by combining and analyzing data from different studies conducted on similar research topics.

Questions to discuss:

1. Conducting systematic reviews and meta-analyses to help standardize them and improve their quality
2. Meta-analysis is a valid, objective, and scientific method of analyzing and combining different results.
3. The quality of reporting of Meta-analyses

Required readings:

3. Sarah Tracy. Qualitative Research Methods. 2020. Wiley.
4. N.Bruce, D.Pope, D.Stanistreet. Quantitative Methods for Health Research. 2018. Qualitative Research in Health Care.

Recommended readings:

3. R.Riegelman, B.Kirkwood. Public Health 101. 2019. Sage Publications Ltd.
4. Muddasir M.G. Aidaraliev A.A. Political Economy of Health and Development. 2013. Sage Publications Ltd.

Class #4: Quantitative Designs. Measurement Errors, Reliability and Validity

Hours dedicated: 2

Learning outcomes: After the class, students should know the fundamentals of research design and QR cycle and should be able:

- to determine the design of their research
- to formulate research questions for their research project.

Questions to discuss:

1. Introduction to qualitative research design
2. QR Cycle
3. Research questions
4. Research designs: some examples
5. Problems with design typologies
6. Influences on research design
7. An idealized logic?
8. Data collection/generation and analysis methods
9. Practical issues
10. Multi-method designs: the place of qualitative work in larger health research studies

Required readings:

1. Sarah Tracy. *Qualitative Research Methods*. 2020. Wiley.
2. N.Bruce, D.Pope, D.Stanistreet. *Quantitative Methods for Health Research*. 2018. *Qualitative Research in Health Care*.

Recommended readings:

1. R.Riegelman, B.Kirkwood. *Public Health 101*. 2019. Sage Publications Ltd.
2. Muddasir M.G. Aidaraliev A.A. *Political Economy of Health and Development*. 2013. Sage Publications Ltd.

Class #5: Sampling Methods. Data Collection for Quantitative Designs

Hours dedicated: 2

Learning outcomes: After the class, students should be able

- to select the sampling methods;
- to minimize research bias in your work;
- to prepare and conduct a sample frame.

Questions to discuss:

1. Types of sampling methods:
 - Probability sampling
 - Non-probability sampling
2. Conducting the sample frame.
3. Simple random sample
4. Systematic sampling
5. Stratified sampling

Required readings:

1. Sarah Tracy. *Qualitative Research Methods*. 2020. Wiley.
2. Uwe Flick. *Designing Qualitative Research*. 2007. SAGE Publications Ltd.

Recommended readings:

1. R.Riegelman, B.Kirkwood. *Public Health 101*. 2019. Sage Publications Ltd.
2. Muddasir M.G. Aidaraliev A.A. *Political Economy of Health and Development*. 2013. Sage Publications Ltd.

Unit № 2. Data Collection and Analysis

Class #6: Entering, Organizing and Analysing Quantitative Data

Hours dedicated: 2

Learning outcomes: After the class, students should be able:

- organizing and preparing the data;
- coding: what it is and how to start;
- focusing the data analysis;
- synthesizing activities: memos, negative cases, and analytic outlines

Questions to discuss:

1. Thoughts and ideas about the emerging analysis.
2. Methods section draft
3. Analytic memos
4. Analytic asides

Required Readings:

1. Sarah Tracy. *Qualitative Research Methods*. 2020. Wiley.
2. Uwe Flick. *Designing Qualitative Research*. 2007. SAGE Publications Ltd.
3. N.Bruce, D.Pope, D.Stanistreet. *Quantitative Methods for Health Research*. 2018. *Qualitative Research in Health Care*.

Recommended readings:

1. Amy E. Carusa Broam, T.R.Hobart, C.B.Morrow. *Bioethics, Public Health, and Social Sciences for the Medical Professions*. 2019. Oxford University Press.
2. R.Riegelman, B.Kirkwood. *Public Health 101*. 2019. Sage Publications Ltd.
3. Muddasir M.G. Aidaraliev A.A. *Political Economy of Health and Development*. 2013. Sage Publications Ltd.

Class #7: Qualitative Designs. Data Collection, Entering and Analyzing Qualitative Data

Hours dedicated: 2

Learning outcomes: After the class, students should:

- know grounded theory and explain its essence,
- know principles, approaches and styles of analysis,
- be able to do provide content analysis of qualitative data,
- be able to provide framework analysis of qualitative analysis.

Questions to discuss:

1. Approaches to analysis
2. Styles of analysis
3. Relating analysis to the aims of the study
4. Principles of different approaches
5. Thematic content analysis
6. Main concept of data collection
7. Grounded theory
8. Framework analysis
9. Using computer software to help manage data
10. Rigour in analysis
11. Rigour is not enough
12. Generalizability and transferability

Required Readings:

1. Sarah Tracy. *Qualitative Research Methods*. 2020. Wiley.
2. Uwe Flick. *Designing Qualitative Research*. 2007. SAGE Publications Ltd.
3. N.Bruce, D.Pope, D.Stanistreet. *Quantitative Methods for Health Research*. 2018. *Qualitative Research in Health Care*.

Recommended readings:

1. Amy E. Carusa Broam, T.R.Hobart, C.B.Morrow. *Bioethics, Public Health, and Social Sciences for the Medical Professions*. 2019. Oxford University Press.
2. R.Riegelman, B.Kirkwood. *Public Health 101*. 2019. Sage Publications Ltd.
3. Muddasir M.G. Aidaraliev A.A. *Political Economy of Health and Development*. 2013. Sage Publications Ltd.

Class #8: Quantitative and Qualitative Study Results. Discussion

Hours dedicated: 2

Learning outcomes: After the class, students should:

- know how creating a credible, ethical, significant study;
- move beyond objectivity, reliability, and formal generalizability;
- know how to use at the practice eight “big tent” criteria for high quality qualitative research
- know why and how to use documents according to study results in qualitative research in public health;
- know what documentary sources can be used in QR in public health;
- be able to use documentary sources in their QR.

Questions to discuss:

1. Importance of good study results of QR
2. Objectivity, reliability, and formal generalizability
3. Eight “big tent” criteria for high quality qualitative research
4. Crystallization or triangulation
5. Why use existing sources?
6. Public records
7. Personal documents
8. Mass media outputs
9. Research outputs

Required Readings:

1. Sarah Tracy. *Qualitative Research Methods*. 2020. Wiley.
2. Uwe Flick. *Designing Qualitative Research*. 2007. SAGE Publications Ltd.
3. N.Bruce, D.Pope, D.Stanistreet. *Quantitative Methods for Health Research*. 2018. *Qualitative Research in Health Care*.

Recommended readings:

1. Amy E. Carusa Broam, T.R.Hobart, C.B.Morrow. *Bioethics, Public Health, and Social Sciences for the Medical Professions*. 2019. Oxford University Press.
2. R.Riegelman, B.Kirkwood. *Public Health 101*. 2019. Sage Publications Ltd.
3. Muddasir M.G. Aidaraliev A.A. *Political Economy of Health and Development*. 2013. Sage Publications Ltd.

Class #9: Publishing and Presenting Study Results

Hours dedicated: 2

Learning outcomes: After the class, students should:

- know principles and rules of writing qualitative work;
- be able to write and present a study results in the research report;
- be able to prepare a manuscript for a publication;
- know appraisal criteria;
- be able to read critically.

Questions to discuss:

1. Introduction. The writing process and obtaining the study results
2. Writing for different audiences
3. Writing for health journals
4. Writing for social science colleagues
5. Writing for and disseminating to non-specialist audiences
6. Alternatives to written reports
7. Some practical issues to consider when writing up
8. Introduction. Reading critically
9. Appraising empirical work: are criteria possible?
10. Appraisal criteria

Required Readings:

1. Sarah Tracy. *Qualitative Research Methods*. 2020. Wiley.
2. Uwe Flick. *Designing Qualitative Research*. 2007. SAGE Publications Ltd.
3. N.Bruce, D.Pope, D.Stanistreet. *Quantitative Methods for Health Research*. 2018. *Qualitative Research in Health Care*.

Recommended readings:

1. Amy E. Carusa Broam, T.R.Hobart, C.B.Morrow. *Bioethics, Public Health, and Social Sciences for the Medical Professions*. 2019. Oxford University Press.
2. R.Riegelman, B.Kirkwood. *Public Health 101*. 2019. Sage Publications Ltd.
3. Muddasir M.G. Aidaraliev A.A. *Political Economy of Health and Development*. 2013. Sage Publications Ltd.

Methodological instructions for the implementation of independent work on the discipline

Independent work should be based on innovative technologies. The form of independent work in the auditorium provides students with textbooks and primary sources, group assignments, and individual imitative activities within the given task. Independent work is carried out according to the schedule, indicating the date, time, audience and tutors for each subject throughout the academic period. Training within the framework of independent work can be in consultation and interactive forms, their ratio is determined by the complexity of the studied subject: the volume of classroom hours allocated to their study, the level of preparation of students.

The student's independent work must be completed during the semester, according to the dates specified in the thematic plan of the student's independent work. All independent work of students is carried out on the topics given in this plan. Topics are provided to students in coordination with the teacher.

Independent work of the student under the guidance of the teacher in the traditional form include:

- problem solving - solving the problems given on the subject of practical training and presenting it in writing:
abstract a written statement of the problem, in which literary sources are interpreted or scientific work, books are analytically described.
- essay - a written statement of one's personal opinion on a current topic in critical, journalistic and other genres;

- presentation - making a speech on a given topic by means of slides and video materials;
- case-study - searching for a solution to problems in the production according to the tasks of the specified form;
- work games - acquiring professional skills by imitating professional activity processes, staging, playing roles;
- glossary - brief explanation of terms on the given topic.
- group project - collaborative project work of 3-5 students;
- accounting work
- graphic and calculation works written on the basis of established methodological manuals, which are usually carried out in technical sciences (engineering graphics, electrical engineering, information technologies, etc.);
- course work - written and calculated works written on the basis of the methodological manuals on the problems of a science or complex of sciences (enterprise economy, fundamentals of management: ecology and environmental protection, civil protection, etc.);
- course project - calculations written on the basis of the specified methodological manuals with attached graphic drawings performed on the basis of the specified methodical manuals on the problems of a science or complex of sciences (technical mechanics, technological processes and devices, subjects in which project works related to the specialty are performed);
- diploma project - a design work written on the basis of established methodological manuals, which is aimed at the design of a production enterprise or its department on a given subject related to the subject of specialization, explained with graphic drawings and calculations;
- internship report a report written on the basis of methodological manuals on the completed qualification internship (acquaintance, production, pre-graduation internships);
- participation in science clubs - preparation of demonstration materials such as models, slides, samples by the student in the science club:
- participation in competitions - the student's participation in various competitions under the scientific guidance of the teacher ("Young inventor", student startup projects, etc.);
- participation in science olympiads - participation in science olympiads held between HEIS (chemistry, general chemical technology, physics, information technology, etc.);
- lecturing at scientific conferences - lecturing at scientific and technical conferences held at HEIS, Republican and international levels on the topic of scientific research related to science;
- publication of scientific theses and articles publication of theses in collections of scientific conferences and articles on the topic of scientific research in scientific journals.