

**Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Medicine Dept/Division: Clinical Translational Alpha Designator/Number: CTS 632  Graded  CR/NC

Contact Person: Darshana Shah, PhD Phone: 304-691-8639

**NEW COURSE DATA:**

New Course Title: Qualitative Research and its Uses in Health Care

Alpha Designator/Number: 

C	T	S		6	3	2			
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Title Abbreviation: 

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(Limit of 25 characters and spaces)

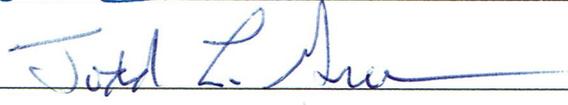
Course Catalog Description: (Limit of 30 words) This course is designed as an introduction to qualitative research methods. It offers various approaches to designing and conducting qualitative research projects in health and health services research. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their area of interest

Co-requisite(s): None First Term to be Offered: Spring 2018

Prerequisite(s): Consent of instructor Credit Hours: 1

Course(s) being deleted in place of this addition (*must submit course deletion form*): Not Applicable

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>9/29/17</u>
Registrar <u></u> <u>249999</u>	Date <u>9/29/17</u>
College Curriculum Chair <u></u>	Date <u>9/29/17</u>
Graduate Council Chair _____	Date _____

## Request for Graduate Course Addition - Page 2

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College: Medicine

Department/Division: Clinical Translation Science

Alpha Designator/Number: CTS 632

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Darshana Shah, PhD

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Listed on course syllabus (attached).

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7. COURSE OUTLINE (May be submitted as a separate document)

Listed on course syllabus (attached).

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Listed on course syllabus (attached).

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Web based self learning modules, large group discussion, small group discussion

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### 10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Homework-readings and/or written assignments,  
Problem solving exercise

### 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable

### 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Listed on course syllabus (attached).

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:  
Course Number and Title:  
Catalog Description:  
Prerequisites:  
First Term Offered:  
Credit Hours:

Department: Clinical Translational Science  
Course Number and Title: CTS 632  
Catalog Description: Introduction to the science of Team Science and Collaboration  
Prerequisites: Consent of instructor  
First Term Offered: Spring 2018  
Credit Hours:1

<b>COURSE TITLE/NUMBER</b>	CTS 632 Qualitative Research and its Uses
<b>SEMESTER/YEAR</b>	Spring 2018
<b>DAYS/TIME</b>	One hour/week - Thursday 1:00 - 1:50 PM
<b>CREDIT HOURS</b>	1
<b>LOCATION</b>	Translational Genomics Research Institute (TGRI)
<b>INSTRUCTOR</b>	Darshana Shah, PhD
<b>OFFICE/PHONE</b>	691-8639
<b>E-MAIL</b>	<a href="mailto:Shah@marshall.edu">Shah@marshall.edu</a> (email preferred)
<b>OFFICE HOURS</b>	Wednesday 4:00 - 5:30 PM and by appointment
<b>CFE/UNIVERSITY POLICIES</b>	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: <a href="http://muwww-new.marshall.edu/academic-affairs/policies/">http://muwww-new.marshall.edu/academic-affairs/policies/</a>

**COURSE DESCRIPTION: FROM CATALOG**

This course is designed as an introduction to qualitative research methods. It offers various approaches to designing and conducting qualitative research projects in health and health services research. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their area of interest.

**STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:**

- Upon completion of the course, students will:
- To become familiar with the characteristics, language and logic of qualitative research methods;
  - To understand the available techniques for designing a qualitative research study;
  - To understand the available techniques for qualitative data analysis;
  - To be able to recognize and assess quality and rigor in evaluating a qualitative research study.

**REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS**

Michael Quinn Patton, *Qualitative Research & Evaluation Methods*, Sage Publications, 2002.

## RECOMMENDED MATERIALS

Additional recommended readings/sources:

- Giacomini MK, Cook DJ. 2000. Users' Guides to the medical literature: XXII. Qualitative research in healthcare, are the results of the study valid? *JAMA* 284:357-62.
- Rowan M, Huston P. 1997. Qualitative Research Articles: Information for Authors and Peer Reviewers. *Canadian Medical Association Journal* 157: 1442-6.
- Giacomini MK, Cook DJ. 2000. User's guide to the medical literature: XXIII. Qualitative research in health care B. What are the results and how do they help me care for my patients? *JAMA* 284(4): 478-482
- Kvale S. 1996. "Thematizing and Designing an Interview Study" in *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage Publications, 83-108
- Stewart DW, Shamdasani PN. 1990. "Chapter 1: Introduction" in *Focus Groups: Theory and Practice*. Newbury Park, CA: Sage Publications, 9-32.
- Stewart DW, Shamdasani PN. 1990. "Chapter 6: Analyzing Focus Group Data" in *Focus Groups: Theory and Practice*. Newbury Park, CA: Sage Publications, 102-121

<b>Week</b>	<b>Session Topics</b>
<b>1</b>	Session overview, assignments, expectations, etc.
<b>2</b>	Getting Started in Qualitative Research: What is Qualitative Research?
<b>3</b>	Developing Taxonomy, Themes, and Theory – Qualitative Research
<b>4</b>	Components of Qualitative Research design- <b>Designing a research question</b>
<b>5</b>	<b>Presentation-</b> Project outline
<b>6</b>	Sampling and data collection tools
<b>7</b>	Qualitative research methods for Health Services Research
<b>8</b>	How to Analysis Qualitative Data for Health Services Research- <b>Homework-</b> Required Reading Assignments
<b>9</b>	Qualitative Data Analysis: Software tools, data tracking, and management-e..g NVivo
<b>10</b>	Analysis and Interpretation in Qualitative Research
<b>11</b>	Analysis and Interpretation in Qualitative Research- <b>In Class Discussion</b>
<b>12</b>	Analysis Practices - Coding and Generating Themes- <b>Homework</b>
<b>13</b>	Assignments Overview - <b>Homework</b>
<b>14</b>	Qualitative research data <b>Presentation</b>
<b>15</b>	Writing up the qualitative data collection methods
<b>16</b>	Publishing qualitative research

## EVALUATION:

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**Class Project Presentations - 40%**

**Class Participation - 25%**

**Homework Assignments - 35%**

## ATTENDANCE POLICY

This class meets weekly. While attendance is not required, the course is designed for students to work in teams. Thus students are encouraged to maintain regular attendance.

## ADDITIONAL POLICIES

- 1. Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
- 2. Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc.) can be a valuable asset in the classroom. However, if used inappropriately, these can be a distraction. Students should utilize these devices in class only for educational purposes, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that social media, “tweeting”, and real time chat are not appropriate in the classroom unless part of a classroom exercise.
- 3. Intellectual property notice.** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.
- 4. Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
- 5. Disability accommodation.** The instructor will endeavor to accommodate students with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance that may be required.
- 6. Vigilance.** Students are expected to access their MU e-mail address and MU

- On-line regularly for information related to the course.
7. **Missed classes.** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
  8. **Make-up assignments and exams.** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
  9. **Office hours.** Hours are as posted and by appointment.
  10. **Inclement Weather.** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.
  11. **Reasonable change with notice.** In order to facilitate unforeseen circumstances, as well as act in the best interest of students and the university, the terms and schedule in this syllabus are subject to prudent change with reasonable notice.

<b>Student Learning Outcomes</b>	<b>How Outcome Will Be Practiced</b>	<b>How Outcome Will Be Assessed</b>
Become familiar with the characteristics, language and logic of qualitative research methods	In-class discussion	Homework and class project presentations
Understand the available techniques for designing a qualitative research study	In-class discussion	Homework and class project presentations
Understand the available techniques for qualitative data analysis	In-class discussion	Homework and class project presentations
Be able to recognize and assess quality and rigor in evaluating a qualitative research study	In-class discussion	Homework and class project presentations