University Of Utah: *LEAP Pre-Health Sciences Professions Research Course*
Spring 2020 Semester MD LB Qualitative Syllabus

Course Number:	**MDLB 2010-001**
Course Title:	**Introduction to Research Techniques and Laboratory Skills: The Qualitative Component**
Total Credits:	2 credits
Class Location and Meeting Time:	2:15 PM - 5 PM (Thursdays); room 1745 Marriott Library
	January 9 – April 9
Faculty:	**Donna Harp Ziegenfuss,** Ed.D. *Associate Librarian,*
	J. Willard Marriott Library
	Office: 2110B; Office hours by appointment
	Email: donna.ziegenfuss@utah.edu
	Phone: 801-585-0542
	Skype: dziegenfuss

NOTICE: This course will meet in the Marriott Library Room 1745 for the first half of the semester only.

No Required Text
There is no required textbook, you will be directed to online resources as needed through the Canvas course. We will be using a variety of materials such as:

- Videos created at [Yale University College of Public Health](#) (series of 6 short videos about qualitative research), and [videos about qualitative data analysis – coding - from Graham Gibbs](#)
- I will also provide "OPTIONAL" materials for each module if you would like more information on what we are working on or if you would like information presented in a different way. These optional readings materials will be available all semester for you to access from the module pages so do not feel pressured to read them or download them. One example of an optional website is *The Community Toolbox*, a website for developing Community Qualitative Research and Evaluation skills from the Work Group for Community Health and Development at the University of Kansas (https://ctb.ku.edu/en/table-of-contents). This may be useful as you conduct community research in future LEAP classes.
- I will also add resources based on your research interests once we have identified those in the course.

Course Description
Although this course is a two-credit full semester course that includes both quantitative and qualitative components, **this qualitative research syllabus only covers the 1st half of the semester (1/9/20 to 2/20/20), where you will meet in the Marriott Library – room 1745**. The 2nd half of the semester will be the quantitative part of the course and you will meet on upper campus in the HSEB building. More information will be coming on that.

This half of the course provides an introduction to qualitative research and includes conducting literature searches, using research tools and software, and collecting and analyzing qualitative data. This class will be presented in a flipped format, that is, you will read and watch videos and lectures and prepare for class before coming to class. There will not be lectures during class time, except for the first day of class. In class, we will **"do qualitative research"**.

Course Outcomes:

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

1. Articulate the tenets, principles, ethics and practices of qualitative research
2. Reflect on your strengths and personal narrative stories as a way to help you understand your connection to the health sciences context
3. Practice designing and conducting a qualitative interview
4. Apply qualitative coding and analysis skills to qualitative data and draw conclusions from qualitative research data

Course Structure and Sequence

The course will be organized into weekly modules and you will find a link to these 7 modules on the MD LB 2010 Qualitative Part of the Canvas homepage. Each week will have a separate Canvas page which will contain links to your **pre-class, and in-class assignments**. The qualitative modules are:
- **Week 1:** Introduction to qualitative research and autoethnography methods *(1/9/20)*
- **Week 2:** Autoethnography as a qualitative method *(1/16/20)*
- **Week 3:** Collecting and analyzing qualitative data *(1/23/20)*
- **Week 4:** Interviewing and collecting data *(1/30/20)*
- **Week 5:** Interviewing and analyzing data *(2/6/20)*
- **Week 6:** Connecting your autoethnography narrative to the literature *(2/13/20)*
- **Week 7:** Writing up a your autoethnography and methodology final project (*2/20/20*)
- **Final Autoethnography Assignment due by Wednesday 2/27/20 by 2 pm**

Course Overview
This introductory qualitative inquiry course will utilize a practical and "hands-on" approach for introducing you to the literature, methods, and tools for conducting qualitative research for the health professions. You will gain knowledge about a variety of qualitative research methods, apply knowledge as you learn about the qualitative research process, and experiment with interviewing, data analysis, tools, and strategies as you reflect on being a health science professional and a qualitative researcher. Your assignments will be submitted in a variety of formats: pre-course reflection assignments submitted through Canvas, in-class work in paper or electronic formats, and the main final autoethnography assignment also submitted through Canvas.

This course will explore the underlying tenets and principles of qualitative research. You will learn how to differentiate qualitative and quantitative methodologies. Since you will not have a defined research project before taking this course, the framework for this course will align with the qualitative research process and you will learn about qualitative research as you *participate* in the qualitative research process. You will be encouraged to take ownership of your research ideas and be self-directed in your learning. Therefore, we will use a qualitative autoethnography methodology to help you reflect on your own past, current and possible future career path in the health sciences as you learn about qualitative research.

- You will learn about a variety of qualitative methods and use a variety of tools and strategies for conducting qualitative research
- You will develop qualitative researcher skills and practice advanced library research strategies beyond what was covered in your previous LEAP classes
- You will reflect on and hone your research skills and document your personal research learning and growth process as you move through the course.

Assignments will build on each other. You will begin assignments during class time and will receive grades and feedback for that part of the assignment. Then these in-class assignments will contribute to what you will need to do for your final assignment. So the more you complete in the class, the less you will have to do outside of class. By the final assignment, you will be compiling and formatting previous work into the final assignment.

Teaching and Learning Strategies: This course is a **"Flipped Course"** and that means that class time will be spent 'doing' research not listening to lecture information about research. You will watch short online lectures, do readings, or complete activities before coming to class as homework, and then participate in hands-on activities when you come to class. This course structure is divided into 3 parts:

PRE-CLASS WORK: A "flipped" delivery format means that what you would traditionally do in a class, like listening to a lecture about qualitative research and taking notes or reading articles, will be done instead for **homework BEFORE you come to class**. Then when you come to class we will be engaged in "doing" qualitative research. The online videos or other materials that you will watch or read before coming to class relate specifically to the work you will be doing in-class and will help build pieces of your final assignment. Some weeks, you will submit reflections about what you learned from the pre-class resources or in-class exercises before coming to class. The video watching and reflection will take you approximately one hour to an hour and a half for each class. Then when you come to class you will be prepared and ready to jump into doing research!

IN-CLASS WORK: When you come to class you will engage in the process of conducting qualitative research. You will work on individual and group in-class learning activities as you engage in the process of qualitative research. You will hand in worksheets before leaving class that will document the work you have done in class for grading, or if you prefer upload an electronic version of your in-class work by 11:59PM of that class day to Canvas.

AFTER-CLASS WORK: Work that you do before or in-class will contribute to your final autoethnography assignment. So if you miss class, you will have some work to do outside of class or after class since the assignments build toward the final assignment.

Evaluation Methods and Criteria for Grading
You will be evaluated on three types of course assignments:

1. Three reflection assignments related to your the pre-class materials are **due by 2:00PM the day of class**
2. In-class work you complete will be **turned in at the end of class** if on paper before leaving each class, or if electronically submitted **by 11:59PM the day of class**
3. A final assignment, broken down into sections across the 7 weeks will be started in-class and completed out-of-class and submit through Canvas by Wednesday 2/27/20 at 2pm before you start the quantitative section of this course.
4. Late work will not be accepted. Exceptions to this policy will be granted only for well-substantiated reasons if provided *before* the assignment is due (e.g., documented illness or other documented absence). You are responsible for knowing what happens during class meetings whether or not you attend class. Each weekly module will provide all the information that you will need to stay up to date. Although in-class assignments will be graded, if you are ill or miss a class you can use that missed class as one of the dropped grades. Of the 3 reflections, the top 2 will count towards your grade; and for the 5 in-class assignments only top 3 grades will count. However, it is very important that you attend class or catch up on what happens in class since the final assignment builds on in-class work.

Grading Scale

100 – 94% = A 93 – 90% = A–	Excellent performance, superior achievement (outstanding work)
89 – 87% = B+ 86 – 83% = B 82 – 80% = B–	Good performance, substantial achievement (work that is above average)
79 – 77% = C+ 76 – 73% = C 72 – 70% = C–	Standard performance and achievement (passing grade; work that meets the standard requirements in all aspects)
69 – 67% = D+, 66 – 63% = D, 62 – 60% = D–	Substandard performance and achievement (not passing; work that meets the standard requirements in some aspects)
59% & below = E	Unsatisfactory performance and achievement (failed; work insufficient to merit any credit)

Grading Distribution   **Total Points: 100**

1. **Pre- and-post course surveys** (2.5 points/each) about qualitative research perceptions (both done in class)
2. **Pre-class: Online Reflections about Qualitative Research - 3 Online Reflections**
   (5 points each for the best 2 out of 3 reflection scores)   **10**
   There will be 3 online reflective prompts related to your pre-class readings in-class activities and your assignments across the course.
   The 2 with the highest grade will count for your grade.
3. **In-Class: Practice Exercises – 5 In-Class Assignments**   **30**
   (10 points each for the best 3 out of 5 in-class scores)
   You will complete 5 in-class exercises and hand in the paper worksheet before leaving each class or electronically by midnight of the class day. These will be graded.
   Your 3 highest scores will count towards your grade.
4. **One Major Final Assignment (3-part Assignment)**   **55**
   This assignment will be started in class and completed outside of class. The assignment that will build across the 7 weeks, will be broken down into 3 sections: (1) completion and transcription of an audio-recorded peer interview worth 10 points; and (2) the Excel file with your qualitative coding for both the narrative and the interview worth 5 points; and (3) the
   final APA formatted paper of your narrative and findings worth 40 points.

Assignment Descriptions

1. **Pre- and-post course surveys** about qualitative research perceptions will be used to assess your comfort level with qualitative research processes and other research skills. Each of these electronic surveys are worth 2.5 points and ***will be completed in the 1st and 7th class.***

2. **Pre-class: Online Reflections about Qualitative Research -** 3 Online Reflection Assignments, each worth 5 points, will be assigned on the course schedule. The purpose of these assignments is to help you reflect on your pre-class work preparation (video and reading materials) and think about how qualitative research might be applicable to your health sciences career interests. However, only the 2 reflections with the highest scores will count toward your grade. This provides some flexibility for you if you cannot complete a reflection. ***Online reflections will be due by 2:00pm on January 23rd; and February 6th and 20th.***

3. **In-Class Exercises:** You will complete 5 in-class exercises, and hand in the paper worksheet before leaving class, or electronically by 11:59PM of the class day. These exercises will be graded. You will receive up to 10 points for each of the 5 in-class assignments, however only your 3 highest scores will count towards your grade. The purpose of these assignments is to help you develop skills such as interviewing, coding, using excel, and writing as a qualitative researcher that will help you in your larger final assignment. This grading flexibility will allow for absences. Required In-Class Assignments will be collected on: **January 2nd; 23rd; 30th; February 6th; and 13th**.

4. **Final Major Assignment:** You will complete 1 final assignments for 55 pts. This assignment will build across the 7 weeks (it will have 3 components) and you will be using the skills you learned in class to complete this assignment. A rubric will be provided for this final assignment. **The final compiled assignment is due February 27th by 2:00 pm.**

Course Policies

Course Communication

The main form of communication for this class will be through the Canvas course by using the messaging system or via email at donna.ziegenfuss@utah.edu. You use the Canvas messaging system by clicking on the *inbox link* in the top right corner of the Canvas course page and then the *compose a new message (pencil icon)* and send me a message. However, assignments MUST BE submitted through the Canvas assignment feature, not via email. I have also provided a discussion forum where you post questions you have about the course or assignments as we go along. We can also set up an appointment to meet outside of class or talk in class if you need additional support. If I do not know you are having a problem I cannot help you; so, please ask.

University Policies

1. *The Americans with Disabilities Act*. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. *University Safety Statement.* The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

3. *Addressing Sexual Misconduct*. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

5. Other important information to consider including:
   a. Faculty Code: https://regulations.utah.edu/academics/6-316.php
   b. Student Code: http://regulations.utah.edu/academics/6-400.php
   c. Accommodation Policy (see Section Q): http://regulations.utah.edu/academics/6-100.php

MD LB 2010-001 Spring Semester Course Schedule

Date/Module	Pre-Class Work	In-Class Work
1/9/20 **Module 1:** *Introduction to qualitative research & autoethnography* **1745 MLIB**	**No work before first class**	• **Complete course survey** • Go over the syllabus & Canvas learning environment • In pairs, discuss differences between qualitative and quantitative research – article comparison • Discuss autoethnography and brainstorm ideas for a narrative project • **Develop an outline or concept map IN-CLASS HAND IN**
1/16/20 **Module 2:** *Autoethnography as qualitative method* **1745 MLIB**	**Pre-work Module 2 - due by 2pm 1/16** • Read **one** of the autoethnography articles (see directions in Module 2 assignment) • **Post electronic narrative draft – (not polished just a frame for your story)**	• Manually 'code' an paper text excerpt to understand what coding is • Storyline lightning round • Narrative peer pairing for interviews • More detailed narrative writing
1/23/20 *Module 3:* *Collecting and analyzing qualitative data* **1745 MLIB**	**Pre-work Module 3 – due by 2pm on 1/23** • Watch video on interviewing – (we will be interviewing each other in class) • **Reflection #1 - about qualitative research and autoethnography by 2pm on 1/23**	• Take one of the Personality Surveys – more data for your autoethnography narrative • **Exercises:** Interviewing best practices and how-to collect interview data • **Writing an interview script draft for peer partner's story IN-CLASS HAND IN** *I will provide feedback on the interview script draft by 1/30 class before you conduct the interview next week*
1/30/20 *Module 4:* *Interviewing and collecting data* **1745 MLIB**	**Pre-Module 4– due by 2pm on 1/30** • Watch video on data coding in Excel • **Work on autoethnography narrative**	• Watch autoethnography video and discuss • **In class coding in Excel of narrative completed so far IN-CLASS HAND IN** • Conduct peer interviews in class • Start transcribing interviews – finish outside of class
2/6/20 *Module 5:* *Interviewing and analyzing data* **1745 MLIB**	**Pre-Module 5– due by 2pm on 2/6/20** • Finish up transcription if not completed yet will need it in class • **Reflection #2 –about coding in qualitative research using Excel due by 2pm on 2/6**	• Add interview text into your narrative excel file for theme analysis and discuss themes • **Analysis of qualitative data in Excel so far IN-CLASS HAND IN** *I will provide feedback on your coding thus far by 2/13 class*

2/13/20 **Module 6** *Connecting your autoethnography to the literature* **1745 MLIB**	**Pre-Module 6 due by 2pm on 2/6/20** • Watch the searching strategies video to refresh your library searching skills • Watch video on APA formatting	• Connecting your narrative and/or narrative themes to the literature • **Annotated bibliography of 5 articles that connect to your autoethnography themes - IN-CLASS HAND IN** • Discussion on the writing the methodology and narrative sections
2/20/20 **Module 7** **LAST CLASS** *Formatting autoethnography project* **1745 MLIB**	**Pre-Module 7 due by 2pm on 4/18/19** • **Reflection #3 – about the autoethnography experience due by 2pm on 2/20** •	• Final project formatting and checklist discussion • Formatting of the final Autoethnography assignment (narrative, methods and findings) • Peer review of assignments • Working time on the final assignment • **Complete the course post-survey** **Final assignment due Thursday 2/27/20, 2:00 pm (see below)**
Final Project Deadline Thursday 2/27/20, 2:00 pm	*No Pre-Module or In-Class Work* Autoethnography narrative done in APA formatting will include: • **Introduction and Autoethnography Narrative:** at least a 3-4 page single spaced narrative (6-8 page double spaced) • **Literature Connection:** that includes 5 sources integrated into the narrative and/or methodology sections • **Methodology & Discussion:** data analysis and methodology process, presentation of major themes and discussion of how those themes are related and related back to the literature • **Conclusion**	