

HOFSTRA UNIVERSITY
SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES
DEPARTMENT OF HEALTH PROFESSIONS
HPR 073
FRAMEWORK AND DESIGN IN HEALTH CARE STUDIES

Tuesdays and Thursdays 11:10a-12:35

Hofstra Dome Room 207

Instructor: Martine Hackett, PhD, MPH

Office Hours: Tuesdays and Thursdays 11:30-1:00 PM or by appointment

Office: Room 130 Hofstra Dome

Email: martine.hackett@hofstra.edu

Course Description

This course will introduce students to the concepts, principles and methods for conducting applied health research. In addition to reviewing basic public health and epidemiological research methods, the course also provides "state-of-the-art" health-care research through the review of major published studies. Students will learn how to locate information from professional and layman sources, analyze peer-reviewed journal articles for quality, bias and usefulness, and translate clinical findings into language appropriate for patients and the community at large. As such, the course will provide the basis for developing the knowledge and skills necessary to become effective users as well as doers of health-care research.

Prerequisite[s]/Course Notes:

This course is recommended for students who will pursue clinical health careers.

Course Rationale

Health professionals increasingly need to be able to interpret evidence-based practices that identify more efficient, cost-effective and reliable results. The focus on scientifically-based research requires basic knowledge about how studies are created and conducted and the ability to effectively communicate to other professionals and the public.

Course Objectives

Through in-class lectures, writing assignments, cooperative learning activities, library sessions, and other educational experiences, students will be able to:

1. Identify what constitutes scientific health research
2. Understand how to develop a hypothesis and a research question
3. Summarize, synthesize and critique professional literature
4. Understand how to communicate with the public on health topics using Web 2.0
5. Use APA guidelines for bibliographies and in-text referencing
6. Develop, create, and analyze an on-line survey
7. Prepare a research proposal, including a review of existing literature on a particular topic and appropriate methodology for collecting data.

Disabilities

If you believe you need accommodations for a disability, please contact Services for Students with Disabilities (SSD). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University. Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SSD is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate. Since accommodations may require early planning and are not retroactive, please contact SSD as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or the specific accommodations needed and how they can be best implemented in each course.

For more information on services provided by the university and for submission of documentation, please contact the Services for Students with Disabilities, 212 Memorial Hall, 516-463-7075.

Attendance Requirements

The Department of Health Professions maintains the following attendance policy: requires a minimum of 75% attendance for passing. In a course meeting twice a week that could translate into FOUR absences with minimal penalty. After four absences, each additional absence will result in lowering the grade by half a letter grade (e.g., B to B-). More than SEVEN absences will result in a failing grade for the course.

ACADEMIC HONESTY

All students are expected to abide by the University's Policy on Academic Honesty, which can be found in the Hofstra University Bulletin.

Procedures for "Handling Violations of Academic Honesty" by students at Hofstra University are detailed in Faculty Policy Series #11 (rev. 2004) for Undergraduates and Faculty Policy Series #11G (rev. 2004) for Graduate students.

Required Texts

Leedy, P.D. and Ormrod, J.E. (2012). *Practical Research: Planning and Design*, 10th Edition. Upper Saddle River, NJ: Pearson.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6th Edition. Washington, DC: American Psychological Association. Additional required and supplemental readings will be distributed. A bibliography has been provided at the end of this syllabus with suggestions for further reading.

Course Requirements and Grading (full description of assignments at end of syllabus)

	%	points
In-class assignments and participation	15%	60
Writing Assignments (2@ 30 points each) <ul style="list-style-type: none"> • Research Article Evaluation • On-line posting to health related blogs 	15%	60
Blackboard Quizzes (6@ 10 points each)	15%	60
Online Survey	5%	20
Midterm exam	20%	80
Research Proposal <ul style="list-style-type: none"> I. Draft research problem, hypothesis and research question II. Draft literature review and bibliography III. Draft research design and methodology section IV. Panel presentation of research proposal 	30%	120
TOTAL	100	400

I will base your grade on a total of 400 points where:

400-375 points A; 374-350 points A-

349-325 points B; 324-300 points B-

299-275 points C; 274-250 points C-

249-200 points D

187-0 points F

- All written work submitted will be: double spaced, 1” margins, 12 point Times New Roman font, bibliographic references and citations in APA format (check the Hofstra Library site http://www.hofstra.edu/Library/library_citation_style.html and your book for help):
- All written assignments (except Blog Posting assignment) must be submitted via Blackboard’s Turnitin function.
- Late assignments will be deducted 10% each day late.
- Please note that the course schedule and learning activities are subject to change.

Date	Topic	Due
Week 1 09/03	Course introduction Course Format and Requirements Introduction to Health Research	<u>Read:</u> Course Syllabus and Blackboard site
09/05	NO CLASS	
Week 2 09/10	The Nature and Tools of Research Health Professions research overview	<u>Due:</u> Take class orientation survey
09/12	What is Research?	<u>Read:</u> Leedy & Ormrod Chapter 1
Week 3 09/17	Defining the Research Problem Dissecting a research article Part I	<u>Due:</u> Blackboard quiz #1
09/19	Role of data in research, Informed Consent	
Week 4 09/24	Writing Skills I LIBRARY PRESENTATION: How to conduct research for peer-reviewed journals Meet in Room 108 in Axinn Library	<u>Due:</u> Blackboard quiz #2
09/26	Writing Styles and Formats: Professional health writing overview, academic integrity and APA style.	<u>Read:</u> Chapters 1 & 3 in APA Publication Manual <u>Due:</u> Blackboard Quiz #3 <u>Due:</u> Select research topic and presentation group
Week 5 10/01	Writing Skills II APA style continued, paraphrasing, quoting, and synthesizing	<u>Due:</u> Research Article Critique assignment
10/03	Writing Health information for the public Health Literacy	<u>Read:</u> CDC guide to writing on Social Media <u>Read:</u> Health Literacy article
Week 6 10/08	Defining the Research Problem How to state a research problem vs. an “interesting thought”; developing a hypothesis, developing variables	<u>Read:</u> Chapter 2 Leedy & Ormrod <u>Due:</u> Health Blog Comment postings
10/10	Developing Variables	<u>Due:</u> Blackboard Quiz #4

Week 7 10/15	MIDTERM	
10/17	Reviewing the Related Literature Bibliographic software, how to structure a literature review Library Session: Meet in Room 108 in Axinn	<u>Read:</u> Chapter 3 Leedy & Ormrod
Week 8 10/22	Reviewing the Related Literature Purpose of literature review; how to begin and focus your research question	<u>Due:</u> Research Proposal Part I
10/24	Dissecting the Research Article Part II	<u>Read:</u> Chapter 4 Leedy & Ormrod <u>Read:</u> Chapter 5 Leedy & Ormrod <u>Due:</u> Blackboard quiz #5
Week 9 10/29	Research Methodologies Overview of research methods and planning	<u>Read:</u> Chapter 6 Leedy & Ormrod
10/31	Overview of qualitative methods <u>Read:</u> Colson, E. R., Levenson, S., Rybin, D., Calianos, C., Margolis, A., Colton, T., Lister, G., et al. (2006). Barriers to Following the Supine Sleep Recommendation Among Mothers at Four Centers for the Women, Infants, and Children Program. <i>Pediatrics</i> , 118(2), e243–e250.	<u>Due:</u> Research Proposal Part II
Week 10 11/05	Quantitative Research Methods: Descriptive Research Overview of quantitative methods “The Joy of Stats” film Note: Dr. Hackett will be presenting at APHA conference in Boston	<u>Read:</u> Chapter 8 Leedy & Ormrod
11/07	Questionnaires, survey design and analysis	<u>Due:</u> Blackboard quiz #6 <u>Read:</u> Survey question writing article on Blackboard
Week 11 11/12	Quantitative Research Methods Survey design, continued	<u>Read:</u> Chapter 9 Leedy & Ormrod <u>Due:</u> Create and take on-line survey, submit results on Black Board
11/14	Analysis of Survey results and write-up Review of methods	
Week 12 11/19	Revising the Research Report Writing the Research Proposal: APA style, in-text referencing, bibliographies	<u>Read:</u> Chapter 12 Leedy & Ormrod <u>Due:</u> Research Proposal Part III

11/21	The Health Care Research Process and Why it Matters Guest Speaker:	
Week 13 11/26	Final rewrite and in-class writing workshop	<u>Due</u> : structured feedback for panels
11/28	NO CLASS	
Week 14 12/03	Presentations of research proposals Student panels give presentation on research proposal by research topic	<u>Due</u> : structured feedback for panels
12/05	Presentations of research proposals Continue presentations	
Week 15 12/10	Rewriting and Editing Proposals In-class writing workshop Continue presentations in needed	
12/12	NO CLASS	
FINAL PAPER DUE 12/17		

Research Article Evaluation Assignment

Select one (1) research article from the list of journals below on a topic that is interesting to you or the topic of your final presentation using the library's electronic database.

Carefully read the article and then answer the questions from "Checklist: Reflective Questions to Consider When Evaluating Research" on page 64 of Leedy & Ormrod (also available on Blackboard). **ADD NEW OUTLINE FOR THIS ASSIGNMENT**

This analysis should be 2 pages total, using the written materials guidelines above.

Include a copy or link to the original article

Journals to use for article evaluation assignment (choose 1):

- American Journal of Public Health
- American Journal of Preventative Medicine
- Journal of the American Medical Association
- Journal of Epidemiology and Community Health

Posting to Health Blog Assignment

Communicating health information has reached beyond traditional printed media and television; health information is one of the most popular topics for internet searches and Web 2.0 formats like blogs and social media platforms. Many health organizations are also using blogs to communicate in a more immediate and accessible way to patients and the general public. This assignment will require you to write and post two (2) comments on the health blog below. Your postings need to be more than an agreement or disagreement and should include a cogent summary of the topic as well as your particular analysis. Review previous postings to get a sense of which ones are more informative and helpful. Note: you will need to register with the blogs in order to post. Please send link to your post (make sure I know which one is yours if you are using a different screen name) or copy and paste the blog entries and your posts. Word count: 100-150 words each.

You must use this blog only, and you must post on a story no more than one month old.

Robert Wood Johnson Foundation blog: *New Public Health*

<http://blog.rwjf.org/publichealth/>

Research Proposal Assignment

You have been accepted into a prestigious fellowship where you will be provided with support for a research project that you will conduct over the next year. The funding amounts are competitive, and only the best proposals will be fully supported. You will select a topic from the Centers for Disease Control and Prevention's list of Winnable Battles:

<http://www.cdc.gov/winnablebattles/>

- Food Safety
- Global Immunizations
- Healthcare Associated Infections
- HIV in the United States
- Motor Vehicle Injuries
- Nutrition, Physical Activity and Obesity
- Teen Pregnancy
- Tobacco

You will draft the 3 sections of the proposal, and receive feedback from your instructor on each section. You will also do an oral presentation as a panel of your proposal to your peers in the fellowship, and revise and submit a completed proposal to funding committee. Here are the 3 sections of the proposal:

I. Draft research problem, hypothesis and research question—1 page

This section of your proposal will describe the “problem” that you would like to conduct research to address. Please take time to do some background reading on the topic that you are interested in researching to make sure that this is a topic that you are interested in and that you have a sense of where the research “holes” exist and how your research will fill it. Your research problem should also be narrowly focused so that it is feasible that the proposed research can actually be conducted by you. The description of the research problem should be 2-3 paragraphs long, about $\frac{3}{4}$ of a page. Then state your hypothesis, or what you believe the solution to the research problem may be. Finally state your research question. Make sure to consult Chapter 3 in Leedy and Ormrod, particularly pages 31-35.

II. Draft literature review and bibliography—2 pages (not including bibliography)

This section of your proposal requires you to examine and critically review the academic literature on your research topic. You will need to include 6-8 different articles in your literature review and produce a bibliography in APA format. Please review the guidelines for literature review in Chapter 4 of Leedy and Ormrod, particularly pages 67-70.

III. Draft research design and methodology section—2 pages

This section of your proposal will lay out the framework for how you propose to conduct your research to answer your research question. Each student will create, implement and analyze an on-line survey based on your research question as preliminary data to inform your larger proposal. You will write up your findings, discuss any issues with informed consent or IRB, and indicate what additional research is needed based on your findings. (2-3 pages). Make sure to review Chapters 6, 8, 9 in Leedy and Ormrod.

IV. Panel Presentation of research proposal

Your topic group will present a panel of each of your different research projects. Each presentation will be 5 minutes or less. Please practice before hand and don't just read straight from the slides, be familiar with what you wrote. Keep the format simple in terms of pictures and backgrounds. There will be a short question and answer period after each panel presentation. Please use this format for your presentation:

- Research problem background—include summary of the literature: (2 slides)
- What are you researching: research question (1 slide)
- How are you conducting the research? What methods will you be using and why? (1 slide)
- What do you expect to find? How will this contribute to the literature? (1 slide)

Final proposal

Your final proposal will be 8-10 pages, not including bibliography. You will revise all of the previous sections, incorporating feedback given, and organize the proposal using subheadings and include a cover page.

Additional Resources

Comparison of reference management software:

http://en.wikipedia.org/wiki/Comparison_of_reference_management_software

Babbie, E. R. (2003). *Practice of Social Research*. (10th ed.) New York: Wadsworth Publishing.

Becker, H.S. (1997). *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: The University of Chicago Press.

Bradburn, N.M. & Sudman, S. (1988). *Polls and Surveys: Understanding What They Tell Us*. San Francisco, CA: Jossey-Bass.

Campbell, D. & Stanley, J. (1963). *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally.

Cooper, H.M. (1989). *Integrating Research: A Guide for Literature Reviews*. Thousand Oaks, CA: Sage Publications.

Couper, M.P. (2001). Web Surveys: A Review of Issues and Approaches. *Public Opinion Quarterly*, 64(4), 464-494.

Denzin, N.K. & Lincoln, Y.S. (1994). *Handbook of Qualitative Research*. Newbury Park, CA: Sage Publications.

Garrard, J. (1999). *Health Sciences Literature Review Made Easy: The Matrix Method*. Baltimore: Aspen Publishers.

Heiffler, B.A. (2005). *Writing in the Health Professions*. New York: Pearson Longman.

Homan, R. (1991). *The Ethics of Social Research*. London: Longman.

Kuzma, J.W. (1992). *Basic Statistics for the Health Sciences*, 2nd Edition. Mountain View, CA: Mayfield Publishing Company.

Miller, D. (1991). *Handbook of Research Design and Social Measurement*. Newbury Park, CA: Sage.

University of Michigan library website--Scientific Writing and Publishing for Health Sciences:

<http://guides.lib.umich.edu/content.php?pid=38726&sid=284467>