

**Health Services
Administration**

UNIVERSITY OF WYOMING

PHCY 5042

HSA Research Methods

Fall 2020-2

September 6 – October 9



College of Health Sciences
School of Pharmacy

Research Methods is a two-semester hour course designed to provide insights into the different types of methodologies used in research with a focus on healthcare services administration research.

Instructor contact information:

Elliott M Sogol PhD, RPh, FAPhA

Email: esogol@uwyo.edu

Note: Responses to emails will occur within 48 hours.

Office hours: by appointment

Class Website:

The WyoCourses site is accessible from the University website via WyoWeb. Class lectures and slide sets will be posted or linked on this site. Announcements assignments, and discussion board posts will also be accessible from the site. Student are expected to utilize the site and accept changes from this syllabus as amended on the site. You will not be able to see the full course materials until September 1.

Live Session: Class will be asynchronous – Instructor will meet with each student separately to discuss logistics. Lectures are available each week to review along with discussion board topics and written assignments.

Course prerequisites, co-requisites, enrollment restrictions:

Enrollment in the Master of Science in Health Services Administration program, or by permission.

Course Description:

This course is designed to provide you with a fundamental understanding of issues surrounding the conduct of research related to health services administrative sciences. It is expected that this course provides a foundation on which students can build upon to become an independent learner as well as an informed and involved research collaborator.

You will be introduced to methods of inquiry often used in health services administration research. The course will focus on research concepts common to all areas of healthcare research, including but not limited to: clinical based research, patient centered research, organization research, disease state research, clinical trials, pharmaceutical outcomes research, health policy analysis, and health services research.

Why this course is an important component of the health services administration? This course is an introduction to conducting health-related research. Along with your statistics course, you will acquire knowledge of and apply concepts and terminology related to health services administration research.

Student Learning Outcomes:

- Develop the abilities needed to find, read, understand, and critique published research
- Develop a strategy for efficiently retrieving research literature
- Develop a working knowledge of the language of science
- Describe the process of questionnaire development (e.g., development of measurement scales, pretesting, administration, etc.)
- Understand various primary data research techniques including surveys, interviews, focus groups, and other field observations

- Understand the origins of researchable questions, their development, and the subsequent construction of testable hypotheses.
- Describe the characteristics of good research questions
- Understand aspects of disseminating research results
- Understand and use the primary techniques in sampling practice
- Describe principles of participant recruitment and sampling for research studies
- Understand and use qualitative research techniques alone and to support quantitative research techniques
- Demonstrate the importance of ethics and the responsible conduct of research, especially as it relates to human research subjects

Required text:

“Clinical Biostatistics and Epidemiology Made Ridiculously Simple” by Weaver A, Golding S. ISBN-13: 978-1935660026. MedMaster Inc, Miami Florida 2019

Alternative text (optional): “Principles of Research Design and Drug Literature Evaluation” by Aparasu A, Bently J. ISBN 987-1260441789. McGraw Hill Education, 2020

General requirements and expectations for the course:

Students should obtain the required textbook and complete assigned readings prior to the live online date listed in the course calendar. Students are encouraged to participate in live class sessions; active participation will also count towards your discussion board grade.

Assignments/Discussion boards:

There will be an assignment and discussion board each week. Assignment and discussion board activities will open on Thursday and must be completed by the following Sunday at **10:00pm MDT**. Late assignments will incur a 2 point reduction in grade per day.

Assessment & Grading:

Assignments and discussion boards are weighted equally at 10% each (one assignment each week for 50% of the grade and one discussion board each week for 50% of the grade – participation in class will be included in the discussion board grade). ***Review the last page of the syllabus for the grading rubric for discussion boards and class participation which can impact the discussion board grade.*** Each student must provide an initial comment on a discussion board post and then provide comments on some of the other student’s discussions. The grading rubric provides how this will be reviewed.

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: Below 60

Attendance and Absence policies:

You are encouraged to participate in all live sessions. Students should regularly attend online classes and productively participate in class. Only rationale accepted by the University of Wyoming as an excused absence will be accepted. Any anticipated absence from the live sessions should be discussed in advance with the instructor.

Classroom Behavior Policy:

At all times, treat your presence in the classroom and your enrollment in this course as you would any professional activity. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. All of us will be respectful of each other. Spirited debate and disagreement are to be expected in any graduate level course and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. This is a safe environment and as the instructor, I have the right to dismiss anyone from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs – there is zero tolerance on this issue.

Classroom Statement on Diversity:

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. Diversity helps all of us gain a better understanding and perspective of the subjects we will be covering in the course.

Disability Support:

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss

Academic Dishonesty Policies:

Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

Duty to Report:

While this is a safe environment and I want you all to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting obligations that are part of my faculty requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I must inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors (by students or faculty) and what was done to resolve them.

Substantive changes to syllabus:

All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified verbally in class or on our WyoCourses announcement page and/or via email of these changes.

Student Resources:

DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss

COUNSELING CENTER: uccstaff@uwyo.edu, 766-2187, 766-8989, 341 Knight Hall, www.uwyo.edu/ucc

ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs

DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos UW

POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd

STUDENT CODE OF CONDUCT WEBSITE: www.uwyo.edu/dos/conduct

Course Calendar

Week	Readings	Available	Assignment / Discussion board Due Dates
1	Book: Chapter 5 Kinds of Studies	Sept 7	Sept 11
2	Book: Chapters 6-7 Kinds of Graphs Hypothesis Testing	Sept 14	Sept 18
3	Book: Chapters 19 The Research Question Was the research done correctly?	Sept 21	Sept 25
4	Article TBD Ethics related to research	Sept 28	Oct 2
5	Articles TBD Qualitative methods Focus groups and other methods	Oct 5	Oct 9

Guidelines for Evaluating Participation

Outstanding Contributor: Contributions in class and discussion board reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
(A range of grade)

Good Contributor: Contributions in class and discussion board reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
(B range of grade)

Adequate Contributor: Contributions in class and discussion board reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
(C range of grade)

Non-Participant: This person says little or nothing in class and provides little commentary in the discussion board (or large amount of commentary that is of low quality) . Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
(D range of grade)

Unsatisfactory Contributor: Contributions in class and discussion board reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, quality discussion time for others would increase. (Below D range of grade)