



EFFECTIVE: SEPTEMBER 2001

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL**
B: Department/ **HEALTH SCIENCES**
 Program Area:

Date: **July 26, 2001**
 New Course Revision

If Revision, Section(s) Revised:

Date Last Revised: **February 1, 1999**

C: HISP 430 D: APPLIED RESEARCH AND EPIDEMIOLOGY E: 4

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description:</p> <p>This course is designed for specific application in the health information profession. Students are introduced to basic terminology and concepts of the research process and its application and to the common use of statistics in epidemiological research.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: center;">Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p style="text-align: center;">Lecture: 4 hrs.</p> <p>Number of Weeks per Semester: 11</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">HISP 330 + BUSN 335</p>	<p>I: Course Corequisites: (recommended)</p> <p style="text-align: center;">HISP 420 + HISP 470</p>
<p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">HISP 520</p>	<p>K: Maximum Class Size:</p> <p style="text-align: center;">35</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input checked="" type="checkbox"/> College Credit Non-Transfer</p> <p><input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes

In this course students study the nature and types of research, identify the research problem and review and evaluate the research literature. The learner will:

- C demonstrate a basic understanding of the nature and types of research, research designs and epidemiology.
- C critique the legal and ethical aspects applied to a research study.
- C describe the major steps in the research process.
- C identify and clearly define appropriate problems or topics for research in the health sciences field.
- C identify and describe measurement and data collection methods.
- C discuss methods used in the analysis of research data.
- C prepare a research paper on a selected topic and be able to present the findings and methodology in a seminar setting.
- C use identified strategies for critically reading research articles.
- C develop an appreciation for the nature of applied research and its significance for the health information practitioner.
- C use research findings to improve health information practice and influence health policies.
- C identify the future trends in health information research

N: Course Content

1. Overview
 - what is research?
 - purpose
 - limitations
 - define epidemiology
 - ethical considerations
 - applied vs basic research
 - experimental
 - descriptive
2. Research Process
 - terminology
 - quantitative vs qualitative
 - major steps
 - organization of a research paper
3. Research Design
 - principles
 - planning
 - formulating the hypotheses
 - review of literature
 - population, time, place
4. Data Collection
 - measurement strategies (interviews, questionnaires, scales, etc.)
 - sample selection
 - collecting the data
 - reliability and validity
 - sources of measurement error and bias

Course Content (cont.)

5. Data Analysis
 - descriptive, analytic, experimental
 - selecting statistical tests
 - define and calculate measures
 - computer packages
 - presentation and interpretation
6. Critique of Research Articles
 - criteria
7. Research and the Health Information Practitioner
 - applications
 - potential role

O: Methods of Instruction

1. Lecture
2. Seminar
3. Group discussion
4. Application exercises
5. Guest lecturers
6. Site Visits
7. Independent Study of Identified Topics

P: Textbooks and Materials to be Purchased by Students

A list of mandatory and optional textbooks and materials is provided for students at the beginning of each semester.

Q: Means of Assessment

Typical evaluations would include:

Midterm Exam
Literature Review
Research Paper

Course evaluation is based on course learning outcomes and is consistent with Douglas College Course Evaluation Policies.

A detailed evaluation schedule is presented to the students at the beginning of the course.

Outline of evaluation may be subject to change.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

YES

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar