

Course Competencies Template - Form 112

GENERAL INFORMATION	
Name: Gutierrez Pete	Phone #: 305-237-4261
Course Prefix/Number: HSC 3057	Course Title: Intro. Research Methods in Health Care
Number of Credits: 3	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input checked="" type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C
Date Submitted/Revised: 4-16-2008	Effective Year/Term: Spring 2010
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency	
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
The above course links to the following Learning Outcomes:	
<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
Course Description (limit to 50 words or less, must correspond with course description on Form 102):	
<p>This course will provide an overview of research methods used in healthcare. Students will learn the use of effective inquiry through research strategies that address healthcare issues with logical and observational rigor. Students will learn the rudiments relative to the evaluation of research literature, research design and the application of research methods to the clinical setting.</p>	
Prerequisite(s): STA 2023	Co-Requisites: None

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will examine the fundamental characteristics and issues that make science different from other types of knowledge by:

1. Explaining the difference between ordinary human inquiry and science.
2. Discussing and defining the concepts of theory, philosophy, and belief.
3. Comparing and contrasting inductive and deductive theory.
4. Comparing and contrasting quantitative and qualitative data.
5. Comparing and contrasting pure and applied research.

Competency 2: The student will explore ethical and political considerations in designing and executing research by:

1. Explaining the importance of and difference between anonymity and confidentiality.
2. Listing the roles and responsibilities of institutional boards.
3. Reviewing professional codes of conduct and explaining the significance of each code.

4. Discussing the concepts of voluntary participation and potential harm to participants used in research design.
5. Comparing and contrasting objectivity and political ideology as considerations in research design.

Competency 3: The student will understand the considerations for posing proper scientific questions and the structuring of inquiry by:

1. Comparing and contrasting the three purposes of research – exploration, description, and explanation.
2. Listing and defining units of analysis used in research.
3. Comparing and contrasting cross-sectional and longitudinal studies.
4. Outlining the eight steps in designing a research project.

Competency 4: The student will understand the interrelated steps of conceptualization, operationalization and measurement in designing a research project by:

1. Comparing and contrasting precision and accuracy as criteria of measurement quality.
2. Comparing and contrasting reliability and validity as criteria of measurement quality.
3. Defining conceptions, theoretical concepts and reality as constructs for research.
4. Defining descriptive and explanatory studies.

Competency 5: The student will learn the logic and skills of constructing measures using multiple indicators by:

1. Comparing and contrasting indexes versus scales.
2. Listing and explaining the steps in constructing indexes.
3. Listing and explaining the steps involved in constructing scales.
4. Differentiating various types of scales.

Competency 6: The student will understand and apply concepts of sampling to research projects by:

1. Reviewing and giving a short account of history of sampling.
2. Comparing and contrasting non-probability and probability sampling.
3. Reviewing populations and sampling frames and their applicability to specific research designs.
4. Listing and defining four types of sampling designs.

Competency 7: The student will explore the experimental method as a mode of observation by:

1. Writing dependent and independent variables.
2. Constructing pretesting and posttesting instruments.
3. Identifying control and experimental groups.
4. Selecting subjects using appropriate sampling designs.

Competency 8: The student will explore the survey research method as a mode of observation by:

1. Identifying topics that are appropriate for the survey research method.
2. Reviewing questioning guidelines.
3. Constructing a questionnaire for a specific survey research topic.
4. Reviewing methods and techniques of survey administration.

Competency 9: The student will explore the qualitative field research method as a mode of observation by:

1. Identifying topics that are appropriate for the qualitative field research method.
2. Listing special considerations for conducting qualitative field research.
3. Listing strengths and weaknesses of qualitative field research.