



### Course Competencies:

By the conclusion of this course, learner participants will:

- Complete Institutional Review Board (IRB) protection of human subjects training.
- Apply ethical concepts related to conducting research.
- Identify various research study designs & methodologies.
- Write research proposals.
- Write research hypotheses/ null hypotheses and/or research questions / statements.
- Analyze research case studies.
- Determine appropriateness of design & methodology selection for conducting research.
- Complete a review of the scientific literature.
- Identify appropriate tools for collecting data.
- Develop research tools.
- Collect research data.
- Analyze research findings.
- Collaboratively present research findings.
- Apply appropriate communication skills~ active listening, appreciative inquiry & conflict resolution skills as necessary.
- Demonstrate ethical & professional behavior as future HC professionals & researchers.
- Reflect on personal strengths and weaknesses as future HC researchers.

### SHCP Program Graduate Outcomes:

By the conclusion of the academic program in the SHCP, graduates clearly demonstrate the following skills, knowledge, attitudes & behaviors: (\* Indicates Outcomes addressed in this course).

\*Critical Thinking

\*Communication

\*Collaboration

\*Professionalism

### Professional Growth:

During professional career development, being able to DOCUMENT your talents & abilities can aid in your career search as a future health care professional. Documenting “hidden” skills you might possess is important as you prepare for leaving school and actively pursuing positions in the workforce or graduate school. Various artifacts, including literature reviews, research proposals and IRB training certification along with other artifacts (research, work & class assignment examples) can be used for demonstrating several skills during professional development, including: If you are considering a career as a future health care leader or position as an organizational manager, these are critically important to provide in competitive, accredited and nationally recognized organizations.

- **Organizational skills.** *Do your artifacts reflect you have organized them well?*
- **Writing skills.** *Do your artifacts demonstrate you can accurately describe projects, and use writing skills to perform such job functions as filling out materials lists, etc.?*
- **Neatness.** *Do your artifacts demonstrate concern for neatness and workmanship?*
- **Communication.** *Do your artifacts demonstrate your ability to communicate your thoughts and ideas clearly, both in writing, orally, and non~ verbally?*
- **Conflict Resolution.** *Do your artifacts demonstrate your ability to resolve conflict in healthy and productive ways?*
- **Critical thinking & problem solving.** *Do your artifacts document your ability to not only following instructions, but you can think critically about problems and assignments, and that you can analyze problems and solve them appropriately?*
- **Teamwork.** *Do your artifacts show that you can work as part of a team?*

- **Community service.** Do your artifacts document having concern for the well-being of the overall community?
- **Leadership.** Do your artifacts indicate your leadership abilities?
- **Non-bias.** Do your artifacts indicate you are capable working in a non-biased atmosphere, including others from all races, members of the opposite sex, etc.?
- **Day-to-day job skills.** Do your artifacts identify skills you have developed including day-to-day job skills including good attendance, punctuality, reliability, etc.?
- **Research skills.** Do your artifacts demonstrate your ability to acquire and apply information from a variety of sources such as technical and reference manuals, libraries, and the internet?
- **Technology skills.** Do your artifacts demonstrate adaptability & comfort working in a world of rapidly changing technologies, and computer literacy?

### Course Grades & Developmental Artifacts:

This is a communication in the major course. As such, the majority of your course grade is determined through writing & oral presentation assignments. The instructor suggests beginning assignments early, and using various campus resources available for improving your writing skills & presentation abilities. These options will be discussed in class. Additionally, following any guidelines provided by the instructor can maximize your performance on all course assignments & work.

#### Research Materials~

WI AHEC Healthcare Case Study	10%	
IRB~ Protection of Human Subjects Training	5%	
Case Study Review	5%	
Written Literature Review	<u>25%</u>	<b>45%</b>

#### Exercises~

Systematic Review Exercise	5%	
Research Questions/Hypotheses/Null Hypotheses	2.5%	
Research Survey Development	<u>5%</u>	<b>12.5%</b>

#### Examinations~

Quizzes (2 online)	5%	
Comprehensive Final	<u>5%</u>	<b>10%</b>

#### Team Development~

AHEC Case Competition	20%	
AHEC Case Presentation	10%	
Active class discussion & attendance	<u>2.5%</u>	<b>32.5%</b>
		<b>100%</b>

#### Grading Scale:

Final letter grades will be awarded as follows:	<b>A:</b> 94-100%	<b>C:</b> 73-76%
	<b>A-:</b> 90-93%	<b>C-:</b> 70-72%
	<b>B+:</b> 87-89%	<b>D+:</b> 65-69%
	<b>B:</b> 83-86%	<b>D:</b> 60-64%
	<b>B-:</b> 80-82%	<b>F:</b> 59% or below
	<b>C+:</b> 77-79%	

## Additional Information

### Required Textbook

Jacobsen (2012). *Introduction to Health Research Methods. 1st Ed. (Text Rental)*.

#### **Additional Course Resources & Reference Texts:**

Murphy, T. (2004). *Case Studies in Biomedical Research Ethics, 1<sup>st</sup> Ed. ISBN: 13: 978-0262632867 ISBN-10: 0262632861. Excerpted and utilized as a reference and as practical exercises.*

Hoffman, A. (2010). *Scientific Writing & Communication: Papers, Proposals & Presentations, 1<sup>st</sup> Ed. ISBN: 978-0-19-539005-6. Excerpted and utilized as a reference and as practical exercises.*

Makely, S. (2009). *Professionalism in Health Care: a Primer for Career Success, 3<sup>rd</sup> Ed. ISBN: 978-0-13-515387-1. Excerpted and utilized as a reference and as practical exercises.*

Rosenberg, M. (2005). *We Can Work It Out: Resolving Conflicts Peacefully and Powerfully, ISBN:978-1-892005-12-0. Excerpted online as reference and lessons in conflict management.*

### Class Policies

- Daily class attendance and **active participation** in class are required.
  - For every 2 unexcused absences to class will result in the loss of a ½ letter grade. Excused absences must be approved prior to class with verbal approval from the instructor. No electronic communication is accepted. Exams may not be made up unless the instructor gives prior approval.
  - Students are solely responsible for obtaining any course material missed due to absence.
- Students shall come to class on time and prepared to engage in meaningful discussion. Reading and written assignments are to be completed prior to the beginning of each class. If student arrives late it will be counted as an unexcused absences. See above policy regarding unexcused absences.
- Students will be expected to complete all assignments on time based on the syllabus and due dates given by the instructor. Assignments turned in late will be dropped one letter grade per day. Students should expect additional assignments throughout the semester to facilitate learning.
- This course will use Desire 2 Learn (D2L) throughout the semester to distribute materials, conduct online quizzes/discussions, and inform students of syllabus changes become familiar with D2L and make it a point to check the course page on D2L regularly.
- The use of cell phones will not be accepted during class time. Any cell phones used during class will be confiscated until the class time.
- Computers and tablets may be used in class to take notes and as warranted during class activities. Computers may not be used for social media, personal email or other non-class related activities.
- Students are expected to treat everyone with respect and disrespect of any kind will not be tolerated. If anyone feels uncomfortable during class for any reason please feel free to discuss your concerns with the instructors.

## University Policies:

- Academic Integrity
  - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
- Attendance Policy
  - Attend all your classes regularly. We do not have a system of permitted "cuts."  
If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. During the first eight days of the regular 16 week term, your instructor will take attendance (see [Attendance Roster Reporting](#)). If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
- Drop/Add/Withdrawal Policy
  - You are expected to complete the courses for which you register. If you decide you do not want to take a course, you MUST follow the procedures established by the university to OFFICIALLY DROP the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester.
- Incomplete Policy
  - If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an "incomplete" in the course. You will have until the end of the next semester (excluding summer session) to complete the work unless your instructor gives you an earlier deadline. Failure to complete the work prior to the appropriate deadline will result in a grade of F.
- Students' Rights and Responsibilities
  - The Office of Student Rights and Responsibilities protects your rights as a student. If you believe that your rights have been violated, or if you have questions concerning your rights, write or visit the office in Room 139 Delzell Hall, or call 715-346-2611.
- Academic Accommodation Policy
  - Individuals seeking accommodations are expected to demonstrate initiative in obtaining and arranging assistance. The Accommodation Request Form needs to be completed for each qualified student with a disability on a one-to-one basis. Students are encouraged to meet with the Disability & Assistive Technology Center staff early in the semester to discuss which accommodations are appropriate (based on disability and documentation) and what accommodations are needed.
- Emergency Procedures
  - "In the event of a medical emergency, call 911 or use red emergency phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
  - In the event of a tornado warning, proceed to the lowest level interior room without window exposure in the athletic training facility. Avoid wide-span rooms and buildings.
  - In the event of a fire alarm, evacuate the building in a calm manner. Meet outside the Quandt Gym entrance. Notify instructor or emergency command personnel of any missing individuals.
  - Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.
  - See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point."
- **All University Policies can be found in the University Handbook**  
**<http://www.uwsp.edu/acadaff/Pages/handbook.aspx>**