University of Wisconsin – Stevens Point
School of Health Sciences and Wellness

Course Title: HSW 360 Evidence Based Research Methods (3cr)
Semester: Spring 2023
Online Instruction on Canvas

Instructor: Ornella Hills, PhD, MS
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Virtual Office Hours: Weekly Study Sessions on Canvas (See booking schedule online) or by appointment

Course Description: Design, experimental methods and critical interpretation of research publications in the health sciences. Topics include review of biomedical research publications, research ethics, and evidence-based healthcare. Demonstrate the steps in conducting research, protocol development, data collection and data analysis, and presenting research results.

Pre-requisite Courses: HSW 301, PSYC 300 or MATH 255 and/or Consent of Instructor

Course Technology: We will use Canvas for this class and Zoom for Office Hours. See online for Canvas training course or self-enroll here: Self-enrolling/paced Canvas training course. You will need access to a webcam; microphone, printer and stable internet connection (don't rely on cellular). View this website to see minimum recommended computer and internet configurations for Canvas. For help, visit with a Student Technology Tutor or Seek assistance from the IT Service Desk (Formerly HELP Desk).

- IT Service Desk Phone: 715-346-4357 (HELP)

- IT Service Desk Email: techhelp@uwsp.edu

Course Expectations:
- **Instructor's Role**
  - Foster an environment of learning for all students.
  - Respond to all phone calls and e-mails within 48 hours. If you do not hear back from me within 24 hours, please send a second email with the subject line: "Second Request".
  - Make adjustments to the course schedule as necessary for student learning.
  - Treat all students with integrity and respect.
- **Student's Role**
  - Prepare to engage in class activities and discussions by completing all readings and course preparation listed on the syllabus along with any other information seeking that may enhance individual understanding of course information.
  - Ask questions to help further understanding.
  - Communicate via email and on the discussion posts
  - Be open and respectful of others' ideas and challenge previous knowledge.
- **Tips for Success (see Canvas for additional tips)**
  - Communicate early and often regarding class conflicts, assignments, and any questions regarding this course.
  - Take advantage of your resources.
    - Create study groups with your peers.
    - Utilize the Tutor & Learning Center (http://www.uwsp.edu/tlc/Pages/default.aspx)

Core abilities:
- Communicate Effectively Verbally & In Writing

- Think Critically & Creatively
- Exercise Problem-Solving Skills
- Work Collaboratively

Course Goals:
Students will be able to:
- Explore importance of evidence-based research informing HC providers' decision-making abilities for improving health of individuals, communities, groups and the nation.
- Explore various methodologies & study designs for research application.
- Demonstrate appropriate ethical and professional behaviors relating to conducting research.
- Critically review scientific literature.
- Develop appreciation for the scope & complexity of the research process & conducting research.

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 studies 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.

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.

Assignments
Research Project (85%): **This is the main assignment for this class**. It will compose of individual and group components, designed to give you hands-on experience and insight into the research process. Each component contributes to the midterm proposal and final presentation. Therefore, ensuring each piece is completed is critical to your success. Below are the individual and group components of the assignment. The italicized assignments will attain full points as long as they are thoughtfully submitted in completion. In addition, some assignments are listed as "not graded". This means that they do not contribute to your final grade. Note, these assignments are assigned 10 pts in Canvas. They are evaluated and should be completed as they are needed for future assignments, which are graded. Canvas has the most up-to-date posting of assignment rubrics. Each week, your week's readings and assignments will be posted. The entire course will not be made available at the beginning of the semester.

A portion of the main project will be due for submission each week (see course schedule). **The prior components are used for future assignments.** This should help you to stay abreast of the project and keep

up with the deadlines. I will hold weekly study sessions for any problems/questions that arise. See the list of assignments here:

Individual (30%):

- *Selecting a Research Topic/Problem and Research Question – 5 pts*
- Short Discussion Post on the Ethical Considerations for Your Topic – 10 pts
- *Literature Search (10 pt) and* Finding Articles Online Quiz (5 pts)
- Journal Article Analysis *(not graded)* and Annotated Bibliography – 30 pts
- *Human Subjects Web Training (10 pts) and* Library Services Quiz (7 pts)
- *Conduct an Interview (Interview Transcript) – 10 pts*
- *Qualitative Analysis – 20 pts*
- Data Analysis - 20 pts

In a group (55%), you will:

- Refine your Research Question, Goal and Hypothesis – 10 pts
- Write a brief summary of your Study Design and Research Methods – 10 pts
- Draft an Informed Consent Document and Interview Script (not graded)
- Design Questions for Data Collection on a survey and in interviews – 20 pts
- Mock IRB Protocol Application – 50 pts
- Draft a Mini Research Proposal (Mid-Term) – 100 pts
- Conduct Data Analysis (not graded)
- *Write a brief summary of your results, discussion and implications – 10 pts*
- Summary of research methods for evaluation (not graded)
- Propose a future wellness program as future direction in a presentation (final*) – 120 pts*

Other Course Activities (15%):

Discussion Posts on Ethical Research (7%) – throughout the semester, there will be films or interesting articles posted on research ethics in the discussion forum. You will be required to post a short reflection response for completion points.

- Ethics in Health Sciences Research – 10 pts
- Ethics and Informed Consent - 10 pts

Participation (8%) – You are expected to participate in online discussion forums, responding to your peers thoughts and engaging with the content of the course. **We will have an active discussion thread each week.** Treat these posts as your opportunity to engage with your fellow classmates on a weekly basis. Your participation score will be determined by the completion of the following items (full points will be provided as long as they are thoughtfully submitted in completion):

- Introduce yourself – icebreaker discussion – 5 pts
- Where do you find info on Health and Wellness discussion post – 5 pts
- Intro Survey completion – 5 pts
- The Road to Success in Online Learning discussion post – 5 pts
- Peer Evaluation 1 – 10 pts

- Peer Evaluation 2 – 10 pts
- Research Article Discussion Post – 10 pts
  - You will be required to post a discussion reflection on 1 research article of your choosing.
- Response to Research Article Discussion Posts – 15 pts
  - You will be required to post 5 responses to your peers' research article reflection discussion, over the course of the semester. You can select any week for which there is a research article discussion posted. One response per week (5 total).

Extra Credit (can obtain up to 2%) – I will post opportunities to gain extra credit in the announcements section of the Canvas Page. Participation in these activities will gain you points towards extra credit. Below are the first two known opportunities. More details will be posted on Canvas as they are made available.

- Final Course Evaluation

Grading Scale:
Final letter grades will be awarded as follows:

A: 95-100%	**C**: 73-76%
A-: 90-94%	**C-:** 70-72%
B+: 87-89%	**D+:** 65-69%
B: 83-86%	**D:** 60-64%
B-: 80-82%	**F:** 59% or below
C+: 77-79%	

The course activities, assignments and discussions are laid out in the course schedule table below. We will stick to this schedule as close as possible. Though there may be some exceptions or changes when needed. Please stay abreast of Canvas notifications. **Do not neglect to read the modules each week for the actual assignment due date**. The discussion due column does not include the ongoing research article discussion. Each student posts 1 article and 5 responses over the course of the semester and so those times will vary. **All individual assignments are written in blue, group assignments are green.**

Course Schedule

Date	Topic	Assignment Due	Discussion Due
Week 1	Introductions/Syllabus Review		
W2 1/31	What is Evidence-Based Research and How do I find Research Evidence? Choosing a Research Topic/Problem and Research Question	Library Quiz	Ice Breaker Discussion Road to Success in eLearning (no research article discussion post)
W3 2/7	Ethics of Research	Intro Survey	Research Topic
W4 2/14	Reading, Appraising and Compiling Articles Where is the gap in research?	Literature Search, Research Question	(no research article discussion post)
W5 2/21	Research Goals, Hypothesis and Literature Review *(Introduce Research Proposal)*	*Journal Article Analysis*, Annotated Bibliography	Ethics and Research Topic
W6 2/28	Study Design How will I answer my research question? Who are my subjects? Informed Consents	Research Hypothesis	(no research article discussion post)
W7 3/7	Research Methods – Designing Questions (Surveys and Interviews)	Informed Consent and Interview Script, Human Subjects Training	Ethics and Informed Consent
W8 3/14	Conducting Interviews *(Finalizing Survey Questions and distributing)*	Study Design and Research Methods, Designing Questions for Data Collection	*Ethics in Health Research Closed (i.e. no longer available for submission)* Where do I find info on Clinical Health and wellness
W9 3/21	**SPRING BREAK**	**SPRING BREAK**	**SPRING BREAK**
W10 3/28	Research Protocols and IRB Applications	Research Proposal Due (Midterm), Peer Evaluation 1	
W11 4/4	Data Analysis I - Qualitative	Mock IRB Protocol Due Interview Transcript	
W12 4/11	Data Analysis II - Quantitative	Qualitative Analysis	
W13 4/18	Interpreting and Disseminating Results – Implications, Conclusions, Future Directions How do I present my results?	Data Analysis Assignment	
W14 4/25	Future Directions - Applying Evidence – Based Research *Introduce Wellness Program Presentation*	Results and Implications Summary	(no research article discussion post due)
W15 5/2	Using Research Methods for Evaluation		Wellness Program Proposal
W16 5/9	Presentations Tips	Evidence-Based Research Methods for Evaluation	
W17 5/16	Final Presentations (No Additional Exam)	Final Wellness Research Program Presentation Peer Evaluation 2	No research article discussion post

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Class Policies

- **<u>Active participation</u>** in online class activities are required.
- 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. All assignments will be submitted electronically through Canvas unless otherwise instructed.
- This course will primarily use Canvas to distribute materials, conduct online quizzes/discussions, and inform students of syllabus changes. Though not anticipated, the instructor reserves the right to make changes to the syllabus over the semester if needed. Become familiar with D2L and make it a point to check the course page regularly.
- Students are expected to treat everyone with respect. Disrespect of any kind will not be tolerated online. If anyone feels uncomfortable for any reason, please contact me.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Inclusivity
  - It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
  - If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at

UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

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.
- Absences due to Military Service
  - As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.
- 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.
- Confidentiality
  - Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.
- 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 for details on all emergency response at UW-Stevens Point."
- *Copyright infringement*
  - This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

- **All University Policies can be found in the University Handbook**
  http://www.uwsp.edu/acadaff/Pages/handbook.aspx