

## **College of Public Health & Health Professions**

### **Department of Health Services Research, Management, and Policy HSA 7707: Health Services Research Methods I**

**Fall, 2013**

**Tuesdays 9:35-12:35 pm, Room G105**

#### **Instructor Information**

Instructor: Arch G. Mainous III, PhD

Office Location: HPNP Building, Rm 4155 Office Phone: 352-273-6073

Email: [arch.mainous@phhp.ufl.edu](mailto:arch.mainous@phhp.ufl.edu)

Office Hours: By appointment

#### **Course Overview**

This course is the first in a two course doctoral level research methods series in the Department of Health Services Research, Management, and Policy at the University of Florida. Research Methods I introduces students to health services research methods, with topics that include the following: study conceptualization; research question and hypothesis formation; fundamentals of sampling, observation, and measurement; study design and its implications for analysis; interpreting and communicating study findings; and critically evaluating the health services research literature. Additional special topics will be discussed, including a brief discussion of the methodological considerations for comparative effectiveness studies.

#### **Course Objectives**

Upon successful completion of the course, students should be able to:

1. Develop a basic understanding of the philosophy and language of research.
2. Learn the process of developing a conceptual framework for a study.
3. With the conceptual framework as a guide, learn how to develop important and innovative health services research (HSR) questions and hypotheses, with corresponding measures.
4. Describe issues related to observation and measurement, including implications for reliability and validity.
5. Identify different types of study designs and their strengths and limitations.
  - a. Identify inherent threats to internal and external validity.
  - b. Be able to select appropriate study designs for addressing HSR questions.
6. Be acquainted with the different sampling techniques of HSR.
7. Learn the types of data frequently used in HSR and their strengths and limitations.
  
8. Increase the ability to critically read and evaluate the HSR literature, including the research questions, study design, methodology, and conclusions.

## **Course Materials**

Please read the required readings before class. This will increase your knowledge of the material, allow you to contribute meaningfully to class sessions, and enhance your ability to synthesize concepts over the course of the semester.

**Textbooks:** Shadish WR, Cook TD, Campbell DT. Experimental and Quasi-Experimental Designs for Generalized Causal Inference. Boston, MA: Houghton Mifflin Company; 2002. (Required)

**Additional Required Readings:** Provided in class

### **Optional Readings:**

Shi, L. Health Services Research Methods. 2nd Edition. Clifton Park, NY: Delmar Learning; 2008.

Hulley SB, Cummings SR. Designing Clinical Research. Baltimore, MD: Williams and Wilkins, 1988.

Aday LA. Designing and Conducting Health Surveys: A Comprehensive Guide. 3rd Edition. San Francisco, CA: Jossey-Bass; 2006.

Streiner DL, Norman GR. Health Measurement Scales: A Practical Guide to their Development and Use. 4th Edition. New York, NY: Oxford University Press; 2008. (Optional)

Iezzoni L. Risk Adjustment for Measuring Health Care Outcomes. 3rd Edition. Chicago, IL: Health Administration Press; 2003.

McDowell, I., Newell, C. Measuring Health: a Guide to Rating Scales and Questionnaires, 3rd ed. New York, NY: Oxford University Press. 2006.

Riegelman RK. Studying a Study & Testing a Test: How to Read the Medical Evidence. Philadelphia, PA: Lippincott Williams & Wilkins; 2005.

### **Additional Useful Methods Resources:**

Forrest CB, Martin DP, Holve E, Millman A. Health Services Research Core Competencies. BMC Health Services Research. 2009;9:107.

The AcademyHealth HSR Methods Web Site <http://www.HSRMethods.org>

Agency for Healthcare Research and Quality (AHRQ) resources

## **Course Requirements/Evaluation/Grading**

*Class Participation:* Students are required to read course materials prior to class and actively participate in class discussions. Students are expected to read class material and review and prepare discussion material for in-class exercises in advance of the next class period.

*Short Papers:* There will be a number of short papers that each student will write. The topics will be assigned at the end of one class and the papers will be turned in and discussed in the next class.

*Exams:* There is only one exam. The final exam is in class.

Class Participation=20%

Short Papers=50%

Final Exam=30%

### **Grade Ranges:**

<b>Percentage or points earned in class</b>	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	<b>Below 60%</b>
<b>Letter Grade equivalent</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D	E	WF	I	NG	S-U
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## CLASS SCHEDULE AND READING ASSIGNMENTS

Lecture Date	Lecture Topic
Aug 27	No Class—I don't work here yet.
Sep 3	<b>Introduction and Scientific Foundations of Health Services Research</b>
	Shi, L. <i>Health Services Research Methods</i> . 2 <sup>nd</sup> Edition. Clifton Park, NY: Delmar Learning; 2008: 1-21. Loseke DR. <i>Methodological Thinking: Basic Principles of Social Research Design</i> . Washington, DC: Sage Publications; 2013: 1-31.
Sep 10	<b>Conceptual Model Development and Development of Research Questions</b>
	Shadish WR, Cook TD, Campbell DT. <i>Experimental and Quasi-Experimental Designs for Generalized Causal Inference</i> . Boston, MA: Houghton Mifflin Company; 2008:1-32. (Chapter 1)  Cummings SR, Browner WS, Hulley SB. Conceiving the Research Question. In Hulley SB & Cummings SR <i>Designing Clinical Research</i> . Baltimore, MD: Williams and Wilkins, 1988.
Sept 17	<b>I am gone...</b>
Sept 24	<b>Critical Appraisal of the Literature</b>
	Riegelman RK. <i>Studying a Study &amp; Testing a Test: How to Read the Medical Evidence</i> . Philadelphia, PA: Lippincott Williams & Wilkins; 2005: 7-15. Another useful resource is the book website: <a href="http://www.studyingastudy.com">http://www.studyingastudy.com</a>
Oct 1	<b>Internal Validity &amp; External Validity</b>
	Shadish WR, Cook TD, Campbell DT. <i>Experimental and Quasi-Experimental Designs for Generalized Causal Inference</i> . Boston, MA: Houghton Mifflin Company (Chapter 2 and 3)
Oct 8	<b>Experimental Designs</b>
Oct 15	<b>Quasi Experimental Design</b>
Oct 22	<b>Sampling and Survey Research</b>

	Henry GT. Practical Sampling. Newbery Park, CA: Sage Publications, 1990.
<b>Oct 29</b>	<b>Use of Existing Data</b>
<b>Nov 5</b>	<b>Measurement Issues in Primary Data and Existing Data</b>
	Streiner DL, Norman GR. Health Measurement Scales: A Practical Guide to their Development and Use. 4th Edition. New York, NY: Oxford University Press; 2008.
<b>Nov 19</b>	<b>Qualitative Research</b>
	Silverman D, Marvasti A. Doing Qualitative Research: A Comprehensive Guide. Thousand Oaks, CA: Sage Publications, 2008.
<b>Nov 26</b>	<b>Practical Issues in Research Methods</b>
<b>Dec 3</b>	<b>Writing, Publishing, and Presenting Health Services Research</b>
<b>Dec 10</b>	<b>FINAL EXAM</b>

## ACADEMIC INTEGRITY

Students are expected to act in accordance with the University of Florida policy on academic integrity as contained in the Graduate Student Handbook. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

## BEHAVIORAL EXPECTATIONS

Students are expected to arrive for class on time, and be prepared and ready to participate in class discussions. Students are required to silence all cell phones and close all laptop computers during class unless they are to be used to support directed class activities.

## CLASS ATTENDANCE

Students are expected to attend all classes unless extreme circumstances make attendance impossible. Any class absences must be approved by the instructor beforehand. Approvals will include the means by which a student will make up his or her absence.

## STUDENTS WITH DISABILITIES

To qualify for special accommodation, students must first register with the Dean of Students Office, which will provide documentation to the student for this purpose.

## Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center: (352) 264-6789.

***BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.***