

<p>Course Name: HLTH 252/3.0</p> <p>Introduction to Research Methods</p>	<p>Course Instructor: Dr. Brendon Gurd</p>	<p>Contact Hours: Lectures: 2 x 1.5 hrs/wk / 12 weeks</p> <p>Prerequisites: Second year standing or above in a (HLTH Major or a Medial), KINE or PHED plan. Corequisite: 3.0 units from STAT 263/3.0; STAT 267/3.0; STAT 367/3.0; COMM 162/3.0; ECON 250/3.0; PSYC 202/3.0; SOCY 211/3.0; BIOL 243/3.0; CHEE 209/3.0; GPHY 247/3.0; KNPE 251/3.0 or <i>PHED</i> 251/3.0; POLS 385/3.0; NURS 323/3.0.</p> <p>Exclusion: May not be take with or after BMED 270/3.0, GPHY 240/3.0, PSYC 203/3.0, SOCY 210/3.0, SOCY321/3.0, STAT 362/3.0</p> <p>BMED 270/3.0 may not substitute for HLTH 252/3.0 in HLTH or KIN degree plans.</p>																												
<p>Course Description:</p> <p>This course provides an introduction to methods, techniques and approaches to research in health studies. The course will explore the formulation of research questions, experimental design, interpretation of results, and the use of statistical analysis in experimental research. Ethical issues in research will be discussed.</p>		<p>Course Text: (Recommended)</p> <p>Basil and Zabkiewicz (2014). <i>Health Research Methods: A Canadian Perspective</i>. Oxford University Press, Don Mills, Ontario</p> <p>Course notes and a variety of additional required material will be available in course packs (3 in total; 1 for each unit) from Queen's Campus Book Store.</p>																												
<p>Course Objectives:</p> <p>Increasingly, the goals of a university education is to learn how to find information and how to evaluate the quality of that information. 252 will contribute to your learning how to determine what information is good information by teaching you to access, interpret and evaluate information contained within primary research reports, specifically within the context of human health. More specifically, 252 aims to provide you with the tools required to intelligently question authority and gain a broad understanding of the reality of the world in which we live.</p> <p>Specific learning outcomes are as follows:</p> <ul style="list-style-type: none"> Understand and evaluate research articles from the 		<p>Course Evaluation:</p> <table border="0"> <tr> <td>Referencing Assignment</td> <td>5%</td> </tr> <tr> <td>Introduction Assignment 1</td> <td></td> </tr> <tr> <td> Stage 1: Problem statement and Support</td> <td>2.5%</td> </tr> <tr> <td> Stage 2: Final Assignment</td> <td>5%</td> </tr> <tr> <td>Introduction Assignment 2</td> <td></td> </tr> <tr> <td> Stage 1: Problem statement and Support</td> <td>2.5%</td> </tr> <tr> <td> Stage 2: Final Assignment</td> <td>5%</td> </tr> <tr> <td>Final Assignment</td> <td>25%</td> </tr> <tr> <td>Unit 1</td> <td></td> </tr> <tr> <td> Problem Statement/Writing Quiz STAGE 1</td> <td>7%</td> </tr> <tr> <td> Re-Write STAGE 2</td> <td>2%</td> </tr> <tr> <td>Unit 2</td> <td></td> </tr> <tr> <td> Unit 2 Test STAGE 1</td> <td>20%</td> </tr> <tr> <td> Re-Write STAGE 2</td> <td>3%</td> </tr> </table>	Referencing Assignment	5%	Introduction Assignment 1		Stage 1: Problem statement and Support	2.5%	Stage 2: Final Assignment	5%	Introduction Assignment 2		Stage 1: Problem statement and Support	2.5%	Stage 2: Final Assignment	5%	Final Assignment	25%	Unit 1		Problem Statement/Writing Quiz STAGE 1	7%	Re-Write STAGE 2	2%	Unit 2		Unit 2 Test STAGE 1	20%	Re-Write STAGE 2	3%
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<p>different types of research occurring within the SKHS and the research methods associated with each</p> <ul style="list-style-type: none"> • Understand and describe the founding principles and development of quantitative and qualitative research traditions to inform an appreciation of the multiple ways of researching health • Learn the philosophical and practical limitations associated with “knowing” in quantitative and qualitative research to develop a healthy skepticism of the research process and research methodologies/tools • Understand the different components of a problem statement and identify linkages between problem statements and study objectives, hypotheses and study design to develop an appreciation for the importance of the problem statement within the quantitative and qualitative research processes • Learn the structure of a research paper introduction, understand how to develop an outline for an introduction starting from a problem statement and learn how to write an introduction in a concisely and effectively 	<p>Unit 3 Unit 3 Test STAGE 1 Re-Write STAGE 2</p> <p>20% 3%</p>
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Course Outline

Course Introduction – Research as a Way of Knowing	Research Design – Cross-Sectional and Case Study
Developing a Research Proposal	Qualitative Methods
Selecting and Defining the Research Problem – Clarifying the Research Question	Research Design – Observational Methods and Existing Database
Selecting and Measuring Variables – Types of Variables	Research Design – Randomized Control Trials and Studies of Clinical Tests
Measurement, Reliability and Validity	Ethical Issues in Research
Who are the Study Participants	Knowledge Translation: “End of Grant” and “Integrated KT”
Selecting a Research Design – Qualitative and Quantitative Methods	Implementing the Study
Sampling	Data Management
Research Design – Cohort Study	

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