



Health Services Research Methods

Spring 2023 Syllabus

The instructor reserves the right to change the syllabus at any time

Course Information

The Health Services Research Methods Course (HPEM 6320) is a course on a hybrid schedule but fully online where the first week is asynchronous then the following is synchronous. The schedule is set for Thursdays from 5:30pm – 8:30pm.

Course description

Healthcare professionals benefit from having the knowledge and skills necessary to make informed decisions regarding health services. This course is intended to introduce the foundation of knowledge and skills students need to understand the conceptual and methodological issues of health research methods. Topics include but are not limited to: study conceptualization; research question and hypothesis formation; fundamentals of sampling, observation and measurement; research design and operationalization; secondary data analysis widely used in empirical health services research; interpreting research literature; and the capacity to translate knowledge into action.

Instructor Information

Dr. Jessica Escareno, PhD, MPH	Jessica.escareno@uthct.edu
Room 243, Building H: Office Hours by appointment	903-877-7397

About the Instructor

My past academic endeavors include completing my bachelor’s and master’s degrees from Texas A&M University. I completed my Doctorate in Philosophy from the University of Memphis School of Public Health in Health Systems Policy and Management using a systems approach to investigating how market and organization level factors affect quality of care regarding mammography follow-up rates.

My passion for research began in my hometown where I witnessed the desperation of community members attempting to access healthcare too late and underinsured. My research passion is bridging the gap of healthcare resources with the community.

My previous research endeavors range from tobacco cessation work with community health workers to facilitating discussion groups for a mother’s support group with children with disabilities in Memphis along with working on a PCORI initiative bringing the voices of breast cancer survivors and community leaders together.

My current research endeavors range from community engagement in NET involving COVID-19 outreach and disparities within low- income communities to public health social media outreach and the dynamic between adults and their siblings with Autism.



Course Goals

The overall goal of this course is to learn the necessary steps on how to conduct research in health services.

Course Objectives

As a result of this course, you will

1. Identify appropriate areas or issues of concern in health services research (Competencies A.1)
2. Construct appropriate hypotheses and research questions for developing evidence-based health services research (Competencies A.1)
3. Critically read and understand research articles published in peer-reviewed journals (Competencies A.2)
4. Describe the implications of published scientific literature to future research (Competencies A.2)
5. Develop a proposal for a primary research project
6. Apply the appropriate strategies for developing a research problem including literature reviews and methodological assessment (Competencies A.3)
7. Describe the process for conducting ethical health research (Competencies A.3)
8. Determine appropriate observation, data collection, and analysis techniques (Competencies A.3)
9. Use statistical software to manage and analyze data (Competencies A.3)
10. Identify, select, and apply appropriate epidemiological study designs and methods that are appropriate to solve health services research problems (Competencies A.3)
11. Describe relevant validity and reliability issues that impact data management and measurement techniques (Competencies A.3)
12. Describe the different types of research approaches: quantitative, qualitative, and mixed methods analysis (Competencies A.3)
13. Apply appropriate skills to evaluate data and assess research findings (Competencies A.3)
14. Demonstrate professional writing skills (Competencies B.1)
15. Develop professional communication, teamwork, and leadership skills (Competencies C.5)
16. Communicate effectively and persuasively, orally and written, to convey complex concepts in a clear and concise manner (Competencies B.1)

Course Materials

Introduction to Health Research Methods 3rd edition. Jacobsen. A Practical Guide. ISBN: 978-1284197563

Additional required readings will be provided on the learning management system.

Course Assessment/Assignments

Systematic Review: A crucial step in the research process is learning how to effectively conduct a systematic literature review. This is an important strategy as it identifies all prior publications on your chosen topic while also summarizing the current status of the topic. For your first assignment, you will complete a systematic literature review over a topic of your choice that is timely and in the realm of health services research. I have provided instructions and examples located in module 1.

CITI Course: The Collaborative Institutional Training Initiative Program is required to complete in order to learn how to effectively and appropriately conduct research in respect to colleges, healthcare



institutions, research organizations, government agencies, and research participants to foster integrity and professional advancement. Please click the link (<https://about.citiprogram.org/en/homepage/>) and complete the following programs HIPS, Human Subjects Research, and RCR for Social and Behavioral. Instructions are found in module 1.

Research Proposal: A variety of funding opportunities are available and learning how to submit a grant funded research proposal is an important step in the research process. For this assignment, you will use the topic that you selected in your systemic review and create a proposal for data collection and analysis of new data. The proposal should also include a draft of the university’s human subjects review application form.

Poster: You will submit one poster ready for a conference presentation based on your project #1 or #2. I have provided instructions, examples, and outline in module “Instructions”.

Poster Presentation: You will give a poster presentation to the class during our final time. The presentation will be a short 1-minute speech of what you found and why it is important.

Outlines & Feedback: To complete each assignment, an outline two weeks before the due date will be submitted in Canvas. I will provide feedback and it will be posted below your assignment on the module. This is an important and essential aspect in the research process because having an additional person review your ideas and outlines will give you the guidance to complete the assignment.

Quizzes: Throughout the semester, I will post 5 quizzes to be completed within a week. Be on the lookout for announcements and posts on canvas.

Extra credit: Throughout the semester, opportunities for extra credit will be given. Be on the lookout for posts on your modules.

Discussion boards: For this class, discussion boards will be used to review the course content. In some modules, discussion boards will be used to review the content materials.

Grading Scale

Project	Item	% Of Grade
Project #1	Systematic Review	25%
Project #2	Research proposal + IRB Application Form	25%
Presentation	Poster	10%
	Poster presentation	10%
Outlines/ Drafts & CITI Training	Outlines/drafts	20%
Quizzes	5	10%

Class Policies



Late Assignments: All course assignments must be submitted no later than the due date unless prior arrangements are made, and a new due date is established. If a student submits an assignment after the due date without having made arrangements, a minimum of 5 points, (based on an assignment grading scale of 100 points), will be deducted for each week, or part thereof, that the assignment is late.

Students with documented evidence of an emergency which prevented prior communication with the mentor may present documentation for consideration.

Attendance: Regular or punctual attendance is expected. If a student misses a class, the student is responsible for obtaining any information distributed during those times. Make-ups are possible only under certain instances. Arrangements for any make-ups should be discussed directly with the instructor for that day's class.

Participation: Attendance and participation in class is important. Students will be frequently asked to review concepts and online presentations prior to the scheduled class, so that class time can be used for hands-on activities and work on assignments.

Academic Honesty: Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Cheating: Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism: Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00.

Examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.



Please refer to the [academic catalog](#) for further information and reference.

All final written assignment submissions will be filtered through UniCheck and a final report will be generated in Canvas. Assignments can be checked prior to final submission provided in the “Final Draft Submission” option available before each final submission. Click here for the [UniCheck student guide](#).

Adding/Dropping: The official deadline for adding and dropping courses is published in the academic calendar and Graduate Bulletin. However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.

Disability Accommodations: UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

Technology Support: Information about The University of Texas Health Science Center at Tyler Help Desk, minimum technology requirements, campus Wi-Fi networks is available on the [Technical Support page](#). <https://www.uthct.edu/technical-support>

New Student Orientation: Congratulations on being admitted as a student to The University of Texas Health Science Center at Tyler (UTHSCT)! We welcome you and want to provide you an orientation to our campus. We provide this [online orientation](#) so that students who are working or are too busy to travel here for an orientation will still be familiar with our campus culture.



Week/Date	Asynchronous/Synchronous	Topic	Readings	Assignments
1: 1/12	Asynchronous	Introduction Research Question Reviewing Literature Specific Aims	Chapters 1 & 2	
2: 1/19	Synchronous	Systematic Reviews Citing Sources	Chapters 3 & 4	Topic Due
3: 1/26	Asynchronous	Revising Writing Successful Strategies	Chapters 5 & 6	Outline 1 Due
4: 2/2	Asynchronous	Grant Proposal Instructions Overview of study designs	Chapters 7 & 8	Outline 1 Feedback
5: 2/9	Asynchronous	Case Series Cross Sectional Case-Control Cohort Experimental Qualitative Correlational Synthesis	Chapter 9	Outline 2 Due CITI Training Due
6: 2/16	Synchronous	Research protocols Ethical considerations Ethical Review and Approval	Chapters 10, 11 & 12	Outline 2 Feedback
7: 2/23	Asynchronous	Population Sampling Questionnaire Collecting quantitative data Collecting qualitative data Additional assessments		Project 1 Draft due
8: 3/2	Synchronous	Secondary Analysis Data Management Sample Size and power	Chapters 13, 14 & 15	Project 1 Draft received
9: 3/9	Asynchronous	Descriptive Statistics Comparative Stats Regression Analysis Qualitative Analysis Additional Analysis Tools	Chapters 16 & 17	Project 1 Due
10: 3/16	Spring Break			
11: 3/23	Synchronous	Article Structure	Chapters 18 & 19	Project 2 outline 1 due
12: 3/30	Asynchronous	Professional Development Coauthoring	Chapters 20 & 21	Project 2 Outline 1 feedback



13: 4/6	Synchronous	Posters and Presentations	Chapters 22, 23 and 24	Project 2 Draft 1 due
14:4/13	Asynchronous	Reasons to Publish Selecting target journals Manuscript Submission Peer Review & Publication	Chapters 25, 26 and 27	Project 2 Draft 1 feedback
15: 4/20	Synchronous	Poster presentation		
4/27	Asynchronous	Project 2 Due		