

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>2/26/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Management Programs College Business	
<b>Current Course Prefix and Number</b> HSA 4700	<b>Current Course Title</b> Health Research Methods	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b> Introduction to Health Research and Managerial Epidemiology <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See <u>Definition of a Credit Hour</u>.          **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.          ***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small>	<b>Change description to:</b> This course focuses on epidemiologic and research methods for measuring the health of populations and understanding the relation to social determinants and healthcare business environments. Students will be introduced to terms and concepts of epidemiology and other key health research tools. Students will also learn the language of health research in order to interpret scientific literature. Skills acquired in this course are critical to provide public health and healthcare business leaders with the information needed to make evidence-based decisions. <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Fall 2024	<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Pierre K. Alexandre / alexandrep@fau.edu / 561-297-3198		
<b>Approved by</b> Department Chair <u>Ehlyn Williams</u> College Curriculum Chair <u>Julie Nezis</u> College Dean <u>Daryl New</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	<b>Date</b> _____ <u>1/29/2024</u> _____ _____ <u>2/4/24</u> _____ _____ <u>2/4/24</u> _____ _____ <u>2/26/24</u> _____ _____ <u>2/26/24</u> _____ _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**FLORIDA ATLANTIC UNIVERSITY**

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**HSA 4700-003 13772**

**Introduction to Health Research and Managerial  
Epidemiology**

**Date:** Wednesday 11:00 AM - 1:50 PM

**Building:** Phil Smith Hall Boca **Room:** 104

**3 Credit(s)**

**Spring 2024 - 1 Full Term**

## **Instructor Information**

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Gulcin Gumus

**Email:** ggumus@fau.edu

Office: OD-201C

**Office Hours: Mondays and Thursdays 4-5pm**

Feel free to join the office hours at any time, as long as you are willing to share the time slot with other students. If you are left to wait in the virtual meeting room lobby, please be patient as it means I am tending to the students ahead of you. I will let you into the virtual meeting room as soon as I can.

If you need to meet with me one-to-one, please send me an email at least 2-3 days in advance to schedule an appointment and specify whether you would like to meet online or via phone. Typically, I am available for these meetings any day including weekends as long as it is scheduled well in advance. In-person office visits will be accommodated upon request.

### General disclaimer:

If you sign up for this course, it means that you have carefully read and understood this syllabus at the beginning of the semester such that you are fully aware of all course policies. While the syllabus provides a general plan for the semester, deviations announced to the class by the instructor may be necessary. The instruction modality may be changed any time at the discretion of the University.

### Comments or suggestions:

Comments or suggestions are welcome at any time during the semester, please do not hesitate to drop me an email. Thank you for your feedback.

## Prerequisites/Corequisites

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### Prerequisite(s): One of the following:

- HSA 3111 Graduate / Undergraduate (Minimum Grade of C)  
and  
STA 2023 Graduate / Undergraduate (Minimum Grade of C)
- TRNS (Minimum Grade of 0001)

## Course Description

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This course focuses on epidemiologic and research methods for measuring the health of populations and understanding the relation to social determinants and healthcare business environments. Students will be introduced to terms and concepts of epidemiology and other key health research tools. Students will also learn the language of health research in order to interpret scientific literature. Skills acquired in this course are critical to provide public health and healthcare business leaders with the information needed to make evidence-based decisions.

### Additional Course Information

Course meeting location: 104 Phil Smith Hall (Boca Raton Campus)

Instructional method: The instructional method for this course is “**Primarily Classroom.**” This means that less than 50% of the course is delivered online. **This is NOT a fully online course.** Your **active participation** is required throughout the semester both in class and online. Class content may be subject to streaming or course capture for future access by students in this course only. Your attendance/participation in this course constitutes consent to such recording.

Required readings: The textbook listed below is available via FAU library course reserve: [https://fau-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_FAU/1rj9d86/alma990100168450706568](https://fau-flvc.primo.exlibrisgroup.com/permalink/01FALSC_FAU/1rj9d86/alma990100168450706568). Please note that access to these copies is limited and is available on a first-come first-served basis.

You could also opt for an online version that is freely available at Dr. William M. K. Trochim’s website <https://conjointly.com/kb>. Note, however, that this online version is a much shorter and older text compared to the book itself.

Additional readings will be assigned throughout the semester in class and/or on Canvas.

## Course Objectives/Student Learning Outcomes

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The course provides a foundation for understanding research on the behavior of humans and organizations, focusing on applications in health care industry/policy. Students will learn how to make best use of existing research products including how to identify misleading/biased findings. Upon successful completion of this course, students should be able to:

- explain the nature of social research including how and why it is conducted, as well as what is achieved through its methods;
- identify a variety of research designs, describe how they are utilized, and compare them in terms of their advantages and disadvantages;
- differentiate between various research methods along with when it is most appropriate to apply them;
- critically evaluate limitations, errors, and biases in existing health research studies;
- identify the levels of measurement to determine the types of descriptive and inferential statistics that can be used to summarize and interpret data;
- effectively communicate research results and their critical evaluation both written and orally;
- recognize ethical challenges and responsibilities in conducting human subjects research.

## **Time Commitment Per Credit Hour**

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## **Required Texts/Materials**

**Research Methods: The Essential Knowledge Base**

**ISBN:** 9781305445185

**Authors:** William Trochim, James P. Donnelly, and Kanika Arora

**Publisher:** Cengage Learning

**Edition:** 2nd

## **Course Evaluation Method**

Your grade in this course will be based on your overall performance on assignments, tests, and active participation. The specific breakdown is as follows:

Assignments: 36%

Tests: 54%

### Active participation (NOT just attendance): 10%

Further details about each of these components are provided here. You can use the grading scale further below to convert your scores to letter grades.

### Assignments:

There will be a number of assignments and altogether they will count for 36% of your overall score. You will receive a zero if you do not submit the assignment or if your assignment does not meet a minimum level of effort. Assignments are an essential component to learning. After each assignment is due, typically a suggested answer sheet will be available. You may not receive very detailed comments on each of your assignments, and therefore it is suggested that you study the answer sheets carefully and take advantage of the office hours for any related questions.

You are responsible for keeping up with deadlines as they are announced during class or posted on Canvas. Assignments are typically submitted via Canvas. However, there might be exceptions, so please follow the instructions for each assignment. Some of the assignments may be rather time consuming, so start working on them early!

You should feel free to discuss the assignments with your fellow students, and in fact you are encouraged to do so. However, you must write your answers on your own. **Copying someone else's work will be considered cheating by both parties.**

### Tests:

There will be four in-class tests that together will count towards 54% of your overall score. **Students will be allowed to drop their lowest test score.** Before the semester begins, make sure that you can attend all regular exams.

Test 1: Wednesday, January 31

Test 2: Wednesday, February 28

Test 3: Wednesday, April 3

Test 4: Wednesday, May 1

Tests will include a combination of multiple choice, short answer, analytic, and essay questions. They will be closed-book and closed-notes. Students are expected to bring simple calculators to all tests (electronic devices will not be allowed). Tests are not cumulative but much of the new material builds upon the material covered earlier in the course.

### Active and informed participation:

Class attendance and active participation are both essential to learning the material in this course. However, active participation is distinct from attendance. Active participation refers to making relevant

and meaningful contributions to class discussions.

Your presence, in class and online, matters. To earn participation points, you are expected to attend classes, catch up with the online content, work on the material regularly, i.e., be actively engaged with the course.

I expect informed participation, i.e. that you are paying attention and listening; you are completing the readings and assignments in a timely fashion; and you are engaging in critical thinking about the course material as demonstrated by your substantive comments and questions. Do not simply repeat or restate somebody else's thoughts or material from your textbook or elsewhere.

Missed classes and submission deadlines will have a punitive impact on your participation score as well as what you get out of the course. If you have not been able to participate in a class discussion for any reason, but would like to demonstrate your active engagement, you can also send me an email after class with a comment or an idea that is highly relevant to our course material that you would like to share. Thoughtful insights and comments I receive over email or during office hours also count as active participation.

**All of these factors will be taken into account when calculating your participation score. It is difficult to earn active participations without attending classes, but attendance by itself does not earn you ANY points. In other words, attendance is necessary, but not sufficient to earn active and informed participation points.**

The nature of the course requires keeping up with the subject matter on a weekly basis. Studying for this course really means practicing the techniques by doing the readings and working on the assignments. Do not let yourself get behind as catching up later will be rather difficult!

I make extensive use of Canvas to distribute course material and make announcements. **You are therefore required to follow Canvas closely for all posted information including the due dates. Please check Canvas at least a couple of times during each week. I operate under the assumption that each student is aware of ALL the material and information posted on Canvas.**

## **Course Grading Scale**

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	<b>Letter Grade</b>
<b>Letter Grade</b>	
A	93 - 100%
A-	90 - 92.9%
B+	87 - 89.9%
B	83 - 86.9%
B-	80 - 82.9%
C+	77 - 79.9%

C	73 - 76.9%
C-	70 - 72.9%
D+	67 - 69.9%
D	63 - 66.9%
D-	60 - 62.9%
F	Below 60

## **Attendance Policy Statement**

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Classroom conduct and disruptive behavior policy:**

My aim is to foster a welcoming and inclusive learning environment for everyone that supports a diversity of thoughts, perspectives, and experiences. To help accomplish this, I expect students to

- Maintain a professional, respectful, and pleasant environment that facilitates learning,
- Be courteous to myself and to fellow students,
- Support fellow students to honor their varying identities (including but not limited to ability, age, race, ethnicity, gender, sexuality, religious beliefs, place of origin),
- Follow "Netiquette" basics (<http://www.albion.com/netiquette/corerules.html>),
- Refrain from acting in a way that disrupts the class.

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.



## **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Disability Policy**

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## **Code of Academic Integrity**

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Students agree that by taking this course, any of the assignments may be submitted to anti-plagiarism



prevention services, such as TurnItIn, to assess the originality of the work.

## **Policy on Make-up Tests, Late work, and Incompletes**

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### **Assignments:**

If you sign up for this class late and you end up missing any assignment(s) as a result, there will be no makeup opportunity. No late assignments will be accepted except in case of documented emergencies beyond the student's control. No submissions will be accepted after answer sheets and/or grades have been posted for the class as a whole.

An important note on submitting assignments via Canvas: In the online environment, there is always a possibility of technical issues such as loss of internet connection, hardware or software failures. This is why Canvas assignments in this course are set up such that you have at least one week to complete the assignment and you can submit an assignment unlimited times to overwrite any previous versions as long as you meet the deadline. Please make sure your latest submission contains the correct version because I only grade the last submission for each student.

It is best to upload your drafts well before the due dates and update them later as needed. If you wait until the last minute before due dates, the chances of technical glitches affecting your performance is high. Please plan accordingly, so you would have enough time to [seek help from OIT](#), if needed. For each assignment you submit, double check your uploaded material to make sure that they have been successfully posted on Canvas and that they indeed reflect the latest version of your assignment.

Please be aware that I do not read any messages inserted in a textbox along with your assignment submissions on Canvas. **Please send your comments via email instead.** I do not respond to assignment-related emails that are **sent within 24-hours of the due date**. If you have any last-minute questions, I can answer them before or after our class or during my office hours.

### **Tests:**

By enrolling and remaining in this class you are agreeing to take the tests at the specified times. You should not have a conflict with any of these times since they overlap with class schedule.

Make-up tests will be given only under extraordinary circumstances and the decision will be entirely at the discretion of the instructor. If for any reason, you do not take a test and are not granted a make-up, I will drop that zero test score as your lowest one.

### **Graduating seniors:**

Graduating seniors are advised to attend all the lectures and put maximum effort on all assignments. If you are expecting to graduate this semester, please regularly check with me to make sure you are successfully meeting the minimum requirements of the program. Graduating is **not** a sufficient condition to pass this course—what matters is your performance.

### **Incomplete grade policy:**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course. The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals:**

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

## **Grade Appeal Process**

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process.

## **Policy on the Recording of Lectures**

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All course materials are property of the instructor and are not for distribution. This includes any and all means of distribution, either for free or for profit.

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these

requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Faculty Rights and Responsibilities**

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## **Course Topical Outline**

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Below is a **tentative** course schedule which is an initial estimate and may change during the semester. Typically, assignments are posted on Canvas at least one week in advance and are due by midnight on Thursdays via Canvas. However, there may be deviations from these norms. It is the students' responsibility to attend classes, keep an eye on Canvas, be aware of due dates, and follow specific instructions.

**\*\*\*Face-to-face classes are marked with F2F in the first column below.**

<b>Week</b>	<b>Date</b>	<b>Topic/Readings</b>	<b>Due this week</b>
1 F2F	Jan-10	Overview of the course and the syllabus	Assignment 0 due
2	Jan-17	Chapter 1. Introduction. Estimating relationships	
3 F2F	Jan-24	Chapter 1. Introduction. Estimating relationships	Assignment 1 due
4 F2F	Jan-31	<b>Test 1</b>	Bring a simple calculator.
5	Feb-7	Chapter 5. Intro to Measurement. (Skip sections 5.2e, 5.2f, 5.2g, and pp.124-126) Chapter 6. Scales, Tests, and Indexes. (Skip pp.150-152 and pp.155-161) Library tools to find research	
6	Feb-14	Chapter 4. Sampling. (Skip sections 4.3a and 4.6c)	
7 F2F	Feb-21	Chapter 4. Sampling. (Skip sections 4.3a and 4.6c)	Assignment 2 due
8 F2F	Feb-28	<b>Test 2</b>	Bring a simple calculator.
9	Mar-6	<b>Spring Break – No Class</b>	
10	Mar-13	Chapter 7. Survey Research. (Skip section 7.5) Chapter 2. Ethics.	

11	Mar-20	Chapter 8. Introduction to Design. Chapter 9. Experimental Design. (Skip sections 9.3, 9.4, 9.5, 9.6, and 9.7)	
12 F2F	Mar-27	Critical evaluation of health research studies	Assignment 3 due
13 F2F	Apr-3	<b>Test 3</b>	Bring a simple calculator.
14 F2F	Apr-10	Chapter 10. Quasi-Experimental Design. (Skip sections 10.3 and 10.4)	
15	Apr-17	Chapter 11. Introduction to Data Analysis: Foundations of Data Analysis. (Skip section 11.2)	
16	Apr-24	<b>Reading Day – No Class</b>	Assignment 4 due
17 F2F	May-1	<b>Test 4 (11am-12.30pm)</b>	Bring a simple calculator.