

SAN JOSE STATE UNIVERSITY
Division of Health Professions, HPRF 295, - 3 Units
RESEARCH DESIGN AND METHODOLOGY
Fall 2009

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PURPOSE

This course provides: (a) specific information on resources, concepts, methodology, and techniques for understanding and conducting research; (b) opportunities to learn and use research terminology appropriately; and (c) specific learning activities designed to enable effective use of the library, critical evaluation of research literature, and development of a feasible research proposal.

PREREQUISITES

Completion of introductory statistics (STAT 95 or equivalent).
Departments or schools (Nurs, NuFS, HS, RecLS) may have additional prerequisites.
[All nursing students should have completed NURS202 before taking HPRF295.]

COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Develop a sense of inquiry and critical analysis regarding research in general.
2. Utilize course readings and class discussions to increase mastery of research concepts and to identify sources for research support.
3. Classify, describe, and critically evaluate the quality of research in assigned research reports, identifying threats to validity and reliability.
4. Critique different types of research from experimental to qualitative to community based participatory research, in terms of their strengths and limitations.

5. Conduct a literature search and develop a literature review on a selected research topic using a variety of course and library resources.

6. Demonstrate use of key steps in applied research by developing a research proposal according to the required guidelines, including: developing researchable questions; selecting methodologies appropriate to answer the research questions; laying out the context for the study, based on prior research conducted and the implied theoretical perspective(s); and devising strategies for the protection of human subjects which demonstrate understanding of the principles of ethical research.

7. Use discussion time to (a) practice using the language of research, and to (b) raise questions and comments relevant to the conduct of research.

COURSE REQUIREMENTS

DUE

1.	Activity #1 (Beg. Lit. review & APA format)	4%	(CR/NC)	9/16
2.	Activity #2 (Research classification)	4%	(CR/NC)	10/7
3.	Activity #3 (Research critique)	4%	(CR/NC)	10/7
4.	Activity #4 (Topic proposal)	10%	(graded)	10/28
5.	Human Subjects Tutorial from NCI	4%	(CR/NC)	11/18
6.	Activity #5 (Research proposal)	45%	(graded)	12/2
7.	Final Exam	25%	(graded)	12/16
8.	Class discussion & in class activities	4%	(CR/NC)	ongoing

GRADING SCALE

A+	= 98 - 100%	C	= 73 - 77
A	= 93 - 97	C-	= 70 - 72
A-	= 90 - 92	D+	= 68 - 69
B+	= 88 - 89	D	= 63 - 67
B	= 83 - 87	D-	= 60-62
B-	= 80 - 82	F	= Below 60
C+	= 78 - 79		

TEACHING STRATEGIES

- Lecture, discussion, and in-class activities.
- Written critical analysis of research articles
- Written research proposal
- Completion of on line tutorial related to protection of human subjects
- Objective final exam

STANDARDS FOR ASSIGNMENTS

1. Activities #1, #4, & #5 must be typed, double-spaced, single-sided, following APA format. Activities #2 & #3 are intended to be neatly hand-written or typed on the forms provided.

STANDARDS FOR ASSIGNMENTS, continued

2. All work submitted must be proofread for correct spelling, grammar, and punctuation, and for typographical errors.
3. In addition to the paper copy submitted to the instructor, activities #4 and #5 will be submitted to turnitin.com to be checked for plagiarism. Plagiarism will not be accepted. Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. Students can read the policy on Academic Integrity at <http://www2.sjsu.edu/senate/S04-12.htm>. For further information, please see the Judicial Affairs website: http://sa.sjsu.edu/judicial_affairs/index.html
Also, you will find it very helpful to do the library tutorial at:
<http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>
4. Written work should reflect graduate level command of writing skills, including logical formulation of ideas and sentence/paragraph construction, scholarly thinking, and absence of jargon.
5. Assignments that receive CR/NC grading may be returned for revision and resubmission, if needed, to give students an opportunity to meet required standards.
6. Written work is expected on the established due date unless prior arrangement has been made with your seminar instructor.

ACCOMODATIONS

If you have relevant medical information to share with a faculty member, please talk individually with the instructor as soon as possible. Students who need accommodation due to a disability must register with SJSU's Disability Resource Center (DRC) during the first three weeks of the semester. The DRC Web site is: <http://www.drc.sjsu.edu/>. The Center will work with the student concerning the disability, document it, and determine the services and accomodations necessary for student success. Please make an appointment with your instructor to discuss the type of accomodations needed.

REQUIRED TEXTBOOKS

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- DePoy, E., & Gitlin, L. N. (2005). *Introduction to research: Understanding and applying multiple strategies* (3rd ed.). St. Louis: Elsevier-Mosby.

OTHER RECOMMENDED RESOURCES (older editions are still useful).

- Aday, L. A. (2006). *Designing and conducting health surveys* (3rd ed.). San Francisco: Jossey-Bass.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Coley, S. M., & Scheinberg, C. A. (2008). *Proposal writing: Effective grantsmanship* (3rd ed.). Thousand Oaks, CA: Sage.
- Crombie, I. K. (1996). *The pocket guide to critical appraisal*. London: BMJ Publishing Group.
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2005). *The handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Garrard, J. (2007). *Health sciences literature review made easy: The matrix method* (2nd ed.). Gathersburg, MD: Aspen.
- Glanz, K., & Rimer, B. K., & Lewis, F. M. (Eds.). (2008). *Health behavior and health education: Theory, research, and practice* (4th ed.). San Francisco: Jossey-Bass.
- Grantsmanship Center, The. (1980) *Program planning and proposal writing*. P.O. Box 17220, Los Angeles, CA 90017.
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work* (5th ed.). Thousand Oaks, CA: Sage.
- Morse, J. M. & Field, P. A. (1995). *Qualitative research methods for health professionals* . Thousand Oaks, CA: Sage.
- Nieswiadomy, R. M. (2008). *Foundations of Nursing Research* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Powers, B. A., & Knapp, T. R. (2005). *Dictionary of nursing theory and research* (3rd ed.). New York: Springer. (The 1995 version of this book is adequate for use in this class.)

- Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage.
- Standish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton-Mifflin.
- Trafton, J. A., & Gordon, W. P. (Eds.). (2007). *Best practices in the behavioral management of chronic disease* (Vols. I & II). Los Altos, CA: Institute for Disease Management, a division of Institute for Brain Potential. Vol. I and II on reserve, MLK library, 1st floor: RC108.B47x. Vol. III, 2008, is entitled: *Best practices from preconception to adolescence*.