



Fall 2025 Course Syllabus
HSAD 5253: Health Services Research
Midwestern State University Gunn College of Health Sciences and Human Services

Instructor:

Randy Case, PhD, RRT-NPS
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Email:

My university email is randy.case@msutexas.edu. I may not reply to emails during weekends, or after 5:00 PM, so plan accordingly. Most emails will be returned within 48 hours, except on weekends. Please plan ahead and do not expect an immediate email response at the last minute. If you email me and do not hear from me within 48 hours, just email me again. Sometimes technology doesn't work like we want it to and can cause me to miss your emails.

Course Meetings:

This is classified as an online course. Content of the course will be delivered asynchronously online via D2L.

In-person meeting dates:

The course instructor will meet face-to-face on the following dates listed below to facilitate students studying on F-1 visas or other visa types. International students studying on visas are required to meet in person with the instructor during face-to-face meetings. If the instructor/graduate program coordinator at any point feels the student is neglecting to meet course requirements and “make normal progression towards a program of study,” they would have the authority to require an in-person makeup class day/work and/or dismissal. Lack of in-person attendance will negatively affect student visa status and the global education office will be notified. All other online students enrolled in the course are welcome to attend the in-person meetings but are not required to attend.

Meeting Dates from 1:00-2:00pm in CE 240

Monday, September 8
Monday, September 29
Monday, October 6
Monday, October 20
Monday, November 3
Monday, November 17

Course Overview:

This is the beginning research course for all graduate students in the health care administration program. This class is the first of a two course sequence in research. The goal of the course is to familiarize students with research issues and methodology as well as to prepare them to conduct and evaluate research. To achieve this goal, the course will place an emphasis on the designing and developing a research proposal based on each student's interest. During this course students will strive to improve their critical thinking, writing and research skills.

Course Objectives:

- To identify key areas of research which relate to the effectiveness, efficiency, and equity of health systems and policy
- To analyze methodologies for studying health service systems and public policies
- To distinguish proper from improperly conducted or concluded research in critiquing health services research and health program evaluations
- To conduct research using proper methodology
- To analyze findings to establish association of data to infer outcomes
- To summarize and critically evaluate major research projects
- To apply theories to actual research

Required Textbooks:

- 1.) Forister, J. G., & Blessing, J. D. (2019). *Introduction to research and medical literature for health professionals* (5th ed). Jones & Bartlett Learning. [ISBN: 9781284153774]
- 2.) American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. [ISBN: 9781433832161]

Other Materials:

Supplemental readings, information, and PowerPoints may be made available at times during the course in D2L.

Instructional Methods:

Instructional strategies for this class will include assigned readings, participation in discussions, and written assignments which will include independent research.

Weekly Modules:

Modules specific to each course week are posted on D2L. Each module consists of assigned readings and may have a written assignment or a discussion question due. Please follow the instructions for assignment completion posted within each module in D2L. Each module must be completed by the due date specified in the tentative course schedule attached to this syllabus.

Activities and Assignments:

See the Course Schedule in this syllabus, as well as the course calendar in D2L, for specific information about activities and due dates.

If students have technical difficulties, they should use the “Help” link on D2L, contact the MSU Information Systems Support Staff, and send an email to the professor explaining what happened. Waiting until the last minute to ask for help or reporting incidents AFTER a due date or an exam expires may result in a grade of zero, even if it was a failure of D2L.

- All work submitted to the instructor will be considered complete and final, and will be graded as such.
- All assignments must be written at the graduate level and will be graded for accuracy, completeness, quality, spelling, grammar, and integrity.
- Because of the nature of the assignments, late submissions will not be accepted. *It is the expectation of the faculty that you complete work on time.*
- Rubrics are available for all written assignments and can (and should) be viewed by the students prior to submitting any work.

Class Discussions:

Some modules will have a discussion question posted by the instructor. The discussion question will be related to assigned readings for that module. Students are required to read assigned materials and answer the discussion question. In order to obtain full points for the discussion post, you must post an initial discussion answering the discussion question and reply to at least two other threads on the discussion board. The discussion boards will not open and you will not be able to see anyone else’s posts until you have created your original post. **Any initial post which is shorter than 10 sentences and any peer response which is shorter than five sentences will receive partial credit only.** Discussion posts will be graded based on quality of the content, length of the content, and compliance with APA guidelines for citations and references. **Students are encouraged to post both comments and questions and treat the discussion posts as discussions in the classroom.** This is a great platform to share your experiences and thoughts related to weekly topics.

Students must post original posts to the discussion board by **Thursdays at 11:59pm** and response posts must be posted by **Sundays at 11:59pm** on the week of the discussion assignment. This ensures all students have equal opportunity to engage in discussion and read everyone’s post. It is also the students’ responsibility to facilitate discussion within their own post if classmates have questions or comments. If students wait until the deadline to complete original posts, or fail to facilitate discussion, it is not fair to peers and defeats the purpose of the discussion. Failing to adhere to these policies will result in a loss of credit for the discussion board assignment.

IMPORTANT NOTES:

- For all written assignments and discussion board posts, students are expected to follow APA 7th edition formatting guidelines.
- No discussion posts, assignments or exams will be accepted later than the due date. All assignments that are submitted after the due date will receive an automatic zero unless permission was given prior to the due date. Requests to turn work late must be submitted

in writing at least ONE week prior to the submission due date. These requests will only be granted under extreme circumstances.

If students have technical difficulties, they should use the “Help” link on D2L, contact the MSU Information Systems Support Staff, and send an email to the professor explaining what happened. Waiting until the last minute to ask for help or reporting incidents AFTER a due date or an exam expires may result in a grade of zero, even if it was a failure of D2L.

- All work submitted to the instructor will be considered complete and final, and will be graded as such.
- All assignments must be written at the baccalaureate level and will be graded for accuracy, completeness, quality, spelling, grammar, and integrity.
- Because of the nature of the assignments, late submissions will not be accepted. It is the expectation of the faculty that you complete work on time.
- Rubrics are available for all written assignments and can (and should) be viewed by the students prior to submitting any work

Grading:

Final Grades will be calculated with total points obtained in class. Weighting of assignments for purposes of grading will be as follows:

Assignments	Grade Percentage of Final Grade
Discussion Posts (Combined)	15%
Topic Selection	5%
Research Question Approval Form	15%
CITI Training	15%
Survey Development	15%
Readmission Rates Data Analysis	15%
Final IRB Proposal	20%

Grade percentages (GP):

(90% or More)	A
(80%-89.99%)	B
(70%-79.99%)	C
(60-69.99%)	D
(Below 60%)	F

Any student who receives two grades of C or less, or one F will be administratively removed from the program the term following the second C or D or the one F. The student in the master's or the graduate certificate programs may repeat one course in which a grade of C or lower has been earned with the approval of the department's academic review committee. **A 3.0 overall grade point average is required for graduation, and students must have a grade of B or better in all courses in the major. Students who are seeking the graduate certificate must earn a grade of B or better in each of the courses to be awarded the certificate.**

Class Participation:

Since this is a distance learning course, your discussion posts will be counted as your participation in the class. So, communicating through discussion posts is critical.

Online Computer Requirements:

Taking this class with an online component requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center.

***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L.

Instructor Class Policies:

Students are required to participate in class in a respectful manner whether or not the interactions are online or face-to-face. All course assignments must be submitted to D2L in Microsoft format including, Word documents and Power Point. For students without Microsoft software, Microsoft offers students a free download of Office 365.

Disability Support Services:

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

The Office of Disability Support Services (DSS) provides information and assistance, arranges accommodations, and serves as a liaison for students, instructors, and staff.

The DSS has assistance devices such as books on tape, recorders, and adaptive software which can be loaned to qualified individuals. A student/employee who seeks accommodations on the basis of disability must register with the Office of Disability Support Services in the Clark Student Center Room 168 or call 940-397-4140 for more information. Documentation of disability from a competent professional is required.

Individuals with grievances related to discrimination or lack of accommodation on the basis of a disability are encouraged to resolve the problem directly with the area involved. If the matter remains unresolved, advice and/or assistance will be provided by the Office of Disability Services for resolution. The grievance procedure may be found in the Student Handbook and Activities Calendar.

The ADA Coordinator may be contacted at (940) 397.4140, or 3410 Taft Blvd., Clark Student Center Room 168.

College Policies

- **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

- **Smoking/Tobacco Policy**

Refer to: [Smoking and Tobacco Policy](#)

- **Alcohol and Drug Policy**

Refer to: [Alcohol and Drug Policy](#)

Student Handbook:

Refer to: [Student Handbook](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at

https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Conduct/Honesty/Honor System:

This course adheres to the MSU Code of Conduct. Academic dishonesty, however small, creates a breach in academic integrity. A student's participation in this course comes with the expectation that his/her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the Student Handbook for answers to any questions about the code.

Students are encouraged to take full advantage of many resources available including Internet sites, handouts, other textbooks & journals, faculty, and peers. This interactive collegial learning environment is conducive to life-long learning. The components of this course are designed to represent the efforts of each student individually and are NOT to be shared. Submitting someone else's work as your own or improperly cited work constitutes plagiarism. Please see the Midwestern State University Catalog for further discussion of plagiarism. Plagiarism will constitute in an F for the course and the student will be referred to administration for further action. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to: the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may not submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Plagiarism also includes using artificial intelligence sites to generate or paraphrase papers. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism. By enrolling in this course, the student expressly grants MSU a limited right in all intellectual property created by the student for the purpose of this course. The limited right shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Note: The contents of the syllabus are as accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. Every effort will be made to inform students about the changes in the syllabus, however, its student's responsibility to know what changes have been made and complete the course requirements. There are no extra credit opportunities in this course. ***Below you will find a tentative schedule for the semester. The professor does hold the right to make changes and modification as needed.**

HSAD 5253 Health Service Research Syllabus

Module	Topics & Readings	Additional Resources	Assignments: All are due by 11:59pm CST
Module 1	<ul style="list-style-type: none"> Syllabus Review Chapter 1: Introduction 		<ul style="list-style-type: none"> Discussion: Intros Due 8/31
Module 2	<ul style="list-style-type: none"> Chapter 3: The Research Problem Choosing a Topic Link 	How to Write a Research Proposal Video	<ul style="list-style-type: none"> Assignment: Topic Selection Due 9/7
Module 3	<ul style="list-style-type: none"> Chapter 2: Regulatory Protection of Human Subjects in Research 		<ul style="list-style-type: none"> Discussion: IRBs Initial Due 9/11 Responses Due 9/15
Module 4	NA	Developing a Research Question Video	<ul style="list-style-type: none"> Assignment: Research Question Approval Form Due 9/21
Module 5	<ul style="list-style-type: none"> APA Formatting Chapter 15: References 	APA 7 th Edition Videos Reference Page Videos	<ul style="list-style-type: none"> Discussion: APA Initial Due 9/25 Responses Due 9/28
Module 6	<ul style="list-style-type: none"> Plagiarism and Synthesizing 	Plagiarism and Synthesizing Videos	<ul style="list-style-type: none"> Assignment: CITI Training Due 10/5
Module 7	<ul style="list-style-type: none"> Chapter 4: Review of the Literature Chapter 5: The Systematic Review 	Writing a Literature Review Videos	<ul style="list-style-type: none"> Work on your Survey Development
Module 8	<ul style="list-style-type: none"> Chapter 6 Methodology Chapter 7: Survey Research Chapter 8: Qualitative Research 	Research Design Video	<ul style="list-style-type: none"> Assignment: Survey Development Due 10/19
Module 9	<ul style="list-style-type: none"> Chapter 9: Community-Based Research Chapter 10: Clinical Investigations 	NA	<ul style="list-style-type: none"> Work on your Readmission Rates Data Analysis
Module 10	<ul style="list-style-type: none"> Chapter 11: Data Analysis Chapter 12: Exploring Statistics 	Data Analysis Videos	<ul style="list-style-type: none"> Discussion: Stats Initial Due 10/30 Responses Due 11/2
Module 11	<ul style="list-style-type: none"> Chapter 13: The Results Section Chapter 14: The Discussion Section 	NA	<ul style="list-style-type: none"> Assignment: Readmission Rates Data Analysis Due 11/9
Module 12	<ul style="list-style-type: none"> IRB Information & Links from MSU IRB Checklist Consent Form IRB Guidance IRB Application 	NA	<ul style="list-style-type: none"> Work on your Research Proposal and IRB Application
Module 13	<ul style="list-style-type: none"> Chapter 16: Writing and Publishing 	NA	<ul style="list-style-type: none"> Discussion: Publishing Initial Due 11/20 Responses Due 11/23
Module 14	NA	NA	<ul style="list-style-type: none"> Assignment: Research Proposal and IRB Application Due 12/2
Module 15	NA	NA	<ul style="list-style-type: none"> Course Evaluations

Detailed Discussions Instructions:

- **Discussion: Introductions**

Welcome to the course, everyone! To help us get to know each other and to understand our diverse backgrounds and aspirations, please introduce yourself by responding to the following questions:

1. **Introduction:** Tell us a little bit about yourself. What is your name, and where are you from? Feel free to share any personal interests or hobbies that you enjoy outside of your academic pursuits.
2. **Reason for Pursuing a Masters in Healthcare Administration:** What motivated you to choose this program? Was there a specific experience or moment that inspired you to advance your education in this field?
3. **Career Goals:** What are your professional goals after graduating with your Masters in Healthcare Administration? Do you have a particular role, organization, or area of healthcare that you are passionate about?
4. **Learning Objectives for this Research Course:** What do you hope to gain from this research course? Are there specific skills or knowledge areas you are excited to develop that will aid you in your future career?

Please respond to two of your peers' posts to foster a supportive and engaging learning community. We look forward to learning more about each of you and supporting each other throughout this journey!

- **Discussion: Understanding the Role and Importance of the Institutional Review Board (IRB)**

The ultimate goal for the end of this course is to create a well-developed IRB and Research Proposal. In this week's discussion, we will explore the role of the Institutional Review Board (IRB), why it is required for research involving human subjects, and the significance of regulating the protection of these subjects. Please address the following points in your posts:

1. **What is an IRB?**

- Define the Institutional Review Board (IRB).
- Explain its primary functions and responsibilities.

2. **Why is an IRB required for research?**

- Discuss the historical context that led to the establishment of IRBs.
- Highlight the ethical principles that guide IRB operations (e.g., respect for persons, beneficence, and justice).

3. **The Importance of Protecting Human Subjects:**

- Explain the significance of obtaining informed consent from research participants.
- Discuss potential risks to participants and how IRBs help to mitigate these risks.
- Share your thoughts on the ethical implications of conducting research without proper oversight.

Feel free to use examples from your own experience or hypothetical scenarios to illustrate your points. Let's aim for a thoughtful and respectful discussion on this crucial aspect of research ethics. Please respond to two of your peers' posts to foster a supportive and engaging learning community.

Looking forward to your insights!

- **Discussion: APA Formatting**

APA formatting is a critical aspect of academic writing in the social sciences. For this discussion board, I would like for you to submit the 5 references you selected for your Research Question Approval Form, in proper APA 7th Edition formatting. Please refer to the provided resources to make sure you are using the correct formatting.

For your two response posts to your peers, I would like for you to go in and provide feedback and constructive criticism for the references your peers provided. This will provide you with feedback and areas where revisions may be needed for your formatting.

- **Discussion: The Use of Statistics in Healthcare Research**

Welcome to this week's discussion on the pivotal role of statistics in healthcare research. As we delve into this topic, consider the following questions to guide your thoughts and responses:

1. **Importance of Statistics:**

- Why are statistical methods crucial in healthcare research?

2. **Challenges and Ethical Considerations:**

- What are some of the challenges researchers face when applying statistical methods in healthcare?
- How can misuse or misinterpretation of statistics impact patient care and public health?

3. **Application in Real-World Scenarios:**

- How can healthcare professionals use statistical data to improve patient outcomes and healthcare policies?

Feel free to reference textbooks, peer-reviewed articles, or any other credible sources to support your points. Engage with your classmates by asking questions, providing constructive feedback, and sharing your insights. Please respond to at least two of your peers' posts.

Looking forward to a robust and insightful discussion!

- **Discussion: Publishing in Healthcare-Related Journals**

This week, we will be discussing the process of publishing in healthcare-related journals. Publishing your research can significantly impact your academic and professional career, but it also comes with its own set of challenges.

1. **Choosing a Journal:**

- Which healthcare-related journal would you like to potentially publish in? Consider factors such as the journal's impact factor, audience, and scope.
- Share the name of the journal and why you are interested in it. How does it align with your research interests or professional goals?

2. **Challenges of Getting Published:**

- What are some common challenges researchers face when trying to get published in healthcare-related journals?
- How do these challenges impact your motivation and approach to conducting research?

3. **Strategies for Success:**

- How can networking, mentorship, and collaboration play a role in successfully publishing your work?

Looking forward to hearing your thoughts and experiences on this important topic! Please make sure you respond to two of your peers' discussion board posts.

Detailed Assignment Instructions:

- **Topic Selection**

1. Identify Your Interests:

- Begin by reflecting on areas within healthcare administration that genuinely interest you. Consider topics you've encountered in your coursework, internships, or professional experiences that sparked curiosity.
- Think about current issues or trends in healthcare that resonate with you, such as healthcare policy, quality improvement, healthcare technology, patient safety, or healthcare finance.

2. Assess the Relevance and Impact:

- Ensure that your topic is relevant to the field of healthcare administration and has the potential to contribute meaningfully to the industry. Consider how your research could address a gap in knowledge or solve a real-world problem.
- Ask yourself: Will this research benefit healthcare organizations, policymakers, or patient care?

3. Align with Your Career Goals:

- Choose a topic that aligns with your long-term career goals in healthcare administration. This can make your research more personally meaningful and potentially beneficial in your future job search or professional development.

4. Submit Your Topic

- Using the Quiz in Module 3, write in your selected topic choice. These will be reviewed and you will be notified if your topic has been approved or if you need to reconsider and resubmit a new topic.
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- **Research Question Approval**

Download the form found in the following link, complete, and upload to the dropbox by the due date. [RQA Form Document](#)

- Use open-ended questions. **Do not use is, are, does, do, or anything that can be answered with a “yes” or “no” answer.** A good research question should be written in a way that requires literature to answer the question. For example, do not write: Is smoking bad for a patient’s health because the question could be answered with yes or no. Instead, you can ask: How does smoking affect a patient’s health? This question will allow the literature to provide answers based on previous research.
- Do not use personal pronouns in your research questions. For example, In what ways does smoking affect your lungs? Instead, write: In what ways does smoking affect an asthmatic patient’s lungs?
- Spell out the words for your research questions, do not use abbreviations/acronyms in your questions. For example, do not write: What are the causes of COPD? Instead, write: What are the causes of chronic obstructive pulmonary disease?
- Provide a list or bullet point for your research questions.
- Topic Example: Understanding Cystic Fibrosis, Example Questions:
 - 1) What is Cystic Fibrosis?
 - 2) How does Cystic Fibrosis affect the lungs and other organs of the body?
 - 3) What is the life expectancy of a person with Cystic Fibrosis who is diagnosed at an early age and maintains their routine of medications?
 - 4) What are common respiratory therapies ordered to manage Cystic Fibrosis?
 - 5) How can healthcare providers help educate Cystic Fibrosis patients to better care for themselves and improve their quality of life?

One of the most common errors I see within this assignment regards the actual research questions. Please remember that the questions CANNOT be answered with a simple yes or no. For example: If you were researching the financial consequences of unused equipment in health services...You could not use the following question: Are hospitals faced with financial consequences due to unused equipment? You would need to ask this differently: What are the greatest consequences hospitals face regarding unused equipment? Once your topic and questions are approved, you may move on to your next assignment.

Remember, your topic must be concerning health care management or administration. You are required to develop 3-5 questions for your research topic.

- **CITI Training Certification**

Please complete the appropriate CITI training and upload your completion certificate. The certificate must show your name and date of completion to receive credit.

[CITI \(Collaborative Institutional Training Initiative\)](#)

You must set up an account to use the CITI program. On the CITI homepage, click on the "Register" box in the upper right corner. Under "Select Your Organization Affiliation," type in and select "Midwestern State University." Follow the instructions to continue with your account set-up (username and password).

You will need to complete the CITI Training for **Social and Behavioral Research on Human Subjects which would be the Human Subjects Research (HSR)- Social-Behavioral-Educational Basic Course.**

- **Survey Development**

Objective:

The goal of this assignment is to create a comprehensive survey instrument to gather data on a healthcare administration-related topic. You will learn how to design effective survey questions, select appropriate response formats, and ensure your survey can produce reliable and valid data.

- **Instructions: Based on your selected Research Topic:**

1. Define Your Survey Objectives

- Clearly outline the main objectives of your survey.
- What do you hope to learn from this survey?
- Who is your target audience (e.g., patients, healthcare workers, administrators)?

2. Review Existing Literature and Surveys

- Conduct a brief literature review to understand the existing surveys on your chosen topic.
- Identify best practices and common pitfalls in survey design related to your topic.
- Note any validated survey instruments that may inform your survey design.

3. Draft Survey Questions

- Write 10-15 survey questions that align with your objectives.
- Include a mix of question types, such as multiple-choice, Likert scale, open-ended, and demographic questions.
- Ensure questions are clear, concise, and unbiased. Avoid leading or loaded questions.

4. Determine Response Formats

- For each question, select an appropriate response format.
- Justify your choice of response format based on your objectives and the type of data you aim to collect.
- Consider using a range of formats to capture different types of data (e.g., numerical, categorical, ordinal).

5. Ensure Reliability and Validity

- Describe steps you will take to ensure your survey is both reliable (consistent results across different administrations) and valid (accurately measures what it is intended to measure).
- Consider pilot testing your survey with a small group and using feedback to refine the questions.

6. Create a Survey Flow

- Organize your questions in a logical flow. Start with general questions and move to more specific ones.
- Ensure sensitive or potentially uncomfortable questions are placed towards the end of the survey.
- Include an introductory statement explaining the purpose of the survey and instructions for respondents.

7. Design the Survey Layout

- Use a clean, professional layout for your survey instrument.
- Ensure that the survey is easy to navigate and visually appealing.
- Provide clear instructions for each section or type of question.

8. Include Informed Consent and Confidentiality Statements

- Draft an informed consent statement that outlines the purpose of the survey, voluntary nature of participation, and confidentiality assurances.
- Make sure the statement is clear and easy to understand.

9. Submit Your Survey Instrument

- Submit your final survey instrument in a Word or PDF document.
 - Include a brief explanation (1-2 pages) of your survey objectives, target audience, question design rationale, and steps taken to ensure reliability and validity.
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- **Readmission Rates Data Analysis**

Objective:

To introduce students to the basics of healthcare data analysis by calculating and interpreting descriptive statistics.

Instructions:

1. Utilize Provided Dataset:

- Use the provided healthcare dataset, which includes four different variable: patient ages, blood pressure readings, lengths of hospital stays, and readmission rates.

2. Calculate Descriptive Statistics:

- Calculate the following descriptive statistics for the chosen dataset:
 - Mean (average)
 - Median
 - Mode
 - Range
 - Standard deviation
 - Variance

3. Create Visual Representations:

- Create a visual representation of the data, such as a histogram, bar chart, or box plot, to illustrate the distribution and spread of the data.

4. Interpret the Results:

- Write a short summary (1-2 paragraphs) interpreting your findings. You should discuss what the descriptive statistics reveal about the dataset and what potential insights or trend you might identify.
- Analyze any trends or patterns in the dataset, such as the relationship between age and systolic blood pressure, systolic blood pressure and length of stay. Determine if there are any relationships between any of the listed factors and the occurrence of readmission.
- Explain how this data could be useful in a healthcare administration context. For example, how might this data influence patient care strategies or resource allocation?

5. Reflect on the Process:

- Provide a brief reflection on what you learned from this exercise, any challenges you faced, and how understanding basic statistics is important for your future roles in healthcare administration.

Submission:

- Students should submit a short report (2-3 pages) that includes their calculations, visualizations, interpretations, and reflections.

Healthcare Dataset

Patient ID	Age (years)	Blood Pressure (mm Hg)	Length of Stay (days)	Readmission (0 = No, 1 = Yes)
1	45	120/80	3	0
2	34	130/85	2	0
3	67	140/90	5	1
4	29	110/75	1	0
5	54	135/88	4	1
6	76	160/95	7	1
7	39	125/80	2	0
8	52	145/85	3	0
9	61	155/90	6	1
10	48	130/82	3	0
11	33	115/70	1	0
12	59	140/85	5	1
13	72	150/88	4	1
14	26	110/65	2	0
15	44	120/75	3	0
16	68	155/92	7	1
17	51	135/80	4	0
18	37	125/78	2	0
19	62	145/85	5	1
20	58	150/90	3	1
21	49	130/78	2	0
22	35	120/70	1	0
23	70	160/95	6	1
24	64	140/85	4	0
25	41	128/82	3	0

Explanation of Dataset Variables

- **Age (years):** The age of the patient in years.
- **Blood Pressure (mm Hg):** The systolic/diastolic blood pressure readings of the patient.
- **Length of Stay (days):** The number of days the patient was hospitalized.
- **Readmission (0 = No, 1 = Yes):** Indicates whether the patient was readmitted within 30 days (0 for no, 1 for yes).

- **Assignment: Research Proposal and IRB Application**

Objective: To develop a comprehensive research proposal and prepare an IRB application that adheres to ethical guidelines for conducting research involving human subjects in the healthcare field.

Instructions:

Part 1: Developing the Research Proposal

1. **Research Topic Selection:**
 - Choose a topic relevant to healthcare administration that addresses a specific problem, question, or area of interest. Ensure that your topic is feasible and can be researched within the scope of your program.
 - Your topic should be focused and researchable, with clear implications for healthcare administration practice or policy.
2. **Define Your Research Question:**
 - Clearly state your research question(s) and your hypotheses.
 - Ensure that your research question is specific, measurable, and aligned with your overall topic.
 - Identify and review at least five scholarly articles related to your chosen topic.
3. **Outline Your Research Methodology/Survey:**
 - Describe the research design (e.g., qualitative, quantitative, or mixed methods) you will use and justify why it is appropriate for your study.
 - Detail your sample population, including how you will select participants and the estimated sample size.
 - Specify the data collection methods (e.g., surveys, interviews, observational studies) and the types of data you will collect.
 - Explain how you will analyze the data to answer your research question.
4. **Discuss Ethical Considerations:**
 - Identify any potential ethical issues related to your study and describe how you will address them.
 - Include information on informed consent, confidentiality, and the protection of participant rights.
5. **Provide a Timeline and Budget:**
 - Create a realistic timeline for your research project, outlining key milestones from data collection to final analysis.
 - Develop a budget that estimates the costs associated with your research (if applicable), such as materials, participant compensation, or travel.
6. **Prepare Your Proposal Document:**

- Your proposal should be 3-5 pages, double-spaced, in APA format. Include the following sections: Introduction, Research Questions and Hypotheses, Methodology, Ethical Considerations, Timeline, and Budget.

Part 2: Preparing the IRB Application

1. Complete the IRB Application Form:

- Use the provided IRB application form. Complete all sections accurately and thoroughly.
- Provide detailed responses to questions about your study's purpose, design, and procedures to ensure a clear understanding of your research by the IRB reviewers.

2. Develop Consent Documents:

- Create informed consent forms that include all necessary information, such as the purpose of the study, procedures, risks and benefits, confidentiality assurances, and voluntary participation statements.
- Make sure the consent documents are written in clear, concise language that the study participants easily understand.

3. Include Supporting Materials:

- Attach any supporting materials required by the IRB, such as surveys, interview guides, recruitment materials, and letters of support or collaboration from other organizations.
- Ensure all materials are aligned with your research proposal and IRB application.

4. Ensure Compliance with Ethical Guidelines:

- Review your IRB application and all supporting documents to ensure they comply with ethical guidelines for research involving human subjects.
- Pay particular attention to protecting participant privacy, minimizing risks, and ensuring informed consent.

5. Submit the IRB Application Packet:

- Submit your complete IRB application packet, including the application form, informed consent documents, and all supporting materials, by the due date specified by your instructor.

Submission Guidelines:

- **Format:** All documents should be submitted electronically in PDF format. The research proposal should be in APA format with appropriate citations and references.

Grading Criteria:

1. Research Proposal (50% of grade)

- Clarity and focus of the research question and objectives
- Appropriateness and detail of the research methodology
- Identification and handling of ethical considerations
- Realistic timeline and budget

2. IRB Application (50% of grade)

- Completeness and accuracy of the IRB application form
- Quality and clarity of informed consent documents
- Compliance with ethical guidelines and IRB requirements
- Inclusion and alignment of supporting materials