Instructions: 

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: HLTHST 382: Research Methods in Health

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)

Includes Lab: [ ] Yes [ ] No

[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. HLTHST 382 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences  
ULO 2. Communicate effectively in speech, both as a speaker and listener

HLTHST 382: Research Methods in Health is designed to integrate course content with the opportunity to develop communication skills important in the health sciences. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Use written and verbal communication to describe research methods used in the health sciences and report and interpret findings from such research
- Identify major types of research designs and data collection methods, determine when each design and collection method should be used, and explain the rationale for using a particular research design and data collection method in a given context
- Utilize library resources and the Internet to conduct a literature review
- Analyze the existing evidence regarding a particular health sciences related topic and compile a written report
- Articulate arguments regarding the utility, interpretation, and applicability of health sciences research methods and findings in various contexts
- Work collaboratively with others in providing and receiving feedback on writing in the discipline.

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

HLTHST 382: Research Methods in Health: PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. Instructors will be encouraged to provide PowerPoint files with appropriate textual transcript of the lecture in the notes sections of each slide.

PowerPoints and other lecture materials will also be available to students before and after class sessions via the course Blackboard site. Extra time on tests and oral presentations/examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.
Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
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</table>
| ULO 1.1, 1.3, 1.6: Write effectively | Focuses narrowly on a clear purpose  
Uses the text conventions of writing in a field professionally  
Controls mechanical features such as syntax, grammar, and punctuations.  
Focuses on compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported.  
Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways | Use written and verbal communication to describe research methods used in the health sciences an report and interpret findings from such research. | Final Paper: Students will individually produce substantial final paper addressing health sciences issue. The report will consist of a literature review and an analysis of this research that addresses specific question. This major course assignment will assess students’ abilities to write effectively with clear purpose, using appropriate conventions, and with appropriate mechanics.  
Group Project: In small groups, student will produce written research reports, a research poster, and verbal presentation. In addition to reinforcing ULO 1, this assignment will also assess students’ ability to communicate effectively as speakers in the discipline. | In-class instruction, assigned readings, and reinforcing assignments regarding:  
Appropriate health sciences research methods terminology usage  
Depicting research findings visually through tables, graphs and charts  
Presenting research results both verbally and in writing  
Writing persuasively  
Interpreting and presenting statistical findings  
Developing effective poster presentations. |
<p>| ULO 1.4: Write effectively: Sources | Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions. | Identify major types of research designs and data collection methods, determine when each design and collection method should be used, and explain the rationale for using particular research design and data collection method in a given context. | Assignments: Students will be asked to complete graded assignments assessing their understanding of different research designs and data collection methods. Final Paper: The final written report students will be required to create for this class will entail an analysis of current research on a given health sciences topic. Such an analysis will entail evaluating and synthesizing existing empirical findings. | In-class instruction, assigned readings, and reinforcing assignments regarding: Different study types Different variable types Data collection methods The MAARIE Method of evaluating social sciences research |
| ULO 1.9: Write in multiple contexts: Research | Uses wide variety of resources to locate sources. | | | |
| ULO 1.4: Write effectively: Sources | Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions. | Utilize library resources and the Internet to conduct literature review. | Final Paper: A major assignment in the course is producing a written report that consists of a literature review. Grading criteria for this literature review will include the extent to which students properly discuss an cite to germane and credible sources. | In-class instruction, assigned readings, and reinforcing assignments covering: What a literature review should entail Using library resources to locate peer-reviewed studies APA citation basics |
| ULO 1.9: Write in multiple contexts: Research | Uses wide variety of resources to locate sources. | | | |</p>
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<td>ULO 1.1, 1.3, 1.4: Write Effectively</td>
<td>Focuses narrowly on clear purpose</td>
<td>Analyze the existing evidence regarding particular health sciences related topic and compile a written report.</td>
<td>Final Paper: The final written report for this class will entail an analysis of current research on a given health sciences topic to answer specific question or set of questions. Part of the grading criteria for this assignment will include how clearly the student conveys his or her purpose in writing, how well the student uses appropriate disciplinary conventions and terminology, and how well the student analyzes and discusses supporting sources.</td>
<td>In-class instruction, assigned readings, and reinforcing assignments covering: Writing research reports in the health sciences Structuring and organizing writing Additionally, students will work with peers and/or Writing Mentors to discuss the organization and content of their draft reports.</td>
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<td>ULO 1.7 &amp; 1.10: Write in multiple contexts</td>
<td>Uses genres appropriate to the discipline well</td>
<td>Articulate arguments regarding the utility, interpretation, and applicability of health sciences research methods and findings in various contexts.</td>
<td>Final Paper: Part of the grading criteria for the final paper will be the extent to which the paper meets the needs of the intended audience.</td>
<td>In-class instruction, assigned readings, and reinforcing assignments regarding:</td>
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<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
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<td>*Group Project: For the group project, students will be required to produce a written research report, create poster, and give a verbal presentation. The grading criteria for the written report and poster will include effective use of charts, graphs, and similar communication strategies.</td>
<td>Appropriate health sciences research methods terminology usage</td>
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<td>Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate to the media (oral, written, media-supported) and establish the speaker's credibility and authority.</td>
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<td>*Additionally, part of the grading criteria for the group’s verbal presentation will include effectiveness of supporting- evidence, quality of organization, language used, and delivery. The verbal presentations will also be graded on how well presenting students field questions — which necessarily entails listening to critically understanding the questioner’s oral communication of ideas.</td>
<td>Depicting research findings visually through tables, graphs and charts</td>
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<td>Uses an organizational pattern that is clear and consistently observable and makes content cohesive in create ways.</td>
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<td>Writing persuasively</td>
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<td>Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion.</td>
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<td>Developing effective poster presentations</td>
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<td>Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished and confident.</td>
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<td>Verbal presentations</td>
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<td>Responds with critical understanding of oral communication of ideas</td>
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**Table Notes:**
- ULO 2.2-2.5: Communicate effectively as speaker
- ULO 2.6: Communicate effectively as listener
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<td>ULO 1.5: Write effectively: Revision</td>
<td>Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>Work collaboratively with others in providing and receiving feedback on writing in the discipline.</td>
<td>Final Paper: A required component of the final paper is submission of several drafts of the paper and meeting one-on-one with the instructor, a TA, and/or other students on several occasions to discuss these drafts.</td>
<td>In-class instruction, assigned readings, and reinforcing assignments covering: Peer-review/publication process Editing and critiquing the writing of other students Incorporating feedback and suggestions into subsequent drafts Additionally, students will work with peers and/or Writing Mentors to discuss the organization and content of their draft reports.</td>
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<td>ULO 2.6: Communicate effectively as listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
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5-16-2013

Foundational Studies Program Director Signature

Date