

## Tamkang University Academic Year 112, 1st Semester Course Syllabus

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|---|---|------------|--|
| Course Title  | RESEARCH METHODS IN HEALTHCARE  | Instructor | LIH-WEN MAU  |
| Course Class  | TZHAM1A<br>MASTER'S PROGRAM, DIVISION OF INTELLIGENT<br>MANAGEMENT, GRADUATE INSTITUTE OF<br>SENIOR HEALTHCARE MANAGEMENT, 1A                                 | Details    | <ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ One Semester</li> </ul> |
| Relevance to SDGs   | SDG3 Good health and well-being for people<br>SDG4 Quality education<br>SDG8 Decent work and economic growth<br>SDG9 Industry, Innovation, and Infrastructure |            |  |
| D e p a r t m e n t a l   A i m   o f   E d u c a t i o n   |   |            |  |
| I. Development of problem solving capacity.<br>II. Development of reserch and innovation capacity.<br>III. Enhancement of cross-disciplinary capacity.<br>IV. Development of lifelong self learning capacity.   |   |            |  |
| S u b j e c t   D e p a r t m e n t a l   c o r e   c o m p e t e n c e s   |   |            |  |
| A. Capacity of problem solving.(ratio:10.00)<br>B. Capacity of senior health managemnt.(ratio:10.00)<br>C. Capacity of Healthcare Industry Management.(ratio:20.00)<br>D. Analytical capacity of health informatics.(ratio:20.00)<br>E. Capacity of research and innovation.(ratio:10.00)<br>F. Capacity of Scientific Paper Writing.(ratio:20.00)<br>G. Capacity of lifelong self learning.(ratio:10.00) |   |            |  |
| S u b j e c t   S c h o o l w i d e   e s s e n t i a l   v i r t u e s   |   |            |  |
| 1. A global perspective. (ratio:10.00)<br>2. Information literacy. (ratio:20.00)<br>3. A vision for the future. (ratio:15.00)<br>4. Moral integrity. (ratio:10.00)<br>5. Independent thinking. (ratio:15.00)<br>6. A cheerful attitude and healthy lifestyle. (ratio:15.00)<br>7. A spirit of teamwork and dedication. (ratio:10.00)  |   |            |  |

8. A sense of aesthetic appreciation. (ratio:5.00)

Course Introduction

Introduces students to research methods in health services organization and research. Conceptual framework of health services research, systematic methods of literature review, selection of research approach and data collection design, and study instrument and measurement will be illustrated for paving the foundation for developing a solid study protocol.

**The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.**

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

| No. | Teaching Objectives  | objective methods |
|-----|--|-------------------|
| 1   | At the completion of this course the student will be able to: 1) Apply the appropriate strategies for developing a research problem; 2) Identify the importance of and develop a plan for conducting quantitative, qualitative, and mixed method strategies; 3) Describe relevant validity and reliability issues that impact data; 4) develop a structured protocol for evidence-based research | Cognitive         |

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

| No. | Core Competences | Essential Virtues | Teaching Methods    | Assessment  |
|-----|------------------|-------------------|---------------------|---|
| 1   | ABCDEFGG         | 12345678          | Lecture, Discussion | Study Assignments, Discussion(including classroom and online), Report(including oral and written) |

**Course Schedule**

| Week | Date                     | Course Contents                | Note |
|------|--------------------------|--------------------------------|------|
| 1    | 112/09/11 ~<br>112/09/17 | Course introduction and review |      |

|                      |                          |   |  |
|----------------------|--------------------------|---|--|
| 2                    | 112/09/18 ~<br>112/09/24 | Scope of Health Services Organization and Research  |  |
| 3                    | 112/09/25 ~<br>112/10/01 | Conceptual Framework of planning a research   |  |
| 4                    | 112/10/02 ~<br>112/10/08 | Research Question and Hypothesis Development  |  |
| 5                    | 112/10/09 ~<br>112/10/15 | Evidence-based research of health care: systematic review and reviewing the literature (I)  |  |
| 6                    | 112/10/16 ~<br>112/10/22 | Evidence-based research of health care: systematic review and reviewing the literature (II)   |  |
| 7                    | 112/10/23 ~<br>112/10/29 | Quantitative Research Approach  |  |
| 8                    | 112/10/30 ~<br>112/11/05 | Qualitative Research Approach   |  |
| 9                    | 112/11/06 ~<br>112/11/12 | Midterm report  |  |
| 10                   | 112/11/13 ~<br>112/11/19 | Mixed Research Met  |  |
| 11                   | 112/11/20 ~<br>112/11/26 | Selection of study design   |  |
| 12                   | 112/11/27 ~<br>112/12/03 | Data collection and sample size   |  |
| 13                   | 112/12/04 ~<br>112/12/10 | Challenges and opportunities of using secondary data  |  |
| 14                   | 112/12/11 ~<br>112/12/17 | Study Instrument and Measurement  |  |
| 15                   | 112/12/18 ~<br>112/12/24 | Assessments of Validity and Reliability   |  |
| 16                   | 112/12/25 ~<br>112/12/31 | Ethical Aspects of Health Research  |  |
| 17                   | 113/01/01 ~<br>113/01/07 | How to develop a research proposal  |  |
| 18                   | 113/01/08 ~<br>113/01/14 | Final report  |  |
| Key capabilities     |                          | self-directed learning<br>Information Technology<br>Humanistic Caring<br>Problem solving<br>Interdisciplinary   |  |
| Interdisciplinary    |                          | STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist)<br>Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) |  |
| Distinctive teaching |                          | Project implementation course<br>Special/Problem-Based(PBL) Courses<br>Learning technologies (such as AR/VR,etc.) incorporated to physical courses  |  |
|                      |                          |   |  |

|                                  |  |
|----------------------------------|--|
| Course Content                   | Logical Thinking   |
| Requirement                      |  |
| Textbooks and Teaching Materials | Self-made teaching materials:Textbooks, Presentations, Handouts<br>Using teaching materials from other writers:Textbooks, Presentations, Handouts, Videos  |
| References                       | 1. Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.) Thousand Oaks, CA. Sage. ( ISBN: 978-1-4522-2609-5 cloth) (ISBN: 978-1-4522-2610-1pbk) (JC) 2. Kumar, R. (2011). Research Methodology: A step-by-step guide for beginners (3rd ed.). Thousand Oaks, CA, Sage.( ISBN:978-1-84920- 300-5) (ISBN:978-1-84920-301-2 pbk) (RK)  |
| Grading Policy                   | ◆ Attendance : 20.0 %    ◆ Mark of Usual :        %    ◆ Midterm Exam : 30.0 %<br>◆ Final Exam : 30.0 %<br>◆ Other 〈 Homework 〉 : 20.0 %   |
| Note                             | This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .<br><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b> |