



# Course Specification

— (Bachelor)

Course Title: **Research Methods in Public Health**

Course Code: **PHE26428**

Program: **Bachelor of Public Health**

Department: **Public Health**

College: **Applied Medical Sciences**

Institution: **University of Bisha**

Version: **1**

Last Revision Date: **2-8-2023**





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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
2 (2+0)					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered: Level 7/4<sup>th</sup> year</b>					
<b>4. Course general Description:</b>					
This course teaches students essential principles of research methods in public health, covering theoretical frameworks, research design, sampling, data collection, and analysis. Ethical and cultural aspects of public health research are emphasized. The course's goal is to equip students to think critically and systematically about conducting public health research to enhance overall population well-being.					
<b>5. Pre-requirements for this course (if any):</b>					
PH26231					
<b>6. Co-requirements for this course (if any):</b>					
NA					
<b>7. Course Main Objective(s):</b>					
<ol style="list-style-type: none"> <li>1. Teach students foundational research principles, methods, and procedures.</li> <li>2. Familiarize students with different epidemiologic research methods and their appropriate applications.</li> <li>3. Introduce students to qualitative research methods and their uses in public health.</li> <li>4. Present community intervention research methods and their suitable applications in public health.</li> </ol> <p>Develop students' ability to create research proposals.</p>					

### 2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	26	86.6%
2	E-learning	2	6.7%
3	Tutorial		
4	Interactive learning	2	6.7%
5	Seminar		

### 3. Contact Hours

No	Activity	Contact Hours
1.	Lectures	26
2.	E-learning	2



3.	Tutorials	
4.	Interactive learning	2
5.	Seminars	
6.	Self-Learning	45
<b>Total</b>		<b>75</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Explain the research process undertaken in Public Health.	K2	Lecture discussion	Written examination
1.2	Differentiate the different research designs and sampling strategies.	K2		
1.3	Recognize the ethical concerns and conflicts of interest that arise in the field of public health research	K3		
<b>2.0</b>	<b>Skills</b>			
2.1	Formulate clear, specific and measurable research objectives for an identified research problem.	S1	Lecture discussion Small Group Discussion	In class evaluation
2.2	Establish the empirical and theoretical basis of research.	S1		
2.3	Develop a data collection instrument.	S1		
2.4	Specify the appropriate research design, sampling strategy and procedures for data processing and analysis.	S1		
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Observe professional integrity and ethical standards in the conduct of public health research.	V2	Lecture-Discussion	Written assessment Research Proposal

## C. Course Content (Theory)

No	List of Topics	Contact Hours
1.	Introduction:	2





	<ul style="list-style-type: none"> <li>a. Types of Health Research</li> <li>b. The Goal of Health research</li> </ul> <p>The Research Process</p>	
2.	<p>Step 1. Identifying A Study Question</p> <ul style="list-style-type: none"> <li>a. Selecting a General Topic</li> <li>b. Reviewing the Literature</li> <li>c. Focusing the Research Question</li> </ul> <p>Assembling a Support Team</p>	4
3.	<p>Step 2. Selecting A Study Approach</p> <ul style="list-style-type: none"> <li>c. Overview of Study Approaches</li> <li>d. Reviews</li> <li>e. Correlational (Ecological) Studies</li> <li>f. Case Series</li> <li>g. Cross-Sectional Surveys</li> <li>h. Case Control Studies</li> <li>i. Cohort Studies</li> <li>j. Experimental Studies</li> </ul> <p>Qualitative Studies</p>	4
4.	<p>Step 3. Designing the Study and Collecting Data</p> <ul style="list-style-type: none"> <li>a. Developing a Proposal and Protocol</li> <li>b. Primary Studies: Selecting a Sample Population</li> <li>c. Developing a Proposal and Protocol</li> <li>d. Primary Studies: Selecting a Sample Population</li> <li>e. Primary Studies: Developing a Questionnaire</li> </ul> <p>Primary Studies: Ethical Considerations</p>	4
5.	<p>Step 4. Analyzing Data</p> <ul style="list-style-type: none"> <li>a. Data Management</li> <li>b. Descriptive Statistics</li> <li>c. Comparative Statistics</li> </ul> <p>A Brief Guide to Health Statistics</p>	4
6.	<p>Step 5. Reporting Findings</p> <p>Introduction:</p>	2
7.	<ul style="list-style-type: none"> <li>k. Types of Health Research</li> <li>l. The Goal of Health research</li> </ul> <p>The Research Process</p>	2
8.	<p>Step 1. Identifying A Study Question</p> <ul style="list-style-type: none"> <li>d. Selecting a General Topic</li> <li>e. Reviewing the Literature</li> <li>f. Focusing the Research Question</li> </ul> <p>Assembling a Support Team</p>	2
9.	<p>Step 2. Selecting A Study Approach</p> <ul style="list-style-type: none"> <li>m. Overview of Study Approaches</li> <li>n. Reviews</li> <li>o. Correlational (Ecological) Studies</li> <li>p. Case Series</li> <li>q. Cross-Sectional Surveys</li> <li>r. Case Control Studies</li> </ul>	2



	s. Cohort Studies t. Experimental Studies Qualitative Studies	
10.	Step 3. Designing the Study and Collecting Data f. Developing a Proposal and Protocol g. Primary Studies: Selecting a Sample Population h. Developing a Proposal and Protocol i. Primary Studies: Selecting a Sample Population j. Primary Studies: Developing a Questionnaire Primary Studies: Ethical Considerations	4
<b>Total</b>		<b>30</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	5 <sup>th</sup>	5%
2.	E learning activities 1	3 <sup>rd</sup> , 7 <sup>th</sup> , 12 <sup>th</sup>	10%
3.	E learning activities 2	11 <sup>th</sup>	5%
4.	Midterm Examination	8 <sup>th</sup>	10%
5.	Research Proposal	15 <sup>th</sup>	20%
6.	Final Examination	16 <sup>th</sup>	50%
<b>Total</b>			<b>100%</b>

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

<b>Essential References</b>	<ol style="list-style-type: none"> <li>Jacobsen, K. (2011). Introduction to Health Research: A Practical Guide. Sudbury, MA: Jones and Bartlett Learning. ISBN-13: 978-0763783341</li> <li>Bailey, Susan. (2012). Introduction to Epidemiologic Research Methods in Public Health Practice. Burlington, MA: Jones and Bartlett Learning. ISBN-13: 978-1449627843</li> <li>Polgar, S &amp; Thomas S. (2013). Introduction to Research in the Health Sciences (6th ed). Edinburgh: Churchill Livingstone Elsevier.</li> </ol>
<b>Supportive References</b>	<ol style="list-style-type: none"> <li>Ulin, P., Robinson, E., &amp; Tolley, E. (2012). Qualitative Methods in Public Health: A Field Guide for Applied Research. San Francisco, CA: Family Health International.</li> <li>Israel, B., Eng, E., Schulz, A., &amp; Parker, E. (2012). Methods for Community-based Participatory Research for Health (2nd ed). San Francisco, CA: John Wiley &amp; Sons, Inc. ISBN-13: 978-1118021866</li> </ol>



	<ol style="list-style-type: none"> <li>6. Bruce, N., Pope, D., &amp; Stanistreet, D. (2008). Quantitative Methods for Health Research: A Practical Guide. San Francisco, CA: John Wiley &amp; Sons, Inc. ISBN-13: 978-0470022757</li> <li>7. Neuman, W. (2010). Social Research Methods: Quantitative and Qualitative <i>Methods</i> (7<sup>th</sup> ed.). Pearson. ISBN-13: 978-0205615964</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. WHO Web Sites</li> <li>2. PubMed</li> <li>3. Elsevier</li> </ol>
<b>Other Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Digital library, at university of Bisha</li> </ol>

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b>	<ol style="list-style-type: none"> <li>1. Middle size classroom</li> <li>• well-equipped laboratory</li> </ol>
<b>Technology equipment</b>	<ol style="list-style-type: none"> <li>1. Multimedia projector</li> <li>• Smart board</li> </ol>
<b>Other equipment</b>	<ul style="list-style-type: none"> <li>• NA</li> </ul>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Faculty, Quality committee	Direct / indirect - Using well-structured questionnaire
Effectiveness of student's assessment	Faculty members Peer Reviewer	Direct / indirect - Continuous reviewing and course portfolio
Quality of learning resources	Faculty members Curriculum committee	Direct / indirect - Annual review course report
The extent to which CLOs have been achieved	Course coordinator	Direct / indirect

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	PH DEPARTMENT BOARD
<b>REFERENCE NO.</b>	
<b>DATE</b>	

