COURSE OUTLINE: HCA125 - CRI THNK/EVI INFORM

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Approved: Sherri Smith, Chair, Natural Environment, Business, Design and Culinary

Course Code: Title	HCA125: CRITICAL THINKING/EVIDENCE INFORMED PRAC
Program Number: Name	2186: HEALTH CARE ADMIN
Department:	BUSINESS/ACCOUNTING PROGRAMS
Semesters/Terms:	21F, 22W, 22S
Course Description:	Students will study a wide variety of sources for the important information and statistical data which will serve as a basis for decision making. Evidence informed practice is a model which requires an administrator/leader to engage with research to guide decision making and best practice. Students will learn how to review and analyze research methodology, outcomes, and recommendations.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**2186 - HEALTH CARE ADMIN** VLO 1 — Address the needs of a diverse patient population using best practices to ensure progressive and positive processes within a health care facility. VLO 3 — utilize progressive, professional leadership concepts while working within an interprofessional health care team. VLO 5 — Practice within the legal, ethical and professional scope of practice of a manager in the province of Ontario. VLO 6 — Utilize health care technology and informatics for the benefit of the patients and support of the institution. VLO 7 — Support evidence informed decision making, using critical thinking skills and best practices in the administration of a healthcare facility. VLO 8 — Outline strategies to manage risks in the business activities of a health care organization. VLO 9 — Maintain ongoing personal and professional development to improve work performance in health care administration. VLO 10 — Apply accounting and financial principles to support the management and operations of an organization.
Essential Employability Skills (EES) addressed in this course:	EES 1 — Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 — Respond to written, spoken, or visual messages in a manner that ensures effective communication.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.

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EES 4	Apply a systematic approach to solve problems.
EES 5	Use a variety of thinking skills to anticipate and solve problems.
EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
EES 10	Manage the use of time and other resources to complete projects.
EES 11	Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
Understand the basic principles of Evidence Based Management and how they can improve decision making and outcomes.	1.1 Define evidence based management and understand why we need evidence based practice to succeed as leaders in the healthcare sector. 1.2 Understand what sources of evidence that should be considered including scientific evidence, organizational evidence, experiential evidence, and stakeholder evidence.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Identify, define, distinguish and retrieve different types of research commonly used in the social service and healthcare fields.	2.1 Understand the various sources of knowledge, including tradition and authority, as well as the potential sources of error in inquiry. 2.2 Consider the difference between examining individual cases and aggregate patterns, and the benefits and costs of both approaches. 2.3 Comprehend the use of variables in social and health science research. 2.4 Examine the difference between induction and deduction, as well as the relationship between the two. 2.5 Understand the difference between quantitative and qualitative data, as well as the questions that can be answered from either type of data. 2.6 Discuss why social and health scientists conduct research and discuss the competing goals and objectives of social science research. 2.7 Consider how theory leads to operationalization and, eventually, hypothesis construction. 2.8 Operationalize abstract concepts as observable variables. 2.9 Differentiate between well-written, testable hypothesis and those that are untestable.
Course Outcome 3	**Learning Objectives for Course Outcome 3**

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Introduce students to the basic ethical precepts that researchers must consider before undertaking research with human participants.	3.1 Discuss and understand the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, including its purpose and its general principles. 3.2 Comprehend several of the key concepts involved in conducting ethical research, including the difference between anonymity and confidentiality, informed consent, deception, and debriefing. 3.3 Understand how to review a proposal for research, locate possible ethical pitfalls, and suggest alternative methods that avoid these problems.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
Define and apply various measurement tools, research methods and statistics used within the health and social services sector and understand how research design can be used in situations most commonly encountered by healthcare managers.	4.1 Understand the three purposes of research, including exploration, description, and explanation. 4.2 Appreciate the difference between cross-sectional and longitudinal research designs. 4.3 Describe various components of research design and approaches. 4.4 Understand which topics of social research require an experimental research design. 4.5 Differentiate between situations requiring a pre-test and post-test. 4.6 Understand the difference between the experimental group and the control group while recognizing the pitfalls of experimental design. 4.7 Appreciate the importance of double-blind approaches and randomization for most experiments. 4.8 Recognize situations where the Internet provides leverage to conduct unobtrusive experiments.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
Interpret, discuss, and summarize various types of measurement, sampling and results.	5.1 Describe conceptualization as it relates to research. 5.2 Understand the role of indicators and dimensions in the conceptualization process. 5.3 Identify and discuss how variables can have different levels of measurement, including nominal, ordinal, interval, and ratio. 5.4 Determine the level of measurement of a given variable. 5.5 Understand some common methods for establishing reliability, as well as the different types of validity. 5.6 Understand the various sampling approaches and techniques used in data collection. 5.7 Differentiate between study respondents and informants, recognizing when the latter would be appropriate for social research. 5.8 Understand the logic of probability sampling and its various approaches, including the importance of representativeness, random selection, and sampling error. 5.9 Understand how weighting can help achieve proportionate representation in sample data.
Course Outcome 6	**Learning Objectives for Course Outcome 6**
Comprehend the	6.1 Understand the types of questions typically used on survey

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advantages and disadvantages of collecting patient data through survey research.	forms and questionnaires, including open-ended and closed-ended. 6.2 Avoid common survey question problems in their own work, such as double-barrelled questions, lack of clarity, competency, and relevance, respondents` unwillingness to answer, and biased and negative items. 6.3 Construct contingency questions, understanding how useful they are in survey research. 6.4 Recognize the necessity of thorough pre-testing before launching a full-scale survey project. 6.5 Critically evaluate the potential biases caused by low survey response rates in differing scenarios. 6.6 Appreciate the general guidelines for survey interviews, telephone interviews, and Internet interviews.
Course Outcome 7	**Learning Objectives for Course Outcome 7**
Introduction to unobtrusive methods of research such as content analysis, the analysis of existing statistics, and historical/comparative research while understanding advantages and disadvantages of each.	7.1 Understand how and why social scientists analyze existing statistics. 7.2 Understand how existing statistics are always an important way to contextualize a research question. 7.3 Understand how and why sociologists undertake content analysis, including the process of coding, as well as the analysis of manifest and latent content. 7.4 Critically evaluate how potential biases and record-keeping problems can affect the conclusions of a comparative-historical research project or the conclusions one draws from existing statistical data 7.5 Identify research questions that would be better suited for qualitative field research than for quantitative research Understand the advantages of qualitative field research, including preserving naturalism. 7.6 Understand various approaches to research including the case study approach, grounded theory approach, institutional ethnography and participatory action research.
Course Outcome 8	**Learning Objectives for Course Outcome 8**
Discuss quality improvement and quality accountability structures in health care settings and understand qualitative interviewing and data analysis techniques.	8.1 Understand the quality structures and initiatives in the province of Ontario including Health Quality Ontario, and other examples. 8.2 Understand how the interviewing process is iterative and changes from one interview to the next. 8.3 Effectively judge when an unstructured interview is preferred to the unstructured variant. 8.4 Conduct interviews and focus groups. 8.5 Contrast the advantages and disadvantages of focus groups with those of one-on-one interviews. 8.6 Understand the oral history approach to interviewing, as well as its limitations. 8.7 Understand how social scientists analyze qualitative data, especially the iterative and inductive nature of most qualitative analyses. 8.8 Understand the purpose of the codebook for quantitative

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	analysis and how it facilitates data entry and analysis. 8.9 Apply, understand and differentiate between, different types of data, codes, analysis and variables.
Course Outcome 9	**Learning Objectives for Course Outcome 9**
Review concepts surrounding Quantitative Data Analysis.	9.1 Understand and apply the elaboration model, which involves using data in order to improve causal inference. 9.2 Understand replication, or the process by which a relationship between two variables holds even after a test variable is added. 9.3 Understand explanation, or a relationship between two variables that is explained away by the test variable. 9.4 Understand interpretation, which is a research outcome in which a test or control variable is discovered to be the mediating factor through which an independent variable has its effect on a dependent variable. 9.5 Describe various types of frequency distribution graphs. 9.6 Explain the principles underlying statistical significance, sampling errors, and hypothesis testing.
Course Outcome 10	**Learning Objectives for Course Outcome 10**
Students should understand how and why social scientists may want to use research methods to evaluate policies or programs.	10.1 Understand the basic logic of evaluation research, including the need for measuring the effects of interventions. 10.2 Differentiate between formative and summative evaluation. 10.3 Understand how to logically determine whether an intervention has had the desired outcome. 10.4 Appreciate the ethical and political barriers to undertaking evaluation research and to putting findings from this research into practice.
Course Outcome 11	**Learning Objectives for Course Outcome 11**
Demonstrate approaches health care sector managers use to develop, evaluate and interpret quality performance at the service organization and system levels.	11.1 Explore ways to foster a culture of evidence informed decision making. 11.2 Review current examples of quality indicators used in the Province of Ontario to monitor performance including health service provider quality indicators, MOHLTC system indicators and other relevant examples.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	40%
Skill Development	20%
Tests	40%

Date: July 28, 2021

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

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