COURSE OUTLINE: HCA125 - INFORMED PRACTICE HC

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Course Code: Title	HCA125: INFORMED PRACTICE IN HEALTHCARE ADMIN
Program Number: Name	2186: HEALTH CARE ADMIN
Department:	BUSINESS/ACCOUNTING PROGRAMS
Academic Year:	2025-2026
Course Description:	This course introduces students to foundational research methods and critical thinking skills essential for evidence-informed leadership in health care administration/leadership. Students will locate, evaluate, and apply credible evidence to support decision-making in complex health care settings. Emphasis is placed on understanding the research process, integrating multiple sources of evidence, and practicing ethical research conduct. Students will also explore the role of artificial intelligence (AI), knowledge mobilization strategies, and basic principles of data collection and analysis. As a foundation for the Capstone project, this course equips students with the skills to develop research questions, evaluate evidence, and apply appropriate research tools to investigate real-world health system challenges.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	HCL401
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.

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. **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
Critically evaluate sources of evidence to support decision-making in health care administration/leadership.	1.1 Define evidence-based management and explain its importance in health care leadership. 1.2 Differentiate between types of evidence, including scientific, organizational, experiential, and stakeholder evidence. 1.3 Apply the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose) to assess the credibility and quality of information. 1.4 Analyze how artificial intelligence (AI) can support evidence-based decision-making and research processes.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Design and plan a research project relevant to health care administration/leadership and demonstrate proficiency in conducting primary and secondary research.	2.1 Differentiate between primary and secondary data sources and identify appropriate use cases for each. 2.2 Formulate a research question using the PICO(T) model. 2.3 Explain search strategies in conducting literature reviews. 2.4 Distinguish between quantitative, qualitative, and mixed-methods research designs. 2.5 Explain the role of theory in health research and identify commonly used theoretical frameworks. 2.6 Select appropriate research designs, including sampling and recruitment strategies, based on the research question. 2.7 Apply common qualitative and quantitative methods for data collection and analysis.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
Review ethical principles that researchers must	3.1 Summarize the key principles of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

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	consider before undertaking research with human participants.	3.2 Describe the First Nations Principles of OCAP (Ownership, Control, Access, and Possession) and their implications for research. 3.3 Explain the role of Research Ethics Boards (REBs) and how they guide responsible research conduct. 3.4 Complete and evaluate mock REB applications using applied research ethics concepts.
	Course Outcome 4	**Learning Objectives for Course Outcome 4**
	Demonstrate strategies for effective knowledge mobilization and communication of research findings.	4.1 Explain the purpose and principles of knowledge mobilization in the health care context. 4.2 Tailor research communications to diverse audiences and stakeholder needs. 4.3 Identify and apply appropriate knowledge mobilization tools and formats. 4.4 Apply survey and interview design principles, including question development, pre-testing, and data categorization. 4.5 Distinguish between descriptive and inferential statistics and explain their use in interpreting quantitative research findings.
	Course Outcome 5	**Learning Objectives for Course Outcome 5**
	Distinguish between quality improvement, research, and program evaluation, and describe their application in health care settings.	5.1 Define and compare the purposes, processes, and outcomes of quality improvement (QI), research, and program evaluation. 5.2 Identify ethical and methodological considerations unique to each approach. 5.3 Analyze how program evaluation can be used to assess health services, guide policy decisions, and inform Capstone project design.

Evaluation Process and Grading System:	Evaluation Type	Evaluation Weight
	Assignments	40%
	Skills Development	20%
	Tests	40%

Date:	August 19, 2025
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.