



# BABCOCK UNIVERSITY

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**SCHOOL: PUBLIC AND ALLIED HEALTH**

**DEPARTMENT: PUBLIC HEALTH**

**SEMESTER: Second      SESSION: 2016/2017**

**COURSE CODE: PHSC 316**

**TITLE: Research Methods in Public Health**

**DAY OF CLASS: Mondays 8:00 to 8:55 am AND 2:00 to 4:00 pm**

**NO OF UNITS: THREE, and VENUE FOR CLASS: See Public Health undergraduate Timetable**

**TEACHER'S NAME: \*Professor Nnodimele O. ATULOMAH. / \*\*Professor Dora Akinboye**

OFFICE ADDRESS: Dean's Office, Science Block,

OFFICE HOURS: 8:00am – 5:00pm

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## OUR VISION STATEMENT

A first-class Seventh-day Adventist institution, building servant leaders for a better world

## OUR MISSION STATEMENT

Building leadership through Christian education; transforming lives, impacting society for positive change

To achieve our mission, we are committed to:

- Achieving excellence in our teaching, research program, and service delivery
- Imparting quality Christian education
- Instilling Christ-like character to the members of our Community

## OUR CORE VALUES

- |                               |                 |
|-------------------------------|-----------------|
| • Excellence                  | -Our Culture    |
| • Integrity                   | -Our Promise    |
| • Accountability              | -Our Moral      |
| • Servant Leadership          | -Our Strength   |
| • Team Spirit                 | -Our Dignity    |
| • Autonomy and Responsibility | -Our Passion    |
| • Adventist Heritage          | -Our Commitment |

## OUR PHILOSOPHY

Babcock University's philosophy is anchored on the harmonious development of the intellectual, physical, social, and spiritual potentials of our students, inspiring stable and noble character needed for effective leadership and service in the society.

**CORPORATE IMAGE STATEMENT:** A center of excellence for character development and scholarship; a socially responsive, responsible, and accountable institution in matters of commitment and action.

**COURSE DESCRIPTION:** Research Methods in public health is designed to systematically expose students to the centrality of research thinking. It covers a broad spectrum of research strategies which include historiography, empirical research methodology, qualitative research methods, descriptive surveys, correlational approaches and experimental research strategies. The course content also includes formulating research hypothesis, answering research questions, writing research proposals, analyzing data and presenting results.

**COURSE CONTENT:** The course explores the rationale for conducting empirical studies in public health. As a student of Public Health, the course seeks to provide competence in developing the research problem from a systematic review of the background to the study and stating the justification for conducting the study. The research questions set the guide for developing the objectives for the study procedure. The course will cover the functions of the literature review, theoretical and conceptual framework.

**COURSE OBJECTIVES:** This course aims at fulfilling a fourfold objective in the areas of knowledge, belief, values, and attitude thus:

**KNOWLEDGE -----** At the end of this course, each student is expected to:

1. Explain the purpose of research in public health.
2. Identify research protocol,
3. Construct research questions and specific objectives.
4. Design and conduct research in public health.
5. Use conceptual/Theoretical framework to design and conduct research in public health
6. Demonstrate statistical skills in reporting and interpreting results of a research.
7. Demonstrate research ethics when conducting research.
8. Critique a research paper.
10. Adequately write term papers, projects, dissertations and thesis.

**BELIEFS -----** It is expected that at the end of this course, each student would have an understanding that:

- i. God has created us with the responsibility to discover hidden mysteries of the world we live in.
- ii. All true knowledge is from God and that the inspired Word of God, the Bible, can lead us into all truth.
- iii. God alone can reveal the hidden things of nature.

**VALUES -----** Each student would apply and practice respect for ethical principles in conducting research as required by Bible principles of high moral standards in;

- i. Display of genuine Christian love,
- ii. Practice of integrity, honesty, and diligence in all matters pertaining unto dealing with subjects for research and collection of data undertaking in school and throughout one's professional life.

**ATTITUDE -----** At the end of this course each student will be able to:

1. Design, develop, implement and evaluate health promotion research that will contribute significantly in improving personal and corporate understanding of the nature of health and disease,
2. Willingly engage others in research for life.

**REQUIRED TEXTBOOKS/JOURNALS:** Required and recommended texts for the course include:

1. Cook, T.D. and Campbell, D.T (1979). *Quasi-Experimentation: Design & Analysis Issues for Field Setting*, Boston: Houghton Mifflin Company, 1979.
2. Cottrel, R.R & McKenzie, J.F.(2005) *Health Promotion & Education Research Methods: Using the Five-Chapter Thesis/Dissertation Model*. Jones & Bartlett Pub London.
3. Fink, Arlene. 2003. *How to design survey studies*. 2nd ed. The Survey Kit 6. Thousand Oaks, CA: Sage Publications.
4. Akinboye, J. O. (1977) Psychometric Properties of Hardy's Divorce opinionnaire. *Journal of Beh. Science* 1977, 2, 243-247.
5. Ngoukam, H., (2009) *Biostatistics: A tool for research in Health Sciences*. Serenity Publisher. Lagos
6. SPSS Inc. (2006) *SPSS for Windows 14.0* Chicago, USA
7. CDC (2008) *Epi info 3.5* Atlanta, USA

## **COURSE REQUIREMENTS:**

**CLASS ATTENDANCE:** “Every student is required to attend classes regularly and punctually, unless ill or prevented by some recognized emergency. Students who absent themselves from class for more than three weeks during the semester shall merit an F grade. Authorized leave of absence from campus does not excuse the student from classes, or relieve the student of the required course work’ (*BU Academic Bulletin 2012-2015 p.13*).

**PARTICIPATION:** -Students are to actively engage in topic discussion and sharing of ideas in class.

**TARDINESS/CONDUCT OF STUDENTS IN CLASS:** - Lateness to class is unacceptable; students are not allowed to operate their cell phones, iPods and other electronic mobile gadgets during classes, except with the permission of the teacher. Eating and chewing off bubble gums and drinking (water exempted) is also not allowed except with the permission of the teacher. Very importantly, students are required to dress in compliance with the university dress code and wear their identity cards while in class.

**SHORT DEVOTIONALS/PRAYER:** - Spiritual nurture is a part of whole person development, and team spirit is our strength; thus, every student is required to participate in the devotional exercise and prayer in class.

**SUBMISSION OF ASSIGNMENT:** there are weekly group assignments to be submitted on schedule dates as stipulated on the course outline table below.

**LATE ASSIGNMENTS:** Assignments could be turned in earlier, but not later than the deadline set by the teacher. Any student found careless in this regard will be penalized in line with the regulations of the Academic Bulletin.

**GUIDELINE FOR WRITTEN WORK:** **Assignments should be typed or hand-written on A4 paper as stipulated in the course outline table below.**

**ACADEMIC INTEGRITY/HONESTY:** “Babcock University has a zero tolerance for any form of academic dishonesty. Morally and spiritually, the institution is committed to scholastic integrity. Consequently, both students and staff are to maintain high, ethical Christian levels of honesty. Transparent honest behavior is expected of every student in all spheres of life. Academic dishonesty include such things as plagiarism, unauthorized use of notes or textbooks on quizzes and examinations, copying or spying the test or paper of another student (formal or take-home), talking to another student during examinations. Academic matter would automatically result in a failing grade for the examination, and suspension, or outright dismissal from the university. Academic dishonesty issues are referred to SPEAM (Senate Panel on Examination and Academic Misconduct) who investigates and makes recommendations to Senate. Penalties for examination and academic misconduct are spelt out in the *student's handbook* and in other regulations as published from time to time” (*BU Academic Bulletin 2012-2015 p.18*).

## **GRIEVANCE PROCEDURE**

“Students who believe that their academic rights have been infringed upon or that they have been unjustly treated

with respect to their academic program are entitled to fair and impartial consideration of their cases. They should do the following to effect a solution:

1. Present their case to the teacher(s) concerned
2. If necessary, discuss the problem with the Head of Department
3. If agreement is not reached at this level, submit the matter to the School Dean
4. Finally, ask for a view of the case by the Grievance Committee
5. A fee is charged for remarking of scripts. If a student's grievance is upheld after an external examiner has remarked the script, the grade would be credited to the student. The lecturer will be given a letter of reprimand and will be asked to refund the fees to the student. If the student's grievance is not sustained, the student will be given a letter of reprimand and the original grade retained" (*BU Academic Bulletin 2012-2015 p.18*).

**TEACHING/LEARNING METHODOLOGIES:** Teachers are to determine their strategies for teaching their students. However, interactive strategies are encouraged, and there should be integration of faith and BU core values in the learning process.

### COURSE ASSESSMENT/EVALUATION

#### *Continuous Assessment:*

Class Attendance:	5% }	} =40%
Quizzes & Tests:	10% }	
Assignments:	10% }	
Mid-Semester Exam:	15% }	
Final Semester Exam:	60%	

### GRADE SCALE

Currently, the 5-point grading system adopted by the University Senate translates as follows:

Grades	Marks-Quality	Grade Points	Definition
A	80-100	5.00	Superior
B	60-79	4.00	Above Average
C	50-59	3.00	Average
D	45-49	2.00	Below Average
E	40-44	1.00	Pass
F	0-39	0.00	Fail

**INCOMPLETE GRADE:** An incomplete grade may only be assigned to a student upon request, due to an emergency situation that occurred within that semester, which prevented completion of an/some assignments, quizzes, or examination. Such a student would complete a contract form, obtainable from the Registrar, after agreement with the teacher. The form must be signed by the teacher, the student, the HOD, the dean, the Registrar, and the Senior Vice President (SVP) before contract begins. The original copy of the incomplete form will be sent

to the Registrar with copies to the teacher, the student, the HOD, the dean, and the SVP. An incomplete grade (I) reverts to the existing grade if contract is not completed by the end of the following semester (including summer semester, except for examinations), (*BU Academic Bulletin 2012-2015 p. 20*).

### STUDENTS WITH DISABILITY

“Babcock University seeks to provide a conducive environment for optimal living and learning experience. While the university is working towards facilities that accommodate persons with disabilities, provisions will be made for students with disabilities under the following conditions. Students with disabilities are to:

- a. Report to Student Support Services for assessment, and obtain a clearance/recommendation at the commencement of the semester or as soon as disabling incidence occurs
- b. Show the clearance/recommendations to relevant university official at the commencement of the semester or as soon as disabling incidence occurs
- c. Maintain ongoing contact with Student Support Services” (*BU Academic Bulletin 2012-2015 p. 20*).

### Course Outline:

Week	Date	Title	Assignments will appear from time to time in this column
1*	Jan 9 8 am	<b>General Introduction:</b> An overview of the nature and Concept of Research, Characteristics of research, and steps in the Research process. A review of the basic approach for this course. (Five chapter approach). <b>Research Protocol and research Proposal:</b> -Conceptualizing the Title, -The research Protocol [ <i>Introduction, Literature Review, Methodology, Results, Discussion</i> ], the purpose of research proposal.	
	2-4 pm	<b>Introduction of the Research Process I:</b> -Background to the Study and -Statement of purpose, -Justification of the study ( <i>Rationale and Significance</i> )	
2*	Jan 16 8 am	<b>Introduction of the Research Process II:</b> -Research questions -Objectives and -Research Hypotheses	
	2-4pm	<b>Conceptual and Theoretical Framework:</b> -Discussions on the purposes of conceptual framework in Public Health research, -Selection of appropriated theory/model to match research issues)-Introducing HBM, SLT, PRECEDE, IMB and TRA theories/models	
3**	Jan 23 8:00 am	<b>Literature Review I:</b> -Why Literature Review, -Requirement for literature review, -Database resources (HINARI, Ebscohost, PubMed, Open Access)	

	2-4 pm	<b>Literature Review II:</b> - Ethical Issues in research, -Plagiarism and Intellectual Property, -Turnitin Software for submitting assignment,	Students are required to individually select one subject issue related to Population Health, download TEN published papers from these Database resources listed, conduct a brief systematic reviews on the subject of your choice- Two pages only. Submit as instructed by Lecturer.
4**	Jan 30 8:00 am	<b>Literature Review III:</b> -Structuring Literature Review,	
	2-4 pm	-Doing Literature Review, -Systematic Review of published works, -Referencing styles(In-text referencing)	
5**	Feb 6 8:00 am	<b>Methodological approach I:</b> Types of and Approaches to Research: -Quantitative Research approach and scope	
	2-4 pm	<b>Methodological approach II:</b> -Qualitative Research approach and scope -Study design, -Population of Interest in a study,	
6*	Feb 13 8:00 am	<b>Methodological approach III:</b> -Sample size determination, -Sampling strategies,	
	2-4 pm	<b>Methodological approach IV:</b> -Variables and Test of Significance, -Null hypotheses, -Instrument development and validation,	Prepare a short term paper describing how you designed and tested the validity and reliability of a data collecting instrument. Submit in <b>FOUR weeks</b>
7*	Feb 20 8:00 am	<b>Presentation of Results for Research I:</b> -Frequency Distribution and graphs,	
	2-4 pm	<b>Presentation of Results for Research II:</b> -Descriptive Statistics( <i>Means, Variance etc</i> ) -Use of Test Statistic and hypotheses testing, -Interpretation of research results( Methods	Practical class activity. Ensure that you have finished preparing the term paper regarding instrument development and the use of the computer for data analysis generated.
8*	Feb 27	<b>Presentation of Results for Research III:</b> -Descriptive Statistics( <i>Means, Variance etc</i> ) -Use of Test Statistic and hypotheses testing, -Interpretation of research results( Methods)	
9**	Mar 6	<b>Discussion II:</b> -Approaches and models for research discussion. -Making conclusions from research.	
10**	Mar 13	<b>Discussion II:</b> -Making conclusions from research. -Model for critiquing a research paper, -Abstract writing	
11	Mar 20& 27	<b>Presentation of Concept Paper for Project</b>	Select a subject of your special interest in Public Health and identify a special health challenge in that area and develop a concept paper to be presented on Mar 20 and 27 2017
12	Apr	<b>Revision and Examination</b>	Submission of ALL assignments

God bless! UPDATED January, 2017