

Electives

Certificate in Clinical and Community Outcomes Research

To fulfill the eight-to-nine hours of elective requirements, students must take one course from each of the following areas.

1. Working with Communities
2. Quantitative Research Methods Relevant to Translational and Outcomes Research
3. Qualitative Research Methods Relevant to Translational and Outcomes Research

At least half (50%) of your certificate credits must be taken while enrolled at UW-Madison. If you are a graduate or professional student, at least one of the elective courses must be from outside your major. Your certificate adviser can help you choose courses that qualify as elective credit. See a list of suggested elective courses on pages 2 through 7 below.

Integrated courses. Some courses suggested for elective credit cover a combination of quantitative and qualitative research methods. (See section 4 of the list of suggested electives, on page 7.) To fulfill course requirements in the areas of both “Quantitative” and “Qualitative Research Methods Relevant to Translational and Outcomes Research,” students must complete one of each type of course or one integrated Quantitative/Qualitative course and an additional course from either the “Quantitative” or “Qualitative Research Methods Relevant to Translational and Outcomes Research” areas.

Proposing an alternative elective course. You may propose to your certificate adviser a pertinent course for consideration as elective credit, including a course that also fulfills a requirement for your degree program. The criteria for a course to be considered as fulfilling a Certificate elective requirement include the following.

-
1. The course is a graduate-level course.
 2. The course includes substantial/significant content related to the elective-area requirement it is proposed to fulfill.

Working with Communities

Course learning objectives and content must address:

- understanding communities and organizations in which research occurs,
- how to work with communities and organizations, and
- the various ways “community” can be conceptualized and why that matters.

Quantitative Research Methods Relevant to Translational and Outcomes Research

Course learning objectives and content must be relevant to research in communities or organizations. Ideally, the course might also address research methodologies that take account of community and organizational culture and values, that are responsive to community partners’ priorities, or that have a direct benefit to the partner.

Qualitative Research Methods Relevant to Translational and Outcomes Research

Course learning objectives and content must be relevant to research in communities or organizations. Ideally, the course might also address research methodologies that take account of community and organizational culture and values, that are responsive to community partners’ priorities, or that have a direct benefit to the partner.

3. The course syllabus must be available to your Certificate adviser for review. Additional documentation or information may accompany requests for approval. In some cases your adviser might request a review of the course by the certificate advisory committee. Please allow an additional four-to-five weeks for this approval process.
-

Proposing a completed course. Subject to approval by your certificate adviser, a pertinent course you have taken to fulfill a requirement for your degree may be counted as a certificate elective course. The criteria above will be used by the certificate adviser to determine whether the course can be considered as fulfilling a certificate elective requirement.

Approved Electives

The following list of electives is organized into four categories:

1. Working with Communities
2. Quantitative Research Methods Relevant to Translational and Outcomes Research
3. Qualitative Research Methods Relevant to Translational and Outcomes Research
4. Integrated Quantitative and Qualitative Methods Relevant to Translational and Outcomes Research

IMPORTANT: The list below represents applicable courses in the *UW Madison Graduate Catalog*. Refer to the current timetable at https://registrar.wisc.edu/course_guide.htm for actual times and availability. If you would like to take a class that is already full or for which you do not meet the pre-requisites, contact the course instructor to inquire about the possibility of your enrollment.

1. Working with Communities

Human Development and Family Studies		<i>Typically/recently/next offered</i>
HDFS 872: Bridging the Gap between Research and Action	3 credits Addresses the critical skills and methods needed to gather and apply research-based knowledge and theory to human development and family studies. Strategies for conducting research relevant to social policy, programs, and the general public will be discussed as well as techniques for communicating research. Prerequisites: Grad st & at least one crse each in rsch methods & grad level stats.	2018 Fall 2017 Fall 2016 Fall 2015 Fall 2013 Fall
HDFS 880: Prevention Science (Cross listed with ED PSYCH, NURSING, SOC WORK)	3 credits This course provides a theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined. Prerequisites: 2nd yr Grad st or cons inst.	2018 Fall 2017 Fall 2016 Fall 2015 Fall 2014 Fall 2013 Fall
Industrial and Systems Engineering		<i>Typically/recently/next offered</i>
ISY E 417: Health Systems Engineering	3 credits Introduction to the application of industrial engineering methods to the analysis and improvement of health care delivery. Examination of social, regulatory and economic factors unique to health care. Prerequisites: IE 313, 320, 323 & 349, or cons inst.	2019 Spring 2018 Fall 2018 Spring 2017 Fall 2017 Spring
ISY E 703: Quality of Health Care: Evaluation and Assurance (Cross listed with POP HLTH)	3 credits The objectives of this course are: 1) To review the conceptualization and measurement of quality of health care and patient safety; 2) To illustrate basic concepts and methods in quality improvement as applied to current issues in health care; 3) To understand the diverse perspectives that can be used to address quality and safety issues in different health care organizations. Prerequisites: No formal prerequisites, but instructor consent is required to enroll	2018 Fall 2016 Fall 2014 Fall 2012 Fall
Nursing		<i>Typically/recently/next offered</i>
NURSING 702: Health Promotion and Disease Prevention in Diverse Communities	3 credits Multidisciplinary approach for health promotion/disease prevention in diverse communities emphasizing the use of epidemiological psychosocial, and environmental data for aggregate/community assessment to determine shared risks, exposures, behaviors and interventions. Prerequisites: Grad st.	2019 Spring 2018 Spring 2017 Summer 2017 Spring 2016 Summer 2015 Summer
NURSING 761: Health Program Planning, Evaluation and Quality Improvement	3 credits Provides content in theory, concepts, and methods of program planning and evaluation in the context of health care and community health organizations. Provides basic concept related to designing and implementing health services quality improvement projects. Prerequisites: Grad st or cons inst.	2019 Spring 2018 Spring 2017 Spring 2016 Spring 2015 Spring 2014 Spring

Operations and Technology Management

Typically/recently/next offered

<p>OTM 753: Healthcare Operations Management</p>	<p>3 credits Healthcare delivery systems around the world struggle with three fundamental issues: patient access to care, quality and safety in the care process (including patient and staff satisfaction), and cost of care. In this course, we look at these issues and selected analysis and improvement approaches that the discipline of Operations Management can offer. In doing that, different types of both clinical and non-clinical processes in hospital settings are illustrated. Prerequisites: Grad standing or law classification</p>	<p>2019 Spring 2018 Spring 2017 Spring 2016 Spring 2015 Spring</p>
<p>OTM 758: Managing Technological and Organizational Change</p>	<p>3 credits Issues surrounding strategic decisions to adopt new technologies and modern improvement philosophies, the impact these will have on the organization and its members, obstacles preventing successful implementations, and the effective management of change processes. Change triggered by process technologies, and models of change management, form the core of the course. Pre-req: OIM 700 or cons inst. Stdts may not take both OIM 758 & IE 658 for cr</p>	<p>2018 Fall 2017 Fall 2016 Fall 2015 Fall 2014 Fall</p>
<p>OTM 770: Sustainable Approaches to System Improvement</p>	<p>4 credits Innovative system-improvement concepts and approaches that sustainably strengthen mission-central concerns such as quality, cost, customers, markets, revenue, profit, brand, reputation, sourcing, quality of work life, natural capital, buildup of concentrations and base of the pyramid. Pre-req: One semester course in statistics</p>	<p>2017 Fall 2016 Fall 2016 Spring 2015 Fall 2015 Spring</p>

Pharmacy

Typically/recently/next offered

<p>S&A PHM 652: Pharmacist Communication: Educational and Behavioral Interventions</p>	<p>2 credits Intermediate principles of pharmacist communication with patients and other care givers; weekly communications laboratory provides opportunity to refine skills in listening, interviewing, counseling, and use of various educational and behavioral strategies to improve drug use. Prerequisites: DPM-3 st & S&A Phm 411</p>	<p>2019 Spring 2018 Spring 2017 Spring 2016 Spring 2015 Spring 2014 Spring</p>
--	--	--

Population Health Sciences

Typically/recently/next offered

<p>POP HLTH 703: Quality of Health Care: Evaluation and Assurance (Cross listed with ISyE)</p>	<p>3 credits The objectives of this course are: 1) To review the conceptualization and measurement of quality of health care and patient safety; 2) To illustrate basic concepts and methods in quality improvement as applied to current issues in health care; 3) To understand the diverse perspectives that can be used to address quality and safety issues in different health care organizations. Prerequisites: No formal prerequisites, but instructor consent is required to enroll</p>	<p>2018 Fall 2016 Fall 2014 Fall 2012 Fall</p>
<p>POP HLTH 780: Public Health: Principles and Practice</p>	<p>3 credits An interdisciplinary graduate-level course addressing population-based approaches to community health improvement, and features problem-based learning. A focus on contemporary issues; opportunities to work with a public health mentor and lectures by local, state and national figures. Prerequisites: Enrollment in the Master of Public Health (MPH) program at UW-Madison, Grad st, or cons inst.</p>	<p>2018 Fall 2018 Spring 2017 Fall 2017 Spring 2016 Fall 2015 Fall</p>

Sociology

Typically/recently/next offered

<p>SOC 573: Community Organization and Change (Cross listed with C&E SOC)</p>	<p>3 credits Examines theories of community change and different models of community organizing. Prerequisites: Intro soc or cons inst.</p>	<p>2019 Spring 2017 Spring 2016 Spring 2015 Spring</p>
<p>SOC 617: Community Development (Cross listed with C&E SOC, URB R PL)</p>	<p>3 credits Social, cultural and personality factors influencing community development, with reference to developing countries as well as contemporary rural communities; consideration of theoretical and operational issues. Prerequisites: Jr st, intro course in sociology or cons inst.</p>	<p>2018 Fall 2018 Spring 2016 Fall 2015 Fall 2013 Fall</p>

2. Quantitative Methods Relevant to Translational and Outcomes Research

Curriculum and Instruction		<i>Typically/recently/next offered</i>
Educational Psychology		<i>Typically/recently/next offered</i>
ED PSYCH 762: Introduction to the Design of Educational Experiments	3 credits Classical experimental designs and their application to educational research, factorial treatment arrangements, confounding, repeated measures design, and related topics. Prerequisites: Ed Psych 760, 761.	2018 Fall 2017 Fall 2016 Fall 2016 Spring 2015 Fall
Nursing		<i>Typically/recently/next offered</i>
NURSING 803: Advanced Quantitative Design and Methods	3 credits This course focuses on the conduct of research primarily from empirical, analytical traditions. In the course, students will: address the integration of research paradigms, questions, designs, and methods for such research; compare details, characteristics, strengths and limitations of alternative research designs and methods; and discuss issues and standards for preparing research proposals for different purposes (e.g., institutional review boards for human subjects, NIH) to advance the nursing discipline. Prerequisites: PhD student in nursing and course in graduate statistics or consent of instructor.	2019 Spring 2018 Spring 2017 Summer 2017 Spring 2016 Spring 2015 Spring 2014 Fall
Pharmacy		<i>Typically/recently/next offered</i>
S&A PHM 711: Research Methods for Pharmaceutical Outcomes and Policy Research	3 credits Development of skills in the methods, techniques, and problems encountered in conducting evaluations of pharmaceutical services, programs, and policies. Prerequisites: Grad st or cons inst.	2018 Fall 2016 Fall 2014 Fall 2013 Fall 2012 Fall
Population Health Sciences		<i>Typically/recently/next offered</i>
POP HLTH 796: Introduction to Health Services Research	3 credits Introduces students to a variety of perspectives, substantive areas and methodological approaches to health services research that provide the foundation for understanding the structure, process and outcomes of the U.S. health care system. Prerequisites: Grad stdt in population health & Prev Med 795; or cons inst.	2019 Spring 2018 Spring 2017 Spring 2016 Spring 2015 Spring 2014 Spring
POP HLTH 803: Monitoring Population Health	3 credits Students learn applied techniques for community health assessment—a core function of public health. Actual population health data (including census, natality, mortality, hospital discharge, behavioral risk factor) are retrieved from the Web for analysis and interpretation. Prerequisites: Pop Hlth 797	2018 Fall 2017 Fall 2016 Fall 2015 Fall 2014 Fall 2013 Fall
LaFollette School of Public Affairs		<i>Typically/recently/next offered</i>
PUB AFFR 818: Introduction to Statistical Methods for Public Policy Analysis	3 credits This course provides an introduction to the statistical methods used in public policy. The course will cover the basics of probability, statistics, and quantitative methods in public policy analysis. The course stresses interpretation and presentation of data as well as theory. Prerequisites: Grad st.	2017 Fall 2016 Fall 2015 Fall 2014 Fall 2013 Fall 2012 Fall
PUB AFFR 819: Advanced Statistical Methods for Public Policy	3 credits A review of intermediate statistics, and an introduction to analytical, quantitative and computer techniques applicable to the analysis of public policy. Prerequisites: Grad st & Pub Affr 818 or equiv, or cons inst.	2019 Spring 2018 Spring 2017 Spring 2016 Spring 2015 Spring
PUB AFFR 871: Public Program Evaluation	3 credits Compares the conceptual, statistical, and ethical issues of experimental, quasi-experimental and non-experimental designs for program evaluation. Definitions of outcomes, sample size issues, statistical biases in measuring causal effects of programs, and the reliability of findings will be emphasized using case studies selected from current public programs. Prerequisites: Grad st & Pub Affr 818 or equiv, or cons inst.	2018 Fall 2017 Fall 2016 Fall 2015 Fall 2014 Fall 2013 Fall 2012 Fall

Social Work

Typically/recently/next offered

<p>SOC WORK 650: Methods of Social Work Research</p>	<p>2–3 credits Social research and problems of project design and programming. Distinctive characteristics of investigations directed to planning, administrative, and scientific objectives. Prerequisites: Jr st, stat requirement filled, soc welfare major, BSW or MSW stdts.</p>	<p>2019 Spring 2018 Summer 2018 Spring 2017 Summer 2017 Spring</p>
<p>SOC WORK 721: Methods of Planning Analysis (Cross listed with URB R PL)</p>	<p>3 credits Research methods and statistics used in analyzing planning problems: conceptualization, design, and implementation of planning research; statistical methods for analyzing data including review of inferential statistics, analysis of variance, correlation, and multiple regression; use of computer; review of sources of planning data. Prerequisites: Grad st.</p>	<p>2018 Fall 2017 Fall 2016 Fall 2015 Fall 2014 Fall 2013 Fall</p>

Sociology

Typically/recently/next offered

<p>SOC 751: Survey Methods for Social Research</p>	<p>3 credits Theoretical and practical issues involved in the design of surveys and their components. Students apply knowledge of survey research techniques to a specific and complete research project. Prerequisites: Grad st and Soc 361 or equiv.</p>	<p>2018 Fall 2016 Fall 2013 Fall 2011 Fall</p>
<p>SOC 752: Measurement and Questionnaires for Survey Research</p>	<p>3 credits Analysis and presentation of survey results through contingency table analysis. Techniques for assessing the quality of data produced by survey methods. Practical application of course material to a specific research problem through research reports and other exercises involving data analysis on a topic of the student's choice. Prerequisites: Soc 751 or permission of inst.</p>	<p>2017 Fall 2014 Fall 2012 Fall</p>

Urban and Regional Planning

Typically/recently/next offered

<p>URB R PLAN 721: Methods of Planning Analysis (Cross listed with SOC WORK)</p>	<p>3 credits Research methods and statistics used in analyzing planning problems: conceptualization, design, and implementation of planning research; statistical methods for analyzing data including review of inferential statistics, analysis of variance, correlation, and multiple regression; use of computer; review of sources of planning data. Prerequisites: Grad st.</p>	<p>2018 Fall 2016 Fall 2016 Spring 2015 Fall 2014 Fall 2013 Fall 2009 Fall</p>
<p>URB R PLAN 955: Practical Research Design and Methods of Empirical Inquiry (Cross listed with DS, F&W ECOL)</p>	<p>3 credits Provides a practical introduction to basic concepts of research question formulation, research designs and alternative methods of inquiry, implications for internal validity of the research and generalizability of the findings, operational definitions and measurement validity, reliability, utility and precision. Prerequisites: Grad st</p>	<p>2018 Fall 2014 Spring 2012 Spring</p>

3. Qualitative Methods Relevant to Translational and Outcomes Research

Anthropology		<i>Typically/recently/next offered</i>
ANTHRO 909: Research Methods and Research Design in Cultural Anthropology	3 credits Theoretical and practical aspects of ethnographic research; history of field research in anthropology; research design issues; writing proposals; the fieldwork experience; methods of field data collection; ethical issues; data interpretation and analysis; writing ethnography. Prerequisites: Grad st or cons inst.	2018 Fall 2017 Fall 2016 Fall 2015 Fall 2014 Fall 2013 Fall
Counseling Psychology		<i>Typically/recently/next offered</i>
COUN PSY 788: Qualitative Research Methods in Education: Field Methods I (Cross-listed with CURRIC, ED POL, ED PSYCH, ELPA, RP&SE)	3 credits Introductory field methods experience in qualitative research. Students will learn to define good research questions, determine which methods of data collection and analysis are useful for addressing those questions, engage in these methods, and reflect on their utility in education research. Prerequisites: Coun Psy/Curric/ELPA/Ed Pol/Ed Psych/RP & SE 719 or cons inst	2019 Spring 2018 Fall 2017 Fall 2016 Fall 2015 Fall 2015 Spring 2014 Fall
Curriculum and Instruction		<i>Typically/recently/next offered</i>
CURRIC 719: Introduction to Qualitative Research (Cross listed with CURRIC, ED POL, ED PSYCH, ELPA, RP&SE)	3 credits Provides an overview of qualitative inquiry, examining assumptions, standards, and methods for generating and communicating interpretations. Methodological and theoretical works illustrate case study, ethnography, narrative, and action research. This course does not include a field method component. Prerequisites: Grad st.	2018 Fall 2018 Spring 2017 Fall 2017 Summer 2017 Spring 2016 Fall
Educational Leadership and Policy Analysis		<i>Typically/recently/next offered</i>
ELPA 824: Field Research Designs and Methodologies in Educational Administration	3 credits This introduction to qualitative inquiry focuses on research design, the major qualitative methods and techniques used in field research, data analysis, communicating field research, ethical challenges, and trustworthiness in conducting qualitative research. Prerequisites: Ed Admin 725 or cons inst	Spring 2019 2018 Spring 2017 Summer 2016 Fall 2016 Summer 2015 Fall
Medical History		<i>Typically/recently/next offered</i>
MED HIST 728-001: Biomedical Ethics and Society	1–3 credits Social science perspectives on medicine with emphasis on biomedical ethics. Overview of the qualitative research methods of ethnography, life history, content, visual and narrative analysis. Prerequisites: Grad st. One of the following: Anthro 365, Soc 531, Pop Hlth 780 or equivs, or cons inst	2016 Spring 2012 Spring
Nursing		<i>Typically/recently/next offered</i>
NURSING 804: Advanced Qualitative Design and Methods	3 credits First of a two-course sequence. In the first semester students explore the relationship between research paradigms and research design, become familiar with various research methods and methodologies and select appropriate research designs for their research problems. Prerequisites: A grad level crse in research design & an intro crse in stats or cons inst	2018 Fall 2017 Fall 2016 Fall 2015 Fall 2014 Fall 2013 Fall 2012 Fall
Sociology		<i>Typically/recently/next offered</i>
SOC 955: Seminar-Qualitative Methodology (also listed as Ethnography) (Cross listed with ED POL)	3 credits An intensive, practice-oriented exploration of one qualitative research method such as participant-observation, interviewing, narrative analysis, oral history or ethnography. Treatment of the method includes: logics of inquiry, analysis of data obtained through the method, and uses of the method. Prerequisites: Grad st; soc, educ, or related soc sci background & cons inst.	2019 Spring 2016 Fall 2015 Fall 2014 Fall 2014 Spring 2012 Fall

4. Integrated—Quantitative and Qualitative Methods Relevant to Translational and Outcomes Research

Integrated courses cover a combination of quantitative and qualitative research methods. To fulfill course requirements in the areas of both “Quantitative” and “Qualitative Research Methods,” students must complete one of each type of course **or** one integrated Quantitative/Qualitative course and an additional course from either the “Quantitative” or “Qualitative Research Methods” areas.

Curriculum and Instruction		<i>Typically/recently/next offered</i>
CURRIC 714: Research and Evaluation Paradigms in Curriculum and Instruction	3 credits An analysis of differing orientations to evaluation and research. Emphasis on assumptions, attitudes, and expectations of what constitutes scientific knowledge and explanation; relationship of research orientation, methods of inquiry, theory, and practice.	2019 Spring 2017 Spring 2016 Spring 2015 Spring 2014 Spring
Educational Leadership and Policy Analysis		<i>Typically/recently/next offered</i>
ELPA 725: Research Methods and Procedures in Educational Administration	3 credits Introduction to the research process. Role of theory and hypothesis testing in research. Introduction to research problems, questions, hypotheses, variables, constructs, definitions, measurement, research and experimental designs, sampling, descriptive statistics, proposal writing, types of research and statistical computing. Critical analysis of published research. Prerequisites: Grad st.	2018 Fall 2018 Spring 2017 Fall 2017 Spring 2016 Fall 2016 Spring 2015 Fall
Medical Physics		<i>Typically/recently/next offered</i>
MED PHYS 559: Patient Safety and Error Reduction in Healthcare (Cross listed with ISyE)	2 credits Techniques for evaluating and reducing risks in medical procedures, including probabilistic risk assessment methods, failure mode and effects analysis, human factors analysis, and quality management. Discussions of patient safety standards, recommendations from agencies, and continual quality improvement. Pre-req: Jr st or cons in	Spring 2019 2018 Spring 2017 Spring 2016 Spring 2015 Spring 2014 Spring
Population Health Sciences		<i>Typically/recently/next offered</i>
POP HLTH 875: Cost Effectiveness Analysis in Health and Healthcare (Cross listed with ISyE)	3 credits Basic ideas and tools of cost effectiveness analysis as applied in evaluating medical technologies. Addresses special problems and methods in assessing diagnostic technologies, including ROC analysis, and in measuring health for technology assessment. Uses "classical" and current journal literature. Pre-req: Pop Hlth 797 & 800; or cons inst	2018 Spring 2017 Spring 2016 Spring 2015 Spring 2014 Spring
Sociology		<i>Typically/recently/next offered</i>
SOC 750: Research Methods in Sociology (Cross listed with C&E SOC)	3 credits Application of scientific methods to the analysis of social phenomena; methodological orientations in sociology; types of research procedure: nature of sociological variables; lectures and lab. Prerequisites: Grad st, Soc 357 and 362 or equiv.	2018 Fall 2018 Spring 2017 Fall 2017 Spring 2016 Fall 2016 Spring 2014 Fall
Women's Studies		<i>Typically/recently/next offered</i>
Gen&WS 900: Approaches to Research in Women's Studies	3 credits Transdisciplinary approaches to women's studies/gender studies. Emphasizes theoretical and methodological issues, the nature of interdisciplinary work, and the relationship to traditional disciplines, with an international and multicultural focus. Prerequisites: Grad standing	2019 Spring 2018 Spring 2017 Spring 2016 Spring 2015 Spring 2014 Spring

Certificate Contact

Deidre Vincevneus
vincevneus@wisc.edu
 Health Sciences Learning Center
 750 Highland Avenue
 UW-Madison, WI 53705
 608 263-3274