

Hi. Dr. Nina Bell, Program Chair of Health Education. I'm pleased to welcome you to HPR 460, Analysis of Health Research. In this course you'll be learning--

Oh come on Nina. Do you want to put them to sleep or get them fired up? There's got to be a way. What to say? I have these students just about ready to graduate and they have to sit through a research class. I love research. They just struggle with it. OK. OK. OK. Think. Think. Think. Think. Think.

Welcome to HPR 460, the best darn research class you'll ever have! OK. I can start with that, they might smile. And then I have to go into some of the things that freak them out. Let's see, this course will provide you with the chance to critically think about, analyze, and interpret data. Oh please. I need to go for walk.

All right. Maybe I shouldn't start with that kind of stuff. Let's see. Critically think about, analyze, and interpret. Nah, so pathetic.

Let's see. OK. Maybe I should start what the course is not. That's good, that's good. Remember, class, you will not be doing any research at all. Nope. Nada. Nothing. I think you get the point. So, let's breathe a sigh of relief. We are not conducting research. Yay! You will also not be calculating things, so guess what? No math! No math!

So what will you be doing in the course? All right, here's the quick and easy. You'll learn how to read formal research and understand it. You'll learn the key steps in the process of developing research and putting it together. You'll learn why there are certain sections of a research article and why they're there. And you'll get to examine the key concepts of measurement sampling and statistical analysis. Ah, but no math. No math.

Just to be clear, the class title Analysis of Health Research does seem daunting, I get that. But I don't want you to panic. Don't panic. This is an upper division course, and you are ready for it. Remember, you're almost done with your program. So let's get you through these next five weeks.

All right. What did I miss in the intro? I need them to know the class has a combination of activities, including discussions and assignments. And oh, quizzes! Open book quizzes. Wait. Wait. Wait. There's no textbook. Let's see. All the required readings we will use from the course activities. OK. So I have to make sure that the students realize the importance of reading the assigned work. And of course, make sure they know they can contact their instructor if they have any questions, problems, or concerns. Yeah. Oh, oh, but related to the course. Yeah, we don't want to take on anybody's problems, right? Can't say that. But if it's course related, of course. We want to know so we can help. That's what we're here for. We're here for you. Yeah, yeah that's good.

OK. I need to write this down. How'd I get outside?

