

**UNIVERSITY “ISMAIL QEMALI VLORE**

**FACULTY OF HEALTH**

**HEALTH CARE DEPARTMENT**

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| **SYLLABUS**  **Research methods in Nursing** | | | | | | | | |
| Course professor | | AurelaSaliaj *Assoc. Prof. PhD in Pediatrics \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | | | | |
| Hours: | ECTS | Hours in the auditorium | | | | | Individual study | Total |
| Lecture | Seminar | Lab | Practice | Clinical project |
| 5 | 30 | 15 | 0 | 10 | 5 | 65 | 125 |
| **Course typology** | | Core subject of the program | | | | | | |
| **Academic year /term when the subject is followed** | | Year I, Term II (Spring) | | | | | | |
| **Course type** | | Obligatory | | | | | | |
| **Study program** | | Professional Master in Pediatric Nursing | | | | | | |
| **Course code** | | INF 420 | | | | | | |
| **Professor contact** | | [aurela.dai@univlora.edu.al](mailto:aurela.dai@univlora.edu.al) | | | | | | |

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| **COURSE DESCRIPTION AND STUDENT’S LEARNING OUTCOME** | |
| **Course description** | *Epidemiology:* This module discusses study design, randomization, risk, and analysis (especially how to identify causation instead of mere correlation), how to evaluate epidemiological studies and how to adapt it to social change. Epidemiology serves as a studious framework for public health interventions. As such, ethics, professionalism, public policy, health services, and health screenings all provide relevant topics for examination in this section.  *Research Methods in Nursing:* This module deals with the basic techniques and methods used in the field of scientific research and the specifics of scientific nursing studies. It discusses planning investigations of groups and populations, such as health surveys, cohort studies, comparisons of cases and controls, prophylactic and therapeutic trials, and other epidemiological and evaluative research. |
| **Course objectives** | * Acquaintance of students with the methodology of epidemiological studies in the community and clinic. * Familiarity with the types of scientific research and their planning. * Presentation of the techniques of writing scientific reports. * Familiarity with application models of project proposals. |
| **Learning outcomes** | At the end of the course students will be able to:   To design and implement a clinical and community scientific research.   To have knowledge of modern management strategies of scientific nursing studies.   To become capable of a critical analysis of research in the field of nursing.   Form the habit of independently judging the existing models and suggest recommendations for intervention in the system. |

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| **ESSENTIAL CONCEPTS**   * 1. Epidemiology is the science that studies the frequency, distribution and determinants of diseases in human populations.   2. The dimensions of disease frequency most used in practice are incidence and prevalence.   3. The stages of the scientific study in nursing include: determining the field of study, studying the literature, determining the purpose, objectives and hypotheses of the study, planning the study, conducting a pilot study, collecting data in the population, analyzing data, conclusions and recommendations, writing the scientific report on the conducted study. |

| **Week** | **Course content** | **Reference literature** | **Teaching forms** |
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|  | **Chapter I: Epidemiology**  **Topic 1 -** Introduction to Epidemiology.  *Definition of Epidemiology. Factors affecting the morbidity of populations.*  **Topic 2 -** Some epidemiological concepts on the disease.  *Ways of transmission of infectious diseases in the population. Types of prevention in public health.*  **Seminar 1 -** *Statistical associations***.** | (1)*fq.9-22*  (1)*fq.41-54* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 3 -** Some ethical considerations in Epidemiology.  *Obligations to study participants. Privacy and Confidentiality. Conflict of interest.*  **Topic 4** - Sizes of disease frequency  *Definition and calculation of Incidence and Prevalence.*  **Seminar 2 -** *Dimensions of disease frequency***.** | (1)*fq.260-270*  (1)*fq.76-86* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 5 -** Cohort studies.  *Definition and organization of cohort studies. Advantages and disadvantages.*  **Topic 6 -** Case-control studies.  *Definition and organization of case-control studies. Advantages and disadvantages.*  **Seminar 3 -** *Cohort and case-control studies.* | (1)*fq.87-94*  (1)*fq.95-123* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 7 -** Transversal studies.  *Definition and organization of transversal studies. Advantages and disadvantages.*  **Topic 8 -** Experimental studies.  *Definition and organization of experimental studies. Randomization.*  **Seminar 4 -** *Transversal and experimental studies.* | (1)*fq.124-128*  (1)*fq.129-164* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 9 -** Risk assessment for the development of the disease.  *Calculation of Probability and Risk of disease development.*  **Topic 10 -** Summary of the organization of epidemiological studies.  *Differential organization of epidemiological studie****s.***  **Seminar 5 -** *Risk assessment for the development of the disease***.** | (1)*fq.165-176* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Chapter II: Research Methods in Nursing**  **Topic 11 -** *Study organization.*  *The methodology of organizing the scientific study.*  **Topic 12 -** Preliminary stages of scientific investigation. Literature study  *Criteria for the selection of literature to be included in the presentation of the study. Primary and secondary sources of information. Rules of writing references.*  **Seminar 6 -** *Studies review***.** | (2)*fq.13-36*  (2)*fq.37-38* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 13 -** Title, purpose and objectives of scientific studies  *The purpose of the study and the wording of the title. Objectives of the study. Hypothesis formulation.*  **Topic 14 -** Planning the scientific study. Populations and sampling in the study  *Characteristics of the study population. Types of samples.*  **Seminar 7 -** *Raising hypotheses***.** | (2)*fq.38-46*  (2)*fq.47-78* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 15 -** Variables.  *Classification and definition of variables.*  **Topic 16 -** Data collection methods.  *Sources of information for the variables included in the study****.***  **Seminar 8 -** *Data collection variables and methods* | (2)*fq.79-88*  (2)*fq.88-97* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 17 -** Interviews, self-administered questionnaires and pre-tests  *Characteristics of interviews vs. Questionnaires.*  **Topic 18 -** Use of documentation for data collection  *Types of documentation used to obtain study data.*  **Seminar 9 -** *Self-administered questionnaires* | (2)*fq.98-108*  (2)*fq.109-116* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 19 -** Data validity in the study.  *Validity metrics.*  **Topic 20 -** Reliability of data in the study.  *Sources of variation in the calculation of variables.*  **Seminar 10 -** *Sensitivity and Specificity. Positive and negative predictive value.* | (2)*fq.117-134*  (2)*fq135-144* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 21 -** Data analysis  *Encoding and throwing data into the computer. Statistical data analysis.*  **Topic 22 -** Interpretation of results  *The role of chance or random error. Confounding factors.*  **Seminar 11 -** *Interpretation of results* | (2)*fq.145-153*  (2)*fq.153-170* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 23 -** Generalization of study results  *Conclusions and application of study results.*  **Topic 24 -** Summary of the stages of carrying out scientific research.  *The life cycle of a study.*  **Seminar 12 -** *Stages of conducting scientific research.* | (2)*fq.171-174* | Lecture 1 hour  Lecture 1 hour  *Seminar 1 hour* |
|  | **Topic 25/26 -** Writing the scientific report.  *Scientific report writing techniques*  **Seminar 13 -** *Writing the scientific report.* | *Variants of scientific reports* | Lecture 2 hour  *Seminar 1 hour* |
|  | **Topic 27/28 -** Writing scientific articles.  *Techniques of writing scientific articles.*  **Seminar 14 -** Writing the scientific article.  *Teaching practice in the Primary Pediatric Service.* | Variants of scientific reports | Lecture 2 hour  *Seminar 1 hour*  *Practice 5 hour* |
|  | **Topic 29/30 -** Writing draft proposals.  *Draft proposal writing techniques. Acquaintance with the standard form****.***  **Seminar 15 -** Writing project proposals.  *Teaching practice in the Pediatric Secondary Service.* | *Variants of draft proposals.* | Lecture 2 hour  *Seminar 1 hour*  *Practice 5 hour* |

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| **FORMS OF KNOWLEDGE ASSESSMENT** | | | | | | | | | | | | | | |
| **COURSE PARTICIPATION:** | | | The key to a successful education is participation and preparation. Active participation in class is required. Lecture hours are compulsory at the rate of 75%. Practice hours are 100% mandatory, in case of excused absences, the hour will be replaced in agreement with the teacher. All students must report to seminar classes at the scheduled time and be equipped with a white apron and hair tied up (respecting the ethical nursing dress code).  Absences up to 25% of hours are allowed to be made up, if they are justified. Otherwise, the student loses the right to enter the exam. Absences are the student's personal responsibility, as are missed assignments or tests. | | | | | | | | | | | |
| **CONTINUOUS ASSESSMENT** | *Type of evaluation* | | *Time of evaluation* | | *Themes being evaluated* | | *Maximal scores* | | *Forms of knowledge testing* | | *Testing contents* | | | |
| Final exam | | End of the term | | Chapter I, II, III | | 70points | | Written exam | | Quiz and explanation questions | | | |
| *Continuing evaluation* \*  (Classworks\*) | | week 14/15 | | Study topic | | 30points | | Oral presentation | | Scientific study reporting | | | |
| *\*Classwork -* It will be in the form of a research topic: analytical study (cohort or case-control). The assignment will contain all the elements of the diploma topic, except that the clinical cases presented may be hypothetical, rather than taken from the clinic. | | | | | | | | | | | | | |
| Conversion of the points in the final grade will be as follows: | | | | | | | | | | | | | |
| 40- 49 points | | | 50- 59 points | | 60- 69 points | | 70- 79 points | | 80- 89 points | | 90- 100points | |
| 5 | | | 6 | | 7 | | 8 | | 9 | | 10 | |
| **COURSE TEXTS** | | | | | | | | | | | | |
| **Required textbooks** | | * **Research Methods in Community Medicine**: Surveys, Epidemiological Research, Programme Evaluation, Clinical Trials 6th Edition**.** [Joseph Abramson](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Joseph+Abramson&text=Joseph+Abramson&sort=relevancerank&search-alias=books), [Z. H. Abramson](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Z.+H.+Abramson&text=Z.+H.+Abramson&sort=relevancerank&search-alias=books)**.** 2008. ISBN-13: ‎978-0470986615.  Gordis Epidemiology 6th Edition. [David D Celentano ScD MHS](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=David+D+Celentano+ScD++MHS&text=David+D+Celentano+ScD++MHS&sort=relevancerank&search-alias=books), [MoysesSzklo MD](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Moyses+Szklo+MD&text=Moyses+Szklo+MD&sort=relevancerank&search-alias=books). 2018. ISBN-13: ‎978-0275972165. | | | | | | | | | | |
| **Support materials** | | 1. ‘**Epidemiology** E.Roshi, 2017 (Faculty of Medicine - UT) ISBN:978-99943-52-49-4   (2) "**Methodology of scientific research in public health**" G. Burazeri, E. Roshi, Z. Shabani 2010 (Faculty of Medicine - UT) ISBN: 978-99956-48-47-3 | | | | | | | | | | |

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| **FINAL REMARKS FROM THE MODULE’S PROFESSOR** | |
| **Provisions** | Students are expected to develop values and ethics that show their interests and behavior in a professional perspective. These expectations relate to the appearance at the University premises, accountability during the teaching process, their honesty and social justice issues. Students should respect individual differences, be collaborative, evaluate the abilities and qualities of themselves and others, to evaluate the different forms of expression of thought and individual choices. In accordance to the ethical rules, students should respect ethnic differences and assist with integrating and supporting attitudes of persons with disabilities. |
| **Missing classes** | Being late in lectures and seminars will not be tolerated. After the pedagogue enters the classroom no student is allowed to enter after. |
| **Student’s behavior** | Students are considered adults and this requires a higher level of responsibility and self-awareness about their behavior, goals and interests for which they have chosen to attend the university. Bearing in mind that the university infrastructure and ecology of the environment where knowledge is provided is not perfect, we must set some mandatory rules for everyone. That is, attention during the process of teaching, mobile phones should be turned off, no messages and no use of other digital entertainment devices (MP3s), no games, no make ups on the desks, suitable clothing to attend the lesson, acceptable vocabulary (strictly forbidden vulgarity) and communication within and outside the classroom. For any deviation from these rules, there will be penalties, as written in the University Regulations and the Faculty of Public Health. |
| **Academic integrity and author rights.** | Each test or written work should be entirely individual and original. This means that the students write only based on argument concepts, in lectures, abstracts and original analyses and always state the source of their information. Copying and mixtures of information, stealing of other’s work will not be tolerated. |
| **Assignment requirements** | Rules for submitting course assignments/projects:   All papers must be submitted on time. They should show a professional style in appearance.   They must be printed. Handwritten works will not be accepted and the student will be automatically evaluated with 0 points.   In papers, the language should be official, literary and neutral. The use of unsubstantiated jargon, expressions that burden professional and human ethics, threats, insults, insults, labeling, politicizing tendencies, treatments outside the required topics, etc. are strictly prohibited.   The works must have a volume of more than 3 pages (A4 format, Times New Roman font, 12 pt) and the first pages must be marked without spelling errors:  ***The assessment elements of the coursework will include:***  Essential:   Respecting the structure of the scientific paper   Sorting of academic-scientific arguments   Specific ways of dealing with issues in relation to the Albanian reality  Auxiliary:   Selected idea   Way of organizing the work   The logic of using concepts   Compliance with the objectives of the curriculum   * Arguments and critical analysis |

Name of the Student

The title of the paper

The course and the student's relevant group

The date of submission of the paper according to the announced schedule

Name of the instructornumber of pages

Approved by

**Head of the Health Care Department**

**PhD(c)EmirjonaKiçaj**