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| The University of JordanFaculty of MedicineDept. of Family and community Medicine | Quantitative Health Research0500491 | First Semester2016/2017 |

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| Instructor | Prof. Ra’eda Al - Qutob |
| Class time and rooms  | Sunday – Tuesday 2.30-4 pm Hospital Hall (Stadium) |
| Office  | Faculty of Medicine Dept. of Family & Community Medicine  |
| E- mail | Fhg@orange .jo |
| Phone No.  | +962799049343 |

Text book: Kumar, R.(R.2011). Research methodology .Step by step guide for beginners. London: Sage publications.

***Course Description*** :-

The course will provide an overview of research methods and issues within the health field. The various steps of the research process from problem identification and formulation to data analysis will be examined in turn.

The course will help medical students acquire the knowledge and skills necessary to prepare and implement various aspects of the research process through exposure to different concepts and conduct of class assignments.

Thus the course will encourage critical thinking and writing skills that demonstrate the student’s abilities to understand and evaluate related researches.

***Course objectives and intended learning outcomes:-***

As a result of this course, students should be able to :-

1- Apply their understanding of quantitative health research methods .

2- Critically assess the utility and appropriateness of different quantitative methods and techniques for the study of relevant research issues in health .

3-Demonstrate their understanding of major research methods and their ability to make use and interpret the results of quantitative research techniques.

4- Become familiar with ways of managing and displaying data.

5- Show the skill and ability to prepare the full cycle of quantitative research project .

Course methods:-

***The courses consists of:-***

* Lectures
* Class room discussions and student presentations
* Discussions of group assignments and projects.

This course meets for three hours per week ( for a two hours class sessions, and one hour lab). Students will have opportunities, both in class/ lab and outside class, to learn by doing.

***Issues related to academic dishonesty:-***

All assignment work submit ted must be original, that is, students have taken no portion of it from the work of others.

Acts of academic dishonesty such as cheating or plagiarism will result in a zero on the assignment, and a letter to the dean detailing the incident ( See the UJ handbook pp. (69-70) for more details. Plagiarism is defined to steal and use the ideas or writings of others as one’s own. Students are expected to know proper citing procedures, please ask if you are at all unclear as to know to avoid plagiarism.

In general; here are some examples of plagiarism that you should be careful to avoid:-

* If you use sentence ( or even a part of sentence) that some else wrote and do not put it in double quotes and reference the source, you have committed plagiarism.
* If you paraphrase somebody else’s theory or idea and don’t reference the source, you have committed plagiarism.
* If you use a picture of diagram or table from web page , book, and journals; and don’t reference the source, you have committed plagiarism.
* If your paper incorporates someone else collected data and you don’t reference the source, you have committed plagiarism.

***Miscellaneous classroom climate issues :-***

We will be engaging in a lot of critical evaluation in this course. We need to give and receive criticism in the spirit of collaboration, please be kind, respectful, and honest.

Please do not use mobile phones ( phones should be put on silent mode at all times ).

***Course requirements***:-

***Exams:-***

There will be one final exam.

***Assignments:-***

The course will have two assignments:-

* Assignments 1 :- presentation of a plan for a research idea
* Assignments 2:- submission of a group work in the form of a research project proposal.

***Group research project:-***

Each group consisting of 12 student will be to asked to prepare a research project proposal in one of health issues. Topics will be assigned by the instructor. The details of this project will be explained as the course progresses.

***Grading system :-***

Each requirement will be awarded points up to the maximum for each requirement:-

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| Requirement  | points |
| Presentation of research idea | 10 |
| Research project proposal (equivalent to mid term exam) | 40 |
| Final exam  | 50 |
| Total  | 100 |

***Course units:-***

The contents of this course will be divided into units:-

1- ***An introduction to research***

* Research , what does it mean?
* Types of research
* Quantitative research vs qualities research
* Contribution of research to knowledge and practice

 ***2- planning of a quantitative research:-***

2.a The research problem :-

- Sources of research problem

- consideration in selecting a research problem

- steps in formulating a research problem

- Formulating the statement of the research problem.

 2.b :- Literature Review:-

- Introduction : Secondary sources and primary sources

- Purposes of review

- conducting a review of the literature

***3- Introducing different methods of quantitative research***

***4- Population and sampling***

***5- Data collection methods***

***6- Data processing and analysis***

***7- Preparing the research report***

Reference ( Examples):-

* Rose Nieswiadomy ( 2012). Foundations of Nursing Research ( 6th edition), Pearson Education , Inc. NJ
* What is Evidence Based Practice ?Bruce .Thyer .2004
* Detailed guidelines for reporting quantitative research in health and social care in the community Malcolm Campbell . 2010
* Borg, W.& Gall, M.(1983) . Educational Research an Introduction . ( 4th Ed.), New york , London: longman . pP.69-102.
* Fraenkel, J. and Wallen, N. and Hyum , H. (1993) . How to design and evaluate a research in education . USA : Mc Graw- Hill.
* Gall, M., Borg, W., & Gall, J. (1996) . Educational Research, an Introduction. 6th edition, longman publishers. USA
* Gravetter, F. & Forzano, L. (2003) Research Methods for the behavioral sciences . USA: Vicki knight – Thomson.
* Johnson, G.& Christensen, L. (2004) Educational research, quantitative, qualtitative and mixed approaches, (2nd ed .). pearson Education , Inc.
* Keppel , G. and Saufley , W. & Tokunaga. H. (1996) Introduction to Design and Analysis , A student’s Handbook. 2nd ed. 5th printing. W.H. Freeman and Company. New york.
* Kerlinger, F., (1973) Foundations of Behavioral Research. (2nd Ed). London. MacMillan press LTd.
* Kirk, R. (1982) . Experimental Design procedures for Behavioral science Brooks : Cole publishing compay.
* Koul, L. (1997) Methodology of Educational Research .3rd revised and enlarged edition . Vikas publishing House PVT Ltd.
* Marczyk, G., DeMatteo, D., and Festinger, D. (2005) Essemtials of Research Design and Methodology . New Jersey : Wiley
* Mason, e. (1997) Research in education and the behavioral sciences concepts and methods. USA : Brown and benckmark.
* Muis, D. (2004) Doing quantitiative research in education with spss SAGE publications Ltd London.
* O’leary , z. (2004) the essential guide to doing a research. London : Sage Publications.
* Sing- Hss, A., Abu Baker , A. and Sararaks , S (2008) the medical research handbook, planning a research project. Kuala- Lumpur: Clinical research center.
* Tuckman, B. (1999) Conducting Educational Research. 5th ed. Harcourt Brace College publisher. Fort Worth
* Worhtern , B. & Sanders, J. (1998) Educational Evaluation alternative approaches and proaches and practical guidelines . New York : Longman>