

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[7085856] Metodologias de Investigação e Estatística		
Plano / Plan:	PLANO - CMEC-ESF - a partir 2023/2024		
Curso / Course:	Mestrado em Enfermagem Comunitária - área de Enfermagem de Saúde Familiar		
Grau / Diploma:	Mestre		
Departamento / Department:	ENFERMAGEM		
Unidade Orgânica / Organic Unit:	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
Área Científica / Scientific Area:	Enfermagem		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	3		
Horas de Trabalho / Work Hours:	0075:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0015:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0015:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

Docente Responsável / Responsible Teaching

[5230] Marta Maria Gonçalves Rosa

Outros Docentes / Other Teaching

[5030] Maria Odete Pereira Amaral

Learning Outcomes of the Curricular Unit

In general, we intend that students acquire knowledge of the general principles of research and statistics as well as knowledge and skills in the use of statistical analysis programs.

Relate levels of evidence and degrees of recommendation with the safety and quality of nursing care;

Differentiate the theoretical-methodological options and the stages that characterize primary research (quantitative and qualitative) and secondary research;

Understand the methodological strategies and techniques to support the elaboration of a protocol and a research project;

Interpret probabilistic models to support statistical inference, the interpretation of confidence intervals and the formulation and testing of hypotheses

Use software to support statistics.

Syllabus

Research process and its characteristics

Methodological research strategies: quantitative/qualitative paradigm

Primary investigations:

The research project: its design and components

Stages of research protocols and strategies

Elements of the research report

Secondary investigations (Scoping review and RSL)

Evidence-based practice: concepts and steps

Methodology of data analysis

Descriptive/ inferential statistics - statistical programs

Parametric and non-parametric test assumptions

Presentation and analysis of qualitative and quantitative data

Communication of research results

Demonstration of the syllabus coherence with the curricular units' learning objectives

This This curricular unit presupposes the use of active methods in which the syllabus is in line with the objectives, given that: They are arranged according to a coherent and coordinated order, in a systemic logic The presentation of examples of type studies and use of different methodologies enables a more adequate explanation and conjunction of knowledge with the remaining CUs of the course The programme associates concepts and contents leading to the creation and implementation of research methodologies and the dynamics leading to the development of research projects The presentation of the best evidence/level of recommendation, coupled with the discussion of scenarios, enables showing the best health care practices The explanation of current issues and challenges in nursing enables understanding the lines of research in the field of nursing and health in general, as well as identifying the areas which require additional research

Teaching Methodologies (Including evaluation)

The contents will be taught in theoretical and theoretical-practical classes, with expository, dynamic methodologies and active participation of students. During autonomous work hours, students will be guided to carry out individual or group work, namely the creation and analysis of a simple database or through the elaboration of a research project. The assessment will be presented at the beginning of the curricular unit based on one of the following proposals: individual written test (100%) or development of group/individual work and written test, with the individual written test (50%) and the completion of work individual/group, with presentation (50%). The work may include preparing a research project or analyzing a database with calculations and interpretation of results. Approval of the curricular unit presupposes a classification greater than or equal to 10 points.

Demonstration of the coherence between the teaching methodologies and the learning outcomes

The implementation of different teaching methodologies aims to ensure the consistency of the syllabus according to the objectives and their relationship with the students' learning, promoting in them the ability to mobilize and apply knowledge in health practice contexts. To ensure this coherence, the teacher: (i) communicates and discusses the objectives with the students at the beginning and throughout the curricular unit; (ii) explains the objectives to be achieved through the training of research competences using information technologies and training of the search in scientific databases; (iii) validates if they are achieved, since each student should demonstrate the achievement of the defined objectives. The methodologies adopted allow for the development of theoretical knowledge and the conduct of research in clinical practice, the interpretation of scientific results for an evidence-based practice, and the mobilization of the knowledge and skills developed for more specific contexts of family nursing practice. Thus, throughout the course, students will develop cognitive and motivational skills for the importance and understanding of research and statistics in clinical practice, contributing to a better perception and understanding of the objectives to be achieved. The methodologies adopted, student-centered, will facilitate the development of skills and lead to the objectives presented and focus on the involvement of students in solving problem situations and group discussion, allowing teamwork and the development of useful skills for personal and professional valorization.

Bibliografia / Bibliography

Cunha, M. & Santos, E. (2021). *Revisão Sistemática da Literatura com Meta-análise: um guia prático para iniciantes*. Edições Esgotadas, Lda.

Gonçalves, S., Gonçalves, J., & Marques, C. (2021). *Manual de investigação qualitativa: Conceção, análise e aplicações*. Pactor

Marôco, J. (2021). *Análise estatística com utilização do SPSS (8ª ed)*. Report Number Lda Lima, T., Amaral, O., de Almeida, P., Carvalho, P., Marques, T., Pinto, A. R., & Coimbra, T. (2022). *Do internamento para a comunidade ? o cuidador informal na transição*. *Revista De Investigação & Inovação Em Saúde*, 5(1), 47-58. <https://doi.org/10.37914/riis.v5i1.191>

Mendes, M. N., Rosa, M., do Carmo Figueiredo, M., & Pereira, I. C. (2021). *Literacia em saúde dos idosos sobre Diabetes Mellitus: uma Scoping Review*. *Revista da UI_IPSantarém-Unidade de Investigação do Instituto Politécnico de Santarém*, 9(1), 94-108. <https://doi.org/10.25746/ruiips.v9.i1.24835>