



Universitat de Lleida

DEGREE CURRICULUM

DATA ANALYSIS IN HEALTH RESEARCH 2

Coordination: NUIN ORRIO, CARMEN

Academic year 2021-22

Subject's general information

Subject name	DATA ANALYSIS IN HEALTH RESEARCH 2			
Code	14065			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Health Research	2	COMPULSORY	Blended learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	2.4		3.6
	Number of groups	1		1
Coordination	NUIN ORRIO, CARMEN			
Department	NURSING			
Teaching load distribution between lectures and independent student work	15h theoretical class, 24h tutoring/supervising, 111h individual work, in total 150 hours of dedication			
Important information on data processing	Consult this link for more information.			
Language	Spanish and English			
Distribution of credits	Distribution of the 6 ECTS credits: Face-to-face activities (26%), non-face-to-face activities (74%).			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BARALLAT GIMENO, EVA	eva.barallat@udl.cat	0	
YILDIRIM , MELTEM	meltem.yildirim@uvic.cat	6	

Learning objectives

- Demonstrate the domain in the use and management of software for the analysis of data from a study specific to its scientific field.
- Know how to convey in a clear and unambiguous way to a specialized audience or not, results from scientific research and technology or the most advanced field of innovation, as well as the most relevant foundations on which they are based.

Competences

Basic skills

CB9 - That students know how to communicate their conclusions and the knowledge and ultimate reasons that sustain them to specialized audiences and not specialized in a clear and unambiguous way.

General Competences

CG2 - The person with the master's degree in health research must identify the rationale of the evidence-based intervention and apply it in the decision making in clinical practice.

Specific competences

CE5 - The person with the master's degree in health research must be able to use instruments for critical evaluation of research articles qualitative and quantitative.

CE6 - The person with the master's degree in health research must have knowledge and apply the scientific writing language in the communication of health results.

CE7 - The person with the master's degree in health research must be able to describe and apply the most common techniques to explore and analyze the data, the relationships between variables or categories and the contrast of hypotheses in both quantitative and qualitative research.

Subject contents

Contents of the subject:

1. Data collection in qualitative research

1.1. Sample selection

1.2. Data collection techniques

- a. Interviews
- b. Focus groups
- c. Observation
- d. The use of relevant documents

1.3. How the data should be stored securely?

2. Transcription of data

- 2.1. How to transcribe the interviews?
- 2.2. The ethical aspect of transcripts
- 2.3. Tips to ensure fast and accurate transcriptions

3. Content analysis

- 3.1. Main stages of content analysis
 - a. Initial encoding (in-vivo)
 - b. Categorization of codes
 - c. Creating the final diagram of the results
- 3.2. Qualitative analysis with the ATLAS.ti program
 - a. Knowing the interface of the program
 - b. Classroom practice: content analysis with ATLAS.ti

Methodology

Since the master's modality is blended learning, multiple the teaching methodologies will be used: lecture, solving exercises and problems, seminars, guided debates, individual work, group work and tutoring/supervising.

The list of training activities is detailed below:

- **Lecture:** participation via classroom presence or via live streaming video
- **Individual work:** doing literature readings, searching for information, preparing and delivering the work within the deadlines
- **Group work:** preparing and sharing information, using collaborative working tools (e.g. Google Drive) and videoconference programs (e.g. Zoom, Skype) to share and exchange information among group members, preparing and delivering work within the deadlines
- **Tutoring/Supervising:** Requesting a tutoring session from the responsible of the subject in order to discuss and evaluate the aspects of the work that can be improved (both individually and in groups)

Development plan

ECTS	Classroom activities (26%)		Non-attendance activities: autonomous work (74%)	Total hours of student dedication
	Theoretical class	Tutorials		
6	15h	24h	111h	150h

Evaluation

The evaluation activities are detailed below:

Activity	Percentage
Attendance in lecture classes (via classroom presence or via live streaming video)	30%
Individual work	30%
Group work	20%
Online exam	20%

Bibliography

Basic

Grove S. K., Gray, J. R., Burns, N. (2016). Investigación en Enfermería: Desarrollo de la práctica enfermera basada en la evidencia (6 ed.). Barcelona: Elsevier España.

Katayama, R. (2014). Introducción a la investigación cualitativa: Fundamentos, métodos, estrategias y técnicas (1 ed.). Peru: Universidad Inca Garcilaso de la Vega.

Hernández-Sampieri, R., Mendoza, C. (2018). Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta (7 ed.). New York: Mc Graw Hill Education.

Pedraz-Marcos, A., Zarco-Colón, J., Ramasco-Gutiérrez, M., Palmar-Santos, A. M. (2014). Investigación cualitativa (1 ed.). Elsevier.

Holloway, I., Wheeler, S. (2010). Qualitative Research in Nursing and Healthcare (3 ed.). Malaysia: Wiley-Blackwell.

Santos-Heredero, F. X., Rodríguez-Arias, C. A., Rodríguez-Ballester, R. (2014). Metodología Básica de Investigación en Enfermería (1 ed.). Madrid: Díaz de Santos.

Seale, C., Gobo, G., Gubrium, J. F., Silverman, D. (2004). *Qualitative Research Practice* (1 ed.). London: SAGE Publications.

Tatano-Beck, C. (2013). *Routledge International Handbook of Qualitative Nursing Research* (1 ed.). New York: Routledge.

Latimer, J. (2003). *Advanced Qualitative Research for Nursing* (1 ed.). Oxford: Blackwell Science Ltd.

Complementary:

De Chesnay, M. (2015). *Nursing Research Using Phenomenology: Qualitative Designs and Methods in Nursing* (1 ed.). London: Springer Publishing Company.

Flick, U. (2018) *The SAGE Handbook of Qualitative Data Collection* (1 ed.). London: SAGE Publications.

Wengraf, T. (2001). *Qualitative Research Interviewing: Biographic Narrative and Semi-Structured Methods* (1 ed.). London: SAGE Publications.

Brinkmann, S. (2013). *Qualitative Interviewing. Understanding Qualitative Research* (1 ed.). Oxford: Oxford University Press.

Miles, M. B., Huberman, A. B., Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3 ed.). London: SAGE Publications.

De Chesnay, M. (2015). *Nursing Research Using Data Analysis: Qualitative Designs and Methods in Nursing* (1 ed.). London: Springer Publishing Company.

Flick, U. (2013). *The SAGE Handbook of Qualitative Data Analysis* (1 ed.). London: SAGE Publications.