



Universitat de Lleida

# DEGREE CURRICULUM **MASTER'S THESIS**

Coordination: BARALLAT GIMENO, EVA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	MASTER'S THESIS			
<b>Code</b>	14072			
<b>Semester</b>	UNDEFINED			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Health Research	2	COMPULSORY	Blended learning
<b>Course number of credits (ECTS)</b>	12			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	TFM		
	<b>Number of credits</b>	12		
	<b>Number of groups</b>	1		
<b>Coordination</b>	BARALLAT GIMENO, EVA			
<b>Department</b>	NURSING			
<b>Teaching load distribution between lectures and independent student work</b>	37,5h seminars, 200h individual work, 62,5h tutorizing, in total 300 hours of dedication			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan, Spanish and English			
<b>Distribution of credits</b>	Distribution of 12 credits ECTS: Presential activities (33,3%), non- presential activities (66,7%).			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BARALLAT GIMENO, EVA	eva.barallat@udl.cat	,75	
ESCOBAR BRAVO, MIGUEL ANGEL	miguel.escobar@udl.cat	1,12	
GOMEZ ARBONES, XAVIER	xavier.gomez@udl.cat	,75	
LAVEDÁN SANTAMARÍA, ANA	ana.lavedan@udl.cat	1,5	
LEGIDO QUIGLEY, HELENA	helena.legido@udl.cat	,38	
MATEOS GARCÍA, JOSÉ TOMÁS	josetomas.mateos@udl.cat	1,12	
PUIG RIBERA, ANNA	annam.puig@uvic.cat	,38	
RUBINAT ARNALDO, ESTHER	esther.rubinat@udl.cat	2,25	
RUBÍ CARNACEA, FRANCESC JOSEP	francesc.rubi@udl.cat	,75	
VALENZUELA PASCUAL, FRANCESC	fran.valenzuela@udl.cat	,75	
VAQUÉ CRUSELLAS, CRISTINA	cristina.vaque@uvic.cat	,38	

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
YILDIRIM , MELTEM	meltem.yildirim@uvic.cat	1,12	

## Subject's extra information

When all the credits of a Master have been completed, a final project must be elaborated and publicly defended in order to obtain the corresponding accreditation. The work, a direct consequence of what has been learned throughout the courses of the Master, consists of the development, presentation and public defense before the University Court of a project for the end of the Master, consisting of an exercise of integration of the contents received training and the skills acquired throughout the degree.

This work will be a research study that will be carried out individually and that must be framed in one of the specialties offered by the master. In this way, the chosen specialty will be the one that appears later in the academic title. This work will have to be developed based on the presentation guide of the TFM and supervised by a professor of the master's degree, following the procedure of Annex 1.

### Prerequisites:

It can only be passed if all the compulsory subjects of the degree have been passed.

## Learning objectives

Know how to apply and integrate their knowledge, their understanding, their scientific basis and their problem-solving abilities in new and imprecisely defined environments, including multidisciplinary contexts, both researchers and highly specialized professionals;

Have developed sufficient autonomy to participate in research projects and scientific or technological collaborations within its thematic scope, in interdisciplinary contexts and, where appropriate, with a high component of knowledge transfer.

## Competences

### Basic skills:

CB1 Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

### General Competences:

CG6 The person with the master's degree in health research must have the ability to work in multidisciplinary research groups in both national and international health.

### Specific competences:

CE1: The person with the master's degree in health research must be able to describe the methodological designs used in health research, both quantitative and qualitative.

CE2 The person with the master's degree in health research must be able to internalize and apply the ethical principles in clinical research, make decisions based on these principles in conflict situations, as well as know

their limitations

CE3 The person with a master's degree in health research must be able to design research questions about areas of uncertainty in clinical practice.

CE4 The person with a master's degree in health research must be able to describe the main sources of information based on the evidence, both in quantitative and qualitative research results.

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

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 data, the relationships between variables or categories and the hypothesis contrast in both quantitative and qualitative research.

CE8: The person with the master's degree in health research must be able to design a research project in the field of health within a specific context.

CE9. The person with the master's degree in health research must formulate and identify health problems and apply the theories and specific techniques for their analysis.

## Subject contents

Learning activity: Seminars (Project-oriented learning)

Hours: 1.5 ECTS X 25 H = 37.5

Face-to-face percentage: 100%

Training activity: Individual student work (readings, information search, project preparation, presentation and public defense of the project)

Hours: 8 ECTS X 25 H = 200

Percentage of contact: 0%

Training activity: tutorials

Hours: 2.5 ECTS X 25 H = 62.5

Percentage of contact: 50%

TOTAL CREDITS: 12 ECTS TOTAL HOURS: 300

## Methodology

- Learning activity: Seminars (Project-oriented learning)

Hours: 1.5 ECTS X 25 H = 37.5

Face-to-face percentage: 100%

- Training activity: Individual student work (readings, information search, project preparation, presentation and public defense of the project)

Hours: 8 ECTS X 25 H = 200

Percentage of contact: 0%

Training activity: tutorials

Hours: 2.5 ECTS X 25 H = 62.5

Percentage of contact: 50%

TOTAL CREDITS: 12 ECTS TOTAL HOURS: 300

## Development plan

- From 28 October to 19 November: delivery of the pre-project and the application for guardianship, available in Annex 1, in the activity that will be opened for this purpose in the virtual campus.
- From 22 to 26 November: the master's commission will study the proposals and the assignment of tutors and tutors will take place.
- November 29: the provisional list of students and tutors will be published.
- From 1 to 3 December: a period of incidents and claims will be established.
- On December 13: the final resolution of students, tutors and project to be developed will be published.
- The presentation of the TFM will take place in the periods between February 21 and March 4, between June 20 and July 1 or between October 1 and 22, 2022. The period from February 21 to March 4 is considered an extraordinary period.
- Exceptionally, dates may be modified if duly justified.
- For the defense before Court it will be necessary to deliver the authorization and the documents included in Annex 2.

### Tutor's designation:

- The professors who can tutor the Final Master's Thesis are all those of the degree. The student may propose to the professor that he or she considers appropriate outside the degree, but there will always be a co-direction with a professor of the Master.

## Evaluation

### **Assistance and participation in seminars and tutorials**

Percentage: 15%

### **Preparation of written work**

Percentage: 50%

### **Exhibition and public defense of the Master's Thesis**

Percentage: 35%

The Cum Laude assignment is reserved for the ordinary period from June 20 to July 1. If it is not assigned in the first ordinary period, it may be assigned in the following ordinary period (October 1 to 22).

## Bibliography

### **Methodology of quantitative research in health**

Argimon Pallars JM, Jiménez Villa J. Métodos de investigación clínica y epidemiológica. Tercera edición. Elsevier

Espanya S.A. Madrid 2004. Bowling, A. Research methods in health. Investigating health and health services. Open University Press. McGraw-Hill Education. Second Edition. New York 2001.

Burns, N; Grove, SK. Investigación en enfermería. 3a ed. Madrid. Elseiver España, 2004

Contandriopoulos A P, et al. Preparar un proyecto de investigación. SG Editores S.A: Barcelona 1991.

Gordis, L. Epidemiología. Tercera Edición. Elsevier Espanya S.A. Madrid 2005.

Mateo, M; Kirchhoff, K. Research of Advanced practice nurses. Springer Publishing company. New York. 2009

Porta, M. Dictionary of Epidemiology. Oxford University Press. New York. Fifth Edition. 2008.

Pardo de Vélez G, Cedeño Collazos M. Investigación en salud. Factores sociales. Mc Graw-Hill Interamericana

S.A. Colombia 1997. Polit,D.F. Investigación científica en ciencias de la salud. Principios y métodos. 6a ed.

México. McGraw-Hill Interamericana, 2000

Silva Ayçaguer L C. Muestreo para la investigación en ciencias de la salud. Ediciones Díaz de Santos S.A: Madrid 1993.

Silva Ayçaguer L C. Diseño razonado de muestras y captación de datos para la investigación sanitaria. Ediciones Díaz de Santos S.A: Madrid 2000.

Silva Ayçaguer L C. Cultura estadística e investigación científica en el campo de la salud: una mirada crítica. Ediciones Díaz de Santos S.A: Madrid 1997.

## Methodology of qualitative research in health

### Books

ALGUACIL, J. (2011): Cómo se hace un trabajo de investigación en Sociología. Madrid, Los libros de la Catarata.

ALVAREZ-GAYOU, J. L. (2003): Cómo hacer investigación cualitativa. Fundamentos y metodología. Barcelona, Paidós.

ANDER-EGG, E. (1990): Técnicas de Investigación Social. México, El Ateneo.

BERNARD, M., PHILLIPS, J., MACHIN, L. & DAVIES, V. H. (2000): Women Ageing. Changing Identities,

Challenging Myths. London, Routledge. BRYMAN, A. And BURGESS, R. G. (1994): Analysing Qualitative Data. London, Routledge.

CATANI, M. (1982): Tante Suzanne. Paris, Meridiens.

CORBETA, P. (2003): Metodología y técnicas de investigación social. Madrid, McGraw Hill.

COSEY, L. (ed)(1963): Sociology Through Literature. Englewood Cliffs, Prentice Hall.

DELGADO, J. M. y GUTIERREZ, J. (1994): Métodos y técnicas cualitativas de investigación social. Madrid, Síntesis.

DENZIN, N. K. (1997): Interpretative Ethnography: Ethnographic Practices for the Twenty-first Century. Thousand Oaks, Sage.

FERRAROTI, F. (1990): La historia y lo cotidiano. Buenos Aires, Editorial de América Latina.

FOOTE, W. (ed)(1991): Participatory Action Research. London, Sage.

GARCIA FERRANDO, M. (1994): Socioestadística. Madrid, Alianza.

GARCIA FERRANDO, M.; IBANEZ, J. y ALVIRA, F. (1986): El análisis de la realidad social. Madrid, Alianza.

GLASER, R. And STRAUSS, A. (1967): The Discovery of Grounded Theory. Chicago, Aldine Publishing.

GOLDTHORPE, J. H. (2000): On Sociology: Numbers, Narratives, and the Integration of Research and Theory.

Oxford University Press. LANDETA, J. (1999): El método Delphi. Madrid, Ariel.

LINCOLN, Y. S. and GUBA, E. G. (1985): Naturalistic Inquiry. Beverly Hills, Sage.

MARINAS, J. M. y SANTAMARINA, C. (1993): La historia oral: métodos y experiencias. Madrid, Debate.

MATUS, G. y MOLINA, F. (2006): Metodología cualitativa: un aporte de la Sociología para investigar en Bibliotecología. Valparaíso, Universidad de Playa Ancha.

MILLER, R. L. (2000): Researching Life Stories and Family Histories. Thousand Oaks, Sage.

MOLINA, F. (2002): Sociología de la Educación Intercultural. Vías alternativas de investigación y debate. Buenos Aires, Lumen.

PENNEF, J. (1991): Le methode biographique. Paris, Colin.

PUJADAS, J. J. (1992): El método biográfico. Madrid, CIS.

RUIZ OLABUENAGA, I. (1999): Metodología de la investigación cualitativa. Bilbao, Universidad de Deusto.

SILVERMAN, D. (1997): Qualitative Research. London, Sage.

SLADE, S.G. & MOLLOY, E. (2009): 'Listen to me, tell me': a qualitative study of partnership in care for people with non-specific chronic low back pain. Clinical Rehabilitation. SAGE Publications.

STRAUSS, A. and CORBIN, J. (1990): Basics of Qualitative Research. Newbury Park, CA, Sage.

TESCH, R. (1990): *Qualitative Research: Analysis Types and Software Tools*. London, Falmer Press.  
 TYLOR, S. J. y BOGDAN (1986): *Introducción a los métodos cualitativos*. Buenos Aires, Paidós.

### Articles and magazines

BLASCO, T. & OTERO, L (2008): *Técnicas cualitativas: La entrevista (I)*. Nure Investigación, num. 33.  
 BLASCO, T. & OTERO, L (2008): *Técnicas cualitativas: La entrevista (II)*. Nure Investigación, num. 34.  
 CALLEJO-GALLEGO, J. (2002): *Observación, entrevista y grupo de discusión: el silencio de tres prácticas de investigación*. Revista Española de Salud Pública, vol. 76, núm. 5.  
 COLECTIVO IOE (2010): *¿Para qué sirve el grupo de discusión? Una revisión crítica del uso de técnicas grupales en los estudios sobre migraciones*. En: *Empiria - Revista de Metodología de Ciencias Sociales*, núm. 19. UNED.  
 COLECTIVO IOE (2003): *Investigación acción participativa: propuesta para un ejercicio activo de la ciudadanía*. Conferencia: Encuentro de la Consejería de Juventud. Córdoba, junio de 2003.  
 CORBIN, J. & Strauss, A. (1990): "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria", a *Qualitative Sociology*, 13 (1): 3-21.  
 DE AGUILERA, M. i PINDADO, J. (2006): "Nuevos enfoques en comunicación y salud: perspectivas de investigación", a *Comunicar*, 26: 13-20.  
 ICPHR (2013): *Position Paper 1: What is Participatory Health Research? Version: Mai 2013*. Berlin, International Collaboration for Participatory Health Research  
 1NIGUEZ, L. (1999): "Investigación y evaluación cualitativa", en *Atención Primaria*. Vol. 23, núm. 8: 496-502.  
 WALL, S. (2015): "Focused Ethnography: A Methodological Adaption for Social Research in Emerging Contexts", a *Forum: Qualitative Social Research (FQS)*. Vol 16 (1): art. 1.

### Search and information management

#### Books

Cueva Martin A. *Fonts d'informació en ciències de la salut*. València: Universitat de València; 2001.  
 Faus Gabandé F. *Búsquedas bibliográficas en bases de datos: primeros pasos en investigación en ciencias de la salud*. Barcelona: Elsevier; 2013.  
 The Joanna Briggs Institute. *Joanna Briggs Institute Reviewers' Manual: 2014 edition*. The Joanna Briggs Institute. 2014.  
 The Joanna Briggs Institute. *The Joanna Briggs Institute Reviewers' Manual 2015: Methodology for JBI scoping reviews*. Joanna Briggs Institute. 2015.  
 Institute of Medicine (US) Committee on Standards for Systematic Reviews of Comparative Effectiveness Research. *Finding What Works in Health Care: Standards for Systematic Reviews*. Eden J, Levit L, Berg A, Morton S, editors. Washington DC: National Academies Press (US); 2011.

#### Articles

McGowan J, Sampson M. *Systematic reviews need systematic searchers*. *J Med Libr Assoc*. 2005;93(1):74-80.  
 Wu YP, Aylward BS, Roberts MC, Evans SC. *Searching the scientific literature: Implications for quantitative and qualitative reviews*. *Clin Psychol Rev*. Elsevier Ltd; 2012;32(6):553-7.  
 Hilbert F, Barth J, Gremm J, Gros D, Haiter J, Henkel M, et al. *Coverage of academic citation databases compared with coverage of scientific social media*. *Online Inf Rev*. 2015;39(2):255-64.  
 Bramer WM, Giustini D, Kramer BM, Anderson P. *The comparative recall of Google Scholar versus PubMed in identical searches for biomedical systematic reviews: a review of searches used in systematic reviews*. *Syst Rev*. 2013;2(1):115.  
 Boeker M, Vach W, Motschall E. *Google Scholar as replacement for systematic literature searches: good relative recall and precision are not enough*. *BMC Med Res Methodol*. 2013;13(1):131.  
 Kable AK, Pich J, Maslin-Prothero SE. *A structured approach to documenting a search strategy for publication: A 12 step guideline for authors*. *Nurse Educ Today*. Elsevier Ltd; 2012;32(8):878-86.  
 McGrath JM, Brown RE, Samra H a. *Before You Search the Literature: How to Prepare and Get the Most Out of Citation Databases*. *Newborn Infant Nurs Rev*. Elsevier Inc.; 2012;12(3):162-70.  
 Vardakas KZ, Tsopanakis G, Pouloupoulou A, Falagas ME. *An analysis of factors contributing to PubMed's growth*. *J Informetr*. Elsevier Ltd; 2015;9(3):592-617.  
 De Groot SL, Raszewski R. *Coverage of Google Scholar, Scopus, and Web of Science: A case study of the h-index in nursing*. *Nurs Outlook*. Elsevier Ltd; 2012;60(6):391-400.  
 Bartels EM. *How to perform a systematic search*. *Best Pract Res Clin Rheumatol*. Elsevier Ltd; 2013;27(2):295-306.  
 Sampson M, McGowan J, Cogo E, Grimshaw J, Moher D, Lefebvre C. *An evidence-based practice guideline for the*



peer review of electronic search strategies. *J Clin Epidemiol*. Elsevier Inc; 2009;62(9):944-52.

Falagas ME, Pitsouni EI, Malietzis GA, Pappas G. Comparison of PubMed, Scopus, Web of Science, and Google Scholar: strengths and weaknesses. *FASEB J*. 2007;22(2):338-42.

Valderrama-Zurián J-C, Aguilar-Moya R, Melero-Fuentes D, Aleixandre-Benavent R. A systematic analysis of duplicate records in Scopus. *J Informetr*. Elsevier Ltd; 2015;9(3):570-6.

Haddaway NR, Collins AM, Coughlin D, Kirk S. The Role of Google Scholar in Evidence Reviews and Its Applicability to Grey Literature Searching. *PLoS One*. 2015;10(9):e0138237.

Moher D, Liberati A, Tetzlaff J, Altman DG. Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Med*. 2009 Jul 21;6(7):e1000097.

## Development and project management

### Books

Alvarez Cáceres R. El método científico en las ciencias de la salud. Las bases de la investigación biomédica. Madrid: Díaz de Santos, 1996.

Armigón Pallás JM, Jiménez Villa J. Métodos de investigación clínica y epidemiológica. 4a ed. Barcelona: Elsevier; 2009

Fortin MF. El proceso de investigación: de la concepción a la realización. México: McGraw Hill; 1999.

Gerrish K, Lacey A. Investigación en enfermería. Madrid: McGraw Hill; 2008.

Icart MT, Fuentelsaz C, Pulpón AM. Elaboración y presentación de un proyecto de investigación y una tesina. Barcelona: Edicions de la Universitat de Barcelona, 2000.

### Articles and magazines

Agencia de Gestió d'Ajuts Universitaris i de Recerca [Internet]. Barcelona: Gencat, 2016. Disponible en: <http://agaur.gencat.cat/ca/inici/> Agencia Española del Medicamento [Internet]. Madrid: MSSSI, 2016. Disponible en: <http://www.aemps.es>

Clinicaltrials.gov. A service of the U.S. National Institutes of Health [Internet]. Bethesda: NIH, 2016. Disponible en: <http://www.clinicaltrials.gov> Cobos-Carbó A, Augustovski F. Declaración CONSORT 2010: actualización de la lista de comprobación para informar ensayos clínicos aleatorizados de grupos paralelos. *Med Clin*. 2011;137(5):213-215

Cobos-Carbó, A. Ensayos Clínicos aleatorizados (CONSORT). *Med Clin*. 2005;125 (Supl 1): 21-7  
Código de Nuremberg [Internet]. Disponible en: <http://www.bioeticanet.info/documentos/Nuremberg.pdf>  
Conjunto de datos del registro de ensayos de la OMS. Plataforma de registros Internacionales de ensayos clínicos. [Internet]. Ginebra: OMS. Disponible en: <http://www.who.int/ictrp/network/trds/es/>

CONSORT. Transparent reporting of trials [Internet]. Ottawa: The CONSORT Group, 2016. Disponible en: <http://www.consort-statement.org/> Convocatorias y Ayudas Acción Estratégica de Salud del Instituto de Salud Carlos III [Internet]. Madrid: ISCIII, 2016: <http://www.isciii.es/ISCIII/es/contenidos/fd-investigacion/fd-financiacion/convocatorias-ayudas-accion-estrategica-salud.shtml>

Declaración de Helsinki de la AMM. Principios éticos para la investigación médica en seres humanos [Internet]. Helsinki: AMM; 1964. Disponible en: [http://www.wma.net/es/30publications/10policies/b3/index.html.pdf?print-media-type&footer-right=\[page\]/\[toPage\]](http://www.wma.net/es/30publications/10policies/b3/index.html.pdf?print-media-type&footer-right=[page]/[toPage])

Dranseika V, Piasecki J, Waligora M. Relevant Information and Informed Consent in Research: In Defense of the Subjective Standard of Disclosure. *Sci Eng Ethics*. 2016; 20.

El Informe Belmont. Principios y guías éticos para la protección de los sujetos humanos de investigación. Comisión nacional para la protección de los sujetos humanos de investigación biomédica y del comportamiento. [Internet]. Disponible en: <http://www.bioeticaunbosque.edu.co/Articulos/Documentos/Informe%20Belmont.pdf>

Galende, I. La ética en investigación clínica: la Declaración de Helsinki-Seúl 2008. *Jano*. 2009; 1754:35-40.

Icart MT, Pulpón AM. Cómo cumplimentar una solicitud de un proyecto de investigación en ciencias de la salud. *Aten Primaria* 2000; 25(8):126-39. Información relativa a los Comités de Ética de la Investigación con medicamentos (CEIm) [Internet]. Madrid: MSSSI; 2015. Disponible en: <http://www.msssi.gob.es/profesionales/farmacia/ceic/home.htm>

Investigación clínica y Bioética (ICB digital) [Internet]. Madrid: SEFC; 2015. Disponible en: <http://www.icf.uab.es/icbdigital/>

Mazzanti, MA. Declaración de Helsinki, principios y valores en juego en investigación médica con seres humanos.

Rev Bioética. 2011; 6(11): 125- 44.

Miller M, Kearney N. Guidelines for clinical practice: development, dissemination and implementation. International. Int J Nurs Stud. 2004; 241:813- 821.

Modelo de hoja de información al sujeto participante del ensayo clínico. Madrid: MSSSI. Disponible en: <http://www.msssi.gob.es/profesionales/farmacacia/ceic/pdf/hojaInfoPaciente.pdf>

Moher D, Schulz KF, Altman DG. The CONSORT statement: revised recommendations for improving the quality of reports of parallel group randomised trials. The CONSORT Group. Lancet. 2001;357:1191-94.

Normas de Buena Práctica Clínica . Guía de ICH. [Internet]. Madrid: MSC; 2008. Disponible en: [http://www.aemps.gob.es/industria/inspeccionBPC/docs/guia-BPC\\_octubre-2008.pdf](http://www.aemps.gob.es/industria/inspeccionBPC/docs/guia-BPC_octubre-2008.pdf)

Oxford-Centre of Evidence Based Medicine. Asking focused questions [Internet]. Oxford: CEBM; 2016: Disponible en: <http://www.cebm.net/asking-focused-questions/>

Palmar A. Los fines de la investigación: hipótesis y objetivos. Nure Investigación. 2004; 4:1-3.

Pulido A, Palomino PA, Drías A. Elaboración del proyecto de investigación. Matronas Profesión. 2004; 5(15):23-29.

Von Elm E, Altman DG, Egger M, et al. Declaración de la Iniciativa STROBE (Strengthening the Reporting of Observational studies in Epidemiology): directrices para la comunicación de estudios observacionales. Gac Sanit. 2008;22(2):144-50.

### **Analysis of data in health research 1**

Abella F, Fajó M, Gómez X, March J, Sorribas A. Metodología estadística en ciencias de la salud. Del diseño del estudio al análisis de los resultados. Edicions de la UdL y F.V. Libros Eines 26, 2001.

Argimón Pallás JM, Jiménez Villa J. Métodos de investigación aplicados a la atención primaria. Mosby/Doyma. Barcelona, 1994.

Armitage P, Berry G. Estadística para la investigación biomédica. Ediciones Doyma. Barcelona, 1992.

Hulley SB, Cummings SR. Diseño de la investigación clínica. Un enfoque epidemiológico. Ediciones Doyma. Barcelona, 1993. Woolson RF. Statistical methods for the analysis of biomedical data. John Wiley & Sons. Chichester, 1987.

### **Communication and transfer of health research results**

Abad E, Monistrol O, Altarribas E, Paredes A. Lectura crítica de la literatura científica. Enferm Clín. 2003;13(1):32-40.

Berra S, Elorza-Ricart JM, Estrada MD, Sánchez E. Instrumento para la lectura crítica y la evaluación de estudios epidemiológicos transversales. Gac Sanit. 2008;22(5):492-7.

Erren TC, Cullen P, Erren M, Bourne PE. Ten Simple Rules for a Good Poster Presentation. PLoS Comput Biol. 2007;3:e102.

Gómez Ortega OR, Amaya Rey MC. ICrESAI-IMeCI: instrumentos para elegir y evaluar artículos científicos para la investigación y la práctica basada en evidencia. Aquichan. 2013;13(3):407-420.

Navarro Puerto MA, Ruiz Romero F, Reyes Domínguez A, Gutiérrez Ibarlucea I, Herosilla Gago T, Alonso Ortiz del Río C, et al. ¿Las guías que nos guían son fiables? Evaluación de las guías de práctica clínica españolas. Rev Clin Esp. 2005;205(11):533-540.