



Universitat de Lleida

DEGREE CURRICULUM  
**GESTIÓN DE LA INFORMACIÓN  
EN EL ÁMBITO DE LA SALUD**

Coordination: MASOT ARIÑO, OLGA

Academic year 2022-23

Subject's general information

<b>Subject name</b>	GESTIÓN DE LA INFORMACIÓN EN EL ÁMBITO DE LA SALUD			
<b>Code</b>	14086			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Master's Degree in Research, Innovation and Health Transfer	1	COMPULSORY	Blended learning
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	3	3	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	MASOT ARIÑO, OLGA			
<b>Department</b>	NURSING AND PHYSIOTHERAPY			
<b>Teaching load distribution between lectures and independent student work</b>	In Spanish and English.			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	In Spanish and English.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BELLON , FILIP BERT MARIE PAUL	filip.bellon@udl.cat	2	
MASOT ARIÑO, OLGA	olga.masot@udl.cat	2	
PASTELLS PEIRO, ROLAND	roland.pastells@udl.cat	2	

## Subject's extra information

The compulsory subject Information Management in the Field of Health is 6 ECTS and is taken in a blended mode in the first semester of the Master in Research, Innovation and Transfer in Health. It corresponds to the Applied Research module in Health Sciences, specifically to the subject of Fundamentals of Health Research.

To develop excellent research, it is necessary to start from a correct search for information, but its consultation requires the acquisition of certain skills. With this subject, the students will be able to design research questions that allow them to extract the keywords to be able to extract the results most closely related to their research objective, through knowing the main sources of information.

## Learning objectives

- Design search questions on areas of uncertainty in clinical practice.
- Know and manage the main sources of information based on evidence in health.
- Develop effective strategies for the search for accurate and efficient information.

## Competences

### Basic skills

- CB06 To 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.
- CB08 To be able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

### General skills

- CG1 Conceptualize the scientific method and know how to implement it or transfer it to the field of health sciences.
- CG3 Select and evaluate the appropriate scientific foundation, based on social responsibility and ethical principles' aspects, to guide the solution in each case, project or program.
- CG4 Apply information and computing technologies in the scientific-technical field.

### Specific skills

- CE1 Formulate the appropriate research question for the investigated problem and later, develop a

theoretical framework based on reliable information sources from the health sciences field.

## Subject contents

The contents of the subject will be:

- Design research questions on areas of interest in the field of health
- Identify complex health problems of clinical relevance
- Know and manage the main sources of information
- Gray literature and Open Access
- Develop effective strategies for finding accurate and efficient information.
- Learn how Mendeley bibliographic manager works
- Complementary information to scientific publications
- How to mention bibliographic references

## Methodology

Different teaching methodologies will be used. In face-to-face or synchronous classes, group dynamics will be used to guarantee collaborative learning.

In the rest of the seminars/online activities, support resources (such as presentations, documents or capsules) will be used to guarantee that the student has the necessary information to carry out the different activities. Some of the methods used will be:

- Resolution of exercises and problems.
- Multiple choice tests.
- Team work.
- Individual work.

## Development plan

Various face-to-face sessions will be held according to schedule. The rest of the contents will be presented through virtual presentations. Each topic will be linked to an activity (individual work, group work, test, etc.) to put into practice what was worked in the theoretical class. Therefore, students will be evaluated through continuous assessment activities throughout the course.

## Evaluation

Evaluation system	Percentage
Attendance and participation in master classes, seminars, tutorials and conferences	20%
Individual activity of exercises continuous assessment or preparation of tutorials	30%
Group activity to solve cases, problems or exercises	30%
Multiple choice written tests	20%

### ABSENCE JUSTIFICATION OF THEORETICAL-PRACTICAL SUBJECTS

In relation to absence justifications, the reasons for which the absence is considered to be justified, will be the same as those stated in the Regulations for Assessment and Qualification of Teaching in Degrees and Masters at the UdL for failure to attend the assessment tests scheduled in the teaching guide or on the degree website.

For the rest of situations derived from health, personal or family problems, the student will be allowed to change the

day and recover the seminar during the week, if possible.

Justification or absence requests that entail failure to appear for an evaluation test must be submitted on the same absence day. The rest absence justifications must be submitted within the following 10 days.

In general, the student will only be excused the absence, but not the lack of compliance with their academic commitments.

## Bibliography

Aleixandre Benavent R, González Alcaide G, González de Dios J, Alonso Arroyo A, Navarro Molina C. Fuentes de información bibliográfica (I): fundamentos para la realización de búsquedas bibliográficas. *Acta Pediatr Esp* 2011; 69(3): 131-136.

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Ariel Franco JV, Garrote VL, Escobar Liquitay CM, Vietto V. Identification of problems in search strategies in Cochrane Reviews. *Res Synth Methods.* 2018;9(3):408-416.

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Clark JM, Sanders S, Carter M, Honeyman D, Cleo G, Auld Y, et al. Improving the translation of search strategies using the Polyglot Search Translator: a randomized controlled trial. *J Med Libr Assoc.* 2020;108(2):195-207.

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Wilczynski NL, Marks S, Haynes RB. Search strategies for identifying qualitative studies in Cinahl. *Qual Health Res* 2007;17 (5): 705-10

Wu YP, Aylward BS, Roberts MC, Evans SC. Searching the scientific literature: Implications for quantitative and qualitative reviews. *Clin Psychol Rev.* 2012;32(6):553-7.