



Universitat de Lleida

DEGREE CURRICULUM

PLANIFICACIÓN Y DISEÑO DE ESTUDIOS TRASLACIONALES I

Coordination: ESCOBAR BRAVO, MIGUEL ANGEL

Academic year 2022-23

Subject's general information

Subject name	PLANIFICACIÓN Y DISEÑO DE ESTUDIOS TRASLACIONALES I			
Code	14089			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Research, Innovation and Health Transfer	1	COMPULSORY	Blended learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3	3	
	Number of groups	1	1	
Coordination	ESCOBAR BRAVO, MIGUEL ANGEL			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ESCOBAR BRAVO, MIGUEL ANGEL	miguel.escobar@udl.cat	6	

Subject's extra information

Prerequisites:

- To be able to carry out a bibliographic search and to identify the most relevant articles on the topic of interest.
- To Be able to identify problems in the health field or the health system that can be investigated

Corequisites:

- Knowledge to read documents in English.
- Computer user level knowledge.

Learning objectives

- To have acquired knowledge in scientific research of the theoretical-practical and methodological aspects context.
- To know how to evaluate and select the appropriate scientific theory and the precise methodology of their fields of study to formulate judgments based on incomplete or limited information.
- To demonstrate proficiency in the use and management of software for studies design and data analysis of a study of its own scientific field.
- To know how to clearly transmit the results from scientific and technological research or the innovation field as well as the most relevant foundations on which they are based.
- Learn about the different development phases of innovative activity and planning of industrial transfer actions.
- Learning the protection of intellectual property and licensing processes.
- To know the spin-off creation program, funding sources, and business plan development.
- To identify the different tools and support programs in the transfer process.
- Acquire skills for the business development plan and market identification (primary and secondary).

Competences

Basic competences:

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

CB07 To know how to apply the acquired knowledge and to have the ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their study area

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.

CB09 Let the students know how to communicate their conclusions - and the knowledge and ultimate reasons that support them - to specialized and non-specialized audiences in a clear and unambiguous way

CB10 To possess the learning skills that allow students to continue studying in a self-directed or autonomous way

General competences:

CG2 Consider the gender and equality perspective in the scientific field in Health

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 competences:

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

CE2 Carry out a critical analysis of literature, methodological approach and the context, taking into account the professional, ethical and legal principles in health sciences

CE3 Demonstrate knowledge and skills for the development of qualitative methodological designs in health sciences

CE4 Use the appropriate techniques to analyze the data and the relationships between variables or categories in qualitative research in health sciences

CE6 Apply the acquired knowledge in a research project that promotes innovation in the health's field

CE7 Apply the bases of scientific evidence in health sciences and recognize the need for innovation and knowledge transfer

Subject contents

1.The process of clinical and epidemiological research. The scientific method

2.Structure of a research project

3.Concept and function of the theoretical framework: theory, reference framework and conceptual framework

4.Generation and debugging of questions and hypotheses

5.Structure of the different study designs:

- Basic concepts
- Classification of designs: experimental vs observational
- Main biases in scientific research
- Genetic studies. Biological samples
- Research studies in diverse populations (minors, vulnerable populations ...)

6.Types of variables and measurement scales

7.Types of measures

8. Assessment of the validity of a design

Methodology

The subject will be developed based on practical work done in small groups throughout the term. On the first day of class, groups of 3 or 4 students will be created, each group will design a research project in all its phases from the formulation of a research problem, the construction of a theoretical framework, the establishment of objectives and the development of a adequate methodology.

The theoretical bases adapted to the proposed projects will be presented in the classroom, further reading will be suggested and the projects will be guided and discussed in depth.

The subject will end with the oral presentation of each project prepared by each working group

Teaching methodology	
1	Flipped learning
2	Master class
3	Seminars
4	Team work
5	Individual work
6	Tutorials
7	Project elaboration
8	Problem resolution

Development plan

Sesion	Tipology	Content
1	Master class	The clinical and epidemiological research process. The scientific method.
	Activity	Solving exercises and problems.
2	Master class	Theoretical framework. Questions, objectives and hypotheses
	Activity	Solving exercises and problems.
3	Master class	Structure of the different designs
	Activity	Solving exercises and problems.
4	Master class	Theoretical foundation of the hypotheses and objective
	Activity	Discussion forum
5	Master class	Analysis of the conceptual phase
	Activity	Individual work
6	Master class	Methodology, designs
	Activity	Team work
7	Master class	Methodological and empirical phases
	Activity	Discussion forum
8	Master class	Types of variables, measures and instruments. Validity and reliability assessment.
	Activity	Solving exercises and problems

9	Master class	Scientific rigor and validity of a design
	Activity	Individual work
10	Master class	Genetic studies. Biological samples
	Activity	Individual work
11	Master class	Research studies in diverse populations
	Activity	Individual work
12	Master class	Synthesis of the subject
	Activity	Oral defense group work

Evaluation

Evaluation	
Activity	% Evaluation
Participation in discussion forums, seminars, tutorials	10
Individual activities of continuous evaluation	30
Group work and oral presentation	30
Solving exercises and problems. Multiple choice tests	30

Bibliography

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- Mateo, M; Kirchhoff, K. Research of Advanced practice nurses. Springer Publishing company. New York. 2009
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- Normas Consort: http://www.consort-statement.org/Media/Default/Downloads/Translations/Spanish_es/Spanish%20CONSORT%20Statement.pdf