

Theoretical and practical course plan form - Ilam University of Medical Sciences

Introduction: Year: 2020-2021

School: Health Department: Public Health

* Course name and number: Research method in health education and health promotion

* Field and degree: Health Education - Master

* Day and time: Sunday 12: 30-10: 30

, * Venue: - (Virtual presentation)

* Number and type of units: 2 units (1.5 theoretical units, 0.5 practical units)

* Prerequisite courses: vital statistics

* Office address: Department of Health Education

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* Name of the person in charge of the course: Dr. Zeinab Ghazanfari

* Phone and call days: 08412235735

General purpose of the lesson:

Learning the basics and methodology of research in health education and health promotion with a practical approach and using specialized theories of the profession and designing a quantitative and qualitative research plan in health education and health promotion and presenting a research plan in this field

* **Specific or partial objectives of the lesson:** The specific objective is better to be written behaviorally (the behavioral objective has the audience, behavioral verb, degree and criteria of the conditions).

After passing this unit, the student must:

- 1- Be able to understand the generalities and concepts of research methods in behavioral sciences.
- 2- Be able to choose his favorite issue and find a suitable title for it.
- 3- Be able to write a problem statement for the topic of his choice.
- 4- To be able to obtain studies related to his / her subject in different ways and after reviewing them, to present proposal studies in the review section.
- 5- Be able to apply specialized theories in health education research and health promotion.
- 6- Be able to understand quantitative approaches in research and practical steps in quantitative research. for example:

7- Be able to set goals, assumptions and questions for his proposal.

8- Be able to complete the table of variables for his study.

9- Familiar with the method of collecting information and be able to choose the method of collecting information of his plan and prepare the relevant tools.

10 - Be able to adjust the restrictions and ethical considerations as well as the schedule and costs of the proposal.

11- Be able to understand qualitative approaches in health education research and health promotion. for example:

12- Be able to set research questions in qualitative facts.

13- Be able to understand the types of qualitative studies in health education and health promotion.

14- Be able to understand the methods and tools of data collection in a qualitative approach.

*** Student duties:** (Student homework during the semester):

This course as a theoretical (1.5 credits) - practical (0.5 credits) course can lead the student to the mentioned goals. Therefore, the student is expected to move with the class and do the required homework.

In this class, theoretical topics related to each stage are taught and students are encouraged to do that stage for their chosen topic for a certain period of time. Upon expiration of the given period, the assignments will be delivered to the person in charge of the course. Obviously, the assignments of each stage will be reviewed by the relevant instructor and the student will be given feedback at the beginning of the next session.

Obviously, after receiving the professor's comments, the student can take action to fix the problems and make the necessary corrections.

The main resources of the course (by observing the principles of source writing and giving an address for their preparation, including library, bookstore, internet ...)

1. Cottrell RR, McKenzie JF. Health promotion and Education research methods. USA: Jones and Bartlett Pub. Last edition

2. Dawson C. a practical guide to research methods, a user friendly manual for mastering research techniques and projects. UK: Oxford. Last edition.

3. Bruce N, Pope D, Stan street Quantitative methods for health research: a practical interactive guide. John Wiley & Sons. Last edition.

4. Salazar LF, Crosby RA, Diclemente RJ. Research methods in health education. John Wiley & Sons. Last edition.

5. Rakhshani Fatimah, Fariba secondary town. Research Method: Scientific Stages and Applied Methods, Shahid Beheshti University of Medical Sciences Publications, latest edition

6- Malek Afzali H, Mujadzadeh R, Fotuhi A, Tavakoli S. Methodology of applied research in medical sciences.

7- Safari M. Research Methods in Health Education and Health Promotion: A Thesis / Dissertation Writing Guide. Tehran: Sobhan Publications, 2010.

8- Asivand S., Pakmehr A., Chehrei A., Haghdoost A., Davoodi F., Rezapour A. Principles of questionnaire design in medical science studies. Tehran: Pajhwok Alam Aria, third edition, 2010.

Teaching method + teaching aids used:

In this lesson, lecture methods and workshop presentations are considered. Consequently, devices such as computers, boards, etc. are used

* Methods and time of assessment and evaluation of the student and the bar related to each value B:

Method	Score	Date	Time
Timely delivery of assignments,	4		
participation in self-tests and discussions Delivery of the final proposal on the day of the final exam	8		
End of semester exam	8		

Lesson rules and expectations from students:

- 1- Attending on time and before the teacher
- 2- Active participation in discussions
- 3- Performing and presenting homework on time

Introduction form of theoretical and practical courses - Ilam University of Medical Sciences

Schedule of presenting the curriculum for research methods in health education and health promotion in the second semester of 2020-2021

Session	Time	Topic	Lecturer
1	10.30-12.3.	Introduction, introduction of lesson objectives and explanation of classroom policy	Dr. Ghazanfari
2		Research and its types Familiarity with different types of studies in medical sciences	
3		Select the subject and criterion under consideration, write the title of the plan	
4		Familiarity with the structure of problem expression and writing its details	

5		Familiarity with a review of sources and how to write it	
6		Theory and research in health education and health promotion	
7		Objectives (general, partial and practical), hypotheses, questions	
8		Population and sample, sampling methods, sample size	
9		Methods of collecting information	
10		Methods of review, limitations and solutions, ethical considerations	
11		Source writing according to common patterns, EndNote software training and practical work	
12		Qualitative research method: Generalities and setting of research questions	
13		Qualitative research method: Types of qualitative studies in health education and health promotion	
14		Qualitative research methods: methods and tools of data collection	
15		Report on design, knowledge transfer and exploitation of research results	
16		Lesson summarizing, clearing up ambiguities, answering students' questions, and emphasizing the need to include modified material in the latest proposal format	
17		Final exam	

Due to the importance of the research method lesson and the need to present a proposal at the end of the class, homework is reviewed through a virtual system and students are given feedback.