

In the name of Almighty



Tabriz University of Medical Sciences

Education Development Office (EDO)-Education Vice Dean Administrative

Faculty of Health (FoH)

Lesson plan for the course of **Evidence Based Research Methodology (EBRM)** for the **students of elderly health** at **MSc** level.

The students' affiliated department name **Health Education and Promotion**

Academic year **97-98** Semester **1st** **2^{ed}** **Summer**

1. The lecturer's specifications

Name & Family name:	The affiliated department:	Academic rank:
Abdolreza Shaghaghi	Health Education and Promotion (HEP)	Professor
The affiliated university:	The affiliated faculty:	The faculty room number:
Tabriz University of Medical Sciences	Faculty of Health (FoH)	HEP D - Room No 314
Highest Academic Degree Obtained:	Field of Study:	Telephone number:
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2. The course specifications

The course title:	Evidence Based Research Methodology (EBRM)		
The course credit: 0.33 P 0.33 T	The course venue: HEP D -Conference room 1		
The course type:	Practical <input checked="" type="checkbox"/>	Theoretical <input checked="" type="checkbox"/>	Fieldwork <input type="checkbox"/> Internship <input type="checkbox"/>
Prerequisite course:	Required <input type="checkbox"/> Not required <input checked="" type="checkbox"/>	The number of course sessions: 8	
The number of field work/internship hours:	-		

3. The learners' details:

Field of study:	Expected degree Level:	Number of learners:
Elderly Health	MSc	6

The course main goal: To develop understanding and abilities for justifying the choice of evidence or appropriate research approach (s)/methods applicable in studies on an identified evidence based research question/ topic.

The course objectives:

1. To expand basic understanding about the contribution of EBRM to science and health in individual, family and community levels.
2. To make learners familiar with the underpinning principles of the nature of evidence based research and practice.
3. To make learners familiar with the sources of knowledge and different research methodologies applicable in health research.
4. To create a basic level of knowledge about the difference between a narrative and systematic review, hierarchy of evidence and the steps of performing a systematic review.
5. To create abilities in identifying questions/ topics relating to the area of practice (elderly health) and carrying out a comprehensive literature search.
6. To give opportunity for learning basic concepts and principles in recognizing the types, patterns and methods in dealing with missing data.
7. To provide learners with an introduction to the ethics and create ability to identify ethical concerns in research and intellectual contexts, develop and conduct an ethical research design involving human participants.

Teaching style: The hybrid style including demonstrating/ delegating and facilitating styles.

Learners' tasks: Listing and/or guided independent study, brainstorming, comparing, problem-solving, sharing personal experiences and storytelling, peer tutoring, fishbowl activity, active participation in quescussion and practice works.

The learners' assessment/evaluation method(s): Formative and summative assessment including assessment of attendance and timekeeping, learner participation in class discussions, giving oral or written feedbacks in class, completing and submitting assignments (a draft of an exemplar research proposal) and final examination.

The mid/final exams' structure and questions distribution: The final exam will include at least two open/close ended questions from the topics discussed in the whole semester sessions that determine 12/20 score of the student total grade. The quality and content of the assignments will appoint 5/20 and class activities 3/20 scores of the total grade.

References:

1. Gough D, Gough D, Oliver S. An Introduction to Systematic Reviews. SAGE Publications Ltd, 2012.
2. Centre for Reviews and Dissemination. Systematic Reviews: CRD's guidance for undertaking reviews in health care, University of York, 2008.
Available at: http://www.york.ac.uk/inst/crd/pdf/Systematic_Reviews.pdf
3. Khan KS, Kunz R, Kleijnen J, Antes G. Five steps to conducting a systematic review. Journal of the Royal Society of Medicine, 2003;96:118–121
Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC539417/pdf/0960118.pdf>
4. Hemingway P, Brereton N. What is a systematic review? Evidence-based medicine, 2009 ,
Available at: <http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/syst-review.pdf>
5. Schloss R W. The Role of Systematic Reviews in Evidence-Based Practice, Research, and Development. National Center for the Dissemination of Disability Research (NCDDR), 2006,
Available at:
http://www.ktdrr.org/ktlibrary/articles_pubs/ncddrwork/focus/focus15/Focus15.pdf
6. Changing Practice. An Introduction to Systematic Reviews. 2001. Available at:
<http://connect.jbiconnectplus.org/ViewSourceFile.aspx?0=4318>
7. The Cochrane Collaboration. Cochrane Handbook for Systematic Reviews of Interventions 4.2.6, 2006. Available at:
<http://www.cochrane.org/sites/default/files/uploads/Handbook4.2.6Sep2006.pdf>

The course outline

Session	Session educational topics	Educational objectives	Learning domain(s)/taxonomy(ies)*
1	Challenges of conducting s health research in developing countries	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
2	Evidence based research methodology	OBJECTIVE 2, 3	COG: understanding AFECT: organization PSYCHO: perception
3	Comparison of narrative and systematic reviews	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
4	Research evidence hierarchy and evidence based research reporting	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
5	Research evidence search strategies	OBJECTIVE 5	COG: understanding AFECT: organization PSYCHO: perception

6	Data mining and missing data processing	OBJECTIVE 6	COG: understanding AFECT: organization PSYCHO: perception
7	Research ethics	OBJECTIVE 7	COG: understanding AFECT: organization PSYCHO: perception
*	<p>Learning domains: Cognitive (COG) including creating, evaluating, analyzing, applying and understanding taxonomies. Affective (AFECT) including internalizing values, organization, valuing, responding and receiving taxonomies. Psychomotor (PSYCHO) including origination, adaptation, complex overt response, mechanism, guided response, set and perception taxonomies.</p>		

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