RESEARCH TECHNIQUES IN HEALTH SCIENCES

Course Title	Code	Semester	Theoretical (hours/week)	Practice (hours/week)	Laboratory (hours/week)	ECTS
RESEARCH TECHNIQUES IN HEALTH SCIENCES	BDB312	6. Semester / Spring	2	2	0	2
Prerequisites	None					
Language of Instruction	Turkish					
Course Type	Compulsory					
learning and teachingtechniques of the Course	Expression Discussion Project / Report Preparation Presentations					
Instructor(s)						
Goal	Basic statistical concepts and methods, nutrition and dietetic special examples and practices in the field to try to teach students.					
Learning Outcomes	1. To learn the importance and usage of statistics and biostatistics in health sciences 2. To be able to select a topic for a scientific study, to make a literature review, to establish a hypothesis, to define the appropriate working order and research universe, to calculate the appropriate sampling method 3. To learn the rules of survey preparation 4. To be able to prepare research report 5. To have knowledge and skills about data collection, evaluation and writing reports					
References	1. Prof.Dr.Reha Alpar, APPLIED STATISTICS and VALIDITY-RELIABILITY-SPSS with Examples from Sports, Health and Education Sciences, Detail Publishing, Ankara 2016. 2. Research Techniques in Health Sciences: Dr. Kadir Sümbüloğlu, Prof.Dr. Dr.Vildan Sümbüloğlu 3. Prof. Dr. Kazım Özdamar, Statistical Data Analysis with Package Programs I, Anadolu University Faculty of Science Publication, 1997 4. Prof. Dr. Kazım Özdamar, Biostatistics with SPSS, Kaan Bookstore, 1999. 5. Prof. Dr. Aziz Akgül, Statistical Analysis Techniques in Medical Research-SPSS Applications-? Higher Education Council Printing House, Ankara, 1997. 6. Lecturer of the course Dr. Mehtap Akçil Ok http://moodle.baskent.edu.tr/ learning and content management system given by the current course notes and other electronic books, etc. auxiliary resources					

Course Outline Weekly:

WEEKS	TOPICS
1. Week	Definition of Research, Factors Affecting the Accuracy of the Research, General Principles of Data Collection, Characteristics Needed to Carry Data, Factors Affecting Data Characteristics
2. Week	Research Planning Stages and Conducting
3. Week	Research Planning Stages and Conducting
4. Week	Writing a Research Report
5. Week	Research Types
6. Week	Development of Data Collection Tools and Materials to be Used in the Study
7. Week	Development of Data Collection Tools and Materials to be Used in the Study
8. Week	**MIDTERM EXAM**
9. Week	Hypothesis Testing (SPSS Application)
10. Week	Hypothesis Testing (SPSS Application)
11. Week	Hypothesis Testing (SPSS Application)
12. Week	Hypothesis Testing (SPSS Application)
13. Week	Hypothesis Testing (SPSS Application)
14. Week	Research Presentations
15. Week	Research Presentations

ECTS (Student Work Load Table)

Activities	**Number**	**Duration**	**Total Work Load**
Course Duration (X14)	14	2	28
Laboratory			
Practice			
Field Study			
Study Time Of Outside Of Class (Pre-Study, Practice, Etc.)	14	1	14
Presentations (Video shoot/Poster preparation/Oral presentation, Etc.)			
Seminars			
Project			
Case study			
Role playing, Dramatization			
Writing articles, Critique			
Time To Prepare For Midterm Exam	1	3	3
Final Exam Preparation Time	1	5	5
Total Work Load (hour) / 25(s)	**50 / 25=2**		
ECTS	**2**		

Evaluation System

Mid-Term Studies	**Number**	**Contribution**
Midterm exams	1	%100
Quiz		
Laboratory		
Practice		
Field Study		
Course Internship (If There Is)		
Homework's		
Presentation and Seminar		
Project		
Other evaluation methods		
Total Time To Activities For Midterm		
Final works		
Final	1	%100
Homework		
Practice		
Laboratory		
Total Time To Activities For Midterm		100
Contribution Of Midterm Studies On Grades		%50
Contribution Of Final Exam On Grades		%50
Total		100

The relationship between learning outcomes and the program qualifications of the courses

Program Qualifications	Learning outcomes				
	L.O.1	L.O. 2	L.O.3	L.O.4	L.O.5
1. To acquire information in the basic and social sciences as the Dietitian as he profession entails and make use of it for life.	4	4	4	4	4
2. To develop personalized diet and programme in accordance with the principles of adequate and balanced nutrition.					
3. To improve and develop the food and nutrition plans and policy for the development of individuals with the energy and nutrient element requirements with scientific method detection, health protection	4	4	4	4	4
4. To determine and evaluate individual, the community and the patient's nutritional status by applying up-to-date information gained in the field of nutrition and dietetics. He/She can use the knowledge to raise the level of community health and the quality of life.					
5. Assess the nutritional status of the patients, evaluate the clinical symptoms, plan and apply individualized medical nutrition therapy for the patients.					
6. The student can understand the basic values and culture of the society he/she is living in and gain the skill to transform him/herself in a positive way					
7. Dietitian can improve products, make laboratory practice on elements affecting analysis and quality of nutrition, review and evaluate them regarding the legal regulations	3	3	3	3	3
8. The student embraces the concepts with regard to biological systems that form the basis of human health, Anatomy, Physiology, and the sustainability of them.					
9. The student can participate in Nutrition and Dietetics practices individually and/or with in a team, use, apply, discuss and share scientific and evidence based knowledge in nutrition and dietetics practice with team and team members, develop and demonstrate effective skills using oral, print, visual methods in communicating and expressing thoughts and ideas, communicate with all stakeholders within ethical principles. Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods	4	4	4	4	4
10. Dietitian has knowledge to develop food and nutrition plans and policies for protection of health, in order to improvement and development by using methods for determining the nutritional status.	4	4	4	4	4

Contribution to the level of proficiency: 1. Lowest, 2. Low / Medium, 3. Average, 4. High, 5. Excellent