

Postgraduate Diploma

Research in Nursing Sciences: Qualitative and Quantitative Health Research





Postgraduate Diploma Research in Nursing Sciences: Qualitative and Quantitative Health Research

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-research-nursing-science-quantitative-qualitative-health-research

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01

Introduction

Health research is one of the most important and relevant fields of work for providing quality patient care. This Postgraduate Diploma will give you the necessary knowledge to work efficiently in this field, with the support of the world's largest online educational institution in Spanish.





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Learning to work in nursing research will give you access to a new vision and a new field of development in the profession”

This Postgraduate Diploma offers an immersion into the world of research, starting with the basic concepts, differentiating between basic and health research, definitions and concepts according to the different health and non-health organizations at public and private, national and international levels.

It is also important to study its impact and importance in the world of science for its advancement. A historical review of the evolution of research and more specifically in nursing, its relationship with Epidemiology. The study of Epidemiology is important, since it is the scientific discipline that deals with the study of the spread of diseases, health problems and reasons for their occurrence.

To know beyond the quantifiable and tangible, the reason why individuals act the way they do or when an event bursts in a way that can lead to changes in the perception of things, qualitative research enters the scene, which allows us to know the meaning of what happens to people. Qualitative research in Health Sciences is based on what people and communities feel, perceive and the meaning they give to health processes and disease, all of this as perceived by people and not from the perspective of the researcher, who must abstract their own beliefs, perspectives and predispositions. It seeks to know people in their context, getting to know what they feel in order to understand their vision of things. Therefore, the objective of qualitative research is not to measure the extent of phenomena, but the description of realities for individuals and communities, through the use of the inductive method. The object of the research being the perceptions, feelings and opinions of the subjects under study.

Quantitative research, on the other hand, tries to determine the strength of association or correlation between variables, the generalization and objectification of the results through a sample to make inferences about the population the sample comes from. After studying the association or correlation, it aims, in turn, to make causal inferences to explain why things do or do not happen in a certain way.

In conclusion, the importance of evidence-based practice for the profession is highlighted, so nursing care is determined by solid research results and not according to clinical or traditional predilections.

The **Postgraduate Diploma in Research in Nursing Sciences: Qualitative and Quantitative Health Research** offers the characteristics of a high-level scientific, teaching and technological course. These are some of its most notable features:

- ◆ The latest technology in online teaching software
- ◆ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ◆ Practical cases presented by practising experts
- ◆ State-of-the-art interactive video systems
- ◆ Teaching supported by telepractice
- ◆ Continuous updating and recycling systems
- ◆ Autonomous learning: full compatibility with other occupations
- ◆ Practical exercises for self-evaluation and learning verification
- ◆ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ◆ Communication with the teacher and individual reflection work
- ◆ Availability of content from any device, fixed or portable, with an Internet connection
- ◆ Supplementary documentation databases are permanently available, even after the program



A complete process for professional growth that will allow you to include among your capabilities the skills of a trained researcher”

“

A unique opportunity to gain access to the most interesting databases and the most powerful educational community in the online teaching market”

The teaching staff includes professionals from the engineering Nurses, who bring their experience to this specialization program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, where the nurse must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts in Clinical Nutrition Pediatrics with extensive experience.

Increase your confidence in decision making by updating your knowledge through this program.

Add to your CV the ability to participate in the area of research and position yourself as a competitive and interesting professional for any company.



02

Objectives

This comprehensive Postgraduate Diploma allows professionals to develop skills and apply theoretical knowledge in real research projects in nursing practice, from the research question/hypothesis to the publication of their results.



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This Postgraduate Diploma offers you essential support to reach your academic objectives, with a teaching system created to facilitate and increase your learning”



General Objectives

- Obtain the necessary tools to execute the research idea
- Learn how to manage the scientific method that will enable you to become researchers and knowledge producers
- Use different research models depending on the object of study
- Perform bibliographic searches, accessing the latest research results with critical and analytical skills





Specific Objectives

Module 1. Fundamentals of Health Science Research

- ♦ Delve deeper into in the research process as a whole
- ♦ Manage the evolution of research in nursing
- ♦ Make use of the different study designs in nursing research
- ♦ Develop critical reasoning as a researcher
- ♦ Have in-depth knowledge of the essential elements of research design
- ♦ Plan a nursing research project independently
- ♦ Manage skills for writing a scientific article

Module 2. Qualitative Research

- ♦ Have a deep understanding of the methodology and practice of qualitative research
- ♦ Manage conceptual tools that allow for critical analysis of works in health research
- ♦ Identify the most important concepts of the different qualitative research paradigms
- ♦ Delve into the different qualitative research methodologies, their fields of application, characteristics and limitations
- ♦ Understand the importance how communities and individuals interpret reality in order to identify problems and create theories that can then be investigated using quantitative methods
- ♦ Apply the necessary tools to be able to adapt health initiatives to the community's vision, when the community has different cultural characteristics from the rest of the population

Module 3. Quantitative Research

- ♦ Define quantitative research, theoretical bases, general characteristics and basic concepts of quantitative research
- ♦ Define terms related to the quantitative research process
- ♦ Compare and contrast use and control in quantitative research
- ♦ Describe the phases in the process of quantitative research
- ♦ Examine the different types of quantitative research studies: descriptive, correlational, quasi-experimental and experimental
- ♦ Value its importance in generating knowledge for nursing practice



Realistic objectives, but with a high educational impact, in a program of the highest level”

03

Course Management

A trained teaching staff made up of nursing professionals who bring their work experience to this Postgraduate Diploma. Additionally, other specialists of recognized prestige have participated in the creation of the contents, complementing the program in an interdisciplinary manner.





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Learning from the best is the best way to move toward excellence. That is why our professor have been chosen from among the best professionals in the field”

Management



Dr. Rodríguez Nogueiras, Amelia

- ♦ Graduate in Nursing.
- ♦ Postgraduate Diploma in Research
- ♦ Postgraduate Diploma in Research
- ♦ PhD in Nursing



Redondo Montserrat, Francisco

- ♦ Diploma in Nursing
- ♦ Postgraduate Diploma in Innovation
- ♦ Nutritionist
- ♦ Innovation Nurse

Professors

Mr. López Paterna, Pedro

- ◆ Nurse at Lavapiés Primary Care Center - Madrid Health Service (SERMAS)

Mr. García, César Alfonso

- ◆ School Nurse COVID-19 Coordinator
- ◆ Degree in Nursing from the University of Salamanca
- ◆ Master's Degree in Integration in Care and Clinical Problem Solving in Nursing, University of Alcalá



04

Structure and Content

The contents of this Postgraduate Diploma have been developed by the different experts on the program, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

A complete and well-structured program that will take you to the highest standards of quality and success.



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A spectacular syllabus that will take you through the most exciting educational process, boosting your professional and personal growth in the most stimulating way”

Module 1. Fundamentals of Health Science Research

- 1.1. Introduction to Research: Definition, Research in Different Areas
- 1.2. Historical Overview: Research History in Health Sciences: The Different Disciplines in Health Sciences
- 1.3. History of Research in Nursing Sciences: Qualitative and Quantitative Health Research: Historical Review, Continuity Line in Nursing Research, Figures in Nursing Research
- 1.4. Evidence-Based Nursing: Research Results, Application to Healthcare Practice
- 1.5. Research Methodology: Research Question, Applying Research Models
- 1.6. Research Project Design: Matching Studies to the Question Posed, Results and Conclusions
- 1.7. Clinical Trials: Theoretical Framework, Trial Phases, Clinical Trial Figures
- 1.8. Epidemiology: Theoretical Framework, Epidemiology and Research Evolution
- 1.9. Process of Writing a Research Protocol: Outline, Structure, Phases
- 1.10. Citation and Bibliography: Definition, Importance of Bibliographic Citation, Respect for the Author, Bibliographic Preparation Models

Module 2. Qualitative Research

- 2.1. Introduction to Qualitative Research: Theoretical Framework, Definition in Different Areas
- 2.2. Methods and Design in Qualitative Research: Research Question, Applying Research Models
- 2.3. Analysis of Qualitative Research: Answering the Question, Studying the Results, Relationship between Results and Conclusions, Critical Reading
- 2.4. Qualitative Research Tools: Interviews, Focus Groups, Mapping, Other Techniques
- 2.5. Data Representations in Qualitative Research
- 2.6. Relationship between Qualitative Variables: Analysis of Independent Data Tables, Chi-Squares, Association Coefficients, MacNemar Test, Data Interpretation
- 2.7. Observational Methods: Full Study Tools
- 2.8. Conversational Methods: Full Study Tools
- 2.9. Field Journal or Logbook
- 2.10. Metasynthesis: Elaboration Critical Reading





Module 3. Quantitative Research

- 3.1. Introduction to Quantitative Research: Theoretical Framework, Definition in Different Areas
- 3.2. Quantitative Research Tools: Research Question, Applying Research Models
- 3.3. Quantitative Research Analysis: Answering the Question, Studying the Results, Relationship between Results and Conclusions, Critical Reading
- 3.4. Relationship between Quantitative Variables: T-test, Nonparametric Tests, Mann-Whitney Test, Data Interpretation
- 3.5. Analysis with More Than Two Samples: Anova, Kruskal-Wallis Test, Variance Analysis, Friedman Test
- 3.6. Regression: Scatterplot and Correlation Diagrams
- 3.7. Incidence and Prevalence. Proportion, Ratio and Rate
- 3.8. Diagnostic Test Analysis: Sensitivity and Specificity
- 3.9. Roc Curves
- 3.10. Meta-analysis and Literature Revision: Elaboration Critical Reading

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A unique, key, and decisive master's degree experience to boost your professional development”

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





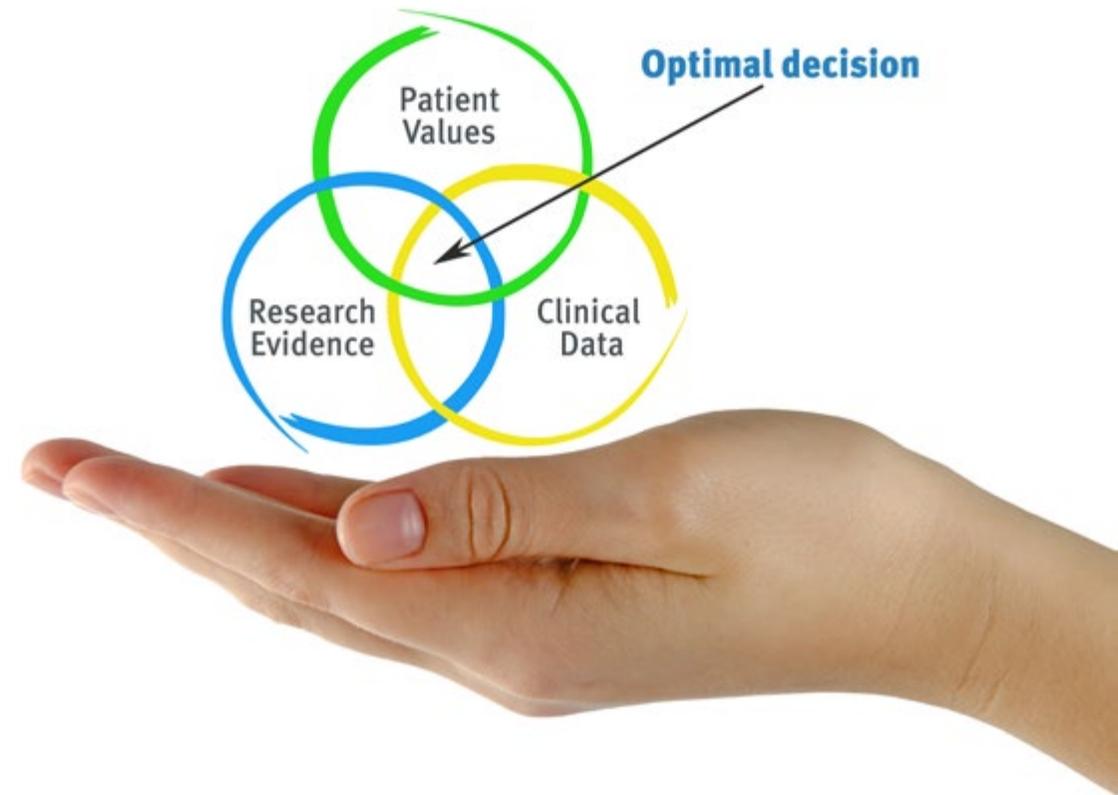
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.



According to Dr. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Diploma in Research in Nursing Sciences: Qualitative and Quantitative Health Research guarantees, in addition to the most rigorous and up-to-date training, access to a qualification issued by TECH Technological University.



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Successfully complete this training program and receive your diploma without travel or laborious paperwork”

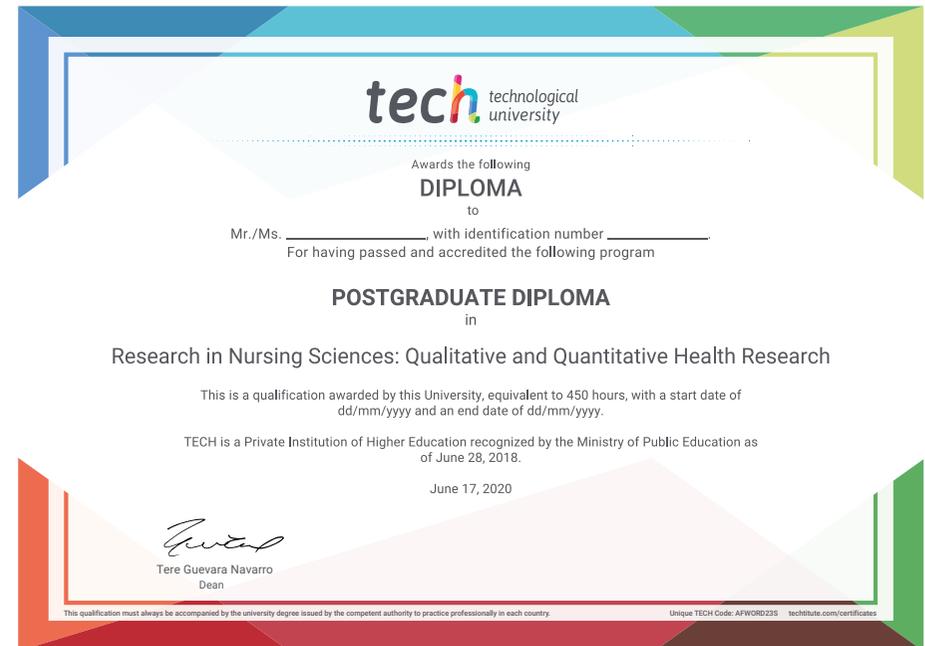
The **Postgraduate Diploma in Research in Nursing Sciences: Qualitative and Quantitative Health Research** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly required by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Research in Nursing Sciences: Qualitative and Quantitative Health Research**

Official N° of Hours: 450 h.



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

health future
confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
classroom



Postgraduate Diploma
Research in Nursing
Sciences: Qualitative and
Quantitative Health
Research

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

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