COURSE UNIT DESCRIPTION

Course unit title	Code
Research methodology I/III	

Lecturer(s)	Department(s)
Coordinating: Assoc. prof. dr.V.Brukienė Others: Prof. dr. V.Pečiulienė Assoc. prof. dr. V.Rutkūnas Assoc. prof. dr. R. Manelienė, asist. Dr. R. Almonaitienė, asist. Dr. V. Berlin, lekt. dr. E. Miliūnienė, Lect. R.Pletkus	Institute of Odontology Faculty of Medicine Vilnius university, Žalgirio str. 117, Vilnius

Cycle	Level of the course unit	Type of the course unit
Integrated studies		Compulsory

Mode of delivery	Period of delivery	Language of instruction
Face-to-face	IV Year, VII semester;	English

Prerequisites and corequisites	
Prerequisites: A student must have completed the following courses: public health, dental public health, fundamentals of professional communication and psychosomatics, latin language and specialty language, Introduction to dentistry. Legal aspects and management of dental care. Ethics.	**Corequisites (if any): none**

Number of ECTS credits allocated to the course unit	Total student's workload	Contact hours	Self-study hours
5	134	56	78

Purpose of the course unit Programme competences to be developed		
Purpose – to demonstrate an appropriate information literacy to acquire and use information and to display the ability to use this information in a critical, scientific and effective manner; to have knowledge in types of scientific investigations, their advantages and disadvantages.		
Learning outcomes of the course unit	**Teaching and learning methods**	**Assessment methods**
After completion of this course student will be competent to:		
Acquire and systematically accumulate information using various databases; to review the literature.	Lectures, small group seminars, self-study. Active learning (role-play)	Continuing assessment of situation analysis, examination at the end of the semester.
Use information in a critical manner.	Lectures, small group seminars, self-study.	
Recognise the types of scientific investigations, their advantages and disadvantages.		
To have knowledge in planning scientific investigation; to form study and control groups.	Lectures, small group seminars, self-study. Search of literature, literature reading.	

Topics	Contact work hours							Time and tasks of self-study	
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practical training	Total contact hours	Self-study	Tasks
1. Components of scientific literature, primary and secondary sources, reading of scientific literature.	4		2	2			8	20	Peer review, reading of scientific literature.
2. Databases of scientific literature, principles of systematic search of literature.	4		4	2			10	20	Reading of scientific literature, search of databases.
3. Evidence based medicine, strength of evidence.	2		2	4			8	6	Reading of additional literature, preparation for practice.
4. Critical thinking, aging of information.	4		2	4			10	20	Critical analysis of scientific paper, scientific presentation.
5. Review and meta-analysis, assessment criteria.	2		2	4			8	6	Reading of additional literature, preparation for practice
6. Types of scientific investigations, advantages and disadvantages.	4		4	4			12	6	Reading of additional literature, preparation for practice
Total	**20**		**20**	**16**			**56**	**78**	

Assessment strategy	Weight (%)	Assessment period	Assessment criteria **Obligatory attendance of seminars and practice**
Examination (testing) at the end of semester.	100%	June	Test consists of 100 questions (open-ended and closed-ended). Each answer is scored 1-10 points. The final score is the mean of all scores given. Assessment criteria: **9-10** - The treatment of the question is adequate. The learner identifies, understands and discusses the problem. There is evidence of reading and thought around the topic that goes well beyond that discussed in the lecture or in the recommended reading. **7-8** - The treatment of the question is adequate. The learner identifies and discusses the problem. The answers are of sufficient depth and breadth and demonstrate some reading around the topic in addition to the material recommended. **5-6** - The treatment of the question identifies some understanding of the problem, but the treatment of the topic is superficial and/or not discussed in sufficient breadth. There is no evidence of knowledge further than that covered in the lecture. **1-4** - The treatment of the question suggests that the learner is not able to perform the process of appraisal - does not sufficiently demonstrate identification and understanding of the problem. There is no evidence of knowledge even to the extent of that discussed in the lecture – or the question is not answered.

Author	Year of publication	Title	No of periodical or vol. of publication	Publication place and publisher or Internet link
Required reading				
Karlsson S., Nilner K., Dahl B.L.	2000	A textbook of fixed prosthodontics: the Scandinavian approach		Stockholm : Gothia (Trelleborg : Berling Skog)

Mathie R.T., Taylor KM.	1989	Principles of surgical research		London, Butterworth Heinemann
Altman D.G.	1991	Practical Statistics for Medical Research		London, Chapman & Hall
Recommended reading				
J T Newton, E J Bower & A C Williams	2004	Research in primary dental care. Part 1: Setting the scene	British Dental Journal 2004; 196: 523–526	
J T Newton, E J Bower & A C Williams	2004	Research in primary dental care. Part 2: Developing a research question.	British Dental Journal 2004; 196: 605-608	
A. Petrie, J. S. Bulman and J. F. Osborn	2002, 2003	Further Statistics in Dentistry. Part 1-10.	British Dental Journal 2002; 377-380, 435-440, 495-498, 557-561, 621-625, 675-682; British Dental Journal 2003; 194: 17-21, 73-78, 129-134, 189-195.	