

APPENDIX 2

Course Title	Recent developments in Midwifery Research - Scientific Writing and Presentation Skills				
Course Code	MID_219				
Course Type	Mandatory / Compulsory				
Level	Postgraduate (Master's)				
Year / Semester	1 st year / 2 nd semester				
Teacher's Name	Dr Nicos Middleton, Dr Eleni Hadjigeorgiou, Dr Ourania Kolokotroni (and invited speakers: Faculty members, doctoral candidates, external academics/ researchers)				
ECTS	8	Lectures / week	2	Laboratories / week	1
Course Purpose and Objectives	<p>The aim of this course is to provide the postgraduate midwifery student both the theoretical foundation as well as mainly the practical skills and competences needed in midwifery and healthcare research both within the empirical/ quantitative as well as qualitative/interpretative research paradigm. Emphasis is given on practical issues around scientific writing, designing and conducting a study from drafting the research protocol and study design/methods to data collection and analysis, critical appraisal and interpretation of findings in the context of limitations and potential threats to internal and external validity of study findings.</p> <p>The course consists of a series of seminars, workshops and student presentations where students have the opportunity to approach original research problems as a group, discuss the material presented, exchange ideas and interact with course instructors, invited speakers and among themselves, target the main methodological issues and/or study design aspects and/or propose interpretations and solutions.</p>				
Learning Outcomes	<p>Through an integrative view of the research process, the overarching purpose of this course is to become acquainted with the latest research studies at national and/or international level, to appreciate important developments in Midwifery research, to encourage critical thinking, enhance skills in scientific writing/presentation and guide the students into finalizing and presenting their own research thesis protocol. By the end of the course, the student:</p> <ol style="list-style-type: none"> 1. writing skills in terms of the language and style of scientific/ research literature, reporting requirements according to study design based on guidelines and bibliographic reference systems 2. good practices for preparing slides for an oral presentation of a research paper/ thesis 3. familiarization with the peer-review system and skills in responding to scientific criticism from third parties (evaluators) and defending research work 4. scientific rigor according to the requirements of writing and presenting scientific work (Postgraduate thesis) 5. will come in contact with various methods in quantitative and qualitative research in Midwifery and familiarize themselves with all the stages of the research process 6. will appreciate the importance of robust study design and methodology, gain an understanding of issues around data collection and analysis methods that can affect 				

	<p>the validity of the study findings and be in the position to offer interpretation of research findings in the light of the strengths and limitations of a study</p> <p>7.will develop, through a problem-based and peer-review environment, critical thinking and research appraisal skills</p> <p>8.will cultivate practical skills in preparing and presenting their own research study protocol to their peers and practical experience in explaining and defending their choices (study design, tools, sampling etc)</p>

Prerequisites	NO	Required	NO
Course Content	<p>This is a seminar-series class with the contribution of both invited speakers and students themselves. The content of the course varies across cohort intake to align with scientific writing and research that is currently in progress at the Department and the set of invited speakers that semester.</p> <ol style="list-style-type: none"> (1) Principles of scientific writing. Reporting the design, methods, and findings of an original research study/literature review (2) Writing a research article - Skills and techniques of scientific reporting - preparation of an abstract for a research article (3) Writing a postgraduate thesis – Time management within the framework of the postgraduate thesis (4) Reporting Guidelines according to study design (CONSORT, TREND, STROBE, PRISMA, MOOSE, etc.). (5) Good and bad practices for preparing and reporting research results in Tables and Figures <p>The course is structured around a series of lectures, seminar presentations, round-table discussions and/or workshops, where either (a) specific theoretical (e.g. determinants of breastfeeding) and/or methodological topics (e.g. Delphi studies) are presented, examined and discussed, or (b) original research studies and/or research protocols are presented either from the published literature or currently in progress at the Department and elsewhere by invited guests and students themselves (course assignment 1). Invited speakers include faculty members and/or doctoral candidates.</p> <p>Course instructors chair the sessions and facilitate the discussion. Through the exchange of ideas and the interaction of students-speaker-coordinator, each session offers a targeted analysis and discussion of research findings and/or methodological issues in the context of the critical appraisal. As part of the course, the students also have the opportunity to present their research protocol to the group, explain and defend their methodological choices and thus, through a peer-review process, finalise their protocols to be submitted promptly for bioethics approval.</p>		
Teaching Methodology	Seminars, workshops, individual tutorials, self-directed learning, course assignments and student presentations.		
Bibliography	<p><u>Textbooks:</u></p> <p><i>English:</i></p> <p>Copnell,B; McKenna, L (2021) Fundamentals of Nursing and Midwifery Research: A Practical Guide for Evidence-Based Practice. Taylor & Francis Group.</p> <p>Harvey, M; Land, L (2016) Research Methods for Nurses and Midwives: Theory and Practice. London SAGE</p> <p>Colin, R. (2012) An Introduction to Research for Midwives. 3rd edition. Churchill Livingstone</p> <p>Steen,M; Roberts,T. (2011) The handbook of Midwifery research. UK: John Wiley.</p> <p>Polit DF., Beck CT. (2008) Nursing Research: Generating and Assessing Evidence for Nursing Practice 8th Ed. Wolters Kluwer / Lippincott Williams & Wilkins. ISBN: 978-0-7817-9468-8.</p> <p><i>Greek:</i></p> <p>Μερκούρης, Α. (2008) Μεθοδολογία Νοσηλευτικής Έρευνας. Ίων ISBN: 978-960-697-</p>		

	<p>005-4.</p> <p>Σαχίνη – Καρδάση, Ά. (2004) Μεθοδολογία Έρευνας. Εφαρμογές στο Χώρο της Υγείας. Βήτα Ιατρικές Εκδόσεις ISBN: 978-960-7308-80-1.</p> <p><u>Critical appraisal of a research study:</u></p> <p>Greenhalgh T. (2011) How to read a paper. The basics of evidence-based medicine. 4th Ed. Wiley-Blackwell & σειρά σχετικών άρθρων στο περιοδικό BMJ</p> <p>Cullum N. (2007) Evidence-based nursing: an introduction. Wiley-Blackwell & σειρά σχετικών άρθρων στο περιοδικό Evidence-based Nursing</p> <p>Boswell & Cannon (2010). Ch. 13. Critique Process. In Introduction to nursing research. Incorporating evidence-based practice. Jones & Bartlett Publishers.</p> <p><u>Reading list:</u> Selected list of articles and/or book chapters related to the topic under discussion, which is uploaded in advance of each session on the Moodle platform. The students are expected to study the material before the upcoming class, actively participate in the session and contribute intellectually to the discussion.</p> <p><u>Other resources:</u> For reporting guidelines and other critical appraisal tools: Equator Network (http://www.equator-network.org/) for instance,</p> <ul style="list-style-type: none"> • CONSORT for randomized intervention studies (www.consort-statement.org), • TREND for non-randomized intervention studies (www.trend-statement.org), • STROBE for observational epidemiological studies (cross-sectional, case-control, cohort) (www.strobe-statement.org/), • QUOROM και PRISMA for systematic reviews/ meta-analyses (www.prisma-statement.org) • COREQ και SRQR for qualitative studies <p>Finally, other useful tools and/or checklists by study type for assessing study validity at CASP (<i>Critical Appraisal Skills Programme</i> website: (http://www.casp-uk.net/))</p>
Assessment	<p><u>Course assignment 1 - 40%</u></p> <p>Each student prepares and delivers a presentation of a published research article to the rest of the group (20 slides). Students are expected to identify an article of their own choice which they consider an important development in Midwifery research/practice and ideally related to the topic of their own proposed thesis (published in the last 5 years, in a peer-reviewed journal, in English, irrespective of research methods used, etc). Students are assessed on the basis of the quality of scientific writing of the presentation and their response to the discussion that follows. Each student is paired to another student who is expected to critically appraise the article before the session and lead/facilitate the discussion. Students are assessed in both roles (presenter and facilitator).</p> <p><u>Course assignment 2 – 60 % (3000 words)</u></p> <p>Students are expected to submit the research protocol for their proposed thesis (and related material for Bioethics approval) as well as present/defend the research protocol in a group session which will allow them to finalize their protocol in view of the comments and feedback from course instructors and peers.</p>
Language	Greek (or English, depending on invited speaker)