

MASTER OF SCIENCE IN MANAGEMENT OF HEALTH AND SOCIAL CARE SERVICE

1. GENERAL

SCHOOL	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
DEPARTMENT	BUSINESS ADMINISTRATION		
DIVISION	MANAGEMENT OF HEALTH AND SOCIAL CARE SERVICES		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MDYP 1-4	TOPIC SEMESTER	1st A
COURSE TITLE	FIELD RESEARCH: METHODOLOGICAL TECHNIQUES FOR SOCIAL RESEARCH DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits	WEEKLY TEACHING HOURS	CREDITS	
Lectures and Research Essay	4	7.5	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
THEORY - LABORATORY		4-0	
SEMESTER WORKLOAD		156	
COURSE TYPE general background, special background, specialised general knowledge, skills development	Specialised General Knowledge		
COMPULSORY/ BY CHOICE	Compulsory		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://healthcare-management.uniwa.gr/		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B

The main Objective of the course is:

The presentation, analysis and comprehension of theoretical social research methods, techniques, and practices.

The acquisition of specialized knowledge, skills, and competencies in order to integrate scientific theory with empirical material/data and practical techniques.

The acquisition of a "scientific approach" toward the research process, characterized by systematic, critical, and ethical principles.

The acquisition of a high-level "autonomous knowledge" and skills through in-depth analysis of the complicated concepts of the social research.

The acquisition of adequate knowledge and methodological competencies to enable postgraduate students to act autonomously.

The development of a critical approach in disciplines with a direct interest in social research in health and social care organizations.

Social research methodology can be regarded the science of verification and ascertaining, as well as the science of pursuing and revealing truth and knowledge, since it employs scientific methods to provide answers to critical problems. It expresses the dialogue that exists between the existing perceptions about social reality and the data that represents it. The effective implementation of methodological procedures involves specialized knowledge of technological aspects as well as theoretical assumptions upon which data compilation and interpretation are based. The course's aim is to consolidate and practice social research methods and techniques so that postgraduate students can conduct primary research and produce significant scientific knowledge that contributes to the advancement of science.

After completing the course successfully, the postgraduate student will be eligible to:

- Understands social and psychological principles in research methodology, as well as the differences between scientific-philosophical schools of thought.
- Understand the concepts and principles of social research in health and social care organizations, as well as how to act ethically.
- Shifts from the theoretical to the empirical level in the most efficient way possible.
- Be familiar with the concepts of sampling research methods and techniques in order to achieve improved sample representativeness and also data accuracy and reliability.
- Construct and carry out a structured or semi-structured interviews.
- Acquire the ability to conduct social research using experimental methods, as well as to understand the method's advantages and disadvantages.
- Develop the skills, knowledge and expertise of conducting qualitative social research.
- To integrate qualitative and quantitative data collection methods.
- Become familiar with consensus approaches such as the Delphi technique and how to analyze and evaluate the outcomes of these techniques.
- Understands the primary research objective in evaluation research, as well as the ability to monitor social indicators, i.e. the social conditions of a society or a social subgroup.
- Process, analyze, and interpret the findings of quantitative research.

- Process, analyze, and interpret the findings of qualitative research.
- Develop original, significant, valuable and scientific knowledge.
- Evaluates the outcomes of the conducted social research, compares them to the findings of similar research, and develops questions for future study and additional research in the subject under consideration.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information,</i>	<i>Project planning and management</i>
<i>with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>

- Data collection and analysis, as well as information synthesis, employing the appropriate technology.
- Adaptation to new situations and circumstances
- Decision making
- Working autonomously and independently
- Teamwork
- Working in an international and interdisciplinary environment
- Generating new research ideas
- Research project design and management
- Respect for multiculturalism and diversity
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The course content is designed to enhance postgraduate students' analytical and critical thinking skills while implementing modern social research methods and techniques in health and social care organizations.

The course is divided into the 13 sections listed below:

1. Social research in Health and Social care. Concepts and techniques from sociology and psychology.
2. Social research principles in health and social care organizations.
3. From theoretical concepts to empirical variables and indices.
4. Issues of ethics and policy in social research.
5. The sampling survey.
6. Quantitative analysis methods and techniques.
7. Experiments in social behavior
8. Methods of qualitative and combined research.
9. Mixed methods of research.
10. Agreement/concensus methods. The Delphi technique. Group for building consensus. Nominal work-group.
11. Evaluation research.
12. Quantitative data analysis and reporting.
13. Presentation of group-work – Essays

A part of the course involves the presentation and analysis of research papers and case studies in order to ground theory.

The issues that will be developed will refer to the organization and operation of health and social care organizations, the use and satisfaction of patients by the organizations, the measurement of patients' quality of life, the recording of the needs of vulnerable social groups, the recording of the needs and satisfaction of employees in health and social care organizations, labor relations and attitudes, organizational culture, the quality of services provided, etc.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face teaching in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Support for the learning process in theoretical and laboratory teaching using the e-class online platform	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester workload
	Lectures	39
	Field Exercises, emphasizing on the use of methodologies, analysis approaches, and measurement tools.	20
	Interactive teaching, inductive and deductive presentation of specialized topics, and extensive discussion of issues of	20

	applied nature	
	Individual essay on a case study	38
	Autonomous Essay	39
	Course total (26 Hours of working per ECTS)	156
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Language of Evaluation: Greek I) Written final exam (60%) consisting of: <ul style="list-style-type: none"> - Questions with multiple choice answers - Questions of judgement - Solving exercises/problems related to quantitative and qualitative data - -Comparative analysis and evaluation of various theory elements II) Public Presentation of Individual or Group Research Work/Essay (40%)	

5. ATTACHED BIBLIOGRAPHY

1. Frederick J. Kviz (2022), Διεξαγωγή Έρευνας στις Επιστήμες Υγείας Προπομπός
2. Γαλάνης Π. (2017), Μεθοδολογία της Έρευνας στις Επιστήμες Υγείας Κριτική
3. Schnell R., Hill P., Esser E. (2014), Μέθοδοι Εμπειρικής Κοινωνικής Έρευνας, Προπομπός
4. Bowling A., (2014), Μεθοδολογία Έρευνας στην Υγεία. Μελέτη της Υγείας και των Υπηρεσιών Υγείας, εκδόσεις Πασχαλίδης
5. Σαχίνη –Καρδάση Α. (2003): Μεθοδολογία Έρευνας, Εφαρμογές στο χώρο της Υγείας, Εκδόσεις Βήτα
6. Babbie E., (2011), Εισαγωγή στην Κοινωνική Έρευνα, εκδόσεις Κριτική
7. Κυριαζή Ν., (1999), Η Κοινωνιολογική Έρευνα. Κριτική Επισκόπηση των Μεθόδων και των Τεχνικών, εκδόσεις Ελληνικά Γράμματα
8. Robson C., (2007), Η Έρευνα του Πραγματικού Κόσμου. Ένα μέσον για κοινωνικούς Επιστήμονες και Επαγγελματίες Ερευνητές, εκδόσεις, Gutenberg
9. Δαρβίρη Χ., (2009), Μεθοδολογία Έρευνας στο Χώρο της Υγείας, Εκδόσεις Πασχαλίδης
10. Robson C., (2004), Η Έρευνα του Πραγματικού Κόσμου, εκδ. Gutenberg, Αθήνα
11. Μάρδας Γ., (2003), Κοινωνική Στατιστική, Κοινωνιομετρία – Οικονομομετρία – Βιομετρία – Δημογραφία, εκδ. Παπαζήση, Αθήνα
12. Αποστολάκης Ι., κ.ά. (2003), Στατιστική Επεξεργασία Δεδομένων στην Υγεία, εκδόσεις Παπαζήση
13. Γέμτος Π., (2003), Οι κοινωνικές επιστήμες, εκδόσεις Τυπωθήτω

14. Ιωσηφίδης Θ. Σπυριδάκης Μ. (2006): *Ποιοτική Κοινωνική Έρευνα*, Εκδόσεις Κριτική
15. Σιάρδος Γ. (2005): *Μεθοδολογία Κοινωνιολογικής Έρευνας*, Εκδόσεις Ζήτη 2005
16. Δημητρόπουλης (2004), *Εισαγωγή στη Μεθοδολογία της Επιστημονικής Έρευνας*, Εκδόσεις Έλλην
17. Lwanga S.K., Tye C-Y., Ayemi O., (1999), *Teaching Health Statistics: Lesson and Seminar Outlines*, ed. W.H.O. Nonserial Publication
18. Bassey M., (1981), *Pedagogic research: on the relative merits of search for generalization and study of single events*, Oxford Review of Education
19. Bell J., (1993), *Doing your research project*, Open University Press.
20. Crombie I., et al, (1996), *Research in health care*, Wiley J., and sons.
21. De Vaus D., (1991), *Surveys in social research*, Allen and Unwin

-Συναφή επιστημονικά περιοδικά:

1. British Medical Journal
2. Group & Organization Management
3. Health Care Management
4. Health Management
5. Health Policy
6. Health Policy, Economics and Management
7. Journal of Nursing Management
8. Journal of Organizational Change Management
9. Medical Care Research and Review
10. *Organization Science*
11. Organizational Development Journal
12. Quality in Health Care
13. Quality Management in Health Care
14. The Academy of Management Review
15. The Lancet