UČNI NAČRT PREDMETA/COURSE SYLLABUS	
Predmet	Kvalitativne in kvantitativne metode
Course title	*Research Methodology*

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Vzgoja in menedžment v zdravstvu/2. stopnja	Ni smeri študija	2. letnik	3.
Education and Management in Health Care / 2nd Cycle	No study field	2nd year	3rd

Vrsta predmeta/Course type | modularni / module

Univerzitetna koda predmeta/University course code | VMZ2 M1 UN1

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30		30			180	8

Nosilec predmeta/Lecturer: | izr. prof. dr. Janez Vogrinc

Jeziki/ Languages:	Predavanja/Lectures:	slovenski/Slovenian
	Vaje/Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
• Vpis v drugi letnik študijskega programa. • Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo.	• A prerequisite for inclusion is enrolment in the second year of study. • Student has to prepare, present and defend a project/research paper before the exam.

Vsebina:	Content (Syllabus outline):
• *Metode analize razlik s parametričnimi preizkusi* (t preizkus za odvisne vzorce, t preizkus za neodvisne vzorce, enosmerna analiza variance za več skupin, enosmerna analiza kovariance z eno in več sospremenljivkami). • *Metode analize razlik z neparametričnimi preizkusi* (Mann-Whitneyev preizkus, Wilcoxonov preizkus, Kruskal-Wallisov preizkus, Friedmanov preizkus).	• *The method of analysis of differences with data-enhanced parametric tests* (t-test for dependent samples, t-test for independent samples, a one-way variance analysis for several groups, a one-way analysis of covariance with one or more co-variables). • *The method of analysis of differences with non-parametrical tests* (Mann-Whitneyev test, Wilcoxonov test, Kruskal-Wallisov test Friedmanov test).

• *Metode analize povezanosti* (bivariantna, multipla korelacija in regresija, faktorska analiza). • *Pomen kvalitativnega raziskovanja* pri obravnavanju vprašanj s področja zdravstva. • *Metode kvalitativne analize podatkov* (oblikovanje poskusne teorije, kodiranje, oblikovanje kategorij). • *Analiza diskurza.* • *Kriteriji ugotavljanja kakovosti znanstvenih spoznanj kvalitativnega raziskovanja.*	• *The method of connection analysis* (bivariate, multiple correlation and regression, factor analysis). • *The importance of qualitative research* in addressing issues in the field of business economics. • *Methods of qualitative data analysis* (theory of experimental design, coding, design categories). • *The discourse analysis.* • *The criteria determining quality of the scientific findings of qualitative research.*

Temeljna literatura in viri/Readings:

- Field, A. P. (2013). Discovering statistics using IBM SPSS statistics: and sex and drugs and rock 'n' roll. - 4th ed. - London [etc.]: SAGE.
- Neuman, W. (2006). Social research methods: qualitative and qantitative approaches. Boston: Pearson.
- Vogrinc, J. (2008). Kvalitativno raziskovanje. Ljubljana: Pedagoška fakulteta.

- Bryman, A., Cramer, D. (2002). Quantitative Data Analysis. New York: Routledge, str. 113-288.
- Charmaz, K. (2006). Constructing Grounded Theory. London: Sage Publications, str. 1-123.
- Denzin, N. K. in Lincoln, Y. S. (2003). Collecting and Interpreting Qualitative Materials. Thousand Oaks: Sage Publications, str. 47-176.
- Field, A. (2000). Discovering Statistics Using SPSS for Windows. London: Sage Publications, str. 49-57, 103-205, 243-323, 423-471.
- Gravetter, F. J. & Forzano, L. B. (2009). Research Methods for the behavioral Sciences. Belmont: Wadsworth Cengage Learning, str. 272–351.
- Petz, B. (1980). Osnovne statističke metode za nematematičare. Zagreb: Sveučilišna naklada Liber.

Cilji in kompetence:	Objectives and competences:
Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc: • poglobijo razumevanje kvantitativnih in kvalitativnih raziskovalnih metod ter zmožnost njihove ustrezne uporabe v raziskovanju na področju zdravstva, • opravijo analizo podatkov s statističnim programom SPSS ali s pomočjo računalniškega programa, namenjenega kvalitativni analizi podatkov (npr. Atlas.ti, NUDIST ...), • razvijajo zmožnost kritične analize, evalvacije in sinteze kompleksnih idej,	*The learning unit mainly contributes to the development of the following general and specific competences:* • deepen their understanding of quantitative and qualitative research methods and the ability of their appropriate use in research of the business economics field; • data analysis carried out by the statistical program SPSS or with the help of a computer program intended for the qualitative data analysis (e.g. Atlas.ti, NUDIST, etc.);

• razvijajo zmožnost ustvarjalnega mišljenja in reševanja problemov, • razvijajo zmožnost samoevalviranja lastne prakse in prizadevanja za kakovost, • razvijajo zmožnost kritičnega vrednotenja izsledkov kvalitativnih in kvantitativnih raziskav.	• develop the ability of critical analysis, evaluation and synthesis of complex ideas; • develop the ability of creative thinking and problem solving; • develop the ability for self-evaluating their own practices and efforts for quality; • the ability to develop a critical evaluation of the results gained by the qualitative and quantitative research.

Predvideni študijski rezultati:	Intended learning outcomes:
Študent/študentka: • obvlada temeljne kvalitativne in kvantitativne raziskovalne pristope, ki se uporabljajo pri raziskovanju v zdravstvu, • preizkuša uporabo konceptov in metod pri znanstvenem opazovanju izbranih pojavov v zdravstvu, • usvoji znanje in zmožnost kritičnega razumevanja interpretativnega aparata v povezavi z izbranim metodološkim konceptom, • se usposobi za pripravo in izvedbo aplikativnih raziskovalnih nalog na področju zdravstva in njihovo implementacijo.	*Students:* • master the fundamental qualitative and quantitative research approaches, which are used in research in health care, • are testing the use of concepts and methods in the scientific observation of selected phenomena in health care, • acquire knowledge and the ability of critical understanding of the interpretation apparatus in connection with selected methodological concept, • are qualified for the preparation and realisation of research tasks in the field of health care and their implementation.

Metode poučevanja in učenja:	Learning and teaching methods:
• *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • *seminarske vaje:* priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge, • *konzultacije.*	• *lectures* with active student participation (explanation, discussion, questions, examples, problem solving); • *tutorial:* preparation, presentation and a successful defence of a project/research paper, • *consultations.*

Načini ocenjevanja:	Delež (v %) Weight (in %)	Assessment:

Načini:		Types:
• 100 % udeležba na predavanjih in vajah: priprava, predstavitev in zagovor projektne/raziskovalne naloge – 100 % ocene;	100 % ali / or	• 100 % attendance at lectures and tutorials: preparation, presentation and defence of project/research paper – 100 % of the grade;

• če študent ni 100 % udeležen na predavanjih in vajah: - izpit – 60 % ocene, - priprava, predstavitev in zagovor projektne/raziskovalne naloge – 40 % ocene. Ocenjevalna lestvica: ECTS.	60 % 40 %	• if the students' attendance at lectures and tutorials is not 100%: - exam - 60% of the grade, - preparation, presentation and defense of the project/research paper – 40% of the grade. Grading scheme: ECTS.