

**SYLLABUS**

<b>University Unit:</b> Center for Biological and Health Sciences		
<b>Graduate Program:</b> Developmental Disorders		
<b>Degree:</b> <input type="checkbox"/> Master degree <input type="checkbox"/> Professional Master degree <input checked="" type="checkbox"/> Doctoral degree		
<b>Subject:</b> Research Methods in Developmental Disorders		
<b>Professors:</b> Alessandra Gotuzo Seabra Maria Cristina Triguero Veloz Teixeira Natalia Becker		
<b>Workload:</b> 48 h/a	<b>Credits:</b> 04	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Optative <input type="checkbox"/> Elective
<b>Syllabus:</b> Understand the scientific purpose of writing of a thesis. Analyze different research methods in developmental disorders research, including quantitative and qualitative approaches. Enable the acquisition of skills to conduct studies in its phases: formulation of the research problem and null hypothesis; elaboration of the design with selection of instruments, sampling, and data analysis; procedures for data collection and tabulation; descriptive and inferential analysis of results; establishment of guidelines for preparation of the thesis.		
<b>Program Content:</b> <ul style="list-style-type: none"><li>- Research planning: research problem definition, hypothesis, control of variables, sample size. Types of research design.</li><li>- Theoretical bases for competitive research projects.</li><li>- Systematic review and meta-analysis</li><li>- Descriptive analysis: use of Excel and SPSS for descriptive statistical analysis.</li><li>- Scientific writing</li><li>- Use of software for quantitative analysis of textual data</li><li>- Test t and Analysis of variance</li><li>- Correlation and regression analysis</li><li>- Two-dimensional analysis</li><li>- Exploratory Factor Analysis</li><li>- Non-parametric analysis</li></ul>		
<b>Evaluation Criteria</b>  <b>Evaluation:</b> According to the General Regulation of <i>Stricto Sensu</i> Post-Graduation, Art. 95: A - excellent: corresponds to scores in the interval between 9 and 10; B - good: corresponds to scores in the interval between 8 and 8.9; C - regular: corresponds to scores in the interval between 7 and 7.9; R - reproved: corresponds to scores in the interval between 0 and 6.9.		

**References**

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- Sites: Medline ([www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)); Bireme ([www.bireme.br](http://www.bireme.br)) e <http://www.alcestesoftware.com.br/manuais/alceste-manual.pdf>.