

## MODULE SPECIFICATION FORM

Module Title: Research Methods in Health and Social Care	Level: 7	Credit Value: 20
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Module code: NHS748	Semester(s) in which to be offered: 1	With effect from: September 2012
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Subject: Health	Module Leader: Nikki Lloyd-Jones
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Module duration (contact hours/directed private study): 200 (12 contact, 88 directed study, 100 private study and practice based learning)	Status: core/option/elective (identify programme where appropriate): Core
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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<p>Programme(s) in which to be offered:</p> <p>MSc Leadership in Health and Social Care</p> <p>MSc Specialist Community Public Health Nursing</p> <p>MSc Community Specialist Practice</p> <p>MSc Professional Education</p> <p>MSc Advanced Clinical Practice</p> <p>MSc Advanced Clinical Practice (Unscheduled Care)</p>	<p>Pre-requisites per programme (between levels):</p> <p>None</p>	<p>Co-requisites per programme (within a level):</p> <p>None</p>
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**Module Aims:** The module aims to (1) develop the student's knowledge of the research process and enhance their ability to judge the evidence on which practice is based; (2) encourage the further development of critical thinking and reflexivity in health/social care practices; and 3) enable the student to plan a small scale piece of research.

## Expected Learning Outcomes

Knowledge and Understanding:

At the end of this module, students should be able to

1. Evaluate the links between method, data, and outcomes in published research in their own field of practice;
2. Critically appraise different methods of research and enquiry in the practice context;
3. Appraise current practice and justify or challenge developments in the light of emerging policy, research and clinical knowledge;
4. Identify a research problem from practice and propose an initial approach to its investigation, including a consideration of any associated ethical issues.

### Transferable/Key Skills and other attributes:

- Exercise initiative
- Demonstrate a high level of independent learning ability
- Demonstrate proficiency in word processing and the presentation of data
- Demonstrate proficiency in the use of libraries, databases and the internet as sources of information

**Assessment:** Assessment is by one assignment of 4,000 which will incorporate two elements within it (clearly identified within the assignment brief). The first involves a critique of a published research article and the second will assess the student's ability to devise an appropriate approach to investigating an issue identified in their own field of practice.

	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
Assessment	1 - 4	Critique of published research and a short research proposal.	100%		4,000

**Learning and Teaching Strategies:** This module is delivered through blended learning – a series of lead lectures and small group tutorials will be supported by online research study materials available through the University's approved VLE.

**Syllabus outline:** Qualitative vs. quantitative approaches; Naturalistic, positivistic, and critical enquiry; Research techniques, including observation (participant, non-participant), survey, interview and questionnaire construction; Correlation and significance; Measurement and interpretation; Content and thematic analysis; Experiment and quasi-experiment; Participant selection and sampling; Control and randomisation; Purposive and convenience sampling; Validity and reliability; Ethics of research.

## **Bibliography:**

Essential reading:

Bowling, A. (2002) *Research methods in health: investigating health and health services*. Buckingham; Philadelphia: Open University Press.

Danis, M., Clancy C., Churchill, L. (2002) *Ethical dimensions of health policy*. New York: Oxford University Press.

Gerrish, K. and Lacey, A. (eds) (2006) *The Research Process in Nursing*, 5th edition. Oxford. Blackwell Science.

Graziano A. (2002) *Research methods: a process of enquiry*. Needham Heights MA: Allyn & Bacon

Oliver, P. (2003) *The student's guide to research ethics*. Maidenhead: Open University Press.

Other indicative reading:

Crotty, M. (1998) *Foundations of Social Research*. London: Sage Publications

McNiff, J. & Whitehead, J. (2002) *Action research principles and practice* London ; New York: Routledge/Falmer.

Gillon, R. (1994) *Principles of health care ethics* Chichester; New York: John Wiley & Sons.

Morton-Cooper, A. (2000) *Action research in health care* - Malden, MA: Blackwell Science.

Tucker, K. (2002) *Classical social theory: a contemporary approach*. Malden, Mass. : Blackwell Publishers

Turner, B.S. (ed) (2000) *The Blackwell companion to social theory* Malden, Mass.: Blackwell Publishers.

Shilling, C. (2003) *The body and social theory*. Thousand Oaks, Calif.: SAGE Publications.

Online resource (Moodle):

Research Method study package