Faculty of Health and Life Sciences
School of Applied Social Sciences

Research Designs
HEST5506

Module Leader: Brown
2010-11
Welcome to the module. This module guide will provide you with key information for the module, including the module template; outline of sessions; assignment titles and criteria; learning objectives for each session; reading for each session; self-directed activities associated with each session; and an evaluation form for the module. For introductory advice on accessing Blackboard® and the virtual learning environment at De Montfort University please visit http://hlsweb.dmu.ac.uk/blackboard/freshers/

**Assignment**
Thursday 23rd December 2010

It is hoped that provisional feedback (subject to ratification by Postgraduate Board) will be available by Wed 12th January 2011

**Recommended Texts for Purchase:**

**Primary text**

**Secondary text**
Section 1  Basic Module Information

- **Module Title:** Research Designs
- **Module Code:** HEST5506
- **Credit Value:** 15
- **Module Size:** 1
- **DMU Credit Level:** 7
- **Semester:** 1
- **SAB:** Health and Life Sciences Postgraduate Board
- **Faculty:** Health and Life Sciences
- **Module Leader:** Brown, School of Applied Social Sciences, Hawthorn Building, De Montfort University LE1 9BH 0116 207 8755 brown@brown.uk.com
- **Module Pre-requisites:** none

Subjects and programmes offering the module

**School:**
Applied Social Sciences

**Programmes**
MA Medical education

Section 2  Module Definition

1.  **Module Characteristics**

This is a Level 7 module designed to consolidate and/or develop basic knowledge in research methods. It is designed to give a thorough grounding in both the technical and socio-political processes of research, from study design, through data collection and presentation of data, to data analysis and the writing up of research results. Issues are primarily illustrated through examples from social science applied to the field of health, and students are encouraged to share and draw upon inter-professional experiences of research as part of the learning process.

The module provides a thorough grounding for the dissertation module HEST5020

**Key Words:**
Research processes
Research methods
Inter-professional research
Ethics and research
Sampling
Social context of research
Data collection
Analysing quantitative data
Analysing qualitative data
Presenting quantitative data
Presenting qualitative data
Writing up research
2. **Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome Ref. Number</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To be able to critically assess the technical and socio-political stages in the research process.</td>
</tr>
<tr>
<td>2.</td>
<td>To be able to critically assess the advantages and disadvantages of utilising different research strategies for researching given topics</td>
</tr>
<tr>
<td>3.</td>
<td>To be able to design a research proposal and data collection tool</td>
</tr>
</tbody>
</table>

3. **Learning and Teaching Strategies**

- Lectures
- Workshops
- Self-directed internet-based learning
- Student-led seminars
- Sharing existing knowledge within the inter-professional group of adult learners
- Blackboard™

These strategies reflect the requirement to consolidate existing knowledge and for students to apply generic principles to their professional work and/or area of interest. They also reflect a requirement to develop and inter-professional understanding of the research contexts, issues and problems faced by practitioners from a wide range of professions.

4. **Module Syllabus**

**Required Prior Learning**
Understanding of research methods equivalent to first degree level
Understanding of research methods in a health or social care/social science context.

**Overview of the Research Process**
- Aims and objectives
- Ethics
- Reviewing literature
- Learning from the research experiences of other professions
- Managing research

**Research Strategies and Methods**
- Experiments, surveys, case studies, ethnography, action research
- Designing questionnaires. Interviews, observation, and documents
- Sampling
Social Context of Research
Setting research agendas
Interpreting a research brief
Ethnicity and gender in research
The politics of ethics
Researching in organisations
Sponsorship, finance and access
‘Respondents’ and research
Writing research

Analysing and Presenting Data
Thematic analysis
Grounded theory
Discourse analysis
Content analysis
Reading univariate, bivariate analysis
Reading descriptive and inferential statistics
Presenting quantitative and qualitative data
Writing up research
Reliability, internal validity, external validity

5. Assessment Scheme

<table>
<thead>
<tr>
<th>Relation to outcomes</th>
<th>Assessment Method</th>
<th>Component Type</th>
<th>Assessment Descriptor</th>
<th>Duration of assessment</th>
<th>Assessment Weighting</th>
<th>% Threshold</th>
<th>Essential (please)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3.</td>
<td>Prepare a research proposal</td>
<td>Other Coursework</td>
<td>Research Proposal</td>
<td>3,000 words</td>
<td>50%</td>
<td>50%</td>
<td>✓</td>
</tr>
</tbody>
</table>

Assessment Rationale
The module will be assessed by one 3,000 word piece of work: weighted 100%. This must be passed in order to be eligible for a pass in the module.

Coursework is appropriate as it permits students to demonstrate critical appraisal of generic methodological issues in relation to their chosen area of work/interest.

Reassessment
Reassessment for the module is as follows:

If the student has failed the single component of assessment, reassessment will be to re-submit a 3,000 word piece of work and to pass this individual component at 50% In such circumstances the maximum for the module is 50%.
Dates for reassessment will be set by the SAB that considers the original mark. This reassessment opportunity will normally be at the end of the subsequent semester or during the University’s summer examination re-sit period.

6. Module Learning Materials

Essential Reading


[X] = mandatory text

Additional Reading

Brown, B; Crawford, P and Hicks, C (2003) Evidence Based Research: Dilemmas and Debates in Healthcare Open University Press


**Journals**

*British Medical Journal*
*Journal of Advanced Nursing*
*Midwifery*
*Nurse Researcher*
*Qualitative Health Research*
*Sociology of Health and Illness*
*Health and Social Care in the Community*
*Social Science and Medicine*

**Electronic databases and AV Materials**
The following have ethics guidelines for social/health research:

*The British Sociological Association Statement of Ethical Practice*
*The BSA Guidelines on Non-Sexist, Non-Racist and Non-Disablist Language*
http://www.britsoc.co.uk

*The Social Research Association*
http://www.the-sra.org.uk/

*The British Psychological Society*
http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm

*The British Medical Association*
http://bmj.bmjournals.com/cgi/collection/research_and_publication_ethics

*Research Governance Framework for Health and Social Care*
http://www.dh.gov.uk/assetRoot/04/01/47/57/04014757.pdf

*Governance Arrangements for NHS Research Ethics Committees*
http://www.dh.gov.uk/assetRoot/04/05/86/09/04058609.pdf

*Research and Development Flowchart to guide you through the research process*
http://rdfunding.org.uk/flowchart/Flowchart.html

*National Research Ethics Service*
http://www.nres.npsa.nhs.uk/

NHS Research and Development Forum
http://www.rdforum.nhs.uk
7. Resources

i) Staff/Student Hours

<table>
<thead>
<tr>
<th>Activity (e.g. lecture, tutorial)</th>
<th>Staff hours per week</th>
<th>Staff hours per module</th>
<th>Student hours per week</th>
<th>Student hours per module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>3 x 15 + 3 x 2 +</td>
<td>57 + 8 + tutorial hours (n x 2)</td>
<td>3 + Tutorials</td>
<td>47 contact 300 learning</td>
</tr>
</tbody>
</table>

ii) Student Numbers

- **Minimum and maximum student places (DMU):** 3 min, 32 max
- **Minimum and maximum student places (each partner):** n/a

iii) Learning Resources

- Blackboard ™
- Library
- Inter-Professional Student Group
10. Quality Assurance

Approval and Modification

- Version Control – HEST5506 2010/2011 semester 1
- Date approved – 2010
- Review date
- Modified
- Withdrawn

Monitoring and Evaluation

The quality of the module will be monitored and evaluated in line with standard institutional QA procedures, including the following:

1. The administration of anonymised evaluation questionnaires to students on at least an annual basis;
2. The discussions of the module, and student evaluations of it, at the Postgraduate Board, in the presence of student representatives;
3. Meeting with student representatives, where appropriate;
4. The monitoring of module content, syllabus changes and marking standards by external examiners;
5. The discussion of the module at course management team meetings;
6. Marking standardisation meetings where appropriate for all staff who contribute to the module;
7. The internal moderation of a sample of work;
8. The production of a reflective Annual Module Report, which includes an action plan for the year ahead;
9. Peer observation of classroom-based teaching;
10. The mentoring of new staff teaching on the module by more established staff
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>TITLE OF SESSION</th>
<th>TUTOR</th>
</tr>
</thead>
</table>
| 1    | 6th Oct | Human Agency in Research  
Sharing research experiences                                                         | Brown               |
| 2    | 13th Oct| Mapping research  
Seminar Allocation                                                               | Brown               |
| 3    | 20th Oct| Assignment preparation  12.00-14.00  
Research strategies 14.00-16.00  
Essay writing 16.00-17.00                                                                 | Brown, Julian Stribling, Mary Pillai |
| 4    | 27th Oct| Research Methods  
Validity and Reliability  
Essay writing 16.00-17.00                                                          | Julian Stribling     |
| 5    | 3rd Nov | Methods, Ethics and Governance                                                     | Brown               |
| 6    | 10th Nov| Confidence and quality in laboratory measurement  
Assignment preparation                                                               | Paul Whiting        |
| 7    | 17th Nov| Seminar: The social context of research                                           | Brown, Julian Stribling, Kathie Moore, Nicky Hudson |
| 8    | 24th Nov| Seminar: The social context of research                                           | Brown, Julian Stribling, Kathie Moore, Nicky Hudson |
| 9    | 1st Dec | Numerical Analysis of Data                                                         | Peter Norrie        |
| 10   | 8th Dec | Analysis of Textual Data                                                          | Brown               |
| 11   | 15th Dec| Presentation of Data                                                               | Brown               |
ASSESSMENT GUIDANCE
The assessment of this module will comprise of two pieces of coursework, an essay and a research proposal. Each piece of work must be your own original work. The same content cannot be submitted or presented for more than one assignment, either within a module or across modules.

Assessment content/outlines/briefs
- It must also be word-processed or typed. You must keep a disk copy or a hard copy for yourself to cover the eventuality that an assignment goes missing.
- Assignments which exceed 10% of the stated word limit will be penalised at the rate of 5 marks [out of 100] for every 10% (or part thereof) excess.
- Obtain a cover sheet from the Resources Room and complete before handing in.
- It is important that you retain this receipt as proof of your submission.
- The assignment briefs are intended as guides rather than as prescriptive statements. They include possible ideas and suggestions that students may wish to pursue in their paper.
- However it must adhere to the academic statements of the university, see Focus On series at www.study.dmu.ac.uk/keyskills or the Study Skills series at www.library.dmu.ac.uk/skills/study/).

Marking Criteria

Procedures
A second internal member of staff moderates a sample of student work (including all work obtaining 49% or less). This sample is then made available for moderation by an external examiner. All re-submissions are moderated by a second member of staff and made available to the external examiner.

Specific assessment criteria will be used to mark the work in addition to the university marking criteria (Postgraduate Regulations).

The assignment will be assessed according to the following criteria:

Structure and Content:
- appropriate interpretation of title/remit;
- identification of key concepts, theories and arguments;
- clearly established parameters of assignment where appropriate;
- clear outline of direction of argument where appropriate;
- relevance of material to question;
- accuracy of points;
- logical development of argument and organisation of ideas;
- appropriate style of writing;
- use of substantiating evidence;
- critical discussion and evaluation;
- use and citation of relevant sources;
- drawing of conclusions through synthesis of main arguments;
- demonstration of comprehension.
- appropriate use of theory;

Presentation:
- legibility;
- clarity;
• correct sentence construction;
• appropriate use of paragraphs;
• correct spelling;
• correct use of punctuation;
• coherent expression of ideas;
• adherence to word limit;
• adherence to deadline.

New University regulations introduced in September 2010 set the pass mark on Masters programmes at 50%. Student who enrolled on the programme in September 2010 or later will be marked in their modules according to a pass mark of 50%. However, students who enrolled on the programme before this date will continue to be marked with a pass mark of 40%. This does not mean it is harder for the new students to pass. It means that module tutors are working with two different marking schemes but the criteria and descriptors for pass and fail work remain the same so no student will be disadvantaged. Please ask the module leader or programme leader for guidance if you would like further clarification."
# POSTGRADUATE TAUGHT PROGRAMMES MARKING SCHEME

<table>
<thead>
<tr>
<th>Marking Scheme for Students enrolled in Sept 2010 or later</th>
<th>Marking Scheme for Students enrolled prior to Sept 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&gt; or = 70% “Distinction Level”</strong></td>
<td><strong>&gt; or = 70% “Distinction Level”</strong></td>
</tr>
<tr>
<td>Excellent work which demonstrates that the student:</td>
<td></td>
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<tr>
<td>- Possesses an authoritative grasp of the conceptual</td>
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<tr>
<td>context within which the work was undertaken</td>
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<tr>
<td>- Is able to display originality, insight and powers of</td>
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<tr>
<td>in-depth critical analysis in the solution offered</td>
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<tr>
<td>and/or is able to sustain an argument displaying</td>
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<tr>
<td>originality, insight into current debates and</td>
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<tr>
<td>conceptual positions, in-depth critical analysis, and</td>
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<tr>
<td>is capable of expressing this argument clearly,</td>
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<tr>
<td>concisely and accurately</td>
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<tr>
<td>- Possesses a high degree of relevant technical</td>
<td></td>
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<tr>
<td>competence</td>
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<tr>
<td><strong>60 – 69% “Merit Level”</strong></td>
<td><strong>60 – 69% (pass level)</strong></td>
</tr>
<tr>
<td>A clear grasp of an appropriate methodology suitably</td>
<td></td>
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<tr>
<td>focused on the topic/problem. A good level of understanding, organisation and relevant technical ability. An ability to synthesise material and to construct responses which reveal good skills of critical analysis and insight.</td>
<td></td>
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<tr>
<td><strong>55 – 59% (pass level)</strong></td>
<td><strong>50 – 59% (pass level)</strong></td>
</tr>
<tr>
<td>A coherent response to the task undertaken demonstrating a sound grasp of appropriate methodology. Work will be accurate and appropriately organised with clear evidence of skills of critical analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>50 – 54% (marginal pass level)</strong></td>
<td><strong>40 – 49% (pass level)</strong></td>
</tr>
<tr>
<td>The grasp of material and methodology is such as to enable a basic response to the task undertaken. Work will generally be accurate and appropriately organised with some evidence of critical analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>45 – 49% (marginal fail)</strong></td>
<td><strong>35 – 39% (marginal fail)</strong></td>
</tr>
<tr>
<td>The work demonstrates some understanding of the topic/problem but overall the achievement in terms of understanding, technical accuracy, organisation and critical analysis does not justify a pass mark.</td>
<td></td>
</tr>
<tr>
<td><strong>&lt; or = 44% (fail)</strong></td>
<td><strong>&lt; or = 34% (fail)</strong></td>
</tr>
<tr>
<td>Student’s performance is deficient in most respects, revealing inadequate grasp of the material, poor organisational and technical ability and poorly-developed communication skills. No evidence of critical analysis. A clear fail.</td>
<td></td>
</tr>
</tbody>
</table>
PLAGIARISM
Please see the appropriate leaflet produced by the university. It is the students' responsibility to ensure that they are familiar with the rules and regulations concerning the use of evidence and material cited within their assignments.

UNIVERSITY PROCEDURES FOR EXTENSIONS, DEFERRALS AND REFERRALS.
Students need to be familiar and comply with the University regulations concerning extensions and deferrals of assessment. It is the responsibility of each student to ensure that they access the relevant guidance issues by the University, and to be aware of the criteria and procedures applied. Web site and cream form.

Coursework extensions – the module leader can grant extensions of up to two weeks. Students have to complete a White Extension form PC1675 (obtained from the resources room).

Coursework extension of more than two weeks – students must complete a White Deferral form PC1675 and had in to reception for the attention of the Chair of the Subject Assessment Board.

Coursework and Examination Deferrals – student must complete the correct Yellow Deferral form PC1709/PC1676 and return it to reception with appropriate evidence to support the claim.

Failure and Re-Assessment: The pass mark for this module is 50%. Students who do not achieve a pass or compensation will be required to resubmit a piece of work equivalent to the one failed as determined by the assessment board. In these circumstances it is the student’s responsibility to apply for reassessment.

ATTENDANCE
The compulsory element of this module are the 3 hour workshops University weeks 1-12. If you do not attend for either 3 consecutive sessions or your attendance falls below 75%, you will be requested in writing to attend a tutorial with the module leader where this matter will be discussed. Either failure to attend this meeting, to miss a further 3 consecutive sessions or your attendance to remain at less than 75% will result in the Head of Studies being notified. This may result in any sponsor of funding body being informed of your non-attendance, in addition to the recommendation of a fail in the modules to the Assessment Board.
RETURN OF WORK
Every effort will be made to provide prompt feedback on assignments. However, any marks provided prior to ratification by the external examiner, Subject Authority Board or Faculty Ratification Panel must be regarded as provisional and subject to change.

Please check your notice board for information about return of work.

MONITORING AND EVALUATION
This module is formally evaluated by student completion of a module evaluation form. See back of module handbook. This information will be collated by the module leader and presented to the Subject Authority Boards.
Assignment Titles, Research Designs

GUIDANCE NOTES AND ASSESSMENT CRITERIA

Write a research proposal of 3,000 words for a research project involving the collection of primary data. Where the project is to be laboratory-based, the project must include data collection based on either patient records and/or on deriving some data from patients through questionnaire/interview.

**Title of Project, Aims of Project, Objectives of Project**

*The Title should be less than 150 characters including spaces*

*Use bullet points for aims and objectives*

1-2 aims that describe the overall goal of the project

2-4 objectives will describe the specific actions that will be taken by the researcher to try to attain the aims.

**Literature Review**

*This will be a mini-review of the type often required for Ethics Committee forms. It is suggested that this be restricted to 5-6 key references, one of which is likely to be a key Government Report (e.g. The NHS Plan, 2000). Use the Harvard Referencing System.*

**Proposed Research Strategy**

*Strategies include Experiments, Surveys, Ethnography, Qualitative, Action Research, Case Studies and so on (see Denscombe, 2007 especially on this). Why is the chosen strategy best suited to the project, and why would other strategies not be suitable?*

**Proposed Research Method(s)**

*Methods include Questionnaires, Interviews, Observation, Documents, Focus Groups and so on (see Denscombe, 2007 for this). Why is the chosen method(s) best suited to the project, and why would other methods not be suitable? Critically assess the strengths and weakness of your choice of method(s) in terms of internal validity, reliability and external validity. Provide copies of the research instrument, the information sheet and the consent form as appendices [These appendices will not count in the overall word length]*

**Research Participants/Subjects**

*Define the rules of eligibility to be in your research population. Define the procedures by which the sample will be drawn from this population. What numbers will be approached to take part. What is the likely response rate?*

**Ethical Issues**

*Address issues of avoiding harm, informed consent, anonymity, confidentiality, data storage and protection, data feedback. Will consent be written? What will the information sheet say? How will the ethical position you adopt relate to published ethical guidelines on research?*

**Proposed Analysis of Data**

*In order to answer this section to best effect you should use some hypothetical results in order to show how you would present and analyse both numerical and/or narrative data. In addition for quality of writing, presentation, references there will be*
Week 1: Introduction to the module

Learning Objectives:

- To introduce students to the module, its content and its assessment
- To enable students to share their previous experiences of conducting or utilising research
- To allocate students to seminars


SELF-DIRECTED ACTIVITY WEEK 1

Learning Objective:

- To be able to conduct a literature search and review

Essential Reading


Additional Reading


Week 2: Mapping Research

Learning Objective:

- To be able to distinguish between research paradigms, research strategies, methods of data collection and methods of data analysis.

Essential Reading [Paradigms]


or


or


Essential Reading [Strategies]


Essential Reading [Methods]


Essential Reading [Data Analysis]

Essential Reading [Reliability and Validity]

SELF-DIRECTED ACTIVITY WEEK 2
Preparation for the student-led seminars.
Week 3: Research Strategies

Learning Objective:

- To be able to evaluate the strengths and weaknesses of each designs for particular research problems.

SURVEY DESIGN

Essential Reading


Further Reading


Dyson, S. (1997) Knowledge of sickle cell in a screened population *Health and Social Care in the Community* 5 (2) 84-93.


CASE STUDIES

Essential Reading


Additional Reading


EXPERIMENTS

Essential Reading


Additional Reading


Asch, S. (1956) Studies of independence and submission to group pressure 1: a minority of one against a unanimous majority. Psychological Monographs 70 (9).


**ETHNOGRAPHY**

**Essential Reading**


**Additional Reading**


Bowler, I. (1993a) 'They're not the same as us?': midwives' stereotypes of South Asian maternity patients *Sociology of Health and Illness* 15 (2) 457-470.


A. El-Nemer, S. Downe, N. Small (2006)'She would help me from the heart': An ethnography of Egyptian women in labour *Social Science and Medicine* 62 (1): 81-92

Full text via ScienceDirect: [http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S027795360500242X&_version=1&md5=0d87e24c59c6dd1def8b1a020ccc16de](http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S027795360500242X&_version=1&md5=0d87e24c59c6dd1def8b1a020ccc16de)


Full text via ScienceDirect:


Full text via ScienceDirect: [http://www.sciencedirect.com/science?ob=GatewayURL&origin=CONTENTS&method=citationSearch&pikey=S0277953605000122&version=1&md5=baafaf98a6de9791c4403b048a44b1d9](http://www.sciencedirect.com/science?ob=GatewayURL&origin=CONTENTS&method=citationSearch&pikey=S0277953605000122&version=1&md5=baafaf98a6de9791c4403b048a44b1d9)

Ware NC; Tugenberg T; Dickey B (2003) Ethnography and measurement in mental health: Qualitative validation of a measure of continuity of care (CONNECT) *Qualitative Health Research* 13: 10: 1393-1406
[http://qhr.sagepub.com/cgi/reprint/13/10/1393](http://qhr.sagepub.com/cgi/reprint/13/10/1393)

* Former MA Applied Health Studies student.
Hospital Ethnography
Edited by: Sjaak van der Geest and Kaja Finkler

Table of Contents:

Hospital ethnography: introduction
S. van der Geest, K. Finkler
pp 1995-2001
Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001066&_version=1&md5=3ac36882a06ea85bd3589f0f47c68a40

Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001078&_version=1&md5=2616b2187f6b688a8a93a2b67a0eed3

The gaps in the gaze in South African hospitals
D. Gibson
pp 2013-2024
Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S027795360400108X&_version=1&md5=cde7e14e674474128808b6d8626e21ed

Poverty and violence, frustration and inventiveness: hospital ward life in Bangladesh S. Zaman pp 2025-2036 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001091&_version=1&md5=f5e75a5d8b6b9f750775e620c30b6da9

Biomedicine globalized and localized: western medical practices in an outpatient clinic of a Mexican hospital K. Finkler pp 2037-2051 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001108&_version=1&md5=08f565a30156c6b72748c1817b71f6b3

Compliance as strategy: the importance of personalised relations in obstetric practice
L.M. Tanassi pp 2053-2069 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S027795360400111X&_version=1&md5=14829b056f9ad35adb418dd297ed222e0

Dealing with doubt: Making decisions in a neonatal ward in The Netherlands E. Vermeulen pp 2071-2085 Full text via ScienceDirect:
Doctors and retribution: the hospitalisation of compensation claims in the Highlands of Papua New Guinea H. van Amstel, S. van der Geest pp 2087-2094 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001121&_version=1&md5=d9fcf5cf4b48447069e78a5168dccc0

Privacy, privatization, and the politics of patronage: ethnographic challenges to penetrating the secret world of Middle Eastern, hospital-based in vitro fertilization M.C. Inhorn pp 2095-2108 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001145&_version=1&md5=23d5614905480b6d3139bb80cbc3364c

Social inequalities and disability in older men: prospective findings from the British regional heart study S. Ebrahim, O. Papacosta, G. Wannamethee, J. Adamson pp 2109-2120 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001182&_version=1&md5=4474b94b5934f76d7d614ef641edaff

Gender differences in factors affecting use of health services: an analysis of a community study of middle-aged and older Australians R. Parslow, A. Jorm, H. Christensen, P. Jacomb, B. Rodgers pp 2121-2129 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001212&_version=1&md5=41baa0d83a4ab1c8f0514416b4615ca9

Childhood IQ and cardiovascular disease in adulthood: prospective observational study linking the Scottish Mental Survey 1932 and the Midspan studies C.L. Hart, M.D. Taylor, G.D. Smith, L.J. Whalley, J.M. Starr, D.J. Hole, V. Wilson, I.J. Deary pp 2131-2138 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001194&_version=1&md5=01baa0d83a4ab1c8f0514416b4615ca9

http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001200&_version=1&md5=21e7fc1f6d6651472eed343e481fc8e

Clarifying the relationships between health and residential mobility A. Larson, M. Bell, A.F. Young pp 2149-2160 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001170&_version=1&md5=1ade8a195966c47071bd7c77974227c9
The elderly and AIDS: Coping with the impact of adult death in Tanzania J. Dayton, M. Ainsworth pp 2161-2172 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001157&_version=1&md5=566685c75b9dafd90e0304fb6a94a7bc

Organ transplantation in Singapore: history, problems, and policies V.H. Schmidt, C.H. Lim pp 2173-2182 Full text via ScienceDirect:
http://www.sciencedirect.com/science?_ob=GatewayURL&_origin=CONTENTS&_method=citationSearch&_piikey=S0277953604001169&_version=1&md5=a0e4f6b5e0fa8e87fb1188bb1910c867

PHENOMENOLOGY

Essential Reading


Additional Reading


Kvigne K; Kirkevol M (2003) Living with bodily strangeness: Women’s experiences of their changing and unpredictable body following stroke *Qualitative Health Research* 13: 9: 1291-1310 [http://qhr.sagepub.com/cgi/reprint/13/9/1291](http://qhr.sagepub.com/cgi/reprint/13/9/1291)
GROUND THEOR Y

Essential Reading


Additional Reading


http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6T7T-49FGKCG-1&_user=698911&_origUdi=B7MRM-4MT09VJ-18C&_fmt=high&_coverDate=02%2F29%2F2004&_rdoc=1&_orig=article&_acct=C000039118&_version=1&_urlVersion=0&_userid=698911&md5=062784bef32d0b55033e92d98ac1eddb


MIXED METHODS

Essential Reading


Additional Reading

http://mmr.sagepub.com/cgi/content/abstract/2/3/270

http://jhsrp.rsmjournals.com/cgi/content/abstract/13/2/92

O’Cathain; Murphy E; Nicholl J (2007). Why, and how, mixed methods research is undertaken in health services research in England: a mixed methods study BioMed Central Health Service Research. 7: 85.
ACTION RESEARCH

Essential Reading


Further Reading


**SELF-DIRECTED ACTIVITY WEEK 3**

Preparation for the student-led seminars.
Week 4: Research Methods

Learning Objective:

- To be able to understand and interpret the concepts of internal validity, external validity and reliability.
- To be able to evaluate the strengths and weaknesses of each method for particular research problems
- To be able to practice skills in one or more methods

RELIABILITY AND VALIDITY

Essential Reading


Additional Reading


Miles, M. & Huberman, A. (1994) *Qualitative Data Analysis* Sage Chapter 10


**METHODS**

**Essential Reading**


**SELF-DIRECTED ACTIVITY WEEK 4**

Design a 25-question questionnaire on a health subject of your choice. Read Oppenheim (1992); Cohen and Manion (1989); Hart (1993) or De Vaus (1991) and assess your effort against some of the common pitfalls they identify.
Week 5: Methodological and Ethical Dilemmas in Research

Learning Objective:

- To be able to identify potential ethical, governance and methodological dilemmas in the conduct of research

Essential Reading


or


Additional Reading


See also:

The Tuskegee Syphilis Experiment
http://www.infoplease.com/spot/bhmtuskegee1.html

A Collection of links on research ethics and research misconduct http://www.web-miner.com/researchethics.htm [accessed 14th August 2008: please report if this is a broken link]

See also MA Applied Health Studies Dissertations: Aylott (1999)

See also the special issue of the journal:

Qualitative Inquiry1 April 2007; Vol. 13, No. 3
URL: http://qix.sagepub.com/content/vol13/issue3/?etoc

Predatory vs. Dialogic Ethics: Constructing an Illusion or Ethical Practice as the Core of Research Methods

Gaile S. Cannella and Yvonna S. Lincoln Qualitative Inquiry 2007:13 315-335
http://qix.sagepub.com/cgi/content/abstract/13/3/315?etoc

Rethinking Ethics Review as Institutional Discourse. Christine Halse and Anne Honey Qualitative Inquiry 2007;13 336-352
http://qix.sagepub.com/cgi/content/abstract/13/3/336?etoc

Handing IRB an Unloaded Gun
Carol Rambo. Qualitative Inquiry 2007;13 353-367
http://qix.sagepub.com/cgi/content/abstract/13/3/353?etoc

http://qix.sagepub.com/cgi/content/abstract/13/3/368?etoc

http://qix.sagepub.com/cgi/content/abstract/13/3/388?etoc

The Dark Side of Truth(s): Ethical Dilemmas in Researching the Personal M. Carolyn Clark and Barbara F. Sharf. Qualitative Inquiry 2007;13 399-416
http://qix.sagepub.com/cgi/content/abstract/13/3/399?etoc

Informed Consent, Deception, and Research Freedom in Qualitative Research Marco Marzano. Qualitative Inquiry 2007;13 417-436
http://qix.sagepub.com/cgi/content/abstract/13/3/417?etoc

Cultural Continuity as an Ethical Imperative. Clifford G. Christians. Qualitative Inquiry 2007;13 437-444
http://qix.sagepub.com/cgi/content/abstract/13/3/437?etoc
See also special issue of journal:

New Volume/Issue is now available on ScienceDirect

Social Science & Medicine

Volume 65, Issue 11, Pages 2187-2408 (December 2007)

Informed Consent in a Changing Environment
Edited by Mary Boulton and Michael Parker

Special issue articles - Informed Consent in a Changing Environment

1. Informed consent in a changing environment
   Pages 2187-2198
   Mary Boulton and Michael Parker

2. Changing constructions of informed consent: Qualitative research and complex social worlds
   Pages 2199-2211
   Tina Miller and Mary Boulton

3. Beyond “misunderstanding”: Written information and decisions about taking part in a genetic epidemiology study
   Pages 2212-2222
   Mary Dixon-Woods, Richard E. Ashcroft, Clare J. Jackson, Martin D. Tobin, Joelle Kivits, Paul R. Burton and Nilesh J. Samani

4. Informed consent, anticipatory regulation and ethnographic practice
   Pages 2223-2234
   Elizabeth Murphy and Robert Dingwall

5. Translating ethics: Researching public health and medical practices in Nepal
   Pages 2235-2247
   Ian Harper

6. Ethnography/ethics
   Pages 2248-2259
   Michael Parker

7. Informed consent: Interpretations and practice on social surveys
   Pages 2260-2271
   Jean Martin and David A. Marker

8. Competent children? Minors’ consent to health care treatment and research
SELF-DIRECTED ACTIVITY WEEK 5

Learning Objective: To be aware of current Department of Health guidance on research governance.

Visit the following web-sites:

NHS Research and Development Forum
http://www.rdforum.nhs.uk

Research Governance Framework for Health and Social Care
http://www.dh.gov.uk/assetRoot/04/01/47/57/04014757.pdf

Governance Arrangements for NHS Research Ethics Committees
http://www.dh.gov.uk/assetRoot/04/05/86/09/04058609.pdf

Research and Development Flowchart to guide you through the research process
http://www.rdinfo.org.uk/flowchart/flowchart.html

National Research Ethics Service
http://www.nres.npsa.nhs.uk/

See also: http://www.CCELS.cardiff.ac.uk
WEEK 6: ASSIGNMENT 1 PREPARATION

Learning Objective:

- To enable students to review the information they will require to complete assignments relating to research strategies and the social context of research.

This week will be given over to assignment preparation. **In order to make best use of this session, students are encouraged to have undertaken the majority of their reading for the assignment as appropriate and to have made notes about how they intend to structure their essay.** This will enable you to compare and contrast your progress with the discussions in this session.

**SELF-DIRECTED ACTIVITY WEEK 6**

Time allocated for essay writing.
Weeks 7 and 8: Social Context of Research – Student led seminars

Learning Objective:

- To be able to critically review the influence of social factors in the production of research knowledge.

SELF-DIRECTED ACTIVITY WEEKS 6 and 7

Time allocated for essay writing

SEMINAR READINGS

Weeks seven and eight of the module will involve seminar work in smaller groups. Depending on overall numbers you will be asked to prepare and present a ‘mini-seminar’ either individually or in pairs. This will involve reading a key article from the list below. As will become apparent the readings taken together constitute an overview of the human activities of the researcher, the researched, and the social and political processes attendant upon conducting research. Each seminar will be an absolute maximum of 15 minutes. This should involve five minutes summarising the key points of the article for the rest of the group. There should then be five minutes drawing out the generic methodological learning points from the article. The final five minutes should be used to offer your thoughts on the application of these ideas to an area of health research in which you are interested and lead others in a discussion of how the generic methodological issues might apply to their areas of interest. An overhead projector will be available to use. Previous cohorts have found it useful if you can provide a written summary of the article for the rest of the group.

ESSENTIAL READING

Agendas


Proctor, S. (2001) Whose evidence? Agenda setting in multi-professional research: observations from a case study Health, Risk and Society Volume 4 Number 1: 45-
Researcher Interpretation


Access


Emotions in Research


Ethics


http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4NNYG32-3&_user=698911&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&acct=C000039118

44
Informed Consent?


Featherstone, K and Donovan, JL (2002) "Why don't they just tell me straight, why allocate it?" The struggle to make sense of participating in a randomised controlled trial *Social Science and Medicine* 55 (5) 709-719.


Research Misconduct


Respondents and Research


Research Processes


‘Race’, ethnicity and research findings


Gender and Research


Disability and Research


Use of Research


Acceptability of styles of research


Writing/Reading Research


**What Counts as Facts?**


**Week 9: Numerical Analysis of Data**

Learning objectives:
- To be able to identify different levels of measurement, and a range of commonly used statistical tests
- To be familiar with common statistical terms (e.g. standard deviation, normal distribution)

**Essential Reading**


**Additional Reading**


**SELF-DIRECTED ACTIVITY WEEK 9**

On the Blackboard shell for this module there is a file entitled Excel Analysis, which allows you to work through a set of data to become more familiar with some of the terms used in this session, using Microsoft Excel.
**Week 10: Analysis of Textual Data**

Learning Objectives:

- To be able to understand the potential of thematic analysis, content analysis, discourse analysis, interpretive phenomenological analysis and critical realist analysis in the analysis of textual data.

**GROUNDED THEORY**

**Essential Reading**


**Additional Reading**


**DISCOURSE ANALYSIS**


Mitchell PF (2009) A discourse analysis on how service providers in non-medical primary health and social care services understand their roles in mental health care *Social Science and Medicine* 68: 1213-1220. [http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4VJRFX4-1&_user=698911&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&acct=C000039118&version=1&urlVersion=0&userid=698911&md5=01b1c08e2bb3c28c4e90d37742cae05f](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4VJRFX4-1&_user=698911&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&acct=C000039118&version=1&urlVersion=0&userid=698911&md5=01b1c08e2bb3c28c4e90d37742cae05f)


**CONTENT ANALYSIS**


http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4R70W11-2&_user=698911&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000039118&_version=1&_urlVersion=0&_userid=698911&md5=f9ef246c79f1edb55573e7fee44a419a


Taylor-Clark, KA; Mebane, FE; SteelFisher, GK and Blendon, RJ (2007) News of disparity: Content analysis of news coverage of African American healthcare inequalities in the USA, 1994–2004 *Social Science and Medicine* 65 (3): 405-417 [http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4NNPCMS-1&_user=698911&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&acct=C000039118&_version=1&_urlVersion=0&_userid=698911&md5=07d15550bfe77dc6d0ecf281fb076c43](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4NNPCMS-1&_user=698911&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&acct=C000039118&_version=1&_urlVersion=0&_userid=698911&md5=07d15550bfe77dc6d0ecf281fb076c43)


**INTERPRETIVE PHENOMENOLOGICAL ANALYSIS**


**CRITICAL REALIST ANALYSIS**


**SELF-DIRECTED ACTIVITY WEEK 10**

Learning Objective:

- To explore other resources for qualitative research

See: [http://www.qualitative-research.net/fqs/fqs-eng.htm](http://www.qualitative-research.net/fqs/fqs-eng.htm)
Week 11: Presentation of numerical Data

Learning Objectives:

- To be able to identify strengths and weaknesses in different modes of presenting numerical data.

Essential Reading

British Medical Journal Statisticians’ Checklist
http://bmj.bmjjournals.com/advice/checklists.shtml#stats


Further Reading


Self-Directed Activity Week 11

Try to continue to work your way through the following undergraduate module on experimental design and statistics:
http://www.psy.dmu.ac.uk/dave/PSYC2008/index.html

To explore the issue of correlation, try the following link, but remember that correlation (statistical association) does not equal causation.
http://www.indexmundi.com/g/correlate.html

To explore power calculations (how many subjects need to be in a study or in each group within a study) visit: http://calculators.stat.ucla.edu/
Week 11: Presentation of textual Data

Learning Objective:

- To be able to identify strengths and weaknesses in different modes of presenting textual data.

Essential Reading


Further Reading

Baker, C. Membership categorization and interview accounts in Silverman, D. ed Qualitative Research: Theory, Method and Practice London: Sage 130-143

Burnard, P. Interviewing techniques: analysing data using a word processor Nurse Researcher 1 (3) 33-42.


Week 14: Managing Research

Learning Objectives:
- To be able to review the material covered in previous sessions of the module
- To be able to compose a research proposal
- To be able to identify and appraise the stages in preparing and managing a research project

**Essential Reading**


**Further Reading**


EVALUATION OF RESEARCH DESIGNS IN HEALTH 2010-2011 SESSION

Overall how would you rate the module?

<table>
<thead>
<tr>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>VERY POOR</th>
</tr>
</thead>
</table>

WHAT FACTORS DID YOU LIKE ABOUT THE MODULE?

WHAT TIPS WOULD YOU GIVE TO FUTURE STUDENTS TAKING THIS MODULE?

TIPS FROM LAST YEAR’S STUDENTS:

- Pre-read/ prepare for each week (6)
- Be sure to read and/or buy Denscombe book (7)
- Do lots of reading (4)
- Familiarise yourself with terminology (2)
- Prepare early for assignments (2)

HOW VOCATIONALLY RELEVANT DID YOU FIND THE MODULE?

THANK YOU FOR YOUR COMMENTS