Research Designs in Health
HEST5001

Module Leader: Brown
2018-19
RESEARCH DESIGNS IN HEALTH HEST5001 2017-2018

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 the best way in is via the My DMU page http://my.dmu.ac.uk

### Assignment 1

**Wed 12th December 2018**

It is hoped that provisional feedback (subject to ratification by Postgraduate Board) will be available by Wed 15th January 2019

### Assignment 2

**Wed 9th January 2019**

Provisional feedback (subject to ratification by Postgraduate Board)

Wednesday 7th February 2019

### Recommended Texts for Purchase:

#### Primary text


#### Secondary text

Dyson, SM and Brown, B (2006) *Social Theory and Applied Health Research*

Buckingham: Open University Press. An old one – over a decade – but many of the issues are still relevant.
Section 1  Basic Module Information

- **Module Title:** Research Designs in Health
- **Module Code:** HEST5001
- **Credit Value:** 30
- **Module Size:** 1
- **DMU Credit Level:** 5
- **Semester:** 1
- **SAB:** Health and Life Sciences Postgraduate Board
- **Faculty:** Health and Life Sciences
- **Module Leader:** Brown, School of Applied Social Sciences, 5.08 Edith Murphy Building, De Montfort University LE1 9BH 0116 207 3905 brown@brown.uk.com
- **Module Pre-requisites:** none

Subjects and programmes offering the module

**Faculty of Health and Life Sciences**
Doctorate in Health Science (DHSci)
MPhil/PhD Doctoral Training Programme

**School:**
Applied Social Sciences

**Programmes**
MRes Applied Health Studies
MRes Social Work
MA Applied Health Studies (Research)
MA Applied Health Studies (Management)

**School:**
Nursing and Midwifery

**Programmes:**
MSc Advanced Nursing Practice
MSc Advanced Midwifery Practice
MSc Advanced Nursing
MSc Professional Education
MSc Palliative Care

**School:**
Allied Health Sciences

**Programme:**
MSc Auditory Science
MSc Speech and Language Therapy
Section 2 Module Definition

1. Module Characteristics

This is a Level 5 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 dissertation modules such as HEST5020, HEST5021, HEST5026 as well as for option modules such as HEST5004, HEST5005, HEST5015, HEST5016 and HEST5017

The module may be taken as a single 15 credit module with assessment based on one assignment

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</td>
<td>Evaluate social context of research or appropriateness of different research designs</td>
<td>Essay</td>
<td>Social context/strategies</td>
<td>3,000 words</td>
<td>50%</td>
<td>50%</td>
<td>✓</td>
</tr>
<tr>
<td>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 two 3,000 word pieces of work: one essay and one other piece of coursework each weighted 50%. Both components must be passed in order to be eligible for an overall 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 one component at the first attempt having passed other component(s) at 50% or above, 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%.

or

If the student has failed both components overall at first, reassessment will be to submit both 3,000 word pieces of work and to pass both individual components 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] = recommended for purchase

**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*
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 https://www.bps.org.uk/psychologists/standards-and-guidelines

- The British Medical Association https://www.bma.org.uk/advice/employment/ethics


- National Research Ethics Service/Health Research Authority http://www.hra.nhs.uk/

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

- NHS Health Services and Delivery Research (HS&DR) Programme http://www.nets.nihr.ac.uk/programmes/hsdr

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 +</td>
<td>3 + Tutorials</td>
<td>47 contact 300</td>
</tr>
</tbody>
</table>
ii) Student Numbers

- **Minimum and maximum student places (DMU):** 5 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 – HEST5001 2007/2008 semester 1
- Date approved – February 21\textsuperscript{st} 2008
- 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>
<tbody>
<tr>
<td>1</td>
<td>3rd Oct</td>
<td>Human Agency in Research</td>
<td>Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research experiences</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10th Oct</td>
<td>Mapping research</td>
<td>Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seminar Allocation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>17th Oct</td>
<td>Managing Research / Review of Research</td>
<td>Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 1 preparation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>24th Oct</td>
<td>Research strategies</td>
<td>Brown</td>
</tr>
<tr>
<td>5</td>
<td>31st Oct</td>
<td>Research Methods</td>
<td>Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Validity and Reliability</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7th Nov</td>
<td>Numerical Analysis of Data</td>
<td>Ed Griffin</td>
</tr>
<tr>
<td>7</td>
<td>14th Nov</td>
<td>Reading week</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>21st Nov</td>
<td>Seminar session: The social context of research</td>
<td>Brown</td>
</tr>
<tr>
<td>9</td>
<td>28th Nov</td>
<td>Methods, Ethics and Governance</td>
<td>Brown</td>
</tr>
<tr>
<td>10*</td>
<td>5th Dec</td>
<td>Analysis of Textual Data</td>
<td>Brown</td>
</tr>
<tr>
<td>11</td>
<td>12th Dec</td>
<td>Presentation of Data</td>
<td>Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 1 Hand in date</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>19th Dec</td>
<td>Vacation: Assignment 2 Preparation</td>
<td>Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘surgery’ session</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>26th Dec</td>
<td>Vacation: University closed</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2nd Jan</td>
<td>Assignment 2 Preparation</td>
<td>Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘surgery’ session</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>9th Jan</td>
<td>Assignment 2 hand in date</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT GUIDANCE
The assessment of this module will comprise 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 http://www.library.dmu.ac.uk/Support/Support/index.php?page=523, the study skills facilities at the Study Skills services at CLaSS (Centre for Learning and Study Support) http://www.library.dmu.ac.uk/Services/LSS

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;
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>&gt; or = 70% “Distinction Level”</td>
<td>&gt; or = 70% “Distinction Level”</td>
</tr>
<tr>
<td>Excellent work which demonstrates that the student:</td>
<td></td>
</tr>
<tr>
<td>• Possesses an authoritative grasp of the conceptual</td>
<td></td>
</tr>
<tr>
<td>context within which the work was undertaken</td>
<td></td>
</tr>
<tr>
<td>• Is able to display originality, insight and powers of</td>
<td></td>
</tr>
<tr>
<td>in-depth critical analysis in the solution offered</td>
<td></td>
</tr>
<tr>
<td>and/or is able to sustain an argument displaying</td>
<td></td>
</tr>
<tr>
<td>originality, insight into current debates and</td>
<td></td>
</tr>
<tr>
<td>conceptual positions, in-depth critical analysis, and</td>
<td></td>
</tr>
<tr>
<td>is capable of expressing this argument clearly,</td>
<td></td>
</tr>
<tr>
<td>concisely and accurately</td>
<td></td>
</tr>
<tr>
<td>• Possesses a high degree of relevant technical</td>
<td></td>
</tr>
<tr>
<td>competence</td>
<td></td>
</tr>
<tr>
<td>60 – 69% “Merit Level”</td>
<td>60 – 69% (pass level)</td>
</tr>
<tr>
<td>A clear grasp of an appropriate methodology suitably</td>
<td></td>
</tr>
<tr>
<td>focused on the topic/problem. A good level of</td>
<td></td>
</tr>
<tr>
<td>understanding, organisation and relevant technical</td>
<td></td>
</tr>
<tr>
<td>ability. An ability to synthesise material and to</td>
<td></td>
</tr>
<tr>
<td>construct responses which reveal good skills of critical</td>
<td></td>
</tr>
<tr>
<td>analysis and insight.</td>
<td></td>
</tr>
<tr>
<td>55 – 59% (pass level)</td>
<td>50 – 59% (pass level)</td>
</tr>
<tr>
<td>A coherent response to the task undertaken demonstrating</td>
<td></td>
</tr>
<tr>
<td>a sound grasp of appropriate methodology. Work will be</td>
<td></td>
</tr>
<tr>
<td>accurate and appropriately organised with clear evidence</td>
<td></td>
</tr>
<tr>
<td>of skills of critical analysis.</td>
<td></td>
</tr>
<tr>
<td>50 – 54% (marginal pass level)</td>
<td>40 – 49% (pass level)</td>
</tr>
<tr>
<td>The grasp of material and methodology is such as to</td>
<td></td>
</tr>
<tr>
<td>enable a basic response to the task undertaken. Work</td>
<td></td>
</tr>
<tr>
<td>will generally be accurate and appropriately organised</td>
<td></td>
</tr>
<tr>
<td>with some evidence of critical analysis.</td>
<td></td>
</tr>
<tr>
<td>45 – 49% (marginal fail)</td>
<td>35 – 39% (marginal fail)</td>
</tr>
<tr>
<td>The work demonstrates some understanding of the topic/</td>
<td></td>
</tr>
<tr>
<td>problem but overall the achievement in terms of</td>
<td></td>
</tr>
<tr>
<td>understanding, technical accuracy, organisation and</td>
<td></td>
</tr>
<tr>
<td>critical analysis does not justify a pass mark.</td>
<td></td>
</tr>
<tr>
<td>&lt; or = 44% (fail)</td>
<td>&lt; or = 34% (fail)</td>
</tr>
<tr>
<td>Student’s performance is deficient in most respects,</td>
<td></td>
</tr>
<tr>
<td>revealing inadequate grasp of the material, poor</td>
<td></td>
</tr>
<tr>
<td>organisational and technical ability and poorly-</td>
<td></td>
</tr>
<tr>
<td>developed communication skills. No evidence of critical</td>
<td></td>
</tr>
<tr>
<td>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 sessions in University weeks 1-11. 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.

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 in Health

1. Write an essay of 3,000 words on ONE of the following titles:

A. Critically discuss how the human activities of the researcher, the human activities of research subjects, and the social context of research each crucially influence research findings in your chosen topic area of research.

B. Select and state a research topic area, and write an essay that critically discusses the strengths and weaknesses of using any two contrasting strategies* (e.g. experimental, survey; action research; grounded theory; ethnography; case study) for researching that topic area.

* For laboratory scientists an equivalent range of strategies might include experiments; surveys; retrospective studies; prospective studies; or correlational research.

One week during the module will be given over to a session offering specific guidance on assignments.

In all cases assignments should be 3,000 words in length. Assignments which exceed 3,300 words will be penalised at the rate of 5 marks (out of the 100 available) for every 10% (or part thereof) excess. All assignments must be word-processed.
GUIDANCE NOTES FOR ASSIGNMENT 1A

Provide an introductory paragraph that describes what you will cover in each section of your essay, and what health topic you are interested in. You will find the essay easier if you recognise and explain that the precise formulation of the research question asked will itself be heavily influenced by the social factors you discuss. You may wish to organize your essay around paragraphs addressing topic areas covered in the student-led seminars (see pp 47-53 of this module guide). Try to draw on the social scientific literature covered in these seminars, and then examine the extent to which these points may or may not hold good for researching the particular health issue you are discussing. Try to spend more space applying the general principles to your particular area of interest than setting out the general principles in the first place. In some cases you may know of topic-specific literature to which you can refer. But it is also permissible to discuss what the general problems might look like hypothetically if applied to your topic of interest. Oakley (1992) is a good text to draw upon for this assignment. One strategy for bringing your essay together at the conclusion might be to identify the inter-relationships between the various aspects discussed, particularly as they apply or might apply in relation to your chosen topic. A structure of your essay might be as follows:

The Structure of Essay 1A

Introduction

Select 3-6 of the following topics covered within the student-led seminars:

- Agendas*
- Researcher Interpretation
- Access*
- Emotions in Research
- Ethics
- Informed Consent?
- 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?

Agendas

(Very) briefly, what do the key articles say about research agendas?

In general, in principle, in what ways does this illustrate the point that the activities of human beings are not taken account of (acknowledged, written up, thought about critically) in the production of knowledge?

Applied to your topic

Summary

Access
(Very) briefly, what do the key article say about the politics of getting access to a research setting?
In general, in principle, in what ways does this illustrate the point that the activities of human beings are not taken account (acknowledged, written up, thought about critically) of in the production of knowledge?
Apply this argument to your chosen topic

Summary

Respondents ‘Answering Back’

(Very) briefly, what do the key article say about respondents?
In general, in principle, in what ways does this illustrate the point that the activities of human beings are not taken account (acknowledged, written up, thought about critically) of in the production of knowledge?
Apply this argument to your chosen topic

Summary

Writing/Reading Research

(Very) briefly, what do the key article say about reading or writing research?
In general, in principle, in what ways does this illustrate the point that the activities of human beings are not taken account (acknowledged, written up, thought about critically) of in the production of knowledge?
Apply this argument to your chosen topic

Summary

Conclusion

Within your health topic, what kinds of human activities need to be acknowledged by the researcher as affecting the knowledge produced? How could these human activities be written up within a research report?
GUIDANCE NOTES FOR ASSIGNMENT 1B

Provide an introductory paragraph that describes what you will cover in each section of your essay, and what health topic you are interested in. You will find the essay easier if you recognise and explain that the precise research question asked will itself change depending upon which strategy you are considering. You may wish begin by organizing your essay around paragraphs addressing your chosen two strategies, selected from those listed in the question (see especially Denscombe, 2014; and in addition Hakim, 1992; Oyster et al, 1987; Hart and Bond, 1995; Gomm et al, 2000; Gomm and Davies, 2000 in this respect). Try to draw on the existing social research literature and then examine the extent to which these points may or may not hold good for researching the particular health issue you are discussing. Try to spend more space applying the general principles to your particular area of interest than setting out the general principles in the first place. In many cases you may know of topic-specific literature to which you can refer. But it is also permissible to discuss what the general problems might look like hypothetically if applied to your topic of interest.

One means of bringing your essay together at the conclusion might be to identify the inter-relationships between the various aspects discussed, particularly as they apply or might apply in relation to your chosen topic. A possible structure for your essay might be

**The Structure of Essay 1B**

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10-12 lines)</td>
</tr>
<tr>
<td>What is the research topic you will apply the essay to?</td>
</tr>
<tr>
<td>Which two strategies have you chosen to compare and contrast?</td>
</tr>
<tr>
<td>How is the essay structured?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys, Features of</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, in principle, what are the features of surveys?</td>
</tr>
<tr>
<td>Apply these features to surveys on your chosen topic</td>
</tr>
<tr>
<td><strong>Brief Summary</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys, Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, in principle, what are the advantages of surveys?</td>
</tr>
<tr>
<td>Apply these features to surveys on your chosen topic</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys, Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, in principle, what are the disadvantages of surveys?</td>
</tr>
<tr>
<td>Apply these features to surveys on your chosen topic</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiments, Features of</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, in principle, what are the features of experiments?</td>
</tr>
</tbody>
</table>

20
Experiments, Pro
In general, in principle, what are the advantages of experiments?

Apply these features to experiments on your chosen topic

Summary

Experiments, Con
In general, in principle, what are the disadvantages of experiments?

Apply these features to experiments on your chosen topic

Summary

Conclusion
Within your health topic, what kinds of research questions are best answered by surveys?
Within your health topic, what kinds of research questions are best answered by experiments?

**Students take one of the above assignments (1A or 1B) plus the following:**

2. Write a research proposal of 3,000 words for a research project involving the collection of primary data under the following headings:

- Title of Project, Aims of Project, Objectives of Project
- Literature Review
- Proposed Research Strategy
- Proposed Research Method(s)
- Research Participants/Subjects
- Ethical Issues
- Proposed Analysis of Data
GUIDANCE NOTES AND ASSESSMENT CRITERIA, ASSIGNMENT 2

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 [10%]
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 [10%]
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 [10%]
Strategies include Experiments, Surveys, Ethnography, Qualitative, Action Research, Case Studies and so on (see Denscombe, 2014 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) [20%]
Methods include Questionnaires, Interviews, Observation, Documents, Focus Groups and so on (see Denscombe, 2017 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 [10%]
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 [10%]
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 [20%]
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 [10%]
**Week 1: Introduction to the module**

Learning Objectives:

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


**SELF-DIRECTED ACTIVITY WEEK 1**

Learning Objective:

- To be able to conduct a literature search and review

**Essential Reading**


**Additional Reading**

Trish Greenhalgh published a series of papers in the British Medical Journal some years ago about research papers. They’re getting a bit old now but good advice nevertheless


There’s a more recent Greenhalgh one about reviews


And an example of Dr Greenhalgh attempting to put her advice into practice:


She’s on Youtube too, talking about evidence based medicine: https://www.youtube.com/watch?v=qYvdhA697jI and translating research into practice https://www.youtube.com/watch?v=9FmAXqW6I_Q
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


Or


Essential Reading [Strategies]


Essential Reading [Methods]


Essential Reading [Reliability and Validity]


Essential Reading [Data Analysis]


**Week 3:**

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

**Further reading**


**WEEK 3: Assignment 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 part of the week’s session 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 assignment 1 or 2 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 3

Time allocated for essay writing.

Week 4: 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.


Full text via ScienceDirect:


Full text via ScienceDirect:

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

* Former MA Applied Health Studies student.

**Journal: Social Science and Medicine, vol. 59 no. 10 (Special Issue) Nov 2004**
We can access this at DMU via Science Direct [http://www.sciencedirect.com](http://www.sciencedirect.com)

**Hospital Ethnography**

*Edited by: Sjaak van der Geest and Kaja Finkler*

**Table of Contents:**

Hospital ethnography: introduction  

"Villagers": Differential treatment in a Ghanaian hospital  
H.M. Andersen, pp. 2003-2012


Poverty and violence, frustration and inventiveness: hospital ward life in Bangladesh, S. Zaman, pp 2025-2036.

Biomedicine globalized and localized: western medical practices in an outpatient clinic of a Mexican hospital, K. Finkler, pp. 2037-205.

Compliance as strategy: the importance of personalised relations in obstetric practice,  
L.M. Tanassi, pp 2053-2069.


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.


Clarifying the relationships between health and residential mobility A. Larson, M. Bell, A.F. Young, pp. 2149-2160.

The elderly and AIDS: Coping with the impact of adult death in Tanzania J. Dayton, M. Ainsworth, pp. 2161-2172.


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)

GROUNDED THEORY

Essential Reading

Additional Reading


MIXED METHODS

Essential Reading

Additional Reading


**ACTION RESEARCH**

**Essential Reading**


**Further Reading**


**SELF-DIRECTED ACTIVITY WEEK 4**

Preparation for the student-led seminars.
Week 5: 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**


**Week 6:**

This session will provide an introduction to quantitative research methods and data analysis approaches that are commonly used in the social sciences. It will cover some key foundational concepts including the philosophical underpinnings of quantitative research, levels of measurement, distributions and measures of central tendency. In addition, you will be introduced to the statistical analysis software: SPSS (Statistical Package for the Social Sciences) and have an opportunity to use and explore this comprehensive and flexible research software. We will briefly examine some data collection methods typically used in social research and explore a range of research designs. Furthermore, this session will cover both descriptive and inferential statistical approaches.

**Essential Reading**


**Additional Reading**


Week 7
Reading week: Seminar preparation

Week 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.

SEMINAR READINGS

Week 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 presentation should be around 15 minutes long. A useful guide would be to spend 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. A 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


Researcher Interpretation


Access


Emotions in Research


Ethics


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: Methodological and Ethical Dilemmas in Research; Research governance**

**Learning Objective:**

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

**Essential Reading**


**Additional Reading**


**See also:**

The Tuskegee Syphilis Experiment  

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

*See also the special issue of the journal:*

*Qualitative Inquiry* 1 April 2007; Vol. 13, No. 3
URL: [http://qix.sagepub.com/content/vol13/issue3/?etoc](http://qix.sagepub.com/content/vol13/issue3/?etoc)


*See also special issue of journal: Social Science and Medicine vol 65 issue 11 (December 2011)*

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**  
   *Pages 2272-2283*  
   Priscilla Alderson

9. **Proposing modesty for informed consent**  
   *Pages 2284-2295*  
   Michael M. Burgess

**SELF-DIRECTED ACTIVITY WEEK 9**

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](http://www.rdforum.nhs.uk)

Research Governance Framework for Health and Social Care  

Governance Arrangements for NHS Research Ethics Committees  

Research and Development Flowchart to guide you through the research process  
[http://www.shoulderdoc.co.uk/documents/research_flowchart.pdf](http://www.shoulderdoc.co.uk/documents/research_flowchart.pdf)

NHS Research Ethics Service  
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**


**CONTENT ANALYSIS**


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


**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 doi: http://dx.doi.org/10.1136/bmj.312.7022.43a http://www.bmj.com/content/312/7022/43.2


Further Reading


Self-Directed Activity Week 11

Try to work your way through William Trochim’s Research Methods Knowledge Base http://www.socialresearchmethods.net/kb/index.php
To explore power calculations (how many participants need to be in a study or in each group within a study to yield a significant result) 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**


**WEEK 12: ASSIGNMENT 2 PREPARATION**

Learning Objective:

- To enable students to review the information they will require to complete assignments relating to research proposal.

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 assignment 2 as appropriate and to have made notes about how they intend to structure their research proposal.

**SELF-DIRECTED ACTIVITY WEEK 12**

Time allocated for research proposal writing.
SELF-DIRECTED ACTIVITY WEEK 15

Reading and preparation for Assignment 2
EVALUATION OF RESEARCH DESIGNS IN HEALTH 2008-2009 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 PREVIOUS 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