**Faculty of Health and Life Sciences**
School of Allied Health Sciences
School of Applied Social Sciences
School of Nursing and Midwifery

# Research Designs in Health HEST5001

**Module Leader**: Brown
**2023-24**

**RESEARCH DESIGNS IN HEALTH HEST5001 2023-2024**

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 Learning Zone and the virtual learning environment at De Montfort University the best way in is via the Learning Zone page
https://learningzone.dmu.ac.uk/d2l/home

**Assignment 1**

Wed 13th December 2023

It is hoped that provisional feedback (subject to ratification by Postgraduate Board) will be available by Wed 17th January 2024

**Assignment 2**

Wed 10th January 2024

Provisional feedback (subject to ratification by Postgraduate Board)
Wednesday 7th February 2024

**Recommended Texts for Purchase:**

| |
|---|
| **Primary text**<br>Denscombe, M. (2021) *The Good Research Guide* Seventh edition Buckingham: Open University Press. Earlier editions are sometimes available secondhand and cover much the same material. The chapters are often renumbered from edition to edition.<br><br>**Secondary text**<br>Dyson, SM and Brown, B (2006) *Social Theory and Applied Health Research* Buckingham: Open University Press. An old one, 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:** 7
- **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 8755
  brown@brown.uk.com
- **Module Pre-requisites :** none


**Subjects and programmes offering the module**

**Faculty of Health and Life Sciences**
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 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 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**

| Outcome Ref. Number | Outcome |
|---|---|
| 1. | To be able to critically assess the technical and socio-political stages in the research process. |
| 2. | To be able to critically assess the advantages and disadvantages of utilising different research strategies for researching given topics |
| 3. | To be able to design a research proposal and data collection tools |

## 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

Learning Zone

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

| Relation to outcomes | Assessment Method | Component Type | Assessment Descriptor | Duration of assessment | Assessment Weighting | % Threshold | Essential (please✓) |
|---|---|---|---|---|---|---|---|
| 1 – 2 | Evaluate social context of research or appropriateness of different research designs | Essay | Social context/ strategies | 3,000 words | 50% | 50% | ✓ |
| 3. | Prepare a research proposal | Other Coursework | Research Proposal | 3,000 words | 50% | 50% | ✓ |

**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, working at their own pace and with opportunities for guidance from staff.

**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

Bryman, A. (2015) *Social Research Methods* Fifth Edition Open University Press. (There's a new 2021 edition out entitled 'Bryman's Social Research Methods' by Sloan et al published by Oxford University Press.)
Denscombe, M. (2021) *The Good Research Guide* Seventh Edition Open University Press **[X]**
Denscombe, M (2009) *Ground Rules for Good Research* Open University Press

Dyson, SM and Brown, B (2006) *Social Theory and Applied Health Research* Open University Press.
Gomm, R. and Davies, C. (2000) *Using Evidence in Health and Social Care* Sage.
Gomm, R.; Needham, G. and Bullman, A. (2000) *Evaluating Research in Health and Social Care* Sage.

**[X]** = recommended for purchase

**Additional Reading**

Aldridge, A. and Levine, K (2001) *Surveying the Social World: Principles and Practice in Social Research* Open University Press
Atkinson, P. Coffey, A, Delamont, S., Lofland, J. and Lofland, L. (2001) *Handbook of Ethnography* London: Sage
Beardsworth, A and Bryman, A (2006) *Focus Group Research* Open University Press
Burgess, R. (1990) *In the Field*, Routledge.
Burgess, R. (1991) *Field Research: a sourcebook and field manual*, Routledge.
Brown, B; Crawford, P and Hicks, C (2003) *Evidence Based Research: Dilemmas and Debates in Healthcare* Open University Press
Bryman, A. and Burgess, R. (1994) *Analysing Qualitative Data* London: Routledge.
Bryman, A. and Cramer, D. (1994) *Quantitative Data Analysis for Social Scientists.* Routledge
Cresswell, J.W. & Cresswell, J.,D. (2018) Research design: qualitative, quantitative, and mixed method approaches 5th edition, Thousand Oaks, CA: Sage.
Daly, J., McDonald, I. & Willis, E. (1992) *Researching Health Care: Designs, Dilemmas, Disciplines*, Routledge.
Denzin, N. and Lincoln, Y. (2017) *The Sage Handbook of Qualitative Research* Sage. Sixth edition, London and Thousand Oaks CA: Sage
De Vaus, D. (1991) *Surveys in Social Research*, Allen & Unwin, 3rd Edition.
Dorling, D. and Simpson, S. (1999) *Statistics in Society* Arnold.
Fielding, J. and Gilbert, N. (2000) *Understanding Social Statistics* Sage
Foster, J. J. (1993) *Starting SPSS/PC+ and SPSS for Windows*, Sigma Press, 2nd Edition.
Gardner, M.J. & Altman, P.G. (1989) *Statistics With Confidence*, British Medical Journal. Gill, L and Gill, R (2006) *Discourse Analysis: Text, Narrative and Representation* Open University Press.
Glaser, B. and Strauss, B. (1967) *The Discovery of Grounded Theory* Chicago: Aldine.
Green, J and Thorogood, N (2004) Qualitative Methods for Health Research. Sage
Gomm, R.; Hammersley, M. and Foster, P (2000) *Case Study Method* London: Sage.
Gomm, R (2004) *Social Research Methodology: A Critical Introduction* London: Palgrave
Hakim, C. (1992) *Research Design*, Routledge.
Hall, I and Hall, D (2004) *Evaluation and Social Research* Palgrave
Hammersley, M. (1993) *Social Research*, Sage/Open University Press.
Hart, M. (1993) *Survey Design and Analysis Using Turbostats*, Chapman & Hall.
Hart, C. (2001) *Doing a Literature Search* London: Sage
Hart, E. and Bond, M. (1995) *Action research for health and social care* Buckingham: Open University Press.
Hood, S.; Mayall, B. and Oliver, S. (1999) (eds) *Critical Issues in Social Research: Power and Prejudice.* Open University Press.
Irvine, J. et al (1979) *Demystifying Social Statistics*, Pluto Press.
Kemshall, H. and Littlechild, R. eds. (2000) *Participation in Social Care: Researching for Practice* Jessica Kingsley Publishers
Laws, S; Harper, C. and Marcus, R. (2003) *Research for Development: A Practical Guide*. Sage/Save The Children Fund.
Lee, R. (1993) *Doing Research on Sensitive Topics*, Sage.
Marshall, C. and Rossman, G.B. (2015) *Designing Qualitative Research* Sage.
Mathers, N.; Williams, M and Hancock, B. (2000) *Statistical Analysis in Primary Care* Radcliffe Medical Press.

May, T. & Perry, B. (2022) *Social Research: Issues, Methods and Processes* 5th Edition Open University Press.

Maynard, A. and Chalmers, I. (1998) *Non Random Reflections on Health Services Research* British Medical Journal

Mays, N. and Pope, C. (1996) *Qualitative Research in Health Care* British Medical Journal

Miles, M. and Huberman, A. (2018) *Qualitative Data Analysis* Second Edition Sage.

Miller, G. and Dingwall, R. (1997) *Context and Method in Qualitative Research* Sage

Morgan, D. (1995) *Focus Groups as Qualitative Research* Sage.

Morse, J. (1995) *Qualitative Health Research* Second Edition Sage

Nazroo, JY (2006) *Health and Social Research in Multiracial Societies* Routledge

Norton, P.G. (1991) *Primary care research: traditional and innovative approaches*, Sage.

Oakley, A. (1992) *Social Support and Motherhood*, Blackwell.

Oppenheim, A.N. (1992) *Questionnaire Design, Interviewing and Attitude Measurement*, Heinemann, Revised Edition.

Oyster, C., Hanten, W. & Llorens, L. (1987) *Introduction To Research: A guide for the health science professional*, Lippincott.

Pocock, S.J. (1983) *Clinical Trials: A Practical Approach* John Wiley.

Punch, K. (2000) *Developing Effective Research Proposals* Sage.

Rapport, F (2004) *New Qualitative Methodologies in Health and Social Care Research* Routledge.

Roberts, H. (1991) *Doing Feminist Research*, Routledge, 2nd Edition.

Roberts, H. (1990) *Women's Health Counts*, Routledge.

Roberts, H. (1992) *Women's Health Matters*, Routledge.

Robson, C. (1993) *Real World Research* Blackwell

Robson, C. (1994) *Experiment, Design and Statistics in Psychology* 3rd Edition Penguin

Rose, G. & Baker, R. (1991) *Epidemiology for the Uninitiated*, British Medical Journal, 2nd Edition.

Saks, M.; Williams, M. and Hancock, B. (2000) *Developing Research in Primary Care* Oxford: Radcliffe Medical Press.

Sarantakos, S. (1998) *Social Research* Second Edition MacMillan.

Silverman, D. (2001) *Interpreting Qualitative Data: Methods for Analysing Text, Talk and Interaction* London: Sage New Edition.

Silverman, D. ed (2016) *Qualitative Research: Theory, Method and Practice* 4th edition, London: Sage.

Silverman, D (2004) *Doing Qualitative Research: A Practical Handbook* Sage

St. Leger, A. et al (1992) *Evaluating Health Services' Effectiveness*, Open University.

Strauss, A. (1998) *Grounded Theory in Practice* Sage.

Strauss, A. & Corbin, J. (1990) *Basics of Qualitative Research*, Sage.

Taylor, S (2001) *Ethnographic Research: A Reader* Sage/Open University

Walker, R. (1985) *Applied Qualitative Research*, Gower.

Whyte, W.F. (1984) *Learning From the Field*, Sage.

Willig, C. (1999) *Applied Discourse Analysis* Open University Press

Wilson, A.; Williams, M. and Hancock, B. (2000) *Research Approaches in Primary Care* Radcliffe Medical Press.

Yin, R. (2018) *Case Study Research and applications*, 6th edition, London: Sage.

**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*
https://www.bps.org.uk/node/1714

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

*Research Governance Framework for Health and Social Care*
https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/uk-policy-framework-health-social-care-research/

*Governance Arrangements for NHS Research Ethics Committees*
*https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/governance-arrangement-research-ethics-committees/*

*The NHS page Policy and Standards: Strengthening and streamlining systems for research management and governance.*
*https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/*

*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*
https://www.nihr.ac.uk/explore-nihr/funding-programmes/health-services-and-delivery-research.htm

## 7.  Resources

### i) Staff/Student Hours

| Activity (e.g. lecture, tutorial) | Staff hours per week | Staff hours per module | Student hours per week | Student hours per module |
|---|---|---|---|---|
| Workshop | 3 x 15 + 3 x 2  + | 57 + 8  + tutorial hours (n x 2) | 3 + Tutorials | 47 contact 300 Learning |

### 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

- Learning Zone
- Library
- Inter-Professional Student Group

## 10. Quality Assurance

### Approval and Modification

- Version Control – HEST5001 2007/2008 semester 1
- Date approved – February 21st 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

| WEEK | Date | TITLE OF SESSION | TUTOR |
|------|------|-----------------|-------|
| 1 | 4th Oct | Human Agency in Research<br>Research experiences | Brown |
| 2 | 11th Oct | Mapping research<br>Seminar Allocation | Brown |
| 3 | 18th Oct | Research strategies | Brown |
| 4 | 25th Oct | Research Methods<br>Validity and reliability | Brown |
| 5 | 1st Nov | Managing research / review of research.<br>Assignment 1 preparation | Brown |
| 6 | 8th Nov | Reading week | |
| 7 | 15th Nov | Seminar Session: The social context of research | |
| 8 | 22nd Nov | Numerical analysis of data<br>Room HH3.15 | TBA |
| 9 | 29th Nov | Methods, Ethics and Governance | Brown |
| 10* | 6th Dec | Analysis of Textual Data | Brown |
| 11 | 13th Dec | Presentation of Data<br>Assignment 1 Hand in date | Brown |
| 12 | 20th Dec | Vacation: Assignment 2 Preparation<br>'surgery' session. | Brown |
| 13 | 27th Dec | Vacation: University closed | |
| 14 | 3rd Jan | Assignment 2 Preparation 'surgery' session. | Brown |
| 15 | 10th Jan | Assignment 2 hand in date. | |

**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 https://library.dmu.ac.uk/class/focuson, the study skills facilities at the Study Skills services at CLaSS (Centre for Learning and Study Support) https://library.dmu.ac.uk/navlss


**Marking Criteria**
*Procedures*
A second internal member of staff moderates 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;
- appropriate use of referencing;
- adherence to deadline.

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**

| Marking Scheme for Students enrolled in Sept 2010 or later | | Marking Scheme for Students enrolled prior to Sept 2010 |
|---|---|---|
| **> or = 70%** **"Distinction Level"** | Excellent work which demonstrates that the student: <br><br> • Possesses an authoritative grasp of the conceptual context within which the work was undertaken <br> • Is able to display originality, insight and powers of in-depth critical analysis in the solution offered and/or is able to sustain an argument displaying originality, insight into current debates and conceptual positions, in-depth critical analysis, and is capable of expressing this argument clearly, concisely and accurately <br> • Possesses a high degree of relevant technical competence | **> or = 70%** **"Distinction Level"** |
| **60 – 69%** **"Merit Level"** | A clear grasp of an appropriate methodology suitably 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. | **60 – 69%** **(pass level)** |
| **55 – 59%** **(pass level)** | 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. | **50 – 59%** **(pass level)** |
| **50 – 54%** **(marginal pass level)** | 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. | **40 – 49%** **(pass level)** |
| **45 – 49%** **(marginal fail)** | 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. | **35 – 39%** **(marginal fail)** |
| **< or = 44%** **(fail)** | 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. | **< or = 34%** **(fail)** |

**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 elements 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 classic text that might be helpful 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:

<u>**The Structure of Essay 1A**</u>

<u>Introduction</u>

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?

<u>Agendas</u>

| |
|---|
| (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

<div style="border:1px solid black">

(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

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## Respondents 'Answering Back'

<div style="border:1px solid black">

(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

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## Writing/Reading Research


<div style="border:1px solid black">

(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

</div>


## 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, 2021; 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

Introduction
(10-12 lines)
What is the research topic you will apply the essay to?
Which two strategies have you chosen to compare and contrast?
How is the essay structured?

Surveys, Features of

In general, in principle, what are the features of surveys?

Apply these features to surveys on your chosen topic

Brief Summary

Surveys, Pro

In general, in principle, what are the advantages of surveys?

Apply these features to surveys on your chosen topic

Summary

Surveys, Con

In general, in principle, what are the disadvantages of surveys?

Apply these features to surveys on your chosen topic

Summary

Experiments, Features of

In general, in principle, what are the features of experiments?

Apply these features to experiments on your chosen topic

Brief Summary

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. **Assignment 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
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, 2021 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, 2021 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 utilizing research

Bryman, A. (2015) *Social Research Methods* 5th Edition Oxford University Press (it's now gone into a 2021 edition, edited by May, Foster and Sloan).

## SELF-DIRECTED ACTIVITY WEEK 1

Learning Objective:

- To be able to conduct a literature search and review. See the related handout on the module shell about finding information.

## Essential Reading

Gomm, R., Needham, G. and Bullman, A. (2000) *Evaluating Research in Health and Social Care* London: Sage [Part 4 281-326.].

Ioannidis, J.P.A. (2005) Why Most Published Research Findings Are False. PLoS Medicine 2(8): e124. doi:10.1371/journal.pmed.0020124 (open access)

## 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

Greenhalgh T (1997). How to read a paper: getting your bearings (deciding what the paper is about). *British Medical Journal*, Jul 1997; 315: 243 - 246.

Greenhalgh T (1997) How to read a paper: Assessing the methodological quality of published papers.*British Medical Journal*, Aug 1997; 315: 305 - 308.

Greenhalgh T; Taylor R (1997). How to read a paper: Papers that go beyond numbers (qualitative research). *British Medical Journal*, Sep 1997; 315: 740 - 743.

Greenhalgh T (1997). How to read a paper: Papers that summarise other papers (systematic reviews and meta-analyses). *British Medical Journal*, Sep 1997; 315: 672 - 675.

Greenhalgh T (1997) How to read a paper: Papers that report diagnostic or screening tests *British Medical Journal*, Aug 1997; 315: 540 - 543.

Greenhalgh T (1997) How to read a paper: Papers that tell you what things cost (economic analyses). *British Medical Journal*, Sep 1997; 315: 596 - 599.

Greenhalgh T (1997) How to read a paper: Papers that report drug trials *British Medical Journal*, Aug 1997; 315: 480 - 483.

Greenhalgh T (1997). How to read a paper: Statistics for the non-statistician. II: "Significant" relations and their pitfalls. *British Medical Journal*, Auwg 1997; 315: 422 - 425.

Greenhalgh T (1997). How to read a paper: Statistics for the non-statistician. I: Different types of data need different statistical tests. *British Medical Journal*, Aug 1997; 315: 364 - 366.

Greenhalgh T (1997). How to read a paper: The Medline database *British Medical Journal*, Jul 1997; 315: 180 - 183.

Greenhalgh T (2006). How to read a paper: The basics of evidence-based medicine. Third edition Blackwell publishing.

Hart, C. (2001) *Doing a Literature Search* London: Sage.

Hewitt, M. (2000) Carrying out a literature review. In Saks, M.; Williams, M. and Hancock, B. (eds) *Developing Research in Primary Care* Oxford: Radcliffe Medical Press: 29-50.

There's a more recent Greenhalgh one about reviews

Greenhalgh, T., Wong, G., Westhorp, G. and Pawson, T. (2011) Protocol - realist and meta-narrative evidence synthesis: Evolving Standards (RAMESES), BMC Medical Research Methodology 2011, 11:115 http://www.biomedcentral.com/1471-2288/11/115

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

Greenhalgh, T. Potts, H.W.W., Wong, G., Bark, P. &; Swinglehurst, D. (2009). Tensions and Paradoxes in Electronic Patient Record Research: A Systematic Literature Review Using the Meta-narrative Method, *Milbank Quarterly* **87** (4): 729–88.

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]

Brechin, A. and Sidell, M. (2000) Ways of knowing. In Gomm, R. and Davies, C. (Eds) *Using Evidence in Health and Social Care* Sage/Open University: 3-25.

Dyson, SM and Brown, B (2006) *Social Theory and Applied Health Research* Buckingham: Open University Press: Chapters 2-5

Freshwarter, D. & Lees, J. (2018) Practitioner based research: power, discourse and transformation, London: Taylor and Francis

Porter, S. (1998) *Social Theory and Nursing Practice* MacMillan

Broom, A. & Willis, E. (2007) Competing Paradigms and Health Research, In Saks, M.& Allsop, J. (Eds.) Researching Health: Qualitative, Quantitative and Mixed Methods. London: Sage pp 16-31

### Essential Reading [Strategies]

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press.  Chapters 8-15.

Gomm, R. and Davies, C. (eds) *Using Evidence in Health and Social Care* Sage/Open  University. Chapters 2-5.

Gomm, R.; Needham, G. and Bullman, A. (2000) Evaluating Research in Health and  Social Care London: Sage/Open University. Chapters 5, 10, and 15.

Hakim, C. (1992) *Research Design: strategies and choices in the design of social  research* London: Routledge.

Mason, J. (2006) Six strategies for mixing methods and linking data in social science research, London: ESRC National Centre for Research Methods.

Ruane, J.M. (2016) Social research methods: Essentials for getting the edge, London: Wiley Blackwell

Wilson, A.; Williams, M. and Hancock, B. (2000) *Research Approaches in Primary Care* Oxford: Radcliffe Medical Press. Chapters 1-4

### Essential Reading [Methods]

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press  Chapters 16-19

Laws, S; Harper, C. and Marcus, R. (2003) *Research for Development: A Practical*

*Guide*. Sage/Save The Children Fund.

Gomm, R.; Needham, G. and Bullman, A. (2000) Evaluating Research in Health and Social Care London: Sage/Open University. Chapters 12, 13

## Essential Reading [Reliability and Validity]

Dallimore, E.J. (2000) A Feminist Response to Issues of Validity in Research, Women's Studies in Communication, 23 (2): 157-181.

Denscombe, M (2009) *Ground Rules for Good Research* Open University Press.

Drost, E.A. (2011) Validity and Reliability in Social Science Research, Education Research and Perspectives, 38, (1): 105-123.

Dyson, S. & Dyson, S. (2014) The Politics of Health Services Research: Health Professionals as Hired Hands in a Commissioned Research Project in England, Sociological Research Online, 19 (3), 14, DOI: 10.5153/sro.3457

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606.

Wilson, A.; Williams, M. and Hancock, B. (2000) *Research Approaches in Primary Care* Oxford: Radcliffe Medical Press. Chapters 4-6.

## Essential Reading [Data Analysis]

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press. Chapters 20-21

Denscombe, M (2009) *Ground Rules for Good Research* Open University Press.

Gomm, R.; Needham, G. and Bullman, A. (2000) Evaluating Research in Health and Social Care London: Sage/Open University. Chapters 7, 10,14 and 16.

Dyson, SM and Brown, B (2006) *Social Theory and Applied Health Research* Buckingham: Open University Press: Chapters 7 and 10

Oyster, C.; Hanten, W. & Llorens, L. (1987) *Introduction to Research: a guide for the health science professional* Lippincott 32-54.

Rolfe, G. (2006) Validity, trustworthiness and rigour: quality and the idea of qualitative research *Journal of Advanced Nursing* 53(3): 304-310.

Schofield, J. (1989) Increasing the generalizability of qualitative research. In Hammersley, M. (1993) *Social research: philosophy, politics, and practice* Milton Keynes: Open University Press 200-225.

Silverman, D. (1998) The quality of qualitative health research: the open-ended interview and its alternatives. *Social Sciences in Health* 4 (2) 104-118.

Walliman, N.S.R. (2018) *Social Research Methods: The Essentials* London: Sage.
Williams, M. (2000) Interpretivism and generalisation. *Sociology* 34 (2): 209-224.

# Week 3: Research Strategies

Learning Objective:

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

**SURVEY DESIGN**

**Essential Reading**

Aldridge, A. and Levine, K (2001) *Surveying the Social World: Principles and Practice in Social Research* Open University Press

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press  Chapter 5

**Further Reading**

Boynton, PM, Wood, GW, and Greenhalgh, T (2004) Hands-on guide to questionnaire research: Reaching beyond the white middle classes *British Medical Journal* 328: 7453

Couper, MP; Kapteyn, A; Schonlau; M and Winter, J. (2007) Non-coverage and non-response in an Internet survey *Social Science Research* 36 (1): 131-148.

Cicourel, A.V. (1964) *Method and Measurement in Sociology* London: Collier-MacMillan.

Dorling, D. and Simpson, S. (1999) *Statistics in Society* Arnold.

Dyson, S.; Fielder, A. & Kirkham, M. (1996) Midwives' and Senior Student Midwives' Knowledge of Haemoglobinopathies in England *Midwifery* 12: 23-30.

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

de Vaus, D. (1991) *Surveys in Social Research* London: Allen & Unwin 3rd Edition.

Edwards, P; Roberts, I; Clarke, M; DiGuiseppi, C; Pratap, S; Wentz, R and Kwan, I (2002) Increasing response rates to postal questionnaires: systematic review *British Medical Journal* 324: 1183 .

Fink, A. (2017) How to conduct surveys: a step-by-step guide 6th edition, London: Sage.

Fowler, F.J. (2014) Survey Research Methods 5th edition Thousand oaks CA Sage.

Gomm, R.; Needham, G. and Bullman, A. (2000) *Evaluating Research in Health and Social Care* London: Sage/Open University. Chapters 8-11.

Hart, M. (1993) *Survey Design and Analysis using Turbostats*, Chapman & Hall.

Oppenheim, A. (1992) *Questionnaire Design, Interviewing and Attitude Measurement* London: Heinemann Revised Edition.

Pawson, R. (1989) *A Measure for Measures: a manifesto for empirical sociology* London: Routledge.

## CASE STUDIES

### Essential Reading

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press  Chapter 7.

Yin, R. (2018) *Case Study Research and applications*, 6th edition, London: Sage.

Gomm, R.; Hammersley, M. and Foster, P (2000) *Case Study Method* London: Sage.

### Additional Reading

Bryman, A. (1989) Case study and action research in Bryman, A. (1989) (ed) *Research Methods and Organization Studies* London: Routledge. (Chapter 6).

Cohen, L. and Manion, L. (1989) *Research Methods in Education* Third Edition London: Routledge 124-153.

Dyson, SM. (1987) Reasons for assessment: rhetoric and reality in the assessment of children with learning disabilities. in Booth, T. and Swann, W. (1987) (eds) *Including Pupils with Disabilites* Milton Keynes: Open University Press.

Hamel, J. (1993) *Case Study Methods* Sage.

Hammersley, M. (1992) *What's Wrong with Ethnography?* London: Routledge. (Chapter 11).

McDermont, M., Cowan, D. & Prendergrast, J (2009). Structuring governance: A case study of the new organizational provision of public service delivery. Critical Social Policy 29: 677-702.

Mitchell, J. (1983) Case and situation analysis. *Sociological Review* 31 187-211.

Prior, P.M. (1995) Surviving psychiatric institutionalisation: a case study *Sociology of Health and Illness* 17 (5): 651-667.

Rose, H. (1991) Case studies in Allan, G. and Skinner, C. (1991) *Handbook for Research Students in the Social Sciences* London: Falmer Press.

Stake, R. (1995) *The Art of Case Study Research* Sage.

## EXPERIMENTS

### Essential Reading

Altman, D (1996) Better reporting of randomised controlled trials: The CONSORT Statement *British Medical Journal* 313: 570-1

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press Chapter 8.

Gomm, R.; Needham, G. and Bullman, A. (2000) *Evaluating Research in Health and Social Care* London: Sage/Open University. Chapters 1-7.

Oyster, C. Hanten, W. and Llorens, L. (1987) *Introduction to Research: A Guide for the Health Science Professional* Lippincott.

### Additional Reading

Argyle, M. and Dean, J. (1965) Eye contact distance and affiliation *Sociometry* 28: 289-364.

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

Christensen, L. (1988) *Experimental Methodology* Allyn and Bacon.

Dyson, SM; Culley, LA; Gill, C; Hubbard, S; Kennefick, A; Morris, P; Rees, D; Sutton, F; Squire, P (2006) Ethnicity Questions and Antenatal Screening for Sickle Cell/Thalassaemia [EQUANS] in England: A randomized controlled trial of two questionnaires. *Ethnicity and Health* 11 (2): 169-189

Gross, R. (1987) *Psychology: The Science of Mind and Behaviour* London: Hodder & Stoughton.

Orne, M. (1962) On the social psychology of psychological experiments – with particular reference to demand characteristics and their implications. *American Psychologist* 17 (11): 776-799.

Pocock, S.J. (1983) *Clinical Trials: A Practical Approach*. John Wiley

Rosenthal, R. (1966) *Experimenter Effects in Behavioural Research* New York: Holt, Rinehart and Winston.

Webster, M & Sell, J. (2014) *Laboratory Experiments in the Social Sciences* New York: Academic Press.

## ETHNOGRAPHY

### Essential Reading

Atkinson, P. Coffey, A, Delamont, S., Lofland, J. and Lofland, L. (2001) *Handbook of Ethnography* London: Sage.

Campbell, E. (2015) *Doing ethnography today: theories, methods, exercises,* London: Wiley- Blackwell

Denscombe, M. (2021) *The Good Research Guide* Sixth edition Open University Press Chapter 9.

Hammersley, M. (1992) *What's Wrong with Ethnography?* London: Routledge.

### Additional Reading

Andrews, GJ; Sudwell, MI, and Sparkes, AC (2004) Towards a geography of fitness: an ethnographic case study of the gym in British bodybuilding culture *Social Science and Medicine* 60 (4): 877-891.

Anspach, RR and Mizrachi, N. (2006) The field worker's fields: ethics, ethnography and medical sociology *Sociology of Health and Illness* 28 (6): 713-731.

Atkinson, P. (1990) *The Ethnographic Imagination* London: Routledge.

Baszanger, I. and Dodier, N. (1997) Ethnography: relating the part to the whole in Silverman, D. ed. *Qualitative Research: Theory, Method and Practice* London: Sage 8-23.

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.

Bowler, I. (1993b) Stereotypes of women of Asian descent in midwifery: some evidence *Midwifery* 9 7-16.

Cupit, C., Mackintosh, N. & Armstrong, N. (2018) Using ethnography to study improving healthcare: reflections on the 'ethnographic' label BMJ Quality and Safety in Health Care 27 (4) 258-260 http://dx.doi.org/10.1136/bmjqs-2017-007599

Davis, D. (1986) The meaning of menopause in a Newfoundland fishing village in Morse, J. (1992) (ed) *Qualitative Health Research* London: Sage 145-169.

Dingwall, R. (1980) Ethics and ethnography *Sociological Review* 28 (4): 87-91.

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

Finch T, May C, Mair F, Mort M, and Gask L. (2003) Integrating service development with evaluation in telehealthcare: an ethnographic study *British Medical Journal* 327:1205-1209.

Fox, NJ, Ward, KJ, and O'Rourke AJ (2005) The 'expert patient': empowerment or medical dominance? The case of weight loss, pharmaceutical drugs and the Internet. *Social Science and Medicine* 60 (6): 1299-1309

Goffman, E. (1970) *Asylums: essays on the social situations of mental patients,* Harmondsworth: Penguin.

Goodwin, D., Pope, C., Mort, M. and Smith, A. (2003) Ethics and ethnography – an experiential account. *Qualitative Health Research*, 13 (4), 567-577.

Hammersley, M. and Atkinson, P. (1983) *Ethnography: principles in practice* London: Tavistock.

Hammersley, M. (1991) *Reading Ethnographic Research* London: Longman.

Hart E, Lymbery M, and Gladman JRF (2005) Away from home: an ethnographic study of a transitional rehabilitation scheme for older people in the UK *Social Science and Medicine*. 60 (6): 1241-1250.

Holland, C.K. (1993) An ethnographic study of nursing culture as an exploration for determining the existence of a system of ritual *Journal of Advanced Nursing* 18: 1461-1470.

Hughes, C.C. (1992) 'Ethnography': What's in a word - process? product? promise? in *Qualitative Health Research* 2 (4): 439-450.

Hunter CL Spence K, McKenna K & Idema R (2008). Learning how we learn: en ethnographic study in a neonatal intensive care unit. Journal of Advanced Nursing. 62: 6: 657-664.

Jeffery, R. (1979) Normal rubbish: deviant patients in casualty departments *Sociology of Health and Illness* 1 (1): 90-108 [reprinted in Black et al (1984) *Health and Disease: A Reader* Open University Press].

MacKenzie, A.E. (1994) Evaluating ethnography: considerations for analysis *Journal of Advanced Nursing* 19: 774-781.

Morse, J. (1992) *Qualitative Health Research* London: Sage. Chapters 11, 12, 13 & 14.

Paterson, E. (1981) Food-work: maids in a hospital kitchen in Atkinson, P. and Heath, C. eds. *Medical Work: Realities and Routines* Farnborough: Gower 152-169 [reprinted in Black et al (1984) *Health and Disease: A Reader* Open University Press].

Pink, S. (2013) *Doing Visual Ethnography* 3RD Edition, London: Sage.

M. Poltorak, M. Leach, J. Fairhead, J. Cassell (2005) 'MMR talk' and vaccination choices: An ethnographic study in Brighton *Social Science and Medicine* 61 (3): 709-719
Full text via ScienceDirect:

Porter, S. (1993) Critical realist ethnography: the case of racism and professionalism in a medical setting *Sociology* 27 (4) 591-609.

Rapport, F (2004) *New Qualitative Methodologies in Health and Social Care Research* Routledge

Savage, J. (2000) Ethnography and health care *British Medical Journal* 321: 1400-1402.
Sorell, J.M. and Redmond, G.M. (1995) Interviews in qualitative nursing research: differing approaches for ethnographic and phenomenological studies *Journal of Advanced*

*Nursing* 21: 1117-1122.

Taylor, S (2001) *Ethnographic Research: A Reader* Sage/Open University

The, A-M; Hak, T. Koeter, G. and van der Wal, G. (2000) Collusion in doctor-patient communication about imminent death: an ethnographic study *British Medical Journal* 321  (7273): 1376-1381.

Walsh, D.* (2006) Subverting the assembly-line: Childbirth in a free-standing birth centre. *Social Science and Medicine* 62(6): 1330-1340

Ware NC; Tugenberg T; Dickey B (2003) Ethnography and measurement in mental health: Qualitaive validation of a measure of continuity of care (CONNECT) *Qualitative Health Research* 13: 10: 1393-1406

* Former MA Applied Health Studies student.

Our very own Andy Northcott has recently been working on this kind of thing:

Featherstone, K, Northcott, A. & Bridges, J. (2019) Routines of resistance: An ethnography of the care of people living with dementia in acute hospital wards and its consequences, *International Journal of Nursing Studies*, 96, 53-60.

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

Table of Contents:

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.

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,

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.

The association of personal and neighborhood socioeconomic indicators with subclinical cardiovascular disease in an elderly cohort. The cardiovascular health study, C.K. Nordstrom, A.V. Diez Roux, S.A. Jackson, J.M. Gardin, pp. 2139-2147.

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.

Organ transplantation in Singapore: history, problems, and policies V.H. Schmidt, C.H. Lim, pp. 2173-2182.

*See also MA Applied Health Studies Dissertations: Sole, 1997; Walsh, 1998, Ward, 2001.*

## PHENOMENOLOGY

### Essential Reading

Denscombe, M. (2021) *The Good Research Guide* Sixth edition Open University Press Chapter 10.

Svenaeus, F. A (2019) Defense of the Phenomenological Account of Health and Illness, The Journal of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine, 44, (4): 459–478, https://doi.org/10.1093/jmp/jhz013

### Additional Reading

Benner P (1994) *Interpretative phenomenology: Embodiment, caring and ethics in health and illness*. Sage Publications, London.

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

Svenaeus, F. (2019) A defense of the phenomenological account of health and illness, *Journal of Medicine and Philosophy*, 44: 459-478.

### GROUNDED THEORY

### Essential Reading

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press Chapter 12.

**Additional Reading**

Giske, T.; Artinian, B (2008) Patterns of `balancing between hope and despair' in the diagnostic phase: a grounded theory study of patients on a gastroenterology ward. *Journal of Advanced Nursing* 62 (1) 22-31

Glaser, B. and Strauss, B. (1967) *The Discovery of Grounded Theory* Chicago: Aldine

Heath H; Cowley (2004). Developing a grounded theory approach: a comparison of Glaser and Strauss. International Journal of Nursing Studies 41: 141-150

Sun, F. K.; Long, A.; Huang, X. Y.; Huang, H. M. (2008) Family care of Taiwanese patients who had attempted suicide: a grounded theory study. *Journal of Advanced Nursing* 62 (1): 53-61.

Thompson, E., Brett, J., & Burns, E. (2019) What if something goes wrong? A grounded theory study of parents' decision-making processes around mode of breech birth at term gestation, *Midwifery*, 78: 114-122.

Zahourek RP (2003) Intentionality: Evolutionary development in healing. A grounded theory study for holistic nursing *Journal of Holistic Nursing* 23: 1: 89-109

**MIXED METHODS**

**Essential Reading**

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press Chapter 15.

**Additional Reading**

Denscombe, M (2008). Communities of Practice: A Research Paradigm for the Mixed Methods Approach. Journal of Mixed Methods Research. 2, (3): 270-283

O' Cathain; Murphy E; Nicholl J (2008). The quality of mixed methods studies in health service research. Journal of Health Service Research Policy, 13 (2): 92-98.

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.
http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1906856

Rastogi, S., Khanna, A. & Mathur, P. (2019) Uncovering the challenges to menstrual health: Knowledge, attitudes and practices of adolescent girls in government schools of Delhi, *Health Education Journal*, 78, (7): 839-850.

**ACTION RESEARCH**

**Essential Reading**

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press Chapter 13.

Harrington, A., Darke, H., Ennis, G. & Sundram, S. (2019) Evaluation of an alternative

model for the management of clinical risk in an adult acute psychiatric inpatient unit, *International Journal of Mental Health Nursing,* 28, (5): 1099-1109.

Hart, E. and Bond, M. (1995) *Action research for health and social care* Buckingham: Open University Press.

Hart, E. and Bond, M (2000) Using action research. In Gomm, R. and Davies, C. (Eds) *Using Evidence in Health and Social Care* Sage/Open University 86-107.

**Further Reading**

Castle, A. (1994) Action research for developing professional practice? *British Journal of Therapy and Rehabilitation* 1 (3/4): 155-157.

Carr, W. and Kemmis, S. (1986) *Becoming Critical: education knowledge and action research* Lewes: Falmer Press.

Coates, V. and Chambers, M. (1990) Developing a system of student nurse profiling through action research *Nurse Education Today* 10 83-91.

Coghlan, D. and Brannwick, T. (2000) *Doing Action Research in Your Own Organization* London: Sage

East, L. and Robinson, J. (1994) Change in process: bringing about change in health care through action research *Journal of Clinical Nursing* 3 57-61.

Grant, G. and Nolan, M. (1993) Action research and quality of care: a mechanism for agreeing basic values as a precursor to change *Journal of Advanced Nursing* 18 (2): 305-311.

Greenwood, J. (1984) Nursing research: a position paper *Journal of Advanced Nursing* 9 77-82.

Greenwood, J. (1994) Action research: a few details, a caution and something new *Journal of Advanced Nursing* 20 13-18.

Greenwood DJ; Levin M (1998) *Introduction to Action Research: Social research for social change.* Sage Publications London

Hart, E. and Bond, M. (1995) Developing action research in nursing *Nurse Researcher* 2 (3): 4-14.

Holter, I. and Schwartz-Barcott, D. (1993) Action research: what is it? How has it been used and how can it be used in nursing? *Journal of Advanced Nursing* 18 298-304.

Meyer, J. (1993) New paradigm research in practice: the trials and tribulations of action research *Journal of Advanced Nursing* 18 1066-72.

McElroy, A.; Corben, V. and McLeish, K. (1995) Developing care plan documentation: an action research project *Journal of Nursing Management* 18 1066-1072.

McNiff, J. (1988) *Action research: principles and practice* London: MacMillan.

Nolan, M. and Grant, G. (1993) Action research and quality of care: a mechanism for agreeing basic values as a precursor to change *Journal of Advanced Nursing* 18 305-311.

Owen, S. (1993) Identifying a role for the nurse teacher in the clinical area" *Journal of Advanced Nursing* 18: 816-825.

Reason, P and Bradbury, H. (2000) *Handbook of Action Research* London: Sage

Sparrow, S. and Robinson, J. (1994) Action research: an appropriate design for research in nursing *Education Action Research* 2 (3): 347-355.

Titchen, A. and Binnie, A. (1993) Research partnerships: collaborative action research in nursing *Journal of Advanced Nursing* 18 858-865.

Titchen, A. and Binnie, A. (1994) Action research: a strategy for theory generation and testing *International Journal of Nursing Studies* 31 (1) 1-12.

Titchen, A. (1995) Issues of validity in action research *Nurse Researcher* 2 (3) 38-48.

Waterman, H. (1995) Distinguishing between 'traditional' and action research *Nurse Researcher* 2 (3): 15-23.

Waterman, H; Tillen D; Dickson R; de Koning K. (2001) Action research: a systematic review and guidance for assessment. *Health Technology Assessment* 5: 23.

Webb, C. (1989) Action research: philosophy, methods and personal experiences *Journal of Advanced Nursing* 14 403-410.

Webb, C. (1991) Action Research In Cormack, D. (1991) *Research Process in Nursing* Blackwell.

## 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

Denscombe, M (2002) *Ground Rules for Good Research* Open University Press

Dyson, SM and Brown, B (2006) *Social Theory and Applied Health Research* Open University Press. Chapters 7 and 10

Oyster, C., Hanten, W. & Llorens, L. (1987) *Introduction to Research: a guide for the health science professional* Lippincott 32-54.

Schofield, J. (1989) Increasing the generalizability of qualitative research. In Hammersley, M. (1993) *Social research: philosophy, politics, and practice* Milton Keynes: Open University Press 200-225.

Silverman, D. (1998) The quality of qualitative health research: the open-ended interview and its alternatives. *Social Sciences in Health* 4 (2) 104-118.

### Additional Reading

Armstrong, D., Gosling, A., Weineman, J. and Marteau, T. (1997) Research Note: The place of inter-rater reliability in qualitative research: an empirical study *Sociology* 31 (3): 597-606.

Carr, L. (1994) The strengths and weaknesses of quantitative and qualitative research: what method for nursing? *Journal of Advanced Nursing* 20 716-721.

Cohen, L. and Manion, L. (1989) *Research Methods in Education* Third Edition London: Routledge.

Glaser, B. and Strauss, A. (1967) *The Discovery of Grounded Theory* Chicago: Aldine.

Hammersley, M. (1992) *What's Wrong with Ethnography?* London: Routledge, Chapters 4 & 5.

Kuzel, A. and Like, R. (1992) Standards of trustworthiness for qualitative studies in primary care in Norton, P. et al (1992) *Primary Care Research: Traditional and Innovative Approaches* London: Sage.

Mays, N. and Pope, C. (1995) Rigour and qualitative research *British Medical Journal* 311

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

Robson, C. (1993) *Real World Research* Oxford: Blackwell.

Sarantakos, S. (1994) *Social Research* London: MacMillan.

Silverman, D. (1993) *Interpreting Qualitative Data* London: Sage.

Williams, M. (2000) Interpretivism and generalisation. *Sociology* 34 (2): 209-224.

**METHODS**

**Essential Reading**

Denscombe, M. (2021) *The Good Research Guide* Open University Press. Chapters 16-19

Laws, S; Harper, C. and Marcus, R. (2003) *Research for Development: A Practical Guide*. Sage/Save The Children Fund.

Gomm, R.; Needham, G. and Bullman, A. (2000) Evaluating Research in Health and Social Care London: Sage/Open University. Chapters 12, 13

Wilson, A.; Williams, M. and Hancock, B. (2000) *Research Approaches in Primary Care* Oxford: Radcliffe Medical Press. Chapters 4-6.

**Week 5:**

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**

Bell, J. & Waters, S. (2018) *Doing your research project: A guide for first time researchers,* Maidenhead: Open University Press

Bradley, C.J., Penberthy, L., Devers, K.J. and Holden, D.J. (2010) Health Services Research and Data Linkages: Issues, Methods, and Directions for the Future, *Health Services Research* 45 (5): 1468-1488 DOI: 10.1111/j.1475-6773.2010.01142.x

Culyer Report (1994) *Supporting Research and Development in the NHS* London: HMSO.

Department of Health (2006) *Best Research for Best Health: A new national health research strategy*, London: Department of Health

Dyson, S. (2000) Working with sickle cell/thalassaemia groups. In Kemshall, H. and Littlechild, R. eds. (2000) *Participation in Social Care: Researching for Practice* London: Jessica Kingsley Publishers.

Gomm, R. and Davies, C. (2000) *Using Evidence in Health and Social Care* London: Sage/Open University. Chapters 6-11.

Punch, K. (2000) *Developing Effective Research Proposals* London: Sage.

Roth, J. (1966) Hired Hand Research in Denzin, N. (ed) (1978) *Sociological Methods: a sourcebook* Butterworths

Royal College of Nursing (2004) *Promoting Excellence in Care through Research and Development*, London: Royal College of Nursing.

Saks, M.; Williams, M. and Hancock, B. (2000) *Developing Research in Primary Care* Oxford: Radcliffe Medical Press.

St. Leger, A.; Schneider, H. and Walsworth-Dell, J.P. (1992) *Evaluating Health Services' Effectiveness* Open University Press. Chapter 10.

Usherwood, T. (1996) *Introduction to Project Management in Health Research,* Buckingham: Open University Press.

## WEEK 5: 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 1A or 1B 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 5**

**Time allocated for essay writing.**

**Week 6**
**Reading week: Seminar preparation**


**Week 7: 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**
Douglas, J. (1992) Black women's health matters: putting black women on the research agenda. In Roberts, H. (ed) *Women's Health Matters* Routledge: 33-46.

Hanmer, J. and Leonard, D. Negotiating the problem: the DHSS and research on violence in marriage. In Bell, C. and Roberts, H. (1984) (eds) *Social Researching: politics, problems, practice* London: Routledge and Kegan Paul.

Lee. R.M. (1993) *Doing Research on Sensitive Topics*. Sage, Chapter 2.

Oliver, S. (1999) Uses of health services: following their agenda. In Hood, S.; Mayall, B. and Oliver, S. (eds) *Critical Issues in Social Research: Power and Prejudice.* Buckingham: Open University Press: 139-153.

Proctor, S. (2001) Whose evidence? Agenda setting in multi-professional research: observations from a case study *Health, Risk and Society* 4 (1): 45-59.

Moerman, L., van der Laan, S. & Campbell, D. (2014) A tale of two asbestos giants: Corporate reports as (auto)biography, Business History, 56, (6): 975-995.

**Researcher Interpretation**

Bass, M et al (1991) What does the Primary Care Physician do in Patient Care that makes a Difference? Five approaches to one question. In Norton, P. et al *Primary Care Research: traditional and innovative approaches* Sage 209-220.


**Access**

Oakley, A. Getting at the oyster: one of the many lessons from the social support and pregnancy outcome study. In Roberts, H. (1992) (Eds) *Women's Health Matters* Routledge.

Lee, R.M. (1993) *Doing Research on Sensitive Topics* Sage, Chapter 7.

Lindsay, J (2005) Getting the Numbers: The Unacknowledged Work in Recruiting for Survey Research *Field Methods* 17 (1): 119-128.

Wanat CL (2008). Getting past the gatekeepers: Differences between access and cooperation in public school research. *Field Methods*. 20: 2: 191-208

**Emotions in Research**

Hey, V. (1999) Frail elderly people: difficult questions and awkward answers In Hood, S.; Mayall, B. and Oliver, S. (eds) *Critical Issues in Social Research: Power and Prejudice* Buckingham: Open University Press: 94-110.

Young, E.H. and Lee, R.M. (1996) Fieldworker feelings as data: 'emotion work' and 'feeling notes' in first person accounts of sociological fieldwork. In James, V. and Gabe, J. eds *Health and the Sociology of Emotions* Oxford: Blackwell 97-113.

**Ethics**

Aiga, H (2007) Bombarding people with questions: a reconsideration of survey ethics *Bulletin of the World Health Organization* 85 (11): 823-824.

Hedgecoe, AM (2006) It's money that matters: the financial context of ethical decision-making in modern biomedicine *Sociology of Health and Illness* 28 (6): 768-784

Finch, J. 'It's great to have someone to talk to': the ethics and politics of interviewing women In Bell, C. and Roberts, H. (1984) (eds) *Social Researching: politics, problems, practice* Routledge and Kegan Paul, 70-87.

Dingwall, R (2006) An exercise in fatuity: research governance and the emasculation of health services research *Journal of Health Services Research Policy* 11 (4): 193-4.

Dixon-Woods, M; Angell, E; Ashcroft, RE and Bryman, A (2007) Written work: The social functions of Research Ethics Committee letters *Social Science and Medicine* 65 (4): 792-802.

**Informed Consent?**

Oakley, A. Who's afraid of the randomised controlled trial? In Roberts, H. (1990) (ed) *Women's Health Counts* Routledge.

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.

Corrigan, O. (2003) Empty ethics: the problem with informed consent *Sociology of Health and Illness* 25 (7): 768-792.

Bower P; King, M,Nazareth, I; Lampe, F and Sibbald, B (2005) Patient preferences in randomised controlled trials: Conceptual framework and implications for research *Social Science and Medicine* 61 (3): 685-695.

E.J. Robinson, C. Kerr, A. Stevens, R. Lilford, D. Braunholtz, S. Edwards (2004) Lay conceptions of the ethical and scientific justifications for random allocation in clinical trials *Social Science and Medicine* 58(4): 811-824

Morris, N. and Balmer, B (2006) Volunteer human subjects' understandings of their participation in a biomedical research experiment *Social Science and Medicine* 62 (4): 998-1008.

## Research Misconduct

Rennie, D.; Evans, I, Farthing, M.J.; Chantler, C.; Chantler, S.; Riis, P. (1998) Dealing with research misconduct in the United Kingdom *British Medical Journal* 316: 1726-1733.

## Respondents and Research

Oakley, A. (1991) Interviewing women: a contradiction in terms? In Roberts, H. (ed) *Doing Feminist Research* Routledge, Second edition.

Roberts, H. (1992) Answering back: the role of respondents in women's health research in Roberts, H. (ed) *Women's Health Matters* 176-192.

Goodare, H. (ed) (1996) *Fighting Spirit* London: Scarlet Press.

Cowden, S. and Singh, G (2007) The `User': Friend, foe or fetish?: A critical exploration of user involvement in health and social care. *Critical Social Policy* 90: 5-23.

## Research Processes

Oakley, A; Strange, V; Bonell, C, Allen, E, Stephenson, J and RIPPLE Study Team (2006) Process evaluation in randomised controlled trials of complex interventions. *British Medical Journal* 332: 413-6.

Roth, J. (1966) Hired hand research In Denzin, N. (ed) (1978) *Sociological Methods: a sourcebook* Butterworths.

Dyson, SM. (2000) Working with sickle cell/thalassaemia groups. In Kemshall, H. and Littlechild, R. eds. (2000) *Participation in Social Care: Researching for Practice* London: Jessica Kingsley Publishers.

## 'Race', ethnicity and research findings

Ahmad, W.I.U. (1993) Making black people sick: 'race', ideology and health research in Ahmad, W.I.U. (1993) (ed) *'Race' and Health in Contemporary Britain* Buckingham: Open University Press 11-33.

Ahmad, W.I.U. (1999) Ethnic statistics: better than nothing or worse than nothing? In Dorling, D. and Simpson, S. eds. *Statistics in Society: The Arithmetic of Politics* London: Arnold 124-131.

Nazroo, J.Y. (1999) The racialisation of inequalities in health In Dorling, D. and Simpson, S. eds. *Statistics in Society: The Arithmetic of Politics* London: Arnold 215-222.

Rhodes, P.J. (1994) Race-of-interviewer effects: a brief comment *Sociology* 28 (2) 547-558.

**Gender and Research**

Arber, S. (1990) Revealing women's health: re-analysing the General Household Survey. In Roberts, H. *Women's Health Counts* London: Routledge.

Padfield, M. and Proctor, I. (1996) Research Note: the effect of interviewer's gender on the interviewing process: a comparative enquiry *Sociology* 30 (2): 355-366.

Seale C, Charteris-Black J, Dumelow C, Locock L, Ziebland (2008). The effect of joint interviewing on the performance of gender. *Field Methods*. 20: 2: 107-128

**Disability and Research**

Oliver, M. (1992) Changing the social relations of research production? *Disability, Handicap and Society* 7 (2): 101-114.

**Use of Research**

Gomm, R. (2000) Would it work here? In Gomm, R. and Davies, C. (eds) *Using Evidence in Health and Social Care* Sage/Open University: 170-191.

Lee, R.M. (1993) *Doing Research on Sensitive Topics* Sage, Chapter 10.
Marston G; Watts R (2003) Tampering with the evidence: A critical appraisal of evidence-based policy-making. *The drawing Board: An Australian Review of Public Affairs*. 3: 3: 143-163http://www.australianreview.net/journal/v3/n3/marston_watts.pdf

Stocking, Barbara (1995) Why research findings are not used by commissions – and what can be done about it *Journal of Public Health Medicine* 17 (4): 380-82.

Thomas, P. (1987) The use of social research: myths and models. In Bulmer, M. (Eds) *Social Science Research and Government* Cambridge University Press 51-60.

West, E.; Barron, D.N.; Dowsett, J. and Newton, J.N. (1999) Hierarchies and cliques in the social networks of health care professionals: implications for the design of dissemination strategies. *Social Science and Medicine* 48 (5): 633-660.

**Acceptability of styles of research**

Dean, K (2004) The role of methods in maintaining orthodox beliefs in health research *Social Science and Medicine* 58(4): 675-685.

Pollitt, C.; Harrison, S.; Hunter, D. & Marnoch, G. (1990) No hiding place: on the discomforts of researching the contemporary policy process. *Journal of Social Policy* 19 (2) 169-190.

Scott, P. (1999) Black people's health: ethnic status and research issues. In Hood, S.; Mayall, B. and Oliver, S. (eds) *Critical Issues in Social Research: Power and Prejudice* Buckingham: Open University Press.

**Writing/Reading Research**

Medawar, P.B. (1964) 'Is the Scientific Paper Fraudulent?', *Saturday Review* 47 (August 1): 42–43 .
http://contanatura-hemeroteca.weblog.com.pt/arquivo/medawar_paper_fraud.pdf

Yearley, S. (1981) 'Textual Persuasion: The Role of Social Accounting in the Construction of Scientific Arguments' , *Philosophy of the Social Sciences* 11 (September): 409–435

Porter, S. (1993) Nursing research conventions: objectivity or obfuscation? *Journal of Advanced Nursing* 18: 137-143.

Kaptchuk, T.J. (2003) Effect of interpretive bias on research evidence *British Medical Journal* 326:1453-1455 (28 June).

Lloyd, M. (1996) Condemned to be meaningful: non-response in studies of men and infertility *Sociology of Health and Illness* 18 (4): 433-454.

McCormack, J. and Greenhalgh, T. (2000) Seeing what you want to see in randomised controlled trials: versions and perversions of UKPDS data. *British Medical Journal* 320: 1720-1723.

Resch, K.I.; Ernst, E. and Garrow, J. (2000) A randomised controlled trial of reviewer bias against an unconventional therapy. *Journal of the Royal Society of Medicine* 93: 164-167.

**What Counts as Facts?**

Glasby, J.; Beresford, P (2006) Who knows best? Evidence-based practice and the service user contribution.  *Critical Social Policy* 86: 268-284

Glasziou, P, Vandenbroucke, J and Chalmers, I (2004) Assessing the quality of research *British Medical Journal* 328: 39-41.

Harrison, S. (1998) The politics of evidence-based medicine in the UK *Policy and Politics* 26 (1): 15-31.

Hewison, A (2004) Evidence-based management in the NHS: is it possible? *Journal of Health Organization and Management* 18 (5):336-348.

Jackson, S. and Scambler, G (2007) Perceptions of evidence-based medicine: traditional acupuncturists in the UK and resistance to biomedical modes of evaluation. *Sociology of Health and Illness* 29 (3): 412-429

Oliver, S. (1999) Users of health services: following their agenda.  In Hood, S.; Mayall, B. and Oliver, S. (eds) *Critical Issues in Social Research: Power and Prejudice* Buckingham: Open University Press: 139-153.

May, CR (2006) Mobilising modern facts: health technology assessment and the politics of evidence *Sociology of Health and Illness* 28 (5): 513-532.

Milewa, T and Barry, C (2005) Health policy and the politics of evidence *Social Policy and Administration* 39 (5): 498-512.

Mykhalovskiy, E and Weir, L (2004) The problem of evidence-based medicine: directions for social science *Social Science and Medicine* 59 (5):1059-1069.

Parker, I. (1999) Qualitative data and the subjectivity of 'objective' facts. In Dorling, D. and Simpson, S. eds. *Statistics in Society: The Arithmetic of Politics* London: Arnold 83-88.

Phillimore, P. and Moffatt, S. (1994) Discounted knowledge: local experience, environmental pollution and health. In Popay, J. and Williams, G. (1994) (eds) *Researching the people's health* London: Routledge 134-153.

Stacey, M. (1994) The power of lay knowledge: a personal view in Popay, J. and Williams, G. (1994) (eds) *Researching the people's health* London: Routledge 85-98.

Abraham, J. (1994) Bias in science and medical knowledge: the Opren controversy *Sociology* 28 (3) 717-736.

Conefery, T (1997) Gender, culture and authority in a university life sciences laboratory *Discourse and Society* 8 (3): 313-340.

Fahnestock, J (1998) Accommodating science: the rhetorical life of scientific facts *Written Communication* 15 (3): 330-350.

Fujimura, J. and Chou, D. (1994) Dissent in science: styles of scientific practice and the controversy over the cause of AIDS *Social Science and Medicine* 38 (8) 1017-1036.

Gilbert, G.N. and Mulkay, M. (1984) *Opening Pandora's Box* Cambridge: Cambridge University Press.

Kerr, A.; Cunningham-Burley, S. and Amos, A. (1997) The new genetics: professional's discursive boundaries *Sociological Review* 45 (2): 279-303. [Read Dyson, SM and Brown, B (2006) *Social Theory and Applied Health Research* Chapter 6 first]

Kerr, A. Cunningham-Burley, S. and Amos, A (1998) The new genetics and health: mobilizing lay expertise. *Public Understanding of Science* 7, 41-60.

Lynch, M (2002) Protocols, practices, and the reproduction of technique in molecular biology *British Journal of Sociology* 53 (2): 203-220.

Shaw, A.; Latimer, J.; Atkinson, P.; Featherstone, K (2003) Surveying `slides': clinical perception and clinical judgment in the construction of a genetic diagnosis *New Genetics and Society* 22 (1): 3-20.

Wainwright, S. P.; Williams, C.; Michael, M.; Farsides, B.; Cribb, A. Ethical boundary-work in the embryonic stem cell laboratory (2006) *Sociology of Health and Illness* 28 (6): 732-748.

**Week 8:**

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**

Denscombe, M. (2021) *The Good Research Guide* 7th ed. Open University Press, Chapter 20

Pallant, J. (2016) SPSS Survival Manual 6th ed., Open University Press

**Additional Reading**

Anthony, D. (1999) *Understanding Advanced Statistics*. London: Churchill Livingstone.

Argyrous, G (2005) *Statistics for Research With a Guide to SPSS* 2nd edition, Thousand Oaks: Sage.

Bowling, A. (2009) *Research Methods in Health. 3rd* edition. Buckingham: Open University Press.

Field, A (2017) Discovering Statistics Using SPSS. 5nd ed. London: Sage.

Munro, B.H. (2005) *Statistical Methods for Health Care Research*. 5th edition. Philadelphia: Lippincott.

Rachad. A (2003) *Interpreting Quantitative Data With SPSS*. Thousand Oaks: Sage

## 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**

Eby, M. (2000) Producing evidence ethically. In Gomm, R. and Davies, C. (eds) *Using Evidence in Health and Social Care* Sage/Open University: 108-128.

Hesse-Biber, S.N. & Leavey, p. (2011) The ethics of social research In Hesse-Biber, S.N. and Leavey, P. The practice of qualitative research, London: Sage pp. 59-89.

Mathers, N.; Howe, A. and Hunn, A. (2000) Ethical considerations in research. In Saks, M.; Williams, M. and Hancock, B. (2000) *Developing Research in Primary Care* Oxford: Radcliffe Medical Press: 51-69.

**Additional Reading**

Bagenal, F.S.; Easton, D.F; Harris, E.; Chilvers, C.E.D. and McElwain, T.J. (1990) Survival of patients with Breast Cancer attending Bristol Cancer Self-Help Centre *Lancet* 336: 606-610.

Department of Health (2011) Governance arrangements for research ethics committees, London: Department of Health.

de Vries, R.; Turner, L.; Orfali, K.; Bosk, C. (2006) Social science and bioethics: the way forward *Sociology of Health and Illness* 28 (6): 665-677

Fisher, J. A Co-ordinating `ethical' clinical trials: the role of research coordinators in the contract research industry *Sociology of Health and Illness* 28 (6) 678-694.

Goodare, H. (1996) *Fighting Spirit* London: Scarlet Press.

Joseph Rowntree Foundation (2011) Ethnic diversity and inequality: ethical and scientific rigour in social research, York: Joseph Rowntree Foundation.

Oakley, A. Who's afraid of the randomised controlled trial? In Roberts, H. (1990) (ed) *Women's Health Counts* Routledge.

Roberts, H. (1992) Answering back: the role of respondents in women's health research. In Roberts, H. (ed) *Women's Health Matters* 176-192.

Shuchman, M (2005) *The Drug Trial: Nancy Olivieri And the Science Scandal That Rocked the Hospital for Sick Children* Canada: Random House.

**See also**:

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

Arnaiz-Villena A, Elaiwa N, Silvera C, Rostom A, Moscoso J, Gómez-Casado E, Allende L, Varela P, Martínez-Laso, J. (2001) The origin of Palestinians and their genetic relatedness with other Mediterranean populations. *Human Immunology* 62: 889-900.

*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)

Cannella, G.S. and Lincoln, Y.S. (2007) Predatory vs. Dialogic Ethics: Constructing an Illusion or Ethical Practice as the Core of Research Methods, Qualitative Inquiry, 13: 315-335.

Halse, C. and Honey, A. (2007) Rethinking Ethics Review as Institutional Discourse. Qualitative Inquiry, 13: 336-352.

Rambo, C. (2007) Handing IRB an Unloaded Gun, Qualitative Inquiry,13: 353-367.

Tilley, S. and Gormley, L. (2007) Canadian University Ethics Review: Cultural Complications Translating Principles Into Practice, Qualitative Inquiry, 13: 368-387.

Tierney, W.G. and Corwin, Z.B. (2007) The Tensions Between Academic Freedom and Institutional Review Boards. Qualitative Inquiry, 13: 388-398.

Clark, M.C. and Sharf, B.F. (2007) The Dark Side of Truth(s): Ethical Dilemmas in Researching the Personal, Qualitative Inquiry, 13: 399-416.

Marzano, M. (2007) Informed Consent, Deception, and Research Freedom in Qualitative Research. Qualitative Inquiry, 13: 417-436.

Christians, C.G. (2007) Cultural Continuity as an Ethical Imperative. Qualitative Inquiry, 13: 437-444.

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

Research Governance Framework for Health and Social Care
https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/uk-policy-framework-health-social-care-research/

Governance Arrangements for NHS Research Ethics Committees
http://www.hra.nhs.uk/resources/research-legislation-and-governance/governance-arrangements-for-research-ethics-committees/

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

NHS Research Ethics Service
https://www.hra.nhs.uk/about-us/committees-and-services/res-and-recs/

# 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

Denscombe, M. (2021) *The Good Research Guide* Seventh edition Open University Press, Chapter 14

Glaser, B. and Strauss, B. (1967) *The Discovery of Grounded Theory* Chicago: Aldine.

Strauss, A. and Corbin, J. (eds) (1998) *Grounded Theory in Practice* London: Sage.

Silverman, D. (1998) The quality of qualitative health research: the open-ended interview and its alternatives *Social Sciences in Health* 4 (2): 104-118.

Silverman D. (2017) *Doing Qualitative Research* 5th edition London: Sage.

### Additional Reading

Andrews, T. and Waterman, H. (2005) Packaging: a grounded theory of how to report physiological deterioration effectively *Journal of Advanced Nursing* 52 (5): 473-481.

Charmaz, K. (1990) Discovering chronic illness using grounded theory *Social Science and Medicine* 30 (11): 1161-72.

Cutcliffe, JR (2005) Adapt or adopt: developing and transgressing the methodological boundaries of grounded theory *Journal of Advanced Nursing* 51(4): 421-428.

De la Cuesta, C. (1994) Fringe work: peripheral work in health visiting *Sociology of Health and Illness* 15 (5) 665-682.

Donovan, J. (1995) The process of analysis during a grounded theory study of men during their partner's pregnancy *Journal of Advanced Nursing* 21: 708-715.

Kemshall, H. (1998) *Risk in Probation Practice* Aldershot: Ashgate.

Layder, D. (1993) *New Strategies in Social Research* Cambridge: Polity Press.

Mills, J., Chapman, Y., Bonner, A. & Francis, K. (2007) Grounded theory: a methodological spiral from positivism to postmodernism. *Journal of Advanced Nursing* 58 (1): 72-79.

Morse, J. (1992) *Qualitative Health Research* London: Sage.

Smith, J. et al (1995) Rethinking methods in Psychology London: Sage.
Strauss, A. and Corbin, J. (1990) *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* London: Sage.

Skidmore, D. (1995) Risk-taking or knowing the score: a preliminary study of young males' intravenous drug use and unprotected sex. *Social Sciences and Health* 1 (1): 14-21.

Wainwright, S. (1994) Interviewing techniques: analysing data using grounded theory *Nurse Researcher* 1 (3): 43-49.

## DISCOURSE ANALYSIS

Austin, J.L. (1962) *How to Do Things with Words* Oxford: Clarendon Press.

Barcelos, C.A. (2014) Producing (potentially) pregnant teen bodies: biopower and adolescent pregnancy in the USA, Critical Public Health, 24, (4): 476-488.

Burman, E. and Parker, I (1993) *Discourse Analytic Research: Repertoires and Readings of Text in Action* London: Routledge.

Burr, V. (1995) What do discourse analysts do? In Burr,V.   *An Introduction to Social Constructionism* London: Routledge Chapter 10: 159-183.

Crowe, M. (2005) Discourse analysis: towards an understanding of its place in nursing *Journal of Advanced Nursing* 51 (1): 55-63.

Gilbert, G.N. and Mulkay, M. (1984) *Opening Pandora's Box: A Sociological Analysis of Scientists' Discourse* Cambridge: Cambridge University Press.

Holloway, W. (1989) *Subjectivity and Method in Psychology: Gender, Meaning and Science* London: Sage, Chapter 4.

Labrie, N. & Schulz, P.J. (2014) Does Argumentation Matter? A Systematic Literature Review on the Role of Argumentation in Doctor–Patient Communication, Health Communication, 29 (10): 996-1008,

McKinlay E, Plumridge, L. McBain, L, McLeod D, Pullon S, Brown S (2005) ''What sort of health promotion are you talking about?'': a discourse analysis of the talk of general practitioners *Social Science and Medicine* 60 (5): 1099-1106.

McMullen, L.M. and Sigurdson, K.J. (2014) Depression Is to Diabetes as Antidepressants Are to Insulin: The Unravelling of an Analogy? Health Communication, 29: 309–317,

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.

O'Connell, D.C. and Kowal, S. (1995) Basic principles of transcription. In Smith, J. et al (1995) *Rethinking Methods in Psychology* London: Sage: 93-105.

Parker, I. (1991) *Discourse Dynamics* London: Routledge

Potter, J. and Wetherell, M. (1987) *Discourse and Social Psychology: Beyond Attitudes and Behaviour* London: Sage.

Potter, J. and Wetherell, M. (1994) Analyzing discourse. In Bryman, A. and Burgess, R. (1994) *Analyzing Qualitative Data* London: Routledge, 47-56.

Potter, J. and Wetherall, M. (1995) Discourse analysis. In Smith, J. et al (1995) *Rethinking Methods in Psychology* London: Sage: 80-92.

Potter, J. (1997) Discourse analysis as a way of analysing naturally occurring talk in Silverman, D. (1997) ed. *Qualitative Research: Theory, Method and Practice* London: Sage, 144-160.

Price, K. and Cheek, J. (1996) Pain as a discursive construction. *Social Sciences in Health* 2 (4): 211-217.

Scior K (2003) Using discourse analysis to study the experiences of women with learning disabilities *Disability and Society* 18 (6): 779-795.

Silverman, D. (1993) *Interpreting Qualitative Data: Methods of Analysing Talk, Text and Interaction* London: Sage.

Smith, J. et al (1995) *Rethinking Methods in Psychology* London: Sage.

Traynor, M (2006) Discourse analysis: theoretical and historical overview and review of papers in the Journal of Advanced Nursing 1996-2004 *Journal of Advanced Nursing* 54 (1): 62-72

Willig, C. (1999) *Applied Discourse Analysis* Open University Press

Yates, S (2002) *Power and Subjectivity: A Foucauldian Discourse Analysis of Experiences of Power in Learning Difficulties Community Care Homes* Unpublished PhD, De Montfort University, Leicester

Zimmerman, C (2004) Denial of impending death: a discourse analysis of the palliative care literature. *Social Science and Medicine* 59(8): 1769-1780.

## CONTENT ANALYSIS

Blair NA, Kuen Yue S, Singh R, and Bernhardt, JM (2005) Depictions of substance use in reality television: a content analysis of *The Osbournes British Medical Journal* 331:1517-1519.

Fleising, U. (2001) In search of genohype: a content analysis of biotechnology company documents *New Genetics and Society* 20 (3): 239-254

Henderson, L.; Kitzinger, J. and Green, J. (2000) Representing infant feeding: content analysis of British media portrayals of bottle feeding and breast feeding. *British Medical Journal* 321 (7270): 1196-1198.

Lawrence, J; Kearns, RA; Park, J; Bryder, L and Worth, H (2008) Discourses of disease: Representations of tuberculosis within New Zealand newspapers 2002–2004 *Social Science and Medicine* 66 (3): 727-739.

Purcell, C., Hilton, S. & McDaid, L. (2014) The stigmatisation of abortion: a qualitative analysis of print media in Great Britain in 2010, Culture, Health & Sexuality: An International Journal for Research, Intervention and Care, 16, (9): 1141–1155.

Saks, M. (1991) The flight from science? The reporting of acupuncture in mainstream British Medical Journals from 1800 to 1990 *Complementary Medical Research* 5 (3) 178-182.

Schofield, J. (1997) Working together: differing perspectives and persuasions amongst health and social care authorities *Health Services Management Research* 10: 163-172.

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

Volpe, E.M. Morales-Aleman, M.M. & Teitelman, A.M. (2014) Urban Adolescent Girls' Perspectives on Romantic Relationships: Initiation, Involvement, Negotiation, and Conflict, *Issues in Mental Health Nursing*, 35: 776–790.

Weber, R.P. (1990) *Basic Content Analysis* Second Edition London: Sage.

## INTERPRETIVE PHENOMENOLOGICAL ANALYSIS

Smith, J.A., Jarman, M. and Osborn, M. (1999) Doing interpretative phenomenological analysis. In: M. Murray and K. Chamberlain (Eds) *Qualitative Health Psychology: Theories and Methods.* London: Sage: 218-240.

MacLeod R., Booth K. & Crauford D. (2002) Patients' perceptions of what makes genetic counselling effective: an interpretative phenomenological analysis. *Journal of Health Psychology* 7(2), 145–156.

## CRITICAL REALIST ANALYSIS

Culley, L.; Dyson, SM.; Ham-Ying, S. and Young, W. (2001) Caribbean nurses and racism in the NHS. In Culley, L. and Dyson, SM (eds) *Ethnicity and Nursing Practice* Basingstoke: Palgrave, 231-249.

Hood, R. (2012) A critical realist model of complexity for interprofessional working, Journal of Interprofessional Care, 26: 6–12

Lau, R.W.K. & Morgan, J. (2012) Integrating Discourse, Construction and Objectivity: A Contemporary Realist Approach, Sociology 48, (3): 573–589.

Longhofer, J. and Floersch, J. (2012) The Coming Crisis in Social Work: Some Thoughts on Social Work and Science, Research on Social Work Practice 22, (5): 499-519

## SELF-DIRECTED ACTIVITY WEEK 10

Learning Objective:

- To explore other resources for qualitative research

See: 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

Denscombe, M. (2021) *The Good Research Guide* Open University Press, Chapter 20

Mathers, N.; Williams, M and Hancock, B. (2000) *Statistical Analysis in Primary Care* Oxford: Radcliffe Medical Press.

Pocock, S (2006) Statistics in Practice: The simplest statistical test: how to check for a difference between treatments *British Medical Journal* 332: 1256-1258.

**Further Reading**

Coolican, H. (1990) R*esearch Methods and Statistics in Psychology* Hodder and Stoughton.

Erickson, B.H. and Nosanchuk, T.A. (1992) *Understanding Data* Second edition Open University Press.

Fielding, J. and Gilbert, N. (2000) *Understanding Social Statistics* London: Sage.

Gardner, M.J.& Altman, P.G. (1989) *Statistics with Confidence*, British Medical Journal.

Irvine, J. et al (1979) *Demystifying social statistics* London: Pluto Press.

Kirk, R. (ed) (1972) *Statistical Issues: a reader for the behavioural sciences* Belmont, California: Wadsworth.

Marsh, C. (1988) *Exploring Data*, Polity Press.

Moher D, Cook DJ, Eastwood S, Olkin I, Rennie D, Stroup DF, for the QUOROM Group. (1999) Improving the quality of reports of meta-analyses of randomised controlled trials: the QUOROM statement. *Lancet* 354:1896-1900. www.thelancet.com

Morton, V. and Torgerson, D. (2003) Effect of regression to the mean on decision making in health care *British Medical Journal* 326: 1083-1084.

## 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/
These urls keep changing so you might have to hunt around a bit, but there are aids to power calculation around on the internet somewhere.

## 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**

Dyson, S. (1995) Interviewing by conversation *Sociology Review* 3 (4):21-23.[reprinted in Laws, S; Harper, C. and Marcus, R. (2003) *Research for Development: A Practical Guide*. Sage/Save The Children Fund.]

Glaser, B. and Strauss, A. (1967) *The Discovery of Grounded Theory* Chicago: Aldine.

Holloway, W. and Jefferson, T. (2000) *Doing Qualitative Research Differently* Sage.

Silverman, D. (1998) The quality of qualitative health research: the open-ended interview and its alternatives *Social Sciences in Health* 4 (2): 104-118.

Silverman, D. (2001) *Interpreting Qualitative Data: Methods for Analysing Text, Talk and Interaction* London: Sage New Edition.

**Further Reading**

Baker, C. (2004) Membership categorization and interview accounts in Silverman, D. ed *Qualitative Research: Theory, Method and Practice* London: Sage 130-143

Burnard, P. (1994) Interviewing techniques: analysing data using a word processor *Nurse Researcher* 1 (3) 33-42.

Burnard, P. (1995) Interpreting text: an alternative to some current forms of textual analysis in qualitative research *Social Sciences in Health* 1 (4): 236-246.

Bryman, A. (1984) The debate about quantitative and qualitative research: a question of method or epistemology? *British Journal of Sociology* 35 75-92.

Bryman, A. and Burgess, R. (1994) *Analysing Qualitative Data* London: Routledge.

Dey, I. (1993) *Qualitative Data Analysis: a user friendly guide for social scientists* London: Routledge.

Fielding, N. (1994) Interviewing techniques: varieties of research interviews *Nurse Researcher* 1 (3) 4-13.

Fitzpatrick, R. & Boulton, M. (1994) Qualitative methods for assessing health care *Quality in Health Care* 3 107-110.

Fontana, A. and Frey, J. (1994) Interviewing: the art of science in Denzin, N. and Lincoln, Y. (1994) *Handbook of Qualitative Research* London: Sage.

Gray, M. (1994) Interviewing techniques: personal experience of conducting unstructured interviews *Nurse Researcher* 1 (3): 65-71.

Green, J and Thorogood, N (2004) *Qualitative Methods for Health Research.* Sage

Holstein, J.A. and Gubrium, J.F. (2004) Active interviewing in Silverman, D. ed *Qualitative Research: Theory, Method and Practice* London: Sage 113-129.

Kuzel, A. and Like, R. (1992) Standards of trustworthiness for qualitative studies in primary care in Norton, P. et al (1992) *Primary Care Research: Traditional and Innovative Approaches* London: Sage.

MacKenzie, J. (1994) Interviewing techniques: analysing data: alternative methods *Nurse Researcher* 1 (3): 50-56.

Mays, N. and Pope, C. (1995) Rigour and qualitative research *British Medical Journal* 311

Miles, M. and Huberman, A. (1994) *Qualitative data analysis* 2nd edition London: Sage.

Miller, J. and Glassner, B. (1997) "The 'inside' and the 'outside': finding realities in interviews" in Silverman, D. ed *Qualitative Research: Theory, Method and Practice* London: Sage 99-112.

Rogers, C. (1945) The non-directive method as a technique for social research *American Journal of Sociology* 50: 696-735.

Rose, K. (1994) Interviewing techniques: unstructured and semi-structured interviewing *Nurse Researcher* 1 (3): 23-32.

Silverman, D. (2019) *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction* London: Sage.

Silverman, D. ed (1997) *Qualitative Research: Theory, Method and Practice* London: Sage.

Wainwright, S. (1994) Interviewing techniques: analysing data using grounded theory *Nurse Researcher* 1 (3): 43-49.

Wengraf, T. (2001) *Qualitative Research Interviewing* London: Sage.

# 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 2019-2020 SESSION**

Overall how would you rate the module?

| VERY GOOD | GOOD | SATISFACTORY | POOR | VERY POOR |
|---|---|---|---|---|
|  |  |  |  |  |

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