

Module Title:	Research Foundations in Health, Mental Health and Wellbeing	Level:	5	Credit Value:	20
----------------------	---	---------------	---	----------------------	----

Module code:	HLT520	Is this a new module?	No	Code of module being replaced:	HLT518
---------------------	--------	------------------------------	----	---------------------------------------	--------

Cost Centre:	GANG	JACS3 code:	B900	HECoS code:	100473
---------------------	------	--------------------	------	--------------------	--------

Trimester(s) in which to be offered:	2	With effect from:	September 19
---	---	--------------------------	--------------

Faculty:	Social & Life Sciences	Module Leader:	Sharon Wheeler
-----------------	------------------------	-----------------------	----------------

Scheduled learning and teaching hours	30 hrs
Guided independent study	165 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Health and Wellbeing	✓	<input type="checkbox"/>
BSc (Hons) Mental Health and Wellbeing	✓	<input type="checkbox"/>
Dip HE Contemporary Health Studies	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval May 19

APSC approval of modification 26/02/20 - changed from sem1 to sem2

Version 2

Have any derogations received SQC approval?

Yes No ✓

Module Aims

The module aims to:

1. Establish the significance of research within health/mental health and wellbeing
2. Identify fundamental research concepts and methods used in health/mental health and wellbeing
3. Enable students to develop a critical understanding of research processes in order to enhance service user care and interventions.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Explore and apply relevant research to students' identified areas of health/mental health & wellbeing and distinguish research based evidence from other types of knowledge and information.	KS1	
		KS5	
		KS6	
2	Evaluate the merits and risks of research in health/mental health & wellbeing, including its influence on, and application to, best practice.	KS1	
		KS3	
		KS6	
3	Differentiate between qualitative and quantitative	KS3	
		KS6	

	approaches to research, comparing and contrasting their relative merits and application to health /mental health & wellbeing practice.	KS10	
4	Evaluate research findings and appraise the strengths and weaknesses of research studies in order to apply to current issues in service user care and interventions.	KS1	
		KS6	
		KS10	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Academic writing • Database searching / IT skills • Systematic enquiry/ managing information / use of evidence • Critical appraisal • Application of research evidence to current issues in related health and social care fields 			

Derogations

N/A

Assessment:

The students will be expected to propose an ethically sound research project on a topic area of their choosing related to public health, mental health and/or wellbeing.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2, 3, 4	Research Proposal	100%	N/A	3500

Learning and Teaching Strategies:

Interactive lectures will be used to provide core knowledge. This will be supported by online materials, group work and tutorials. An online Moodle forum will be established to facilitate discussion and the sharing of learning and resources within the student community. Students will undertake directed team learning activities to enable them to undertake the team project and presentation.

Independent learning will be spent researching and reading in support of the subject area and preparing for assessments

Syllabus outline:

Knowledge acquisition including systematic enquiry and anecdotal evidence.
 The application of research to health and social care practice and its impact on contemporaneous issues
 Key features of the research process
 Qualitative and quantitative research approaches
 Research terminology
 Database searching and selection
 Formulating a research question
 Sampling methods & recruitment
 Data collection and analysis methods
 Quality issues in research - trustworthiness and rigour in qualitative research & reliability and validity in quantitative research
 Research ethics
 Research critique

Bibliography:

Essential reading

Aveyard, H. Sharp, P (2013) *A Beginner's Guide to Evidence-Based Practice in Health and Social Care Professions*. 2nd Edition, Maidenhead, Open University Press

Bryman, A. (2012), *Social Research Methods*. 4th Edition, New York: Oxford University Press

Moule, M. Hek, G. (2011), *Making Sense of Research: An Introduction for Health and Social Care Practitioners*. 4th Edition, London: SAGE Publications Ltd.

Neale, J. (ed.) (2009), *Research Methods for Health and Social Care*. Hampshire: Palgrave Macmillan.

Other indicative reading

Cresswell, J.W. (2009), *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. London: SAGE Publications Ltd.

Locke, L.F; Silverman, S.J; Spirduso, W.W; (2010) *Reading and Understanding Research*. 3rd Edition, London: SAGE Publications Ltd.

Parahoo, K (2014) *Nursing Research. Principles Process and issues*. 3rd Edition, Basingstoke, Hampshire: Palgrave Macmillan