

MODULE SPECIFICATION FORM

Module Title: Research Methods	Level: 7	Credit Value: 20
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Module code: NHS774	Cost Centre: GANG	JACS3 code: B710
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Trimester(s) in which to be offered: 1	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: August 2015
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any): N/A
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Originating School: Social and Life Sciences	Module Leader: Chris O'Grady
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Module duration (total hours): 200 Scheduled learning & teaching hours: 30 Directed private study: 50 Independent study hours: 120 Placement hours: 100	Status: core/option (identify programme where appropriate): Core
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Programme(s) in which to be offered: Post Graduate Diploma in Community Specialist Practice (District Nursing) Post Graduate Diploma in Community Specialist Practice (Community Children's Nursing) MSc Health and Social Care (Community Specialist Practice)	Pre-requisites per programme (between levels): None
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Module Aims: The aim of this module is to:
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Introduce students to research methods through the development of a critical understanding of the philosophical, practical and ethical concepts of research and research methodology within the context of health and society.

Intended Learning Outcomes:

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

Knowledge and Understanding:

1. Articulate the purpose and context of research and a rationale for selecting appropriate research methodology and designs.
2. Critically explore the philosophical traditions underpinning research within the context of community practice, health and society.
3. Critically explain the range of research method options available for community and health related research.
4. Review and critically appraise published research, including systematic reviews, and interpretation of new research in the context of existing knowledge.
5. Formulate an answerable research question with appropriate research aims, objectives and methods and demonstrate principles and procedures for ethical research practice.

NMC (2001) Standards for Common Core:-

12.14

NMC (2001) Standards Specialist Practice appertaining to this module:-

13.24,13.27.

Transferable/Key Skills and other attributes:

- Interpretation and communication of information, knowledge and statistics about health and wellbeing.
- Critical appraisal of published articles, health and health service related reports and documents in the context of community practice, health and society.
- Research, investigative and problem-solving skills
- Decision making and independent thought

Assessment:

Assessment is summative by means of end of module written assignment in two parts a literature review which will inform the second part a research proposal. It is anticipated that the student will work on their assignment from a very early stage in the module and be able to present their proposed question addressing a problem from practice at the end of the module. A brief review of current research literature will offer an opportunity for developing an argument to support their proposed research project. It is almost inevitable that the piece of work presented for this module will need to be refined to work up to a feasible research design. Based upon a chosen topic, and suitable for submission for ethical approval, the research question forms the first stage of the research proposal process. It is anticipated that the proposed question will be supported by critical argument and demonstrate understanding about a coherent research design with consistent underpinning methodology.

Please note:

All elements of assessment must be attempted and passed (NMC 2001), there is no compensation between elements or modules.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Essay	100%		4,000
2	NMC Standards 13.24/13.27	Portfolio	Pass/refer		

Learning and Teaching Strategies:

The module will be delivered through a mixture of lectures, tutorials and directed private study. Students will discuss and share ideas through student-led seminars and peer group discussion. Practical exercises and review of published research will also inform the teaching sessions.

Syllabus outline:

The Research Methods module should provide students with resources that allow them to question 'evidence' at a number of levels. In the first part of the module students will have discussed research 'methodology', which is designed to give a better understanding of the assumptions that drive the kinds of research studies students design and the research methods they choose to collect evidence in answer to their particular research question. The remainder of the module looks at research methods and is designed to give students the 'technical' understanding of how the evidence is produced.

Research Paradigms

Research Methodology and epistemology: Positivism, phenomenological approaches and critical theorist ideas.

Critical appraisal of evidence

Research Design

Practicalities of research planning

Research and ethical governance

Health Services evaluation, including audit.

Data collection: surveys and questionnaire design; interviews; focus groups; participant observation

Bibliography:

Essential Reading

Aveyard, H. (2014) *.Doing a Literature Review in Health and Social Care: A Practical Guide*. Maidenhead: McGraw-Hill/OU Press.

Bell, J (2014) *Doing your Research Project*, 6th Ed. Berkshire: Open University Press.

Denscombe (2010) *The Good Research Guide (Fourth Edition)*. Maidenhead: McGraw Hill.

Holloway, I. (2009). *Qualitative Research in Nursing and Healthcare, 3rd Edition*. Oxford: Wiley-Blackwell.

Kumar R (2011) *Research Methodology*, 3rd Edition. London: Sage Publications.

Parahoo K (2014) *Nursing Research, Principles, Process and Issues (Third Edition)* London: MacMillan Press.

Ross, T (2012) *A Survival Guide for Health Research Methods*. Berkshire: Open University Press.

Saks, M. & Allson, J. (Eds) (2012). *Researching Health: Qualitative, Quantitative and Mixed Methods* London: Sage.

Other Indicative Reading

Cottrell, S. (2011). *Critical Thinking Skills. Developing Effective Analysis and Argument (Second Edition) (Palgrave Study Guides)* Basingstoke. Palgrave Macmillan.

Moule, P (2015) *Making Sense of Research in Nursing, Health and Social Care*, London: Sage Publications