

Module Profile

People, Politics, Practices: Contextualising Health Care Research

HLTH6095

Faculty	Health Sciences
ECTS Points, e.g. 10 ECTS	10 ECTS
Level (4, 5, 6, 7 or 8 in the FHEQ)	8
Any pre-requisite and/or co-requisite modules	Pre-requisite: none
Programmes in which the module is core	Doctorate in Clinical Practice
Module co-ordinator	Julie Wintrup
Contact hours	40
Non-contact hours	210
Total study time	250
Date approved by Faculty Programmes Committee	

Aims and learning outcomes

The module will build on the knowledge, skills and understanding developed in Designing and Implementing Research (NURS8006) by examining the health care and research environments. You will examine factors that promote and inhibit the impact of research by a thoughtful situational analysis of social, demographic, political, policy and technological influences. You will consider how research methodology, design, its conduct and implementation can most effectively inform practice.

On successful completion of this module you will demonstrate the ability to:

Learning outcomes	Assessment
Critically appraise and integrate a wide range of literature and data related to your research, from a scientific and a pragmatic perspective.	Formative assessment Summative assessment
Identify key factors which act as promoters or inhibitors of research implementation, showing your awareness of the multitude of complex and conflicting agendas.	Formative assessment Summative assessment
Design and undertake a situational analysis of the health care context your research will take place in, drawing on the range of data and information available.	Formative assessment Summative assessment
Influence and set practice development and research agendas, in concert with local, national and international drivers and priorities.	Formative assessment Summative assessment

Summary of syllabus content

The module covers:

1. The place of research, social and political aspects of health-related research and research funding, and health care research cultures.
2. Using and critically appraising research material from a range of public sources, including demographic and epidemiological data.
3. The relevance of research paradigms, philosophies and methodologies to research implementation including user-controlled research.
4. Ethical issues relating to the conduct of research and research in clinical practice, with particular reference to your own research and practice environment.
5. Situational analysis and context mapping.
6. Influencing practice development and research agendas from a practitioner-researcher perspective.

Summary of teaching and learning methods

You will learn collaboratively and inter-professionally throughout the module through which your use of reflective learning will be enhanced to benefit your professional growth and development.

Active student participation in all learning activities of the module will be promoted so that you will assume responsibility for your own learning.

A range of student-centred learning and teaching strategies will be employed that will include the use of workshops, interactive lectures by key experts in their field, tutor and student-led seminars, group work, peer review, case study analysis and independent supported learning.

To support your learning throughout the module, session notes and course documentation and further reading suggestions will be available on a virtual learning environment (Blackboard).

Summary of assessment methods

Summary of formative assessment methods

You will develop a context diagram with a student peer, work colleague, or service user, which maps the multitude of situational factors that influence the successful implementation of research evidence in your practice environment or specialism.

Conducted as an interactive workshop day, this activity will prepare you for formal summative activities and will include discussion and debate of your analysis. The aim of the workshop is to provide an opportunity for you to rehearse new and alternative discourses outside your own methodological approach.

Summary of summative assessment methods

This is in two parts:

Part 1: You will formally present your context mapping diagram using appropriate media to a mixed audience, in a Round Table discussion which you will structure and lead. Your argument or case presentation should be reasoned and thoughtfully presented. The discussion overall should last approximately 40 minutes, including your own material and questions/discussion which you will facilitate and time-manage.

Part 2: In a written report, using data where necessary, you will analyse the broader health care environment – its social, demographic, political, epidemiological, organisational and economic forces – that influence the implementation of research evidence in your practice environment or specialism.

The analysis should be no more than 2500 words (+/- 10%), excluding references and appendices.

Marking and moderation processes

Formative assessment

Participation is necessary but the workshop is not assessed

Summative assessment

An overall pass mark of 50% must be achieved to successfully complete this module. Both the Round Table discussion and written component must be passed individually to pass the module.

The Round Table discussion will be marked out of 100% and weighted to constitute 30% of the final mark. Attendance and participation in the event is essential to pass this component of the assignment.

The written analysis will be marked out of 100% and weighted to constitute 70% of the final mark.

Resources

A wide range of resources will be provided, and update as required. Below are some examples of these resources.

Almgren, G.R. (2007) Health care politics, policy, and services: a social justice analysis
New York : Springer Pub.

Crombie I K., Du Floreu, CV. (1998). The pocket guide to grant applications: a handbook for health care research. BMJ publishing. London.

Denzin, NK and Lincoln, YS (Eds) (2005) Handbook of Qualitative Research 2nd ed. London, Sage Publications.

Geist-Martin, P., Ray, E.B. & Sharf, B.F. (2003) Communicating health : personal, cultural, and political complexities Belmont, Calif.:Wadsworth

Hampson, T. (2010) Hardest to reach? : the politics of multiple needs and exclusions London: Fabian Society

Hann, A. (ed) (2007) Health policy and politics Aldershot, England ; Burlington, VT : Ashgate

Holloway, I. & Wheeler, S. (2010). Qualitative research in nursing, 3rd edn. Oxford : Blackwell Science.

INVOLVE: User-controlled research. Available at:
<http://www.invo.org.uk/find-out-more/user-controlled-research> Accessed Jan 20th 2013

Staley, K. (2009) Exploring impact : public involvement in NHS, public health and social care research Eastleigh: Involve

Law, M (2008) Evidence-Based Rehabilitation. A Guide to Practice. 2nd edn New Jersey. USA, Slack Incorporated.

Muir Gray, J.A. (2009) Evidence Based Healthcare 3rd Edn. Edinburgh, Churchill Livingstone.

Nazroo, J. (ed) (2006) Health and social research in multiethnic societies, London ; New York : Routledge.