

Research Methods and Evidence Informed Practice

7.1 Module Overview									
Module Number		Module Title	Research Methods and Evidence Informed Practice						
Stage of Principal Programme			3	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities						✓if relevant to this module	Approx. proportion of total (hours)		
Contact Hours									
In person face-to-face						✓	24		
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:						✓	101		
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
Total							125		

Pre-Requisite Module, if any. Module # and Title	N/A	
Co-Requisite Module, if any. Module # and Title	Contemporary Issues in Social Policy	
Maximum number of learners per instance of the module	60	
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	Module co-ordinators/ lecturers must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.	1:60

Assessment Techniques – percentage contribution			
Continuous Assessment	30%	Proctored Exam – in person	Practical Skills Based
Project	70%	Proctored Exam - online	Work Based
Capstone (Y/N)?	N	If Yes, describe	

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Understand and apply the philosophical bases and characteristics of different methodological approaches in research	2
2. Appraise the available literature to justify a research question relating to evidence informed practice	4, 7

3. Be capable of conforming to standards when conducting high quality, ethically sound research in Professional Practice	2, 3, 7
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7.3 Indicative Module Content, Organisation and Structure

Research is useful in determining the needs of an individual, group or community, and contributes greatly to overall best practice. This module builds on the research methods content of Stage 1 Introduction to Sociology and Stage 2 Sociology and Contemporary Society, in addition to the content of Stage 3 Contemporary Issues in Social Policy module. This module also prepares social care learners to think in terms of evidence-based practice by involving them in relevant, contemporary approaches to research, and by providing them with the tools to evaluate their own practice and are prepared to undertake dissertations in Stage 4 and to meet the requirements set out in the Standards of Proficiency/ Code of Professional Conduct and Ethics for Social Care Workers. Learners will gain an understanding of the methodological approaches utilised in social research and evidence-based research to make them aware of the role of research in informing both theory and practice, along with the importance of research integrity and ethics in the research process. They will also develop the skills and knowledge necessary to undertake a research project and be capable of reading and interpreting research reports.

Module Content, Organisation and Structure

Over the semester, the module content will cover the principles and practice of research methodologies, including the ethical and political issues. Furthermore, literature searching and reviewing, developing a research question, writing a proposal and interpreting the results of data analysis will be covered and applied. Small group peer learning workshops will promote in learners the ability to apply research skills in a safe environment. Conducting a Literature Review will enable and inform learners in understanding real-world research. Learners will be encouraged to examine sociological explanations for, and evidence of, poverty, inequality and discrimination.

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

Access to Specialised software (NVivo, SPSS, NUDIST), Groupwork space.

7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning

Our objectives remain to:

Promote deep learning (mention techniques for learner engagement, interactivity, flipped classrooms, groupwork as relevant)

Support inclusive teaching (mention Universal Design for Learning (UDL), EDI and inclusive curricula)

Provide opportunities for collaborative learning (mention use of different learning spaces as appropriate)

Assessment

The objective remains to employ a wide range of different assessment instruments. When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017). This module focuses on knowledge, skills and competencies and meets four of the Minimum Programme Learning Outcomes (MIPLOs).

This module contains 'Must-pass' assessments

This module will be assessed by one in-class task and a Research Proposal.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
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1	In-class task	30% (Must Pass assessment)
1, 2, 3	Research Proposal	70%

7.8 Sample Assessment Materials

In-class short question exam based on Research Methodology.

The purpose of the Assessment is to allow learners to demonstrate that they understand and can describe the elements of Qualitative and Quantitative research. They will find all of the information in relation to these in the lecture slides. Learners are advised to do some additional reading to help answer the 10 questions that will be asked (approximately 80 words per answer). This is 30% of the overall assessment. At this stage it is just about describing and showing an understanding of the key concepts.

The Research Proposal; a cross modular assessment based on module content of Contemporary Issues in Social Policy. Guidelines for the Research Proposal can be found [here](#) and the Marking Rubric for same can be found [here](#).

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading

Byrne, M. (2015) *How to Conduct Research for Service Improvement: A Guidebook for Health and Social Care Professionals*, (2nd edition). Dublin: HSCP

Bryman, A. (2016). *Social Research Methods*, (5th edition). UK: Oxford University Press.

CORU (2019). *Code of Professional Conduct and Ethics for Social Care Workers*. Dublin: CORU.

HSE (2022) *National Policy for Consent in Health and Social Care Research*. Dublin: Health Service Executive

E-version of this policy is available at: <https://hseresearch.ie/publications>

Machi, L.A. (2008). *The Literature Review: Six Steps to Success*. US: Corwin Press

Merriam, S. B. and Tisdell, E. J. (2016). *Qualitative Research*, (4th edition). US: JosseyBass.

Power, M. ed. (2023) *Journal of Social Care* [Available at <https://arrow.tudublin.ie/jsoc/>]

Other Reading

Babbie, E. (2010). *The Practice of Social Research*. US: Wadsworth.

Bell, J. (2005). *Doing your Research Project: A Guide for First Time Researchers in Education, Health and Social Science*, (4th edition). UK: Open University Press.

Economic and Social Research Institute/ Trinity College Dublin. (2021). *Growing Up in Ireland*. Dublin: Department of Children and Youth Affairs

Sarantakos, S. (2013). *Social Research*, (4th edition). UK: Palgrave

Indicative Other Resources

TEDtalks: <https://www.ted.com/talks>

YouTube: <https://www.youtube.com/>

Software Packages: SPSS, NUDIST, NVivo