

SUBJECT OUTLINE



Subject Name:

Foundations of Critical Enquiry

Subject Code:

SOCQ121

SECTION 1 - GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Acupuncture)	128	1 st Year
Bachelor of Health Science (Naturopathy)	128	1 st Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	1 st Year
Bachelor of Health Science (Myotherapy)	96	1 st Year
Bachelor of Complementary Medicine	48	3 rd Year

Duration: 1 Semester

Subject Coordinator: Dr Paul Strube (Adelaide campus)

Subject is: Core **Subject Credit Points:** 2

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

Delivery Mode:

Face to Face (On campus)	1 x 2 hour lecture	1 x 1 hour tutorial
e-Learning (Online)	Narrated PowerPoint presentations Tutorials: Asynchronous tutor moderated discussion forum and activities Student handouts, web-based resources	
Intensive Delivery (Summer School)	Contact hours are delivered over 6 weeks with 2 x 3.5 hour days delivered per week Content: Combination lecture and tutorial activities Assessment: Research Question - Week 2; Review of quantitative methodology - Week 3; Review of qualitative methodology – Week 5; Presentation of developed research process - Week 6	
	Full Time	
	Part Time	
Pre-requisites:	Nil	
Co-requisites:	Nil	

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

The application of evidence to inform practice in health care requires an understanding of research designs and analytic methods, as well as traditional forms of knowledge. This subject introduces different types and methodologies of research and their strengths and weaknesses as related to the complementary medicine and health sciences. Students will be introduced to the significance of personal values and motivation in the research process. Students will explore the range of clinical research and research methods and become familiar with research literature in relation to specific therapeutic modalities, including the ethics involved, different approaches used, and the assumptions and underlying paradigms. Students will be able to appreciate the importance of the research question, the method appropriate for answering that question and the quality of the research process. This is a foundational subject for the later study of all degrees.

Learning Outcomes

1. Describe research paradigms and associated research design and methodologies taking into account traditional and contemporary research evidence
2. Identify a professional practice area of interest or an issue and incorporate knowledge of the research process.
3. Describe the nature of research including the ethics involved, different approaches utilised, and the assumptions underlying these approaches.
4. Identify the key features in qualitative and/or quantitative statistical techniques appropriate to a particular research design.
5. Develop and articulate a clear structure of own research process.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Research Question (500 words)	1 & 2	1-3	Week 4	15%
Review of quantitative methodology (750 words)	3 & 4	4-7	Week 8	30%
Review of qualitative methodology (750 words)	3 & 4	4, 8 & 9	Week 11	30%
Presentation of developed research process (3 minutes)	1-5	1-12	Week 13	25%
All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS				

Prescribed Readings:

1. Creswell, J. (2018). *Research Design: qualitative, quantitative and mixed methods approaches*. Thousand Oaks: Sage.

Recommended Readings:

1. Fink, A. (2014). *Conducting research literature reviews: From internet to paper* (4th ed.). Thousand Oaks, CA: Sage.
2. Lewith, G., Jones, W.B., & Walach, H. (2010). *Clinical research in complementary therapies: Principles, problems and solutions* (2nd ed.). Edinburgh, Scotland: Churchill Livingstone.
3. Mertens, D. (2014). *Research and evaluation in education and psychology, integrating diversity with quantitative, qualitative and mixed methods*. Thousand Oaks: Sage.
4. Patton, M. (2015). *Qualitative Research and Evaluation Methods*. 4th Edition, Sage Publications, Thousand Oaks
5. Summers, J., & Smith, B. (2014). *Communication skills handbook* (4th ed.). Milton, Qld: Wiley & Sons.
6. Wallace, B. A. (2004). *The Taboo of Subjectivity: Toward a New Science of Consciousness*. Oxford University Press: USA.

Internet resources:

1. Wallace, B. A. (2018, December 13). A Key to Mental Resilience: A Meaningful Life. Retrieved from: <https://www.youtube.com/watch?v=UYsl6ykUN2U>.
2. Wallace, B. A. (2016, November 16). The Attention Revolution - Getting Mindfulness Right. Retrieved from: <http://thecontemplary.org/events/the-attention-revolution-getting-mindfulness-right/>.

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	Introduction <ul style="list-style-type: none"> Subject Outline / Subject Aims / Assessment / Teaching Resources Overview and expectations of the subject Types of knowledge and ways of knowing Introduction to data based searching skills The Four Fold Vision Quest included 	Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback Four Fold Vision Quest workshop: “This is a secular meditation, designed to cultivate conative intelligence, inspired by principles of Buddhist psychology” (B. A. Wallace, personal communication, May 15, 2019). <ul style="list-style-type: none"> Introduction to the assessments
2.	Introduction to a discipline of inquiry; research problems and questions <ul style="list-style-type: none"> The importance of Epistemology Scientific knowledge and the scientific method Traditional use and evidence Research approaches Qualitative methods Quantitative methods Mixed Methods The Hierarchy of Evidence 	The impact of a researcher’s training, experience and personal values in the research process Developing a research question
3.	Introduction to competing paradigms <ul style="list-style-type: none"> Overview of Research Methodologies What is Positivism? Positivist Research; what are its goals Positivist research; what are its basic assumptions Positivist Research; what are its methods What is meant by Interpretivist? Interpretivist Research; what are its goals. Interpretivist research; what are its basic assumptions. Interpretivist Research; what are its methods. 	<ul style="list-style-type: none"> Nature and purpose of ethical considerations Evidence sourcing
4.	Introduction to Research Ethics <ul style="list-style-type: none"> Ethics as a requirement for approved research Introduction to ethics and moral philosophy Ethics in research Key elements to consider in ethics Informed consent Confidentiality Minimise harms and risks and maximise benefits Respect human dignity Privacy and autonomy Vulnerable populations Strive to distribute the benefits and burdens of research fairly 	<ul style="list-style-type: none"> Library Session online (or equivalent in class) narrated presentation Referencing activity
5.	Evaluating Research validity and credibility <ul style="list-style-type: none"> P values 	Using given criteria, please evaluate competing research article. <ul style="list-style-type: none"> Evidence sourcing

	<ul style="list-style-type: none"> Confidence intervals Standard deviations Simple statistics Mean, median and mode Figures, charts and diagnostic tables 	
6.	Quantitative research methods I <ul style="list-style-type: none"> Research Skill Development (RSD). Overview of the quantitative research process Writing research questions The Literature Review Methodologies Pilot Studies 	<ul style="list-style-type: none"> Workshop quantitative research question and measurements Evidence sourcing
7.	Quantitative research methods II <ul style="list-style-type: none"> Quantitative research question Data Collection Data analysis Results Conclusions of the research 	Developing criteria check list for evaluating such qualitative research <ul style="list-style-type: none"> Evidence sourcing
NON-TEACHING WEEK (note that make-up classes may be scheduled in this week) Semester 1 - This aligns with the week after Easter so it may fall between Weeks 6 to 8 Semester 2 & Online students - The non-teaching week falls between Weeks 7 and 8		
8.	Qualitative research methodology I <ul style="list-style-type: none"> Overview of the qualitative research process Writing qualitative research questions Answering qualitative research question Sampling Negotiating access Data collection 	<ul style="list-style-type: none"> Student exercise in writing a qualitative research memo Evidence sourcing
9.	Qualitative research methodology II <ul style="list-style-type: none"> Coding Content Analysis Thematic Analysis Interpretation Accuracy and Quality Criteria of Evaluation Evaluating the method Evaluating the Results 	<ul style="list-style-type: none"> Student exercise in writing qualitative research question Evidence sourcing
10.	Considerations in Complementary and Alternative Medicine Research <ul style="list-style-type: none"> Empathy and Insight Holistic perspective Context sensitivity Voice and Perspective Introspection and Reflectivity 	<ul style="list-style-type: none"> Scenario based exercise: Assessing appropriateness of methods and research design
11.	Data collection and research results in small scale studies <ul style="list-style-type: none"> Case study: <ul style="list-style-type: none"> Phenomenological inquiry 	<ul style="list-style-type: none"> Scenario based exercise: Case study

	<ul style="list-style-type: none"> ○ Narrative Analysis Hermeneutics ○ Symbolic Interaction ○ System Theory 	
12.	Research into Practice <ul style="list-style-type: none"> • Critiques of evidence based medicine • Generating new insight: • The Four Fold Vision Quest included 	<ul style="list-style-type: none"> • Analyse research and interpret research results Evaluation The Four Fold Vision Quest workshop: <ul style="list-style-type: none"> • “This is a secular meditation, designed to cultivate conative intelligence, inspired by principles of Buddhist psychology” (B. A. Wallace, personal communication, May 15, 2019).
13.	Review & Application of Subject Content <ul style="list-style-type: none"> • The difference between efficacy and evidence • Key message: A lack of evidence is not a lack of efficacy • Research its benefits and drawbacks 	Oral Presentations
14.	Non-Teaching Week/Practical Examination Week 1 Note that make-up classes may be scheduled in this week	
15.	Non-Teaching Week/Practical Examination Week 2 Note that make-up classes may be scheduled in this week	
16.	Final Examination Week 1 There is no final exam for this subject	
17.	Final Examination Week 2 There is no final exam for this subject	