

## Psychological Research Methods and Ethics

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Psychological Research Methods and Ethics						
<b>Stage of Principal Programme</b>			2	<b>Semester</b>	2	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	E Core	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none"> <li>independent reading, engagement with VLE, research and preparation of assessments</li> </ul>					✓	97			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
	<b>Staff - Learner Ratio X:Y</b>
	1:120
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	40%	<b>Proctored Exam – in person</b>	60%	<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b>	<b>Related MIPLO #</b>
<b>On completion of this module a learner will be able to:</b>	
1. Develop an understanding of ethical issues in psychological research, including those issues that arise in using quantitative and qualitative research.	2, 5
2. Be able to identify the overall process of designing a research study from its inception to its report.	1, 5

3. Design a suitable quantitative purpose statement and reliable quantitative research questions and hypotheses.	1, 2, 5
4. Develop an understanding of the various types of quantitative sampling and which ones present the most rigorous approach to use.	1
5. Learners should understand the link between quantitative research questions and data collection and how research questions are operationalized in psychological practice.	1, 2, 5

### 7.3 Indicative Module Content, Organisation and Structure

This module will give learners an understanding of the methodological approaches utilised in social research, and make them aware of the role of research in informing both theory and practice. Learners should develop the skills and knowledge necessary to undertake a research project. They should also be capable of reading and interpreting research reports.

#### 1. Psychological Research: The Why and How of the Scientific Method

- Why Psychologists Conduct Research
- Empiricism
- Testability
- Common Pitfalls and How to Avoid

#### 2. Hypothesis Development: Where Research Questions Come from

- Developing a Research Question
- How to Conduct a Literature Review
- Using Literature to Make Hypotheses

#### 3. Ethical Guidelines for Psychological Research

- Nuremberg Code
- APA Code
- Respect for Persons
- Deception and Debriefing

#### 4. Data Collection Techniques and Research Designs

- Surveys/Questionnaires
- Using Archival Data
- Types of research Designs: Correlational Studies
- Experimental Studies

#### 5. Variables and Measurement in Research

- Dependent Variables: Scales
- Validity and Response
- Reliability
- Independent Variables: Types of Manipulation
- Quasi-Independent Variables

#### 6. Sampling

- Populations and Samples
- Cluster Samples
- Convenience Samples
- Recruiting Participants

## 7. Interpreting Data

- Descriptive Statistics: Central Tendency
- Variance
- Inferential Statistics
- Significance Testing
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## 8. Reporting Research

- APA Style Article Writing
- Research Proposals
- General Formatting
- Oral and Poster Presentations

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

N/A

### 7.5 Specific module resources required *(if applicable)*

N/A

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

The content of this module is delivered in lectures. The lecturer uses research informed theories, analysis, and critique in delivering the content. Learners are encouraged to develop their critical thinking and research skills. Learners are given the opportunity to engage in practical work –namely the use of software such as SPSS and NVivo in the computer lab. The learners are expected to develop research skills such as formulating research questions, deciding which research design is most appropriate and considering ethical implications.

#### Exam

The two-hour proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research skills studied in the course. This form of assessment encourages learners to describe, compare and critique the research methods (MIMLOs 1,-5)

#### Academic Poster

The academic poster gives learners an opportunity to showcase their knowledge and understanding of research skills. Learners present their work in academic poster format, utilising their digital literacy and creative skills (MIMLOs 1-5).

### 7.7 Summative Assessment Strategy for this module

<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
1-5	Poster based on Psychological Research and Report	40%
1-5	Exam	60%

### 7.8 Sample Assessment Materials

#### Psychological research project and report - Poster

Learners will be asked to conduct a short correlational study from proposal to report. The findings will be presented in poster format and the learner will speak and answer questions about the poster, as if at a conference.

#### Exam

Learners will be required to answer two questions over a two-hour period. Sample exam questions:

1. Describe the main differences between the quantitative and the qualitative social research traditions. Support your answer with relevant examples.
2. Describe the main ethical considerations to keep in mind when conducting psychological research. Illustrate your answer with relevant examples.

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

### **Essential Reading:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text rev.)*. <https://doi.org/10.1176/appi.books.9780890425787>

Matsumoto, D., & Fons J. R. van de Vijver. (2011). *Cross-Cultural Research Methods in Psychology*. Cambridge University Press.

McBride, D. M. (2016). *The Process of Research in Psychology*. Sage.

### **Other Reading:**

Neuman, W. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.

Recommended Viewing: TED Talks-Psychological Researchers