

Research Methods and Ethics in Psychology 1

Module title										
Research Methods and Ethics in Psychology 1										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number / reference		ECTS Value		Duration				
8				10		24 weeks				
Parent programme(s). Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				1		1&2				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.										
Maximum number of learners per instance of the module				40						
Average (over the duration of the module) of the contact hours per week				2.3						
Pre-requisite module title(s) (if any)										
Co-requisite module title(s) (if any)										
Is this a capstone module? (Yes or No)				No						
Module-specific physical resources and support required per centre (or instance of the module)										
Lecture Hall, Library, IT Resources.										
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.										
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer/Tutor		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
Analysis of required learning effort										
				Hours of Learner effort						
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
48	1:10	8	1:10				194			250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>Research Methods and Ethics is a fundamental area of study in Psychology. The rationale for including this module rests in its being a core module of any undergraduate psychology programme. Furthermore, this module will introduce learners to the foundations of research ethics and later scientific advances in psychological studies.</p> <p>Accordingly, this module is a foundational module aimed at establishing key knowledge and principles in the area of psychological research. It further aims to enable learners to engage in ethical research practice throughout their programme. It will enable learners to develop the core skills necessary to understand research design and ethical issues when conducting their own research projects in later advanced research modules.</p>
Module Aims and Objectives	<p>The first of the core Research Methods and Ethics modules, this is an introduction to the scientific method used in psychology. It aims to provide the learner with the basis for presenting and understanding research as the scientific approach of psychologists and other social scientists. The module's objectives are to provide learners with an introduction to research methodologies, ethics in psychology, epistemology and ontology and an in-depth understanding of how to write a literature review, which is a key aspect of psychology report writing and also the student's final year dissertation.</p>
Minimum Intended Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Collate and write up a small but concise Literature Review. (MIPLO 2, 4, 5, 7) 2. Understand the core differences between quantitative and qualitative research methodologies. (MIPLO 2, 4, 7) 3. Identify and describe an experimental research approach with evidence of understanding how data is presented and written up as descriptive data. (MIPLO 1, 2, 3, 4) 4. Identify and address ethical concerns within research, with consideration of the American Psychological Association's code of Ethics (MIPLO 1, 3, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p>

	<p>Module Moodle Page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p>Module Content, Organisation and Structure</p>	<p>Over the course of 24 weeks, the learner will cover topics such as:</p> <p>Scientific Research and Psychology</p> <ul style="list-style-type: none"> • Introduction • What is research – definition and purpose • How can we do research in psychology? • Why do we need a course on research methodology and ethics in psychology? • Why do research in psychology? <p>Research in psychology: objectives and ideals</p> <ul style="list-style-type: none"> • What are our objectives? • What are the properties of good psychological research? • Scientific vs non-scientific research • Formulating your Research Question in psychology • Psychology writing and reporting • Writing reports and essays in psychology • Managing information; crimes and misdemeanours including plagiarism • Library skills and methodologies • Journals and Databases in research <p>Understanding different types of Research in Psychology</p> <ul style="list-style-type: none"> • Designs: Quantitative, Qualitative, and mixed design • Operationalisation of variables • The Inductive versus Deductive approach • Philosophical choices • Epistemological and Ontological underpinnings of research • Practical options • Common misunderstandings <p>Ethical Underpinnings in Psychological Research</p> <ul style="list-style-type: none"> • Importance of ethics • The APA Code of Ethics • Research ethics approval processes and procedures • Gatekeeping and safeguarding (committees, organisations, institutions) <p>Ethical considerations when using Human or Animals in Research</p> <ul style="list-style-type: none"> • Example of Ethical Issues in Psychology based on the major psychological studies conducted unethically in the past • Ethical guidelines and codes when conducting research with vulnerable groups e.g. children • Human participation considerations in psychological research • Science and Society <p>Conducting a Literature Review</p> <ul style="list-style-type: none"> • The role of the literature review within research

	<ul style="list-style-type: none"> • Different types/approaches to the literature with a focus on the systematic review of the literature • Synthesizing included studies; Analysing the findings • Writing up and presenting data; APA referencing style
Module Teaching and Learning (including formative assessment) Strategy	<p>The current module will be delivered in the context of a two-hour lecture format across twenty-four weeks and with eight one-hour tutorials delivered across sixteen weeks.</p> <p>Each lecture will begin by focusing on the theoretical underpinnings of the topic discussed, learner understanding of the topic will then be strengthened by engaging in debate, considering examples of the research and ethical principles in question and critiquing extant literature. By providing an interactive teaching environment, this module is designed to:</p> <ul style="list-style-type: none"> • Strengthen and refine learners understanding of the research methods discussed. • Allow learners to consider the ethics of research within psychological and applied psychological areas. • Critique the methods introduced within the current session. <p>The rationale for this teaching methodology rests in the amount of information to be covered in this timeframe and in teaching the learner the subtle distinctions between the research methods and ethical considerations explored within class.</p> <p>Moodle will be used each week to upload relevant articles, PowerPoints of the lecture material, required reading and in some instances, video examples of research methods introduced and discussed within the module.</p> <p>Moodle will be used to encourage learner engagement and will also be used to provide learners with short video clips, articles and book suggestions to enhance their learning.</p> <p>Moodle will be monitored and contributed to weekly by the lecturer with appropriate learning materials in order to ensure continued engagement and learning.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff: Learner ratio is typical of the overall program approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing Requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>

<p>Module Summative Assessment Strategy</p>	<p>This module serves as preparation for Research Methods and Ethics in Psychology 2 in Stage 2, Research Methods for Dissertation in Stage 2 and Dissertation in Psychology in Stage 3.</p> <p>It is therefore vital that learners have mastered the concepts and research techniques outlined in this module. As a result, this module features three continuous assessments which provide opportunities for learners to demonstrate their competence of the learning outcomes of the module.</p>
<p>Sample Assessment Materials</p>	<p>(A) Continuous Assessment – Systematic Literature Search (20%).</p> <p>The first assessment in this module asks the learner to conduct a systematic literature search. More specifically, they will be asked to identify a suitable review question and search the literature using Carlow College Library resources (assessing MIMLOs 1 and 2).</p> <p>This will have a word limit of 250 words. The guidelines involve:</p> <ol style="list-style-type: none"> 1. Adhering to APA referencing formatting (i.e., Times New Roman font size 12 with 1.5 line spacing). 2. Work must be proof-read for spelling and grammatical errors. 3. Include a separate Cover Page and Reference Page. 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the literature search. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources. <p>This work is worth 20% of the Continuous Assessment and is graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 1 – 3) is worth 20%. • Academic understanding and ability as per Guidelines 4 -5 is worth 50%. • The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by guidelines 6 and 7). <p>(B) Continuous Assessment – Literature Review (40%).</p> <p>The second assessment in this module asks the learner to write a short literature review on the chosen topic with specific mention of sampling procedures and descriptive data (assessing MIMLOs 1 and 3).</p> <p>This will have a word limit of 1,250 words. The guidelines are as follows:</p> <ol style="list-style-type: none"> 1. Adhering to APA referencing and formatting (i.e., Times New Roman font size 12 with 1.5 line spacing). 2. Work must be proofread for spelling and grammatical errors. 3. Include a separate Cover Page and Reference Page. 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the literature review. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.

	<p>8. As this is an introduction to writing literature reviews, learners must aim to be succinct but demonstrate the appropriate breadth and depth of reading.</p> <p>This work is worth 40% of the Continuous Assessment and is graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 1- 3) is worth 20%. • Academic understanding and ability as per Guidelines 4- 6 is worth 50%. • The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 and 8). <p>(C) Continuous Assessment – Literature Review (40%).</p> <p>The final assessment in this module requires students to familiarise themselves with the extant literature in their chosen topic and identify the most appropriate and ethical research method to conduct research in their chosen field (assessing MIMLOs 1, 2, 3 and 4).</p> <p>This will have a word limit of 1,250 words. The guidelines are as follows:</p> <ol style="list-style-type: none"> 1. Adhering to APA Referencing and formatting (i.e., Times New Roman font size 12 with 1.5 line spacing). 2. Work must be proofread for spelling and grammatical errors. 3. Include a separate Cover Page and Reference Page. 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the question outlined. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 8. Learners must aim to be succinct but demonstrate the appropriate breadth and depth of reading. <p>This work is worth 40% of the Continuous Assessment and is graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 1 – 3) is worth 20%. • Academic understanding and ability as per Guidelines 4 – 6 is worth 50%. • The remaining 30% is awarded for content comprehension and excellent flow of the work (as indicated by Guidelines 7 and 8).
<p>Reading Lists and Other Information Resources</p>	<p>The lists below represent a selection of core and recommended readings for this module. Additional required and supplemental readings will be supplied by lecturers on an ongoing basis throughout the module. Lecturers will post readings on Moodle, to be read before sessions, or in anticipation of in-class activities. Learners are expected to be prepared to take part in all class discussions and activities.</p> <p>Core Reading: Denzin, N.L. and. Lincoln, Y.S. (2017). <i>The SAGE Handbook of Qualitative Research</i> (5th ed.). London: SAGE</p> <p>Gravetter, F. J. J. G., and Forzano, L.-A. B. (2012). <i>Research Methods for the Behavioral Sciences</i>. (4th ed.). USA: Wadsworth Publishing</p> <p>Howitt and Cramer (2014). <i>Introduction to Research Methods in</i></p>

	<p><i>Psychology</i>. (4th ed.). USA: Pearson</p> <p>Morling, B. (2017). <i>Research Methods in Psychology</i>. USA: W. W. Norton and Company</p> <p>Shaughnessy, J., Zechmeister, E., and Zechmeister, J. (2011). <i>Research Methods in Psychology</i>. (9th ed.). USA: McGraw Hill</p> <p>Recommended Reading: Braun, V., and Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3(2), 77–101. http://doi.org/10.1191/1478088706qp063oa</p> <p>Fowler, F. J. (2002). <i>Survey Research Methods</i> (3rd ed.). London: SAGE</p> <p>Recommended Journals: <i>International Journal of Qualitative Methods</i>. UK: Sage Publishing <i>Journal of Mixed Methods Research</i>. UK: Sage Publishing <i>Psychological Methods</i>. USA: American Psychological Association <i>Qualitative Inquiry</i>. UK: Sage Publishing <i>Qualitative Research</i>. UK: Emerald Publishing</p>
Module Physical Resource Requirements	Lecture Hall with PowerPoint, DVD and internet access.