Research Methods and Ethics in Psychology 2

Module title			
Research Methods and Ethics in Psychology 2			
Module NFQ level (only if an NFQ level can be demonstrated)	**Module number / reference**	**ECTS Value**	**Duration**
8		5	12 weeks
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
BA (Honours) in Psychology		**2**	**1**

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)	
Successful completion of Stage 1 of the programme or equivalent is required for entry onto Stage 2.	
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)
SPSS, NVivo and an IT room is required for this module in order to engage with statistical software. Learners will need to bring their own laptop for this module, in line with the requirements specified in Section 5.8. 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					

24	1:10	4	1:10				97			125

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	The rationale for the inclusion of *Research Methods and Ethics in Psychology 2* is that this module seeks to strengthen and build upon the previous material included in *Research Methods and Ethics in Psychology 1* in the first year of the programme. This module allows learners to deepen their understanding of research within psychology via a scaffolded method of teaching and learning. This module provides learners with the opportunity to pursue a career in Psychology, through research. This module enables learners build the required credits to attain graduate membership of the Psychological Society of Ireland, or the British Psychological Society. This module also allows learners to augment their applied skills as they are guided through the process of conducting research in psychology and applied psychological areas. As with *Research Methods and Ethics in Psychology 1*, this subsequent and follow-on module is regarded as a crucial component of an undergraduate psychology degree. It will aid learners in the execution of their final year dissertation and serve to deepen learners' understanding of robust research methods in psychology and the social sciences which relate to other modules in the current program.
Module Aims and Objectives	The second of the dedicated core Research Methods and Ethics modules, this module aims to build upon and extend the learners' previous knowledge and understanding of research methods and statistical analysis within psychology and the social sciences. This module also aims to serve as a foundation for learning across modules throughout the Psychology degree programme. The objectives are to broaden the learners' understanding of the different aspects of research methods and deepen their knowledge and understanding of how ethics is applied and upheld in psychological research.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Make decisions about the appropriate use of basic research techniques and research design as they apply to answering different psychological questions. (MIPLO 2, 3) 2. Identify appropriate techniques underlying different research approaches. (MIPLO 4, 5) 3. Critically analyse information particularly in relation to identifying causal relations in research claims. (MIPLO 1, 3, 4) 4. Effectively interpret and communicate research findings from scientific journal articles. (MIPLO 1, 2, 4, 6)

	5. Apply and uphold ethical considerations and safeguarding of participants when deciding on research design approach (MIPLO 4, 7) 6. Produce a psychology report based on a chosen research design and methodology (MIPLO 2, 3, 4, 7).
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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.
Module Content, Organisation and Structure	Over the course of 24 weeks, the learner will cover topics such as: **The Research Cycle** • Discuss the research process and what is involved. • Phase 1: Ideas, hypotheses and design. • Phase 2: Evidence, Analysis and Interference. • Phase 3: Results, Presenting and Persuading. • Understanding the importance of objectivity and falsifiability. **Quantitative Research Methodologies** • Correlational design • Experimental research design • Independent and dependent variables • Between and within subject design • Cross sectional design **Sampling and Uncertainty** Recruiting participants. • How to use participants. • How do we know how many participants we should have within our research? • What are the benefits and limitations in sampling designs? • What do we do with outliers? • Practical matters concerning sampling. **Minimising Uncertainty by Considering Research Design** • The concept of research uncertainty and how it relates to the consideration of research designs and the research question at hand. • Planning ahead – consider the importance of predictions in the role of choosing an appropriate research design. • Using expected outcomes to check a design. • Design for Causation. • Basic design elements. • A general framework for design decisions.

	Qualitative Research Methodologies • Examining the questions which can be explored using Qualitative Research Methods. • Interviews and Focus Groups. • Observations • Qualitative Data Analysis. • Content Analysis. • Thematic Analysis. • Textual Analysis. • Discourse Analysis. • Advantages and Disadvantages of Qualitative Research. • Using Qualitative Research Software, e.g. NVIVO **Application of Research Ethics in Psychology** • Adhering to the APA Code of Conduct • Key debates and principles in research ethics Assessing and addressing ethical issues in psychological research • Scientific Integrity • Social Responsibility • Maximising benefit whilst minimising harm • Valid Informed Consent • Risk assessment • Preparing an application for a Research Ethics approval committee
Module Teaching and Learning (including formative assessment) Strategy	The current module will be delivered in the context of a two-hour lecture format across twenty four weeks and eight one-hour tutorials delivered across sixteen weeks. The lectures will offer a pragmatic and practical approach to research methods and will begin by outlining the rationale and theory behind the lecture content and will then further cement this understanding by engaging in workshops. The rationale for this teaching methodology rests in the practical and applied dimension of the module. Furthermore, it considers the appropriate methods to introduce and solidify complex research components in an understandable and interactive way by scaffolding and supporting the learners' learning. Moodle will also be employed each week to upload relevant articles, PowerPoints of the lecture material, practice material, required reading and in some instances, videos of appropriate methodology within research or explanations of particular topics within the module. Furthermore, Moodle will be used to provide short screen-recording videos (where necessary and appropriate) with examples of how to engage in specific research designs within the current module. Moodle will be monitored and contributed to weekly by the lecturer with appropriate learning materials in order to ensure continued engagement and learning.
Work-Based Learning and Practice-Placement	N/A

E-Learning	N/A
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall program approach with a maximum of 40 learners. The maximum tutor: learner ratio is 1:20 Staffing Requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative Assessment Strategy	This module will be assessed by Continuous Assessment, worth 100%. During this module, learners will engage in laboratory research as both participant and experimenter and be required to submit a 1,500-word Lab Report on an experiment conducted within the lecture (50%). Students will participate in an additional (separate) experiment and give a 10-minute presentation based upon their research and findings (50%).
Sample Assessment Materials	(A) During this module, learners will engage in laboratory research as both participant and experimenter. As part of this assignment, learners will engage in research within the lecture. This assignment will ask the learner to complete a lab report on the experiment conducted within the lecture and must include the following elements: (i) Introduction to the work/Research background (including research question). (ii) Method and participant section. (iii) Results. (iv) Discussion and Conclusion. This will have a word limit of 1,500 words and should take at least eight hours of learner effort. The guidelines include: 1. Adhering to APA referencing and 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. Present and interpret statistics in line with APA referencing and formatting. 6. Provide sufficient information to allow the reader to replicate the body of work. 7. Using a balanced, objective approach to the question outlined. 8. Do not refer to "I" in this work, instead write in the third party. 9. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 10. As this is an introduction to lab reports and writing within research, learners must aim to be succinct but demonstrate the appropriate breadth and depth of reading (e.g., 3 – 5 appropriate texts). This work is worth 50% of the Continuous Assessment and is graded as follows: • Structure (Guidelines 1 – 3) is worth 20%. • Academic understanding and ability as per Guidelines 4 – 8 is worth 50%.

	• The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 9 and 10). (B) During this module, learners will engage in laboratory research as both participant and experimenter. As part of this assignment, learners will engage in research within the lecture. Learners will then provide a 10-minute presentation based upon their research and findings. Learners will be required to: (i) Outline the research question. (ii) Provide a brief summary/introduction of work within the area. (iii) Include an outline of the methodology of their work. (iv) Present the results of their study. (v) Discuss and critique their findings. This presentation will be equivalent to 1,500 words and should take at least eight hours of learner effort. The guidelines involve: 1. Adhering to APA formatting within the presented work. 2. Work must be proof-read for spelling and grammatical errors. 3. Include a Title page for the presentation and a separate page of references. 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. As this is a presentation, learners must ensure that their slides are not overly cluttered and are clearly legible, while still demonstrating an appropriate depth and breadth of reading. 9. Communicate clearly and effectively. This work is worth 50% of the Continuous Assessment and is graded as follows: • 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 - 9). These assessments address MIMLOS 1-6.
Reading Lists and Other Information Resources	**Essential Reading:** Breakwell, G.M., Smith, J.A., and Wright, D.B. (2012). *Research Methods in Psychology,* 4th Ed. Thousand Oaks: Sage **Other Reading:** Case studies and articles as posted on Moodle by the Lecturer. Learners will also be provided with articles from relevant journals, such as: *Journal of Mixed Methods Research* *Qualitative Research* *Qualitative Inquiry*

	Survey Research Methods *Journal of Research Practice* *Research Synthesis Methods*
Module Physical Resource Requirements	Lecture Hall with PowerPoint, Computer or Laptop with SPSS & NVivo, DVD and internet access.