

MODULE CODE: M5X02252
TITLE: Applied research skills
DATED: 30/06/2016

LEVEL: 5
CREDITS: 20

JACS CODE: C832/C833

AIM(S)

This module aims to build upon the skills and knowledge developed in Level Four by providing students with:

- A critical understanding of the ethical, practical, and theoretical issues in research in the field of mental health
- Practical experience of the steps required in planning, carrying out and analysing applied research and evaluation studies

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and evaluate appropriate research designs for exploring issues relating to mental health;
- Demonstrate a strong awareness of practical issues and ethical approval processes associated with research design and evaluation in the field of mental health;
- Analyse and report study data appropriately;
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

Module coverage will build on the level four coverage of research design and ethics, focusing around teaching students the importance of forming appropriate research ideas for both qualitative and quantitative designs of relevance to the field of mental health and the associated approval process and ethical approval processes.

The module will focus around the practical steps of planning, carrying out, analysing and reporting qualitative and quantitative research designs including interviews, case studies and focus groups, and quantitative designs ranging from basic cross-sectional evaluations to longitudinal intervention designs. Module content will include critical evaluation of a range of research studies in order to further understanding of the importance of good quality research and evaluation in this field, leading to consideration of the role of NICE in recommending research-informed good practice in the field of mental health in the UK.

Students will also be introduced to the process of conducting research within the UK health and social care system including creating research proposals and navigating NHS approval

systems, and will learn about the importance of creating patient-friendly research materials and of client/patient involvement in planning research studies.

LEARNING AND TEACHING STRATEGY

The learning and teaching strategy for this module will involve workshop-style interactive lectures where students will apply the lecture content to consideration of real-life research studies. Practical sessions will ensure that students can gain confidence in preparing study materials and in working with different types of research data.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – Research proposal (2,500 words): 50%

This assessment will require students to identify an appropriate research design and associated ethical issues in relation to a specific research question.

Exemplar: Design a mixed methods research proposal comparing the effectiveness of CBT and ACT for social anxiety disorder.

Assessment Component 2 – Study report (2, 500 words): 50%

Students will be expected to engage in an appropriate analysis of a provided interview transcript or dataset and to report this as an overall study report.

Exemplar: Using the transcript provided, analyse the interview data using thematic analysis and report this as a study report exploring the impact of a diagnosis of Schizophrenia.

Assessment Summary

Activity type	Percentage
Written Exam	-
Coursework (reports)	100%
Practical	-
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
This module contributes to ESD through encouraging students to use and apply established methodologies for analysing the impact of given mental health issue or intervention and to develop their own skills within this area.	

READING LIST (EXEMPLI GRATIA)

Essential Reading

Coolican, H. (2014). *Research methods and statistics in psychology*. London: Taylor & Francis

DuBois, J.M. (2008). *Ethics in Mental Health Research: Principles, Guidance, and Cases*. Oxford: Oxford University Press

Harper, D. & Thompson, A.R. (2012). *Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners*. London: Wiley.

Wallcraft, J., Schrank, B. & Amering, M. (2009) *Handbook of Service User Involvement in Mental Health Research*. London: Wiley

Background Reading

Howitt, D., & Cramer D. (2007). *An introduction to statistics in psychology: A complete guide for students* (4th ed.). London: Prentice Hall. (E-book also available.)

Howitt, D. & Cramer, D. (2010). *Introduction to research methods in psychology* (3rd ed.) London: Pearson Prentice Hall.

Pallant, J. (2013). *SPSS survival manual* (5th ed.) Maidenhead: McGraw-Hill. (2010 E-book available.)

Smith, J. A., Flowers, P., & Larkin, M. (2008). *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.

Willig, C. (2013). *Introducing qualitative research in psychology: adventures in theory and method*. Maidenhead: McGraw-Hill Open University Press.

