



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 7

ACADEMIC DISCIPLINE OF PSYCHOLOGY

YR ATHROFA

2019-2020 [draft]

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the academic discipline of Psychology in the academic year 2019-2020.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

MODULE CODE:	M7X01445
TITLE:	Professional Research Skills
DATED:	18/05/2015
LEVEL:	7
CREDITS:	20
JACS CODE:	C831

AIM(S)

- To develop students' practical research skills by providing opportunity to gain hands on experience in preparing and applying research materials and working with a range of literature and data.
- To enhance students' wider professional skills through developing reflective, presentation and team-working skills.

LEARNING OUTCOMES

On successful completion of the module students will be able to:

1. Demonstrate competencies in a broad range of practical research skills appropriate to the fields of applied social and health psychology.
2. Critically reflect on the ethical and professional issues associated with research processes.
3. Demonstrate ability to identify an ethically and scientifically rigorous approach to exploring an applied research question.
4. Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

This module is underpinned by practical skills-based work where students will work in a small group under the mentorship of a specific member of staff on dedicated research tasks in order to develop higher level research skills. Whilst lectures will be used to deliver an overview of the module and general research competencies such as systematic literature searching, the majority of the teaching will involve small group tutorials and independent practical-skills based work.

The specific subject area being explored will vary across tasks and groups but all students will have the opportunity to develop practical research skills in the following areas. It will be expected that students will be able to demonstrate specific abilities in at least five of the following research competencies, one of which must be systematic literature searching.

- Systematic literature searching: all students will be taught the principles of systematic literature searching and reporting, and will be expected to engage in their own systematic literature search in an area related to one of the topics of relevance to this module. This will include training in the use of appropriate referencing software (e.g., Endnote) to facilitate the organisation and retrieval of empirical sources.
- Questionnaire & scale development: students will have the opportunity to develop skills in scale development, piloting, factor analysis and evaluation of psychometric properties.
- Online data collection tools: students will be given the opportunity to create materials for online data collection tools such as survey gizmo/survey monkey and will gain an understanding of online ethics and data protection issues.
- Experimental task creation: students will have the opportunity to work with specific experimental tools e.g. Superlab, Inquisit to create materials suitable for use in applied research.
- Interviewing and focus group skills for applied research: this will offer students a hands-on approach to preparing research materials for qualitative data collection, planning effective qualitative data collection in different settings (including an awareness of gaining access and necessary approvals), and practical interviewing skills.
- Data protocols: students will be able to develop practical skills in the management of complex datasets, becoming familiar with the production of Data Analysis Protocols and structured processes for data inputting, data checking, data screening (including outlier identification), use of SPSS syntax files, and data transformations.
- Identifying and preparing applied research proposals: students can develop practical skills in searching for appropriate funding opportunities and in the steps required for preparing outlines for funding proposals including consideration of ethical requirements, participants/user involvement, and dissemination plans.
- Applied research ethics: this will provide students with practical experience in the preparation of recruitment materials for applied studies across different

target populations (e.g., patient populations, children, those with low levels of literacy), and will involve the preparation of consent forms, information sheets, and debriefing/follow-up information.

- Manuscript preparation: students will be able to develop skills in the preparation of research data for submission to conferences or academic journals, developing skills in abstract preparation, data synthesis, and preparing research summaries for academic and lay audiences.

LEARNING AND TEACHING STRATEGY

Allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment component 1: 75% Portfolio of research competencies:

- Element 1: An evidence log and professional portfolio showing evidence of four research competencies (50%)
- Element 2: 1,500 word reflective written summary (25%)

Assessment component 2: 25% Individual Presentation to class (10 minutes):

Exemplar: Prepare and present an individual presentation on how the professional skills and empirical knowledge developed through the module could be applied to exploring a real-world issue of your choice.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	75%
Presentation	25%
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):	
The focus of this module is to equip students with advanced employability skills and knowledge in the application of a broad range of psychological research skills alongside a strong awareness of associated ethical issues. The development of students' own awareness and self-reflection of these issues is achieved through promoting a critical understanding of the links between their self-identity and their role of researcher, with students developing critical reflective skills in the line with the QAA (2013) Education for Sustainable Development guidelines.	

READING LIST (EXEMPLI GRATIA)

The reading list for this module essentially matches many of those in the *Applied Research Ethics and Analysis* module given the focus of this module on the application of research knowledge/skills

Essential Reading

- Brace, N., Kemp, R., & Snelgar, R. (2012). *SPSS for Psychologists* (5th ed.). Hants: Palgrave Macmillan.
- Coolican, H. (2014). *Research methods and statistics in psychology*. London: Taylor & Francis.
- Smith, J. A., Flowers, P., & Larkin, M. (2008). *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.
- Smyth, T. R. (2004). *The Principles of Writing in Psychology*. Basingstoke: Palgrave Macmillan

Recommended Reading

APA (2010). Publication manual of the American Psychological Association (6th ed.).
APA: Washington, DC.

Cumming, G. (2012). *Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis*, London: Routledge.

Field, A., & Hole, G. (2003). *How to design and report experiments*. London: Sage.

Woods, P. (1999). *Successful writing for qualitative researchers*. London: Routledge

Background Reading

Beins, B.C. & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters and presentations*. (2nd ed.). Oxford: Blackwell.

Harris, P. (2008). *Designing and reporting experiments in psychology*. (3rd ed.) Milton Keynes: Open University Press. (E-book also available.)

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

MODULE CODE:	M7X01446
TITLE:	Psychology and Health
DATED:	18/05/2015
LEVEL:	7
CREDITS:	20
JACS CODE:	C841

AIM(S)

- To provide students with an in-depth critical understanding of the role of psychological research in understanding and improving health behaviours at an individual, organisational and global level.
- To develop a strong understanding of the models, theories, and approaches that underpin intervention development and evaluation in the context of applied health research.

LEARNING OUTCOMES

On completion of the module students will be able to:

1. Critically reflect on the importance of theory-based research in health psychology.
2. Identify a scientifically and ethically rigorous research proposal in the area of intervention development and evaluation.
3. Critique the significance of a range of theoretical and methodological issues associated with research and evaluation in health psychology.
4. Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

Early module content will critically explore our understanding of health from an individual, societal and cultural perspective, exploring concepts such as quality of life, mental health, physical health, illness and wellness. Students will understand that "health" is a multi-faceted concept referring to a number of positive states of physical, mental, and social well-being and not just the absence of injury or disease, and that the concept of health has varied across cultures and time. The biopsychosocial model will be explored as a framework for understanding the complex interplay between psychological processes, social factors and biological and genetic factors in understanding and predicting health and health behaviours.

Students will then be introduced to the public health framework of health in order to understand some of the major health inequalities seen in Wales, the UK and globally. Students will critically consider the many differences in health behaviours and health outcomes that arise as a result of social, developmental and environmental issues such as socioeconomic status, poverty, ethnicity, gender and working environment. Current health and quality of life statistics will be analysed in order to further critical understanding of these issues and the importance of evidence-based judgements in the field of health research. Specific topics covered at appropriate points in the module will be guided by current issues at the forefront of health and wellbeing and current political agendas, but will include critical discussion of the predictors and consequences of globally recognised health risk behaviours such as diet, obesity, smoking and alcohol consumption as well as considering the public health impact of genetic risk information.

The focus of the module will then turn to how we can attempt to reduce health inequalities and improve health through the design of theory-based interventions. The module content will focus on how specific models and theoretical frameworks in health psychology can be used to develop and evaluate interventions aimed at improving health outcomes. Models such as the Theory of Planned Behaviour, Self-regulation model and Stages of Change will be critically analysed in terms of the current empirical evidence base before considering the extent to which these models can underpin the effective development and evaluation of interventions designed to improve health and informed health-related decision making.

Students will be taught the principles of designing randomised controlled trials using the MRC framework for the development and evaluation of complex interventions and will learn how to identify appropriate evaluation outcomes, participant characteristics and control groups through the use of theory-based research and an understanding of sample size considerations for prospective studies. Students will develop an ability to design protocols for exploring psychological interventions in applied health settings alongside advanced knowledge of NHS research ethics and research governance processes. The module will then move on to exploring wider issues relating to evaluating health outcomes and the effectiveness of health services. The role of mixed methods research will be critically considered alongside other health services research evaluation methodologies and the growing importance of factors such as patient reported outcomes and the patient “voice” alongside objective measures of health outcomes and health economic impact.

LEARNING AND TEACHING STRATEGY

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: Research proposal (50%)

Exemplar: Prepare a 2,500 word research proposal under the given headings for submission to a hypothetical funding body, addressing the following question: How can

we encourage men from socially deprived communities to increase their engagement with health-care services? Your research proposal must include a 200 word lay summary and clear identification of how you will involve the target population in each stage of the research including the design stage.

Assessment Component 2: Written assignment (2,500 words) (50%)

Exemplar: Critically discuss whether the Theory of Planned Behaviour is still a useful model for predicting health-related decision-making in the 21st century.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	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 exclusively focuses upon on tackling important areas health and well-being of relevance to today's political and social world, at a local and global level, including developing cost-effective and easily accessible interventions to improved psychological and physical health.	

READING LIST (EXEMPLI GRATIA)

Reading list

Essential Reading

Connor, M., & Norman, P. (2009). *Predicting health behaviour*. (2nd ed). Berkshire: Open University Press

<http://www.mrc.ac.uk/documents/pdf/rcts-for-complex-interventions-to-improve-health/>

Marks, D. F. (2008). "The Quest for Meaningful Theory in Health Psychology" *Journal of*

Health Psychology, 13(8): 977-981.

Puente, A. E. (2011). Psychology as a health care profession. *American Psychologist*, 66(8), 781-792.

Recommended Reading

Adler, N. E., & Stewart, J. (2010). Health disparities across the lifespan: Meaning, methods, and mechanisms. *Annals of the New York Academy of Sciences*, 1186, 5-23

Ayers, S., & de Visser. (2011). *Psychology for Medicine*. London: SAGE

Forshaw, M. (2011). *Critical thinking for psychology*. London: BPS Blackwell

Huber, M., Knottnerus, J. A., Green, L., van der Horst, H., Jadad, A. R., Kromhout, D., Smid, H. (2011). How should we define health? *British Medical Journal*, 343, d4163.

Sniehottaa, F.F., Presseaua, J., & Araújo-Soaresa, V. (2015). Time to retire the theory of planned behavior. *Health Psychology Review*, 8(1), 1-7.
DOI:10.1080/17437199.2013.869710

Background Reading

Bennett, P. (2000). *Introduction to clinical health psychology*. Buckingham: Open University Press. (E-book also available.)

Morrison, V., & Bennett, P. (2012). *An introduction to health psychology*. (3rd ed.) Harlow: Prentice Hall. (2009 2nd edition E-book available.)

Ogden, J. (2012). *Health Psychology*. (5th ed.). Maidenhead: Open University Press.

Penny, G. N., Bennett, P., & Herbert, M. (1994). *Health Psychology: A Lifespan Perspective*. Harwood. Academic Publishers.

Pinel, J. P. J. (2014). *Biopsychology*. (8th ed.) Boston: Pearson. (E-book also available.)

Sarafino, E. P. (2014). *Health Psychology: Biopsychosocial interactions* (8th ed.). Chichester: Wiley-Blackwell.

Taylor, S. E. (2011). *Health Psychology* (8th ed.). New York: McGraw-Hill.

Example Relevant Journals available through the University

British Journal of Health Psychology
Health Psychology
Psychology Health & Medicine
Psychology and Health

Websites

<http://www.geneticalliance.org.uk/>
<http://www.nres.nhs.uk/>
<http://www.wales.nhs.uk/sitesplus/888/page/46778>
<http://www.phgen.eu/typo3/index.php?id=165>

MODULE CODE:	M7X01447
TITLE:	Applying Social Psychology
DATED:	18/05/2015
LEVEL:	7
CREDITS:	20
JACS CODE:	C880

AIM(S)

- To provide students with an in-depth critical understanding of the role of social psychological research in understanding individual, organisational and global issues.
- To develop a strong understanding of the models, theories, and approaches that underpin evidence-based solutions in the field of social psychology.

LEARNING OUTCOMES

On completion of the module students will be able to:

1. Critically reflect upon the importance of theory-based research in applied social psychology.
2. Identify a scientifically and ethically rigorous research proposal in the area of applied social psychology.
3. Critique the significance of a range of theoretical and methodological issues associated with research in applied social psychology.
4. Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

This module will address how research in the field of social psychology can be used to provide an evidence-based approach to issues in the real world in areas such as politics and policy-making, conflict resolution, and consumer behaviour. It will examine the use of psychology both as a tool for understanding phenomena in the social world and also as a tool for implementing change.

Students will be encouraged to consider how social psychological research such as that of attitude-change has been used to influence government policies and strategies e.g., in the case of the environmental agenda (encouraging recycling, the plastic-bag charge in Wales). We will explore how the evidence-based literature supports theory and its use in decision-making processes involving societal issues and consider how external drivers, such as public opinion, may influence decisions affecting society.

The module will then explore a number of areas where psychology has been identified as being highly influential in society, such as prejudice and discrimination reduction, the use of positive and negative advertising in political campaigns, and the use of eyewitness testimony and its influence on jury decision-making. The focus will be upon how theory and experimental research inform us about societal issues, and how we recognise the limitations of our research. For example, in the case of use of eyewitness testimony the use of experimental techniques to support theory has provided evidence of the impact of estimator and system variables such as witness characteristics and line-up presentation; however, it is important to critically consider how much these theories and forms of experimental evidence are used when considering the use of eyewitness testimony in trials.

By the end of the module it is expected that students will have developed a good critical understanding of how we use theory and prior evidence to identify and design specific experimental research to explore phenomena in the real-world, whilst also recognising the limitations in both the scope of our design and the application of the findings to real-world issues.

LEARNING AND TEACHING STRATEGY

Allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: Research proposal (50%)

Exemplar: Prepare a 2,500 word research proposal under the given headings for submission to a hypothetical funding body, addressing the following question: How can we encourage the use of recycling facilities by the general public? Your research proposal must include a 200 word lay summary and clear identification of how you will involve the target population in each stage of the research including the design stage.

Assessment Component 2: Written assignment (2,500 words) (50%)

Exemplar: Critically discuss using whether Realistic Conflict Theory (Campbell, 1965) is still a useful model for predicting potential prejudice and discrimination in the 21st century.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	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 has an exclusive focus on tackling important issues in today's societal and political world through the application of social psychological knowledge and evidence to local and global issues. Research areas within the module directly contribute to this sustainability agenda, exploring the structures that underpin inclusive communities with a focus on understanding the causes of prejudice and discrimination, and exploring the many factors that influence the public's attitudes towards key policies of relevance to the political and social landscape.	

READING LIST (EXEMPLI GRATIA)

Essential Reading

- Baumeister, R. F., & Bushman, B. J. (2014). *Social psychology and human nature*. Ontario, Canada: Wadsworth Cengage Learning.
- Maio, G., & Haddock, G. (2010). *The psychology of attitudes and attitude change*. London: Sage.

Recommended Reading

- Brown, R. (2010). *Prejudice: Its social psychology*. (2nd ed.). Oxford: Blackwell Publishing.
- Chrysoschoou, X. (2004). *Cultural diversity: Its social psychology*. Oxford: Blackwell Publishing.
- Forshaw, M. (2011). *Critical thinking for psychology*. London: BPS Blackwell
- Shirae, E. B., & Levy, D. A. (2010). *Cross-cultural psychology: Critical thinking and contemporary applications* (5th International ed.). Upper Saddle River, N.J.: Pearson Education.

Background Reading

- Bodenhausen, G. V., & Richeson, J. A. (2010). Prejudice, stereotyping, and discrimination. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology* (pp. 341-383). Oxford University Press.
- Callaghan, J., & Lazard, L. (2011). *Social psychology – critical thinking in psychology*. Exeter : Learning Matters.
- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2010). Prejudice, stereotyping, and discrimination: Theoretical and empirical overview. *SAGE handbook of prejudice, stereotyping, and discrimination*, 3-28.
- Gaertner, S. L., & Dovidio, J. F. (2014). *Reducing intergroup bias: The common ingroup identity model*. Hove: Psychology Press.
- Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2008). *Introduction to social psychology: A European perspective*. Oxford: BPS Blackwell.
- Miller, A. G. (Ed.). (2004). *The social psychology of good and evil*. New York: Guilford Press.
- Nelson, T. D. (2006). *The psychology of prejudice*. Boston, MA: Allyn & Bacon.

- Vogel, T., Bohner, G., & Wanke, M. (2014). *Attitudes and attitude change*. London: Taylor & Francis.
- Whitley, B. E., & Kite, M. E. (2010). *The psychology of prejudice and discrimination*. Belmont, CA: Wadsworth.

Journals available from university library

Annual Review of Psychology

British Journal of Social Psychology

Journal of Experimental Social Psychology

Journal of Personality and Social Psychology

Personality and Social Psychology Bulletin

Perspectives on Psychological Science

Psychological Science

MODULE CODE:	M7X01448
TITLE:	Applied Psychology Research Dissertation
DATED:	18/05/2015
LEVEL:	7
CREDITS:	60
JACS CODE:	C831

AIM(S)

- To develop higher order research skills by identifying and undertaking a piece of primary research related to applied psychology which demonstrates scientific and ethical rigour in all respects.
- To enable students to demonstrate self-direction, autonomy, and originality in identifying, tackling and solving issues of relevance to an applied research question in social and/or health psychology.
- To provide students with the ability to demonstrate a professional standard of presentation skills through the presentation of their work at an internal conference.

LEARNING OUTCOMES

On completion of the module students will be able to:

1. Conduct an in-depth systematic literature review critically appraising the evidence-base relevant to the dissertation topic.
2. Design a research project identifying appropriate hypotheses/research questions and research methodology.
3. Carry out primary data collection using appropriate tools and methodology in compliance with relevant legal, ethical and data requirements.
4. Analyse data using appropriate quantitative and/or qualitative methods.
5. Interpret and critique the project results and findings and report them in the required format.
6. Reflect on the research process and methods, demonstrating clear understanding of ethical and research frameworks and lessons learned for future research/practice.
7. Present and discuss their work appropriately to an academic audience.

INDICATIVE CONTENT

The student will be required to work on his/her own initiative in the production of the dissertation on a specific research area under appropriate supervision.

LEARNING AND TEACHING STRATEGY

The student is expected to take full ownership of their own dissertation project under appropriate supervision, and to manage their time appropriately to ensure completion within the timescales. Workshops and small group tutorials associated with this module will provide students with an overview of research methodology including design, data collection methods and analytical processes. Each student will be allocated a supervisor. In accordance the Academic Quality Handbook 2014/15 7.17.6 (5) the student may receive up to 15 hours of group tutorial supervision and up to ten hours of individual supervision.

SUPERVISION AND MANAGEMENT STRATEGY

The research proposal will be discussed by the course team. The Programme Director will meet with the student to discuss the recommendations of the team and the options - continuation with acknowledgement of recommendations, with significant revision or in exceptional cases, mutual agreement to discontinue the dissertation. On the basis of the research proposal a relevant supervisor will be appointed as well as a second adviser where appropriate. The supervisor will be allocated so as to reflect the specific area of focus of the dissertation and provide effective and knowledgeable support. After this process students will register their dissertations for examination by the University of Wales using standard forms and procedures.

Subsequently a programme of individual and, where appropriate, small group tutorials will be agreed between the student and the tutor, defining the nature and frequency of meetings.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	25	4%
Independent learning	575	96%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

30 minute individual presentation (25%): Students will be required to present their dissertation to peers at an in-house mini-conference and will be assessed on their presentation skills, engagement and ability to demonstrate understanding of their dissertation.

Assessment Component 2

Written dissertation (75%): Students will be required to write up their study and submit a 12,000 word written thesis following standard psychology reporting conventions through three core chapters preceded by a brief summary of the thesis.

- Executive Summary (500 words)
- Systematic literature review (4,500 words)
- Research paper targeted at appropriate journal (4,500 words)
- Reflective chapter (2,500 words)

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	75%
Practical	25%
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): Research supervision expertise within the School directly contributes to the sustainability agenda, including a focus on understanding the causes of prejudice and discrimination, developing cost-effective and easily accessible interventions to improved psychological and physical health, and exploring the role of the media in influencing the public's attitudes towards key policies. Students will also develop key problem-solving skills and critical reflective skills in the line with the QAA (2013) Education for Sustainable Development guidelines.	

Reading list

Students will be expected to make use of the research methods and academic writing books used during Part One of the programme to inform all stages of their dissertation including the research proposal.

READING LIST (EXEMPLI GRATIA)

Essential Reading

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

APA (2010). Publication manual of the American Psychological Association (6th ed.). APA: Washington, DC.

<http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards>

Recommended Reading (depending upon chosen methodology).

- Brace, N., Kemp, R., & Snelgar, R. (2012). *SPSS for Psychologists*. (5th ed.). Hants: Palgrave Macmillan.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101
- Coolican, H. (2014). *Research methods and statistics in psychology*. London: Taylor & Francis.
- Field, A., & Hole, G. (2003). *How to design and report experiments*. London: Sage.
- Howell, D. C. (2012). *Statistical methods for psychology*. (8th ed.). Belmont, CA: Thomson Wadsworth.
- Pallant, J. (2007). *SPSS survival manual*. (3rd Ed.). Buckingham: Open University Press.

- Richards, L. (2005). *Handling qualitative data: a practical guide*. London: SAGE
- Smith, J. A., Flowers, P., & Larkin, M. (2008). *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.

Background Reading (depending upon chosen methodology).

- Biggam, J. (2011) *Succeeding with your Master's Dissertation: A step-by-step handbook*. (2nd edition) Maidenhead: Open University Press. Available as eBook.
- Beins, B. C. & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters and presentations*. (2nd ed.). Oxford: Blackwell.
- Smyth, T. R. (2004). *The Principles of writing in psychology*. Basingstoke: Palgrave Macmillan
- Woods, P. (1999). *Successful writing for qualitative researchers*. London: Routledge

MODULE CODE:	M7X01449
TITLE:	Applied Research, Ethics & Analysis
DATED:	18/05/2015
LEVEL:	7
CREDITS:	40
JACS CODE:	C832/C833

AIM(S)

- To develop in-depth and critical knowledge of applied research design and associated analytical techniques (both qualitative and quantitative).
- To enhance students' understanding of applied research ethics and research governance processes in various applied research domains.

LEARNING OUTCOMES

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

1. Demonstrate a critical appreciation of ethical issues associated with qualitative and quantitative applied research designs.
2. Demonstrate strong data inputting and data screening skills using appropriate software.
3. Recognise and identify appropriate analysis techniques and interpret and report data appropriately.
4. Understand the distinction between quantitative and qualitative approaches and be familiar with a range of data collection and analytical techniques.
5. Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

This module aims to build upon the basic research design and analysis skills and knowledge students are expected to have attained at undergraduate level. The module will be delivered through a combination of lectures and practical workshops/research exercises. The specific content will cover the following core areas:

Statistical techniques Whilst students will normally be expected to already possess a working understanding of the SPSS package, early module coverage will review these analytical techniques and skills in relation to a number of working examples from applied social and health psychology. Delivered within the context of specific applied

research design (see below) module coverage will then introduce students to the following statistical techniques commonly used in the fields of applied social and health psychology such as:

- Multivariate ANOVA, ANCOVA, MANOVA
- Interpreting complex ANOVA designs: planned versus post-hoc comparisons
- Longitudinal data analysis
- Multiple regression techniques – methods and interpretation
- Multiple regression analysis – moderation and mediation
- Reporting effect sizes and confidence intervals

Quantitative Applied Research Design Students will explore the design issues, associated analytical techniques (see above) and ethical issues associated with a range of quantitative research designs in applied social and health psychology.

- Sample size, statistical power, and effect size
- Exploring data; bias, data screening and data transformations
- Questionnaire and scale development
- Quantitative content analysis
- Research governance, data protection and research ethics in relation to all of the above design issues.

Qualitative Applied Research Design & Analysis Students will also develop an in-depth understanding and analytical skills in applied qualitative research design and analysis. Students will learn about the different theoretical foundations of different qualitative approaches and how these inform the development of appropriate data collection materials and associated analyses. A strong focus of this part of the module will be on the popular field of Interpretative Phenomenological Analysis, but this will be critically considered against alternative models of qualitative analysis, with module content covering:

- Interview studies: design issues and ethical considerations
- Focus groups: design issues and ethical considerations
- Interpretative Phenomenological Analysis: foundations, data collection and analysis
- Thematic analysis and thematic content analysis
- Alternatives to IPA: Grounded theory approaches and discourse analysis
- Research governance, data protection and research ethics in qualitative research

LEARNING AND TEACHING STRATEGY

Allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning	360	90%
Placement learning		
TOTAL	400	100%

ASSESSMENT

The number and type of assignments for this module have been deliberately selected to provide students with the optimum opportunity to display their learning given the credit weighting and learning outcomes necessary for this research module. Full exemplars have not been provided for all assessments for this module due to the nature of the worksheet assessments and practical assessments, but further information can be provided as appendices upon request.

Assessment component 1: Assignment 1: Research design and ethics: (20%)

2,500 word written assignment requiring students to identify appropriate applied research designs (quantitative and qualitative) and their ethical implications.

Assessment component 2: Practical skills assessment 1: Data input and analysis (10%)

90 minute in-class practical skills assessment using SPSS assessing data inputting, data screening, creation of sub-scales, reverse-coding, reliability analyses, and appropriate analysis of data e.g. regression analysis.

Assessment component 3: 1,000 word written assignment: Quantitative results write-up (20%)

Exemplar: Using the data provided, analyse and report this data as they would appear in the results section of an APA psychology journal.

Assessment component 4: 1,000 word written assignment: Qualitative results write-up (20%)

Exemplar: Analyse the qualitative data provided and report the results as they would appear in the results section of an APA psychology journal

Assessment component 5: Practical skills assessment 2: Data input and analysis (10%)

90 minute in-class practical skills assessment involving carrying out power analysis, calculating sample size, and carrying out appropriate data screening and advanced analysis including appropriate reporting of effect size

Assessment component 6: 1,000 word written assignment: Quantitative results write-up (20%)

Exemplar: Using the data provided, analyse and report this data as they would appear in the results section of an APA psychology journal.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	80%
Practical exam	20%
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): The focus of this module is to equip students with advanced skills and knowledge in the application of a broad range of psychological research skills alongside a strong awareness of ethical and moral issues in tackling individual, organisational, and societal questions in relation to the health and social agenda.	

READING LIST (EXEMPLI GRATIA)

Essential Reading

- Brace, N., Kemp, R., & Snelgar, R. (2012). *SPSS for Psychologists* (5th ed.) Hants: Palgrave Macmillan.
- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101
- Coolican, H. (2014). *Research methods and statistics in psychology*. London: Taylor & Francis
- Cumming, G. (2012). *Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis*. London: Routledge.
- Smith, J. A., Flowers, P., & Larkin, M. (2008). *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.

Recommended Reading

- APA (2010). *Publication manual of the American Psychological Association* (6th ed.). APA: Washington, DC.
- Field, A., & Hole, G. (2003). *How to design and report experiments*. London: Sage.
- Howell, D. C. (2012). *Statistical methods for psychology* (8th ed.). Belmont, CA: Thomson Wadsworth.
- Pallant, J. (2007). *SPSS survival manual*. (3rd Ed.). Buckingham: Open University Press.
- Richards, L. (2005). *Handling qualitative data: a practical guide*. London: SAGE

Smyth, T. R. (2004). *The Principles of writing in psychology*. Basingstoke: Palgrave Macmillan
Woods, P. (1999). *Successful writing for qualitative researchers*. London: Routledge

Background Reading

Beins, B.C. & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters and presentations*. (2nd ed.). Oxford: Blackwell.
Dancey, C. & Reidy, J. (2007). *Statistics without maths for psychology*. (4th ed.). London: Prentice Hall. (E-book also available.)
Harris, P. (2008). *Designing and reporting experiments in psychology*. (3rd ed.). Milton Keynes: Open University Press. (E-book also available.)
Willig, C. (2013). *Introducing qualitative research in psychology: adventures in theory and method*. Maidenhead: McGraw-Hill Open University Press.

Websites

<http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards>

MODULE CODE:	M7X02155
TITLE:	Society and Psychology
DATED:	30/06/2015
LEVEL:	7
CREDITS:	20
JACS CODE:	C810

AIM(S)

- To develop a systematic and critical understanding of current issues relating to the local and global political and social landscape of relevance to social and health psychology.
- To enhance students' understanding of how to communicate psychological concepts and theories appropriately to different populations.

LEARNING OUTCOMES

On successful completion of the module students will be able to:

1. Contextualise and critique the role of psychological theory and evidence in understanding and improving the health and social landscape of Wales and beyond.
2. Critically discuss the challenges and potential solutions to effectively communicating psychological explanations for health and social behaviours to different target populations.
3. Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

The content of this module will encourage students to critically consider and identify how current real-world issues can be explored from a psychological perspective in order to understand, predict and improve well-being at an individual, organisational, and societal perspective. Students will be encouraged to contextualise the module both within Wales and the wider political context. By its very nature, therefore, this module will need to be responsive to current political and social issues facing the Welsh and global community and accordingly specific topics covered may vary year on year.

The module will start by critically discussing how applied psychology functions in a local and global political landscape. Students will be introduced to the current political landscape and health, social and well-being agendas such as the Wales Well-being of Future Generations Bill in order that they can develop an in-depth knowledge of how

psychology informs, and should be responsive to, government policy at a local, national and global level. Core to this will be an understanding of how communities and societies function in the 21st century and coverage of some of the social problems effecting communities within and beyond Wales. A key focus of this part of the module will be on the links between applied psychology and the sustainability agenda, with module coverage encouraging critical consideration of the role that psychology can play in developing a sustainable world through an understanding of the psychological factors that contribute to economic, social and environmental wellbeing. Students will be encouraged to think about concepts such as social justice, global citizenship and environmental stewardship and to critically consider how these relate to different psychological disciplines and their own professional development.

The module content will then introduce students to the concept of the public understanding of science and how this can inform our understanding of how we should endeavour to communicate psychology effectively to different audiences (academic, professional, lay, specific cultural groups). Lectures will introduce students to theories of communication and discussion-based seminars will enable students to explore appropriate evidence-based examples of the ways of communicating key messages from social and health psychology.

The role of new technologies and modern communication strategies such as social media will be critically considered in terms of its potential role in not only changing the ways communities interact (for good or bad), but also as a tool for delivering important messages and interventions to target populations.

Interweaved throughout this module will be specific lecture coverage of contemporary issues of relevance to social and health psychology, focusing upon how specific psychological theories in social and health psychology have been used to understand a range of real-world issues. Content will include critical consideration and specific examples of current issues in these fields, such as how to explore the role of the media in influencing attitudes towards proposed legislation changes, the reduction of conflict in communities and societies, understanding attitudes towards climate change and other environmental issues, how psychology can contribute to the health promotion agenda on a local and global scale, and how we can target interventions to socially-excluded groups in society will be explored. Practical, professional, legal and ethical dilemmas associated with many of these approaches will be discussed, with module content preparing students for more in-depth coverage of health psychology or applied social psychology in their later specialist modules.

LEARNING AND TEACHING STRATEGY

Allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment component 1 – 100%

Systematic Literature Review (5,000 words)

Exemplar: Conduct and report a systematic review of the literature exploring how psychological theories can be used to improve health outcomes of relevance to the current political landscape.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	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): The applied focus of this module clearly connects with the University's sustainability agenda and aims of Welsh Government to address issues concerning a sustainable society and improve the wellbeing of Wales. Students will be encouraged throughout the module to consider the importance of balancing social, environmental, political and economic needs in order to ensure a sustainable future.	

READING LIST (EXEMPLI GRATIA)

Essential Reading

Forshaw, M. (2011). *Critical thinking for psychology*. London: BPS Blackwell

Hook, D., Franks, B., & Bauer, M. W. (eds) (2011) *The social psychology of communication*. Hants: Palgrave Macmillan

Michie, J., & Cooper, C. (2015). *Why the social sciences matter*. Basingstoke: Palgrave Macmillan

Recommended

Baumeister, R. F., & Bushman, B. J. (2014). *Social psychology and human nature*. Ontario, Canada: Wadsworth Cengage Learning.

Chryssochoou, X. (2004). *Cultural diversity: Its social psychology*. Oxford: Blackwell Publishing.

Connor, M., & Norman, P. (2009). *Predicting health behaviour* (2nd ed.). Berkshire: Open University Press

Henderson, M. (2013). *The Geek Manifesto: Why science matters*. London: Corgi

Maio, G., & Haddock, G. (2010). *The psychology of attitudes and attitude change*. London: Sage.

Miller, A. G. (Ed.). (2004). *The social psychology of good and evil*. New York: Guilford Press.

Shiraev, E. B., & Levy, D. A. (2010). *Cross-cultural psychology: Critical thinking and contemporary applications* (5th International ed.). Upper Saddle River, N.J.: Pearson Education.

Background

Bennett, P. (2000). *Introduction to Clinical Health Psychology*. Buckingham: Open University Press. (E-book also available.)

Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2008). *Introduction to social psychology: A European perspective*. Oxford: BPS Blackwell.

Morrison, V., & Bennett, P. (2012). *An introduction to health psychology* (3rd ed.) Harlow: Prentice Hall. (2009 2nd edition E-book available.)

Websites

<http://www.bps.org.uk/what-we-do/our-influence/psychology-political-world/psychology-political-world>

<http://gov.wales/statistics-and-research/>

<http://gov.wales/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelop/?lang=en>

Journals available from university library

Annual Review of Psychology

British Journal of Social Psychology

British Journal of Health Psychology

Personality and Social Psychology Bulletin

Perspectives on Psychological Science

Psychological Science