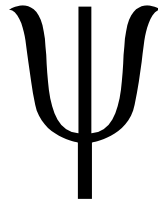




Academic Discipline: Psychology & Counselling



BSc (Anrh) Seicoleg
BSc (Hons) Psychology

Module ECPS4007
Psych Lab

Llawlyfr Modiwl 2019-20
Module Handbook 2019-20

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader, Dr Paul B. Hutchings.

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ECPS4007 Psych Lab: Module Information

This is a Level Four module that is designed around learning practical and professional skills in an experimental setting. It therefore requires a high level of commitment to attendance and engagement with the taught sessions.

During the Psych Lab module you will be introduced to the principles by which we carry out experimental psychology: methodological and theoretical rigour; ethical consideration; and professional competence. Without all of these our research is worthless, and everything that we do in psychology is based upon research. Therefore, the ability to carry out good research lies at the heart of our discipline.

In addition to these principles you will also learn how to use some of the methodological tools at our disposal in university, including computer-based and online tasks. The skills that you learn in this module should set you up for your Level Four and Level Five practical work, and should also provide you with skills that can be taken beyond your degree. However, much of this is also down to your engagement with the taught sessions; you will be working in groups and it can be easy to sit back and let others take the lead, but you will not necessarily learn as much if you take this approach.

We hope that you enjoy this module – as experimental psychologists we believe this is the most fun you can have on your degree, both learning and doing at the same time.

PBH & KES

Module Requirements

MODULE CODE: ECPS4007

TITLE: Psych Lab

DATED: 26/04/2018

LEVEL: 4

CREDITS: 20

JACS CODE: C856

Aim(s)

- To develop an understanding of a range of research design and methodological competencies in laboratory-based experimental psychology through hands-on practical skills experience.

Learning Outcomes

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

- identify appropriate design issues in experimental research and apply these appropriately;
- demonstrate the development of basic practical experimental research skills and ability to carry out a simple experimental research study in a laboratory environment in an ethical and controlled manner;
- demonstrate understanding of the requirements of empirical report-writing in psychology for experimental studies; and
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

Indicative Content

This module will introduce students to the rigours of experimental psychological research. The module will be laboratory-based and students will be expected to engage with practical problem solving and development of their practical research skills. Students will be taught about key methodological and design issues and research competencies in experimental research including:

- Consideration of ethical requirements for lab-based research
- Principles of sound research design for experimental research
- Creation of experimental stimuli
- Understanding and development of practical skills relating to controlling and conducting research in a lab environment
- Control and management of research data in experimental settings

Learning and Teaching Strategy

The module will be delivered through lab-based instruction. Students will be provided with on-line instruction (via Moodle) of the readings required covering the topic area under investigation. They will then be provided with guidance and instruction in the laboratory environment to produce materials that will allow them to carry out a research project. The project set will be suitable for Level Four students in content and materials required.

The study time for the module is divided as follows:

Scheduled learning 30 hours (15%)

Independent learning 170 hours (85%)

Placement learning 0 hours (0%)

TOTAL 200 hours (100%)

Assessment

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment: In-class Practical 3 hours 50%

Students will be assessed on their practical skills developed during the module, including simple study creation, recruitment materials (e.g. debrief, consent), consideration of ethics, data collection protocol and conduct of the researcher in a laboratory environment.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment: Research Report 1,500 words 50%

Students will work in groups to design, create and carry out a research study replicating a classic study from the psychological literature. This research will then be written up individually in a research report.

Assessment Summary:

Coursework 50%

Practical 50%

TOTAL 100%

This module is not linked to a Professional, Statutory and regulatory Body (PSRB).

Reading List

Essential

Banyard, P., & Grayson, A. (2008). *Introducing psychological research*. Basingstoke: Palgrave Macmillan.

Further

Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications, and issues*. Belmont, CA: Wadsworth.

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

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.

Harris, P. (2008). *Designing and reporting experiments in psychology* (3rd ed.).

Milton Keynes: Open University Press. ☒

Rosenthal, R., & Jacobson, L. (1963). Teachers' expectancies: Determinants of pupils' IQ gains. *Psychological Reports*, 19, 115-118. ☒

Pallant, J. (2010). *The SPSS survival manual*. Berkshire: Open University Press.

Brace, N., Kemp, R., & Snelgar, R. (2016). *SPSS for psychologists* (6th ed.). Hants: Palgrave Macmillan.

Coolican, H. (2014). *Research methods and statistics in psychology* (6th ed.). London: Hodder & Stoughton.

Indicative Journals

Psychological Science

Perspectives in Psychological Science

Current Directions in Psychological Science

Social Psychological and Personality Science

British Journal of Psychology

British Journal of Social Psychology

Key Summary

This module is assessed through two assessment components, each worth 50% of your overall module mark.

- Your first assessment will be a 2,500 word research report. To write this report you will be required to design an experiment, carry out data collection, analyse the data, and write the report.
- Your second assessment will be a three-hour practical in-lab test. You will be asked to complete a number of tasks related to your learning across the course of the module, all of which must be completed within the test time.

Because much of what you are required to do for this module involves specialist lab equipment your ability to engage with this equipment will have to take place during taught sessions. This means that independent learning should be focused around wider reading of sources relating to the principles of ethics and research, in addition to your research report coursework. Readings and additional tasks will be set on a weekly basis.

Please see the Assessment Proformas on the Psych Lab Moodle page for specific information regarding assessment questions, requirements, and submission deadlines.

For this module you must record a mark for both elements of assessment greater than zero, but to pass the module you require a combined mark of 40% or higher.

All information regarding the weekly schedule is provided via the Moodle pages. Please ensure that you engage with the information provided there at the earliest opportunity, particularly regarding assessment and content of each session. More detail regarding content will be provided during the first taught session.