

Applied Psychology

Lecture 2: The Role of Research and Ethics

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Lecture Outline

- Introduce the concept of research in applied disciplines
- Discuss professional and ethical standards for applied psychologists
 - Focusing on a number of most commonly recognised fields

Research in Applied Disciplines

Basic Versus Applied



Basic research:

- Goal is to understand the most fundamental processes of behaviour and how they operate.

Research questions in basic research are typically about **how** a behaviour works...

E.G.,

- ❖ How much information can be stored in STM?
- ❖ Who exhibits more symptoms of depression: men or women?
- ❖ Do we have implicit stereotypes that affect our social behaviour?

Research in Applied Disciplines

Basic Versus Applied



Applied research:

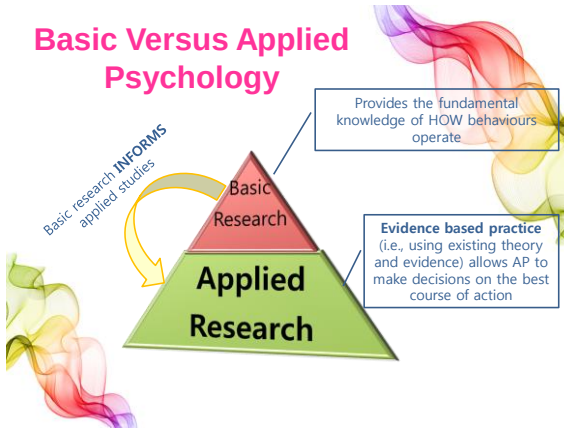
- Generally focused on answering questions related to solving **real-world problems**.

Applied research is generally related to solving real-world problems...

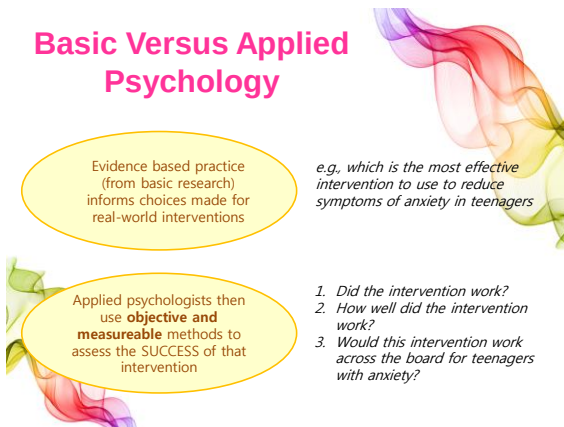
E.G.,

- ❖ Which treatments are best for helping people who are depressed?
- ❖ What type of work environment increases productivity of employees?

Basic Versus Applied Psychology



Basic Versus Applied Psychology



Why conduct research in the first place?

Research in Applied Psychology

Why?

❖ Applied Psychologists need to be able to:

- ❖ Make objective assessments of a problem
- ❖ Make decisions about the most effective intervention
- ❖ Use objective and measureable methods to evaluate the success of an intervention



Research in Applied Psychology

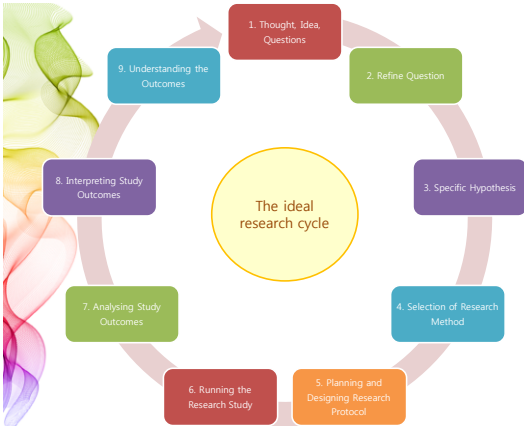
- ❖ Applied psychologists do not regularly carry out research
- ❖ The reality of the workload involved in applied disciplines is such that carving time for engaging in research is a luxury
- ❖ This is why evidence based practice is so important

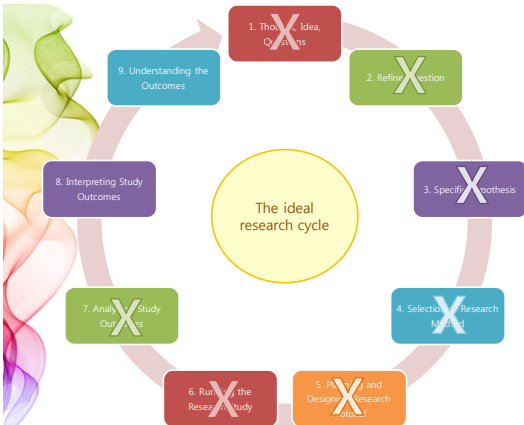
Research in Applied Psychology

Why?

- ❖ Research is an integral part of Applied Psychology
- ❖ Evidence-based practice
- ❖ Scientist- or researcher-practitioners









Training and Development in Applied Disciplines

- ☐ Describe the key stages and choices in training of psychologists in different applied disciplines
- ☐ Provide a brief overview of main competencies needed by psychologists in each field
- ☐ Discuss how these competencies relate to practice

1. Clinical Psychology

Training and Development

Training to be a Clinical Psychologist

People are drawn towards being a Clinical Psychologist for a variety of reasons

There are alternatives to training as a Clinical Psychologist such as becoming a psychotherapist or a CBT practitioner

Clinical Psychologist

- Must have Graduate Basis for Chartered Membership (GBC) of BPS

Also beneficial to have some form of research experience such as PhD or undertaken research projects

- Candidates typically only get on to a Clinical Psychology training course with a first or a high 2:1 degree
- Required to have some level of clinical experience

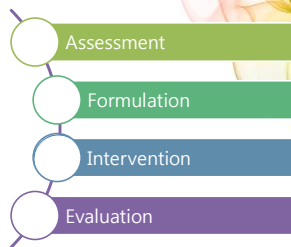
- Only 27% of applicants achieve a place on the Clinical Psychologist course
- Whilst waiting, applicants often obtain further experience (e.g., paid assistant psychologist)

- Courses tend to be 3 years long, conferring a doctorate in Clinical Psychology.
- This is required to begin practicing as a Clinical Psychologist.

- Learning skills are a key component; trainees are taught to become scientist-practitioners

Competencies and Capabilities

Clinical Psychologists are trained, from a variety of psychological view points, in the four stages of clinical work:



Also highlighted as important is the ability to communicate, which intersects with all four stages.

Competencies and Capabilities

Another key competency for a Clinical Psychology is the ability to be **REFLECTIVE**

- Must be able to reflect on their own experience when working with clients, and to reflect on the process of interaction between themselves and the client
- Reflection allows an understanding of the relationship – allowing them to avoid automatic patterns of behaviours and maintain their own wellbeing.

Competencies and Capabilities

- Clinical Psychologists will often work in multidisciplinary teams
- Often Clinical Psychologists will encourage team members to think in more psychological ways

CP's are expected to receive supervision and undertake CPD throughout career

Most CP's specialise in a specific area (e.g., child psychology)

2. Health Psychology

Training and Development

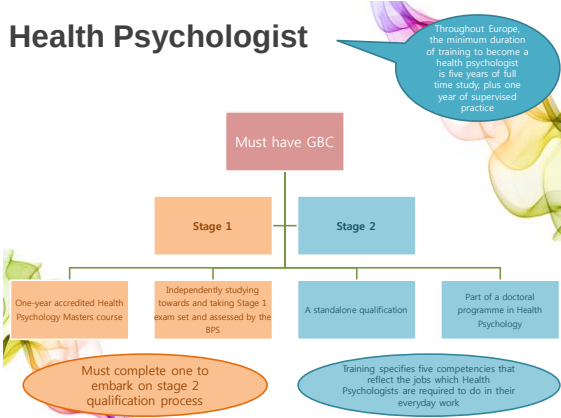
Training to be a Health Psychologist

There are six specific core competencies that Health Psychologists must be able to demonstrate in their everyday practice:

1. Assess
2. Conduct Research
3. Intervene
4. Train and Supervise
5. Consult
6. Supervise and Manage

(Michie & Abraham, 2004)

Health Psychologist



Competencies and Capabilities

Health Psychologists must prove that they meet the criteria in order to achieve the qualification



Competencies and Capabilities

- At the end of training, health psychologists will:
 - Have a core knowledge of health psychology, theory, research and methods.
 - Be able to develop, deliver and evaluate evidence-based health interventions.
 - Maintain ethical and professional standards.
 - Have the appropriate consultancy skills enabling them to work with individuals, teams and organisations.
 - Be competent in designing and evaluating health psychology training programmes.
 - Have professional skills, such as teaching patients and staff skills.



Training to be a Forensic Psychologist

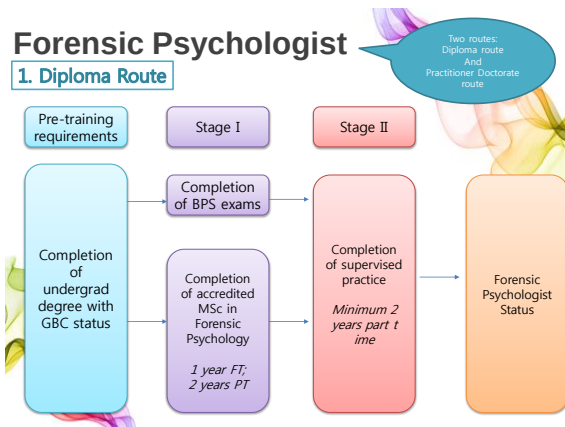
Media portrayal of Forensic Psychology is far removed from the reality of what Forensic Psychology entails

Must follow a BPS approved course of study

Helpful to gain relevant work experience

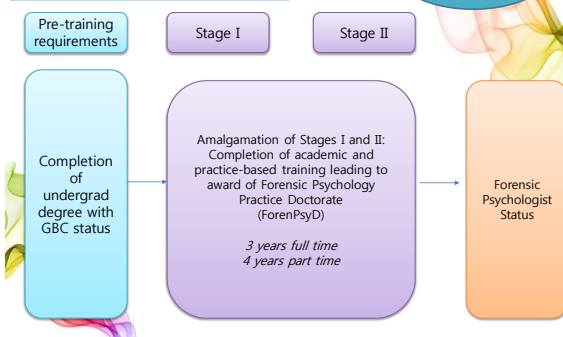
- Contact local prisons, YO's, victim support, probation services, etc

Competitive!
BUT
Opportunities DO exist!



Forensic Psychologist

2. Practitioner Doctorate Route



Training to be a Forensic Psychologist: Stage II

Completion of psychological work under supervision of a Forensic Psychologist who is a chartered member of the BPS
Trainees are required to apply the scientist-practitioner model (i.e., evidence-based approach)

Four distinct areas of practice
320 days spent equally across all four of these roles

Training to be a Forensic Psychologist: Stage II

- **Core Role 1:** Conducting Psychological applications and interventions
- **Core Role 2:** Research
- **Core Role 3:** Communicating psychological knowledge and advice to other professionals
- **Core Role 4:** Training other professionals in psychological skills and knowledge

Personal Qualities

Ability to maintain calm under pressure

High level of attention to detail

Large degree of commitment

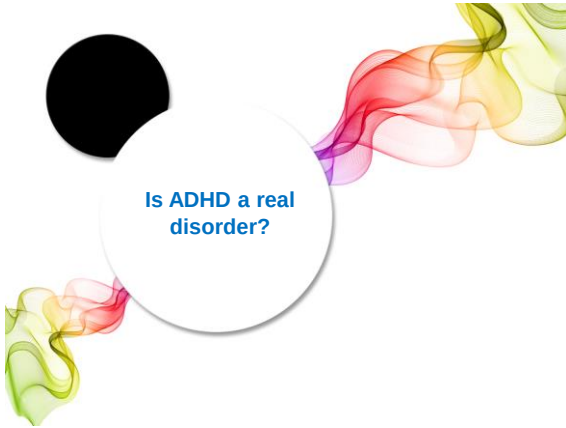
Recognition of own limitations

Reflective practice – expected to keep a diary/log to complete on a daily basis

A week in the life of a forensic psychologist in training

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Check through e-mails	Preparation for individual coping session with arsonist (core role 1)	Meet with group therapists to plan the session for this week (core role 1)	Preparation of the delivery of Sex Offender Therapy awareness training to staff (core role 4)	Final preparation for awareness training session (core role 4)
9:00	Supervision with coordinating supervisor	Delivery of coping session (core role 1)			Delivery of Sex Offender Therapy awareness training to staff (core role 4)
10:00		Write report for coping intervention (core role 3)	Group supervision for violence treatment therapy		
11:00	Prepare materials for research (core role 2)				
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:00	Preparation for risk assessment session with sexual offender (core role 3)		Final preparation for session and review group member notes	Final preparation for session and review group member notes	Final preparation for session and review group member notes
14:00	Individual session with client (core roles 1 & 3)	Visit to prison to collect data for research project (core role 2)	Delivery of Violence Treatment group therapy (core role 1)	Delivery of Violence Treatment group therapy (core role 1)	Delivery of Violence Treatment group therapy (core role 1)
15:00	Complete post-session notes and put into report format (core role 3)				
16:00	Complete practice diary		Complete post-session logs and practice diary	Complete post-session logs and practice diary	Complete post-session logs and practice diary

TIME FOR A BREAK



Is ADHD a real disorder?

YES

NO

Is ADHD a real disorder?
