

APPLIED RESEARCH IN PSYCHOLOGY

MODULE CODE: ECAS7009

MODULE LEADER: DR CERI PHELPS

MSC APPLIED PSYCHOLOGY



WEEK ONE: MODULE OVERVIEW

MODULE STRUCTURE

- 10 week module: 4 hours scheduled learning each week 9am-1pm
 - 9am – 9.30: Q&A session
- See Moodle for weekly schedule
- Check your timetable on HWB

GROUP DISCUSSION



What is applied research?



Why do we do it?



How do we do it?

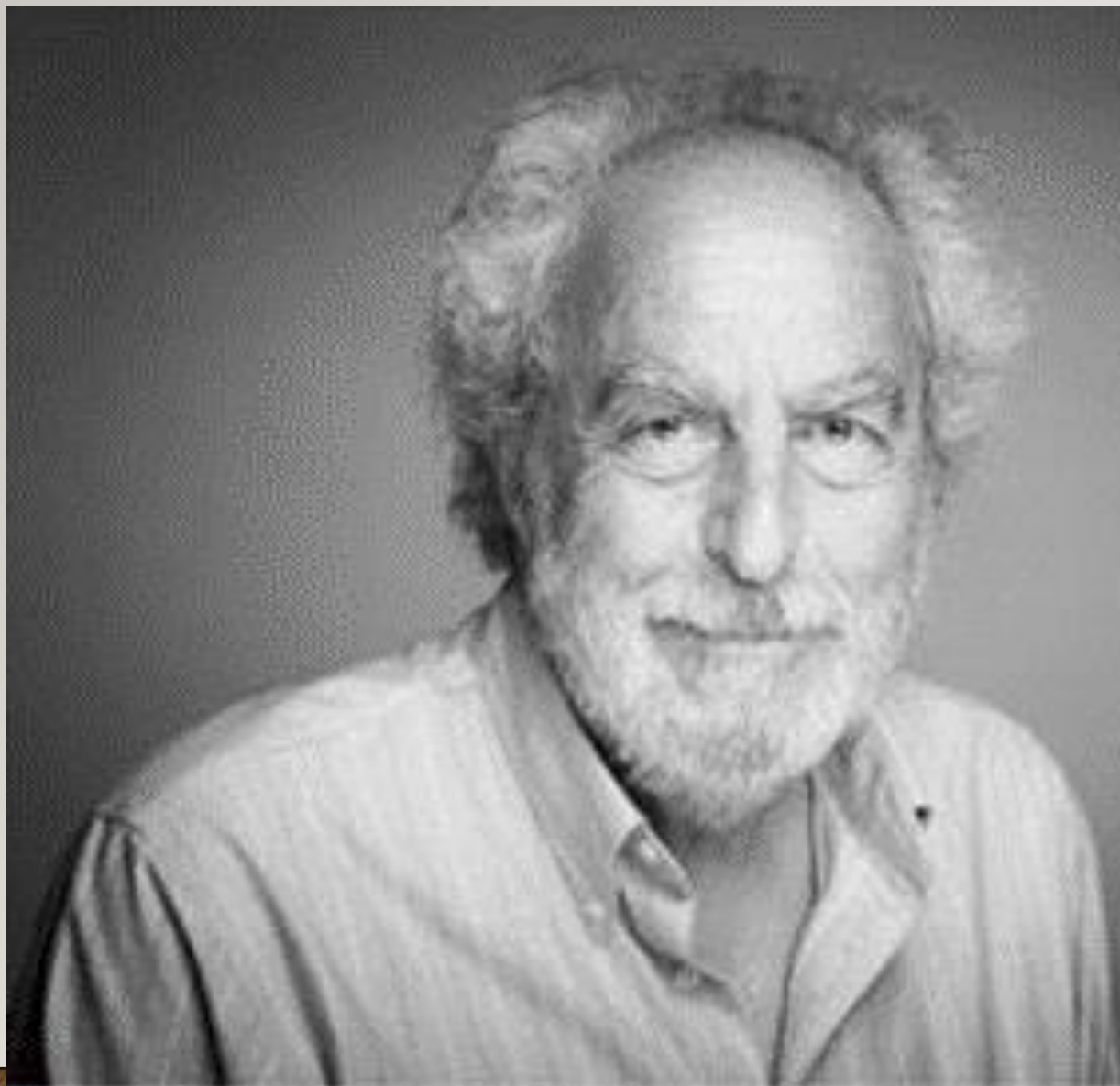


WHAT IS RESEARCH?

‘research’ means the attempt to derive generalisable new knowledge by addressing clearly defined questions with systematic and rigorous methods.

Health Research Authority, 2016





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“To maximise the benefit to society, you need to not just do research but do it well.

- Professor Doug Altman

Medical research hero and statistics game-changer

WHY DO RESEARCH?



Enables us to explore exciting questions in systematic way



Allows to provide evidence to support (or refute) our (or other peoples') hunches or anecdotes



Develops our ability to critically question the “status quo”



Become familiar with empirical papers rather than anecdotal articles



Excellent for continuing professional development

RESEARCHER COMPETENCIES

FIVE MINUTE REFLECTIONS

Where do you feel your
current competencies lie?

What are your strengths?

What are your main areas
for development?



QUICK BREAK

MODULE AIMS:

- To equip students with a comprehensive understanding of the diverse research methods utilised in applied psychology and the ethical considerations of applied research.
- To develop the ability to apply principles of research design and analysis to practical, real world scenarios, ensuring students are prepared to conduct robust and ethically sound research in various applied settings.

MODULE LEARNING OUTCOMES

- Upon the successful completion of this module, you should be able to:
 - demonstrate a critical understanding of the diversity of research methods for applied psychology;
 - critically appraise the ethical considerations of applied research and evaluation;
 - demonstrate the ability to apply the principles of applied research design and analysis to real world scenarios.

MODULE ASSESSMENT

Assessment Component	Volume	Weighting
Assessment Component 1: In-class test (research ethics)	One hour	20%
Assessment Component 2: In-class test (research meths & design choices)	Two hours	30%
Assessment Component 3: Presentation (research proposal)	20 mins plus 10 mins questions	50%

“DOING” APPLIED RESEARCH



Can't “just do it”



Strict approval processes



Consent from organisation and consent from those you are wanting to research



Scientific and ethical rigour expected

“DOING” APPLIED RESEARCH

Research, Service
Evaluation or
Audit?

WHAT IS DIFFERENT ABOUT APPLIED RESEARCH?

- “Patients expect health professionals to undertake audit and service evaluation as part of quality assurance. These involve minimal additional risk, burden or intrusion for participants, and are regulated as standard clinical practice outside of the Research Ethics Service.”
- “Research may involve greater risk, burden or intrusion for participants than standard clinical practice. It may generate conflicts of interest for the researcher, which will require review by an ethics committee. With some exceptions, research requires review by a REC.”

<http://www.hra.nhs.uk/documents/2016/06/defining-research.pdf>

RESEARCH GOVERNANCE FRAMEWORKS

Set out appropriate responsibilities and standards that apply to research in a specific context e.g.

- The Health Research Authority (HRA) [UK policy framework for health and social care research](#)
- Research Ethics Committees
- British Psychological Society Code of Human Research Ethics

[BPS Code of Human Research Ethics | BPS](#)

The public has a right to expect the highest scientific, ethical and financial standards, transparent decision-making processes, clear allocation of responsibilities and robust monitoring arrangements.

Health and Care Research Wales
[Policy and guidance | Health Care Research Wales](#)

“DOING” RESEARCH



Wide range of methods to use when doing research



Talking to people (interviews, discussion groups)



Giving people questionnaires (measuring attitudes, feelings, health etc.)



Intervention research (implementing something new and seeing if it works)



Experimental research (testing or manipulating things in a controlled setting)

GROUP EXERCISE

COFFEE BREAK

