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| Module Title | Psychological Research Methods 4 |
| Programme(s)/Course | BSc (Hons) Psychology, BSc (Hons) Psychology (Child Development) , BSc (Hons) Psychology (Clinical), BSc (Hons) Psychology with Criminology |
| Level | 5 |
| Semester | 2 |
| Ref No: | |
| Credit Value | 20 CAT Points |
| Student Study hours | Contact hours: 40 Student managed learning hours: 160 |
| Pre-requisite learning | None |
| Co-requisites | None |
| Excluded combinations | None |
| Module Coordinator [Name + e mail address] | Tony Moss mossac@lsbu.ac.uk |
| Parent Department | Psychology |
| Parent Course | BSc Psychology |
| Description [100 words max] | The first component of this module develops student knowledge of thematic analysis, and allows them to carry out and report a study using this method. Students will also be introduced to multivariate research designs, and will conduct and report a piece of research using multiple regression. Students will then be allocated to specialist research methods streams. This component will give students an opportunity to gain a more in depth understanding of a specific complex research methodology and its practical application. Finally, in consultation with their final year empirical project supervisors, students will be required to produce a proposal which may form the basis of their empirical project. |
| JACS Code | C800 |
| Aims | <ul style="list-style-type: none"> • Develop students knowledge of thematic analysis as a method for analyzing textual data • Explain the design, analysis and interpretation of studies using thematic analysis. • Introduce students to multivariate research designs • Provide students with the knowledge, intellectual and practical skills needed to design, execute, analyse, interpret and report research which requires the use of multiple linear regression • Provide students with the opportunity to spend a focused period working with a specialised research method and/or technique (e.g. discourse analysis, observational methods, experiments, etc.) • Provide students with the knowledge, intellectual and practical skills required to design, execute, analyse, interpret and report an independently designed piece of research utilising a specialised research method |
| Learning outcomes | <p>On successful completion of this module, students will:</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Describe the characteristics of selected specialised research methods and know when they are used; • Identify the strengths and weaknesses of these methods; • Interpret research data derived using these advanced methods. <p>Intellectual Skills</p> <ul style="list-style-type: none"> • Generate original research questions based on an analysis of past research (specialized methods streams and EP proposal); |

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| | <ul style="list-style-type: none"> • Demonstrate advanced critical thinking skills, and apply rigorous methods to answer research questions (all three practical reports and EP proposal) <p>Practical Skills</p> <ul style="list-style-type: none"> • Engage with very different types of data (i.e. qualitative and quantitative) to extract relevant information to answer key questions (sessions 1-5 and reports 1 and 2); • Identify potential hazards involved in a research project and develop appropriate plans to minimize risks to those involved (specialist stream). <p>Transferable Skills</p> <ul style="list-style-type: none"> • Collaborate with others in a group to solve complex problems in a short period of time (specialised methods stream and report); • Plan complex projects in advance, and ensure that potential problems and risks are identified early (specialized methods project, and EP proposal). |
| Employability | <p>This module requires a high degree of organization of yourself and others in order to deliver the various assessments on time. In particular, to be able to plan, conduct and produce a report of a small project in the specialized methods stream, students will be expected to work very closely with their peers to ensure that the project is delivered on time. The ability to develop and work to a tight schedule is a skill that will benefit students whether they decide to pursue careers in psychology or any other field, and so successful completion of this module will be clear evidence for others that you are able to do so.</p> |
| Teaching & Learning Pattern | <p>For sessions 1-5 students will follow a pattern of one 2 hour lectures followed by a 2 hour seminar each week. From session 6 onwards, the module will branch in to several Specialist Research Methods Groups, and teaching will be delivered through small group practical seminars, with supervisory support from a tutor. Students will be allocated to their EP supervisors early in the module, and will be expected to work independently with this supervisor to produce an EP proposal, which may be used as the basis for their empirical project should they be undertaking their project during the next academic year.</p> |
| Indicative content | <p>Session 1: Designing and conducting research using Thematic Analysis Session 2: Analysing and presenting Thematic Analysis Session 3: Multivariate research designs Session 4: Multiple regression: Introduction and applications Session 5: Using and reporting multiple regressions</p> <p>Specialist Research Methods Streams</p> <p>This component of the module will involve students being allocated to one of several specialist methods groups, which will include Experimental Design, Qualitative Methods, Experiment Generators, Observational Research, Survey and Questionnaire Design (note that additional groups, such as ‘Single Case Designs’ may be formed where there is sufficient demand from students). In groups of no more than 25 students, the first two sessions will be delivered via interactive workshops, allowing students to explore further the theoretical and practical foundations of these specific research methods. These sessions will build towards students working within groups of 3-5 on a small research project, under the supervision of their stream tutor,</p> |

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| | <p>utilizing the specific methodology which has been studied in the first two sessions.</p> <p>Session 6: Introduction to, and application of, a specialist research method</p> <p>Session 7: Reporting and writing up a research project using the specialist research method</p> <p>Sessions 8-10: Independent group work on a mini-project with supervisory support from stream tutor</p> <p>EP Proposal and Ethics Application</p> <p>Students will be allocated to a EP supervisor during the first half of this module, and will be expected to work independently with this supervisor to develop a 1500 word proposal for a potential empirical project in their final year. Students are advised that they do not have to base their EP on this proposal in the following academic year, but will have to produce a separate proposal should they subsequently decide to conduct their EP in a different research area.</p> |
| <p>Assessment method (Please give details – elements, weightings, sequence of elements, final component)</p> | <p>[All summative]</p> <p>1500 word practical report (25%)</p> <p>1500 word practical report (Multiple Regression: 25%)</p> <p>1500 word EP proposal (10%)</p> <p>1500 word practical report (Specialist Method: 40% Final Component)</p> |
| <p>Indicative Reading</p> | <p>Brace, N., Kemp, R., & Snelgar, R. (2009). SPSS for psychologists (4th ed.). Basingstoke, Hampshire: Palgrave Macmillan.</p> <p>Coolican, H. (2009). Research methods and statistics in psychology (5th ed.). London: Hodder Education.</p> <p>Howell, D. C. (2007). Statistical methods for psychology (6th ed.). Belmont, CA: Thomson Wadsworth.</p> <p>Howitt, D., & Cramer, D. (2008). Introduction to research methods in psychology (2nd ed.). Harlow, Essex: Pearson Education.</p> <p>Lyons, E., & Coyle, A. (Eds., 2007). Analysing qualitative data in psychology. London: Sage.</p> <p>Willig, C. (2001). Introducing Qualitative Research in Psychology: Adventures in Theory and Method. Buckingham: OU press.</p> |
| <p>Other Learning Resource:</p> | <p>Journals Available Online including:</p> <p>Behavior Research Methods</p> <p>Psychological Methods</p> <p>Qualitative Research</p> |

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| Module Title | The Psychology of Behaviour with Others |
| Programme(s)/Course | BSc Psychology, BSc Psychology (Child Development), BSc Psychology (Clinical), Graduate Diploma in Psychology, BSc Psychology with Criminology. |
| Level | 5 |
| Semester | 2 |
| Ref No: | TBC |
| Credit Value | 20 CAT Points |
| Student Study hours | Contact hours: 44 Student managed learning hours: 156 |
| Pre-requisite learning | None |
| Co-requisites | None |
| Excluded combinations | None |
| Module Coordinator [Name + e mail address] | Paula Reavey reaveyp@lsbu.ac.uk |
| Parent Department | Psychology |
| Parent Course | BSc Psychology |
| Description [100 words max] | This module provides students with the opportunity to explore a number of the major concepts, theories and methods encountered in understanding how and why we behave in the ways we do when in the presence of other humans. The focus of this module is to understand what psychologists have contributed to understanding our social behaviours according to the real, imagined or implied presence of other individuals. The module focuses on those approaches that have been used to examine a) whether we are social beings and why, b) what the 'social' brain looks like, c) how social behaviours develop across the lifespan, d) which mechanisms have been used to explain how we interact with the implied, real or imagined presence of others, e) how culture affects our social interactions, and f) how group membership affects our social behaviours. |
| JACS Code | C800 |
| Aims | The module aims to provide students with the opportunity: <ul style="list-style-type: none"> • To understand that our social behaviour is the product of biological processes, individual's information processing, group experience and societal context. • To explore evolutionary and motivational reasons to understand how and why we are social beings. • To explore those biological mechanisms important in understanding social behaviour in terms of the 'social' brain. • To explore how social behaviours develop across the lifespan of human development in terms of attitude development, family processes, identity and relations with our peers. • To explore in which ways we communicate with each other in our social worlds in terms of discourse and language, symbols and nonverbal strategies. • To explore the role of culture in influencing our behaviour with others. • To explore what effects group membership has on the ways we think and behave. |
| Learning outcomes | On successful completion of this module, students will: <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate a critical awareness and understanding of the similarities and tensions between biological, social cognitive, |

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| | <p style="text-align: center;">motivational and society-based explanations of social behaviour.</p> <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Demonstrate critical awareness and understanding through discussion and writing. This includes the ability to accrue and review relevant literature; to summarise and critically appraise evidence; and to use appropriate theoretical evidence to understanding real-world issues. <p>Practical Skills:</p> <ul style="list-style-type: none"> • Construct a theoretically justified persuasive communication. • Self-managed and group-based project implementation and evaluation. • Oral and written communication through written report and group presentation. <p>Transferable Skills:</p> <ul style="list-style-type: none"> • <i>Communication:</i> Using relevant technology to convey information to others. • <i>Creativity and initiative:</i> Generation and development of novel solutions to real-world issues. • <i>Time management:</i> Working as a member of a team to achieve goals to a specified timeframe. • <i>Decision making:</i> To make informed decisions on the basis of available information. • <i>Personal development:</i> To reflect on personal action and the behaviour of others from an informed position incorporating theoretical awareness and group work experience. To use this reflection to influence their own future behaviour. |
| Employability | <p>Students will be able to point to evidence that they can undertake a self-managed project, which requires the ability to work as part of a team, design a solution to a particular real-world issue and evaluate the results. They will also be able to point to experience of communicating to others through making verbal presentations using relevant technologies, report writing and adversarial debate. Through the process of developing a persuasive communication presentation and report in every designated seminar, students will be engaging in an activity that strengthens their ability to understand and use credible and convincing argumentation – a skill highly prized in the workplace. Through the examination, students will also be required to apply the theoretical perspectives developed in the lectures and required reading to a real world scenario, using critical and applied reasoning.</p> |
| Teaching & Learning Pattern | <p>Students will be expected to engage with eleven teaching and learning sessions. These sessions will comprise a variety of learning experiences delivered through lecture-based work, small group based work (e.g. development and presentation of persuasive communication), student based home work (e.g. collection of persuasive communication for small group discussion), debate-based engagement, self-reflection and analysis, case study analysis, completion of theoretically-relevant research tools (e.g. the Implicit Association Test vs. the Hostile Racism Scale), and learner checking through regular MCQ completion and self assessment.</p> |
| Indicative content | <p>Session 1: Are we social beings and why? Evolutionary and motivational</p> |

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| | <p>accounts of social behaviour.</p> <p>Session 2: What does the ‘social’ brain look like? Mapping cerebral functioning of social behaviour.</p> <p>Session 3: How do we learn to be social beings? The role of family and peer relations, friendship, love, kinship and cooperation.</p> <p>Session 4: How do we experience other social beings? a) As an information processor, or b) as located in social histories and culture.</p> <p>Session 5: How do we communicate with social objects as an information processor? Persuading others through social influence and attitude change.</p> <p>Session 6: How do we communicate with social objects as an information processor? On being an automatic thinker in social settings</p> <p>Session 7: How do other social beings affect us? a) Conformity and minority influence, b) Helping others.</p> <p>Session 8: How do we communicate socially with one another as located in social histories and culture? Using language, discourse and symbols.</p> <p>Session 9: Why do we operate in groups? Definitions and motivational approaches.</p> <p>Session 10: What happens when groups “meet”? Conflict and conflict resolution.</p> <p>Session 11: So, what is a social being? From the brain to the individual to the group and to society. The great debate!</p> |
| <p>Assessment method (Please give details – elements, weightings, sequence of elements, final component)</p> | <ol style="list-style-type: none"> 1. [Summative]: Commentary on persuasive communication – development of and theoretical basis of communication. 50% of final assessment. 2. [Summative]: Examination (2 hours) – a single scenario describing an individual’s behaviour in a social setting will be presented. Students will be expected to explain this behaviour according to three distinct perspectives a) from a biological perspective (section a); b) a interpersonal perspective (section B), and c) a group processes perspective. Each section will be weighted 33% of the total marks available for the exam. Students will be guided with respect to the format and requirements expected for this assessment. 50% of final assessment. Final Component 3. [Formative]: Self-managed learning checking - MCQ x 3 across semester (MCQ1 for sessions 1-3; MCQ2 for sessions 4-8; MCQ3 for sessions 9-10). 4. [Formative]: Group presentations of developed persuasive communication. |
| <p>Indicative Reading</p> | <p>Core texts:</p> <p>Augoustinos, M., Walker, I. & Donaghue, N. (2006). Social Cognition. London: Sage.</p> <p>Hogg, M.A. & Vaughan, G.M. (2011) Social Psychology (Sixth Edition). London: Prentice Hall.</p> <p>Optional Reading:</p> <p>Bohner, G. & Wanke, M. (2002) Attitudes and Attitude Change. Hove, Psychology Press.</p> <p>Crisp, R.J. & Turner, R.N. (2010) Essential Social Psychology (Second Edition). London: Sage.</p> <p>Hewstone, M., Stroebe, W. & Jonas, K. (2008) Introduction to Social Psychology: A European Perspective (Fourth Edition). Oxford: BPS</p> |

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| | <p>Blackwells.</p> <p>Brewer, M.B. & Hewstone, M. (Eds) (2004) <i>Social Cognition</i>. Oxford: Blackwell.</p> <p>Brewer, M.B. & Hewstone, M. (Eds) (2004) <i>Applied Social Psychology</i>. Oxford: Blackwell.</p> <p>Brown, R. (2000) <i>Prejudice: Its Social Psychology</i> (2nd Edition). Oxford: Blackwell.</p> <p>Brown, R. (2000) <i>Group Processes</i> (2nd Edition). Oxford: Blackwell.</p> <p>Fiske, S.T. (2004) <i>Social Beings: Core Motives in Social Psychology</i>. Wiley.</p> <p>Stainton Rogers, W. (2003) <i>Social Psychology: Experimental and Critical Approaches</i>. Maidenhead: Open University Press.</p> <p>Gough, B. & McFadden, M. (2001) <i>Critical Social Psychology: An Introduction</i>. Basingstoke, Palgrave.</p> |
| <p>Other Learning Resource:</p> | <p>Journals available on-line through the library such as:</p> <p>British Journal of Social Psychology</p> <p>Journal of Personality and Social Psychology</p> <p>Journal of Health and Social Behaviour</p> <p>Journal of Experimental Social Psychology</p> <p>Personality and Social Psychology Bulletin</p> <p>European Journal of Social Psychology</p> <p>Group Dynamics: Theory, Research and Practice</p> <p>Personality and Social Psychology Review</p> <p>Discourse and Society</p> <p>Reference Sources:</p> <p><i>Social Psychology Handbooks</i></p> <p>Brown, R. & Gaertner, S. (Eds) (2003) <i>Intergroup Processes</i>. Oxford: Blackwell.</p> <p>Fletcher, G. & Clark, M. (Eds) (2003) <i>Interpersonal Processes</i>. Oxford: Blackwell.</p> <p>Hogg, M. & Tindale, S. (Eds) (2003) <i>Group Processes</i>. Oxford: Blackwell.</p> <p>Tesser, A. & Schwarz, N. (Eds) (2003) <i>Intraindividual Processes</i>. Oxford Blackwell.</p> <p>Gilbert, D.T., Fiske, S.T. & Lindzey, G. (2001) (Eds.) <i>Handbook of Social Psychology</i> (4th Edition). New York: McGraw-Hill.</p> <p>Useful websites:</p> <p>www.socialpsychology.org -links to international social psychology associations and journals.</p> <p>www.eaesp.org - the European Association of Experimental Social Psychology.</p> <p>www.bps.org.uk - the British Psychological Association</p> <p>www.apa.org - the American Psychological Association</p> <p>http://www.socialpsychology.org/ - social psychology network. A number of very interesting links are provided by this site.</p> <p>http://www.spsp.org - Society for Personality and Social Psychology.</p> <p>http://www.sesp.org/ - Society for Experimental Social Psychology.</p> |