LONDON SOUTH BANK UNIVERSITY

Investigative Research Methods 1

PSY_M_RM1

Department of Psychology
Faculty of Arts and Human Sciences

Semester 2 2008/9

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1. UNIT DETAILS

Unit Title:	Investigative Research Methods 1
Unit Level:	M
Unit Reference Number:	PSY_M_RM1
Credit Value:	15
Student Study Hours:	150
Contact Hours:	36
Private Study Hours:	114
Pre-requisite Learning (If applicable):	None
Co-requisite Units (If applicable):	None
Course(s):	MSc Investigative Forensic Psychology
Year and Semester	2008-2009, Semester 2
Unit Coordinator:	Dr Jamie Smith-Spark
UC Contact Details (Tel, Email, Room)	Ext. 5884 Email smithspj@lsbu.ac.uk Room E338
Teaching Team & Contact Details:	Laura McGrath Email mcgratl2@lsbu.ac.uk Room BR-E-344
Subject Area:	Psychology
Summary of Assessment Method:	Coursework 1: Practical report (30%) Coursework 2: Practical report (30%) Examination: Short answer examination (40%)

2. SHORT DESCRIPTION

This unit provides students with an introduction to the study of Psychology as a science. It does this via a study of some of the key conceptual, methodological, and statistical issues that psychologists face when studying human behaviour. As well as issues surrounding experimental design and ethical principles in psychological research, the unit also gives an introduction to descriptive and inferential statistical methods and qualitative research methods.

3. AIMS OF THE UNIT

This unit aims to facilitate students' appreciation of psychological research and to provide them with the fundamental skills and understanding necessary as a first step towards their Masters level research dissertation. It will:

- introduce students to the science of psychology
- introduce students to experimental design and research ethics
- introduce students to both quantitative and qualitative research methods
- introduce students to descriptive statistics and simple inferential statistics
- provide students with the opportunity to begin to develop report writing skills

- give students the opportunity to gain experience with the statistical software package SPSS
- provide students with the opportunity to learn research skills, such as data collection and online literature searches

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

This unit will give students the opportunity to:

- understand the science underlying psychology as a discipline
- gain knowledge of a range of research paradigms, research methods, and measurement techniques, including statistical analysis

4.2 Intellectual Skills

This unit will allow students to:

- reason scientifically, understand the role of evidence, and make critical judgements about arguments in psychology
- develop, operationalise, and critique research questions
- demonstrate their research skills in carrying out empirical studies using different methods
- reason statistically, using a range of statistical tests
- present and evaluate research findings
- generate and explore research questions in practical work
- be aware of ethical principles in psychology and relate these to their own studies

4.3 Practical Skills

This unit will allow students to:

- carry out empirical studies using different methods
- analyse data using quantitative and qualitative methods
- retrieve and/or organise information effectively, e.g. from electronic sources
- use computers in various ways, including word processing and the use of databases and statistical software (SPSS)

4.4 Transferable Skills

This unit will allow students to:

- retrieve and/or organise information effectively, e.g. from electronic databases
- use and understand numerical, statistical, and other forms of data
- use computers in various ways (apart from word processing)
- problem solve and reason in a systematic and scientific fashion
- make critical judgements and evaluations
- be sensitive to contextual and interpersonal factors in research
- communicate ideas and research findings effectively using spoken and written language
- operate as self-directed, independent, and pragmatic learners

4.5 Equality and Diversity

Equality and diversity is addressed in the teaching of the unit and through the delivery of unit materials. Lectures will highlight issues pertinent to equality and diversity such as attitudes, social influence, and group relations. It is recognised that students enrolled are likely to have different academic backgrounds and some may be more familiar with the material covered in the course and others less so. Those students with less experience will receive as much support as they need whilst students with more experience will be pointed to reading that will stretch and challenge them. Furthermore, students will be encouraged to help each other in discussions and group exercises according to their strengths. Blackboard will be used which will enable students with visual impairments or dyslexia to print out course materials in an appropriate format.

5. ASSESSMENT OF THE UNIT

There will be 3 pieces of assessed work for RM1: two practical reports and an examination. In carrying out the assessments, students will develop the knowledge and skills outlined in the learning outcomes. The reports will assess intellectual foundations, whilst the examination will test students' underlying knowledge of the principles of experimental design and statistical analysis. These should be submitted in the way specified below.

Students may be required to provide electronic copy of written work submitted. In such instances, the individual student will be written to requesting electronic submission. Failure to provide electronic copy within TWO WEEKS of a written request will result in the work being deemed an incomplete submission, and no mark will be given. The work will then have to be referred for a capped mark. When Extenuating Circumstances have already been accepted for a unit, this will not negate the proper investigation of any component of that unit for any allegation of academic misconduct, nor the subsequent imposition of any appropriate penalty for proven misconduct.

The details of the individual assessments are as follows:

Practical report 1: Maximum 1500 words (30%)

Practical report 2: Maximum 1500 words (30%)

Short answer examination (40%)
Length: 2 hours.

The handouts associated with each practical will be available for download from Blackboard.

The pass mark for the unit is 50%.

Assessment Criteria & Feedback Pro Forma

The categorical marking scheme will be used (see the Information section on the RM1 Blackboard site).
The Department feedback pro forma for practical reports will be used (again see Blackboard).

Details on submission of coursework

Coursework deadlines are published on Psychology notice boards. It is your responsibility to ensure that you are aware of these dates. All coursework must be submitted to the Faculty Office in Borough Road (B266).

1. When handing in coursework, you must:
    - complete the coursework submission form and attach it to the front of your coursework
    - take the coursework to the Faculty Office. Your submission form will be date stamped
    - and a receipt issued. Please keep all receipts. You must not hand coursework to your unit co-ordinator or other lecturer

2. Unless you have obtained a formal extension from your year tutor, coursework submitted:
    - up to two weeks after the deadline date will receive a maximum mark of the pass mark (40%)
    - more than two weeks after the deadline will not be marked

3. Extensions are only granted for valid reasons (see Course guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:
    - get a copy of the form for late submission from the Faculty Office
    - fill in Part A of the form, giving reasons why you cannot meet the existing deadline date
    - supply the Year tutor with relevant documentary evidence
    - ask the Year Tutor to fill in Part B – the decision whether to agree the request rests with the Year Tutor
    - attach the form to the front of your coursework when you submit it (keep a copy for your records)
    - each extension form is only valid for one piece of coursework

The maximum extension is two weeks.

The Faculty Office is at times very busy, especially when course work is due to be submitted or handed back. Staff in the Office endeavour to do their best to give support and answer individual student requests. In return, it is expected that students exercise patience and behave courteously whilst waiting at the counter. In all social exchanges in the classroom and in the university as a whole, students and staff are expected to follow the guidelines of acceptable behaviour as outlined in the University Equal Opportunities Document. A copy of this document is available for reference in the Faculty office and the Student Handbook contains a summary of its core principles.

6. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

7. INTRODUCTION TO STUDYING THE UNIT

7.1 Overview of the Main Content

Week	Topic(s) for session
1	Introduction to research methods
2	Experimental design, data collection, and descriptive statistics
3	Hypothesis testing, probability, and the sign test
4	The Chi-square test
5	Practical 1 and Interpretation and communication of results
6	Correlation
7	*t*-tests
8	1-way ANOVA, post hoc tests, and ANCOVA
9	Linear regression
10	Practical 2 and the ethics of psychological research
11	Qualitative research
12	Qualitative data collection

7.2 Overview of types of classes

The unit will be taught during 12 three hour sessions over the course of twelve weeks. Teaching will comprise large and small group sessions. Some of the large group sessions will be participatory, some will involve demonstrations, and some will involve the imparting of information in standard lecture format to provide students with the core knowledge that they need. Small group work will focus on consolidating knowledge via discussion and practical work where possible. More generally small group sessions will provide you with an opportunity to critically discuss relevant research and recent scientific journal papers. Lecturers will encourage questions from you and try to foster interaction between students, and between students and staff.

7.3 Importance of Student Self-Managed Learning Time

Whilst the lectures will introduce a range of statistical tests and design issues, and these will be followed up with practical experience in analysing tests and designing experiments, it is important that students supplement this with their own reading and exploration of the topics covered. The unit requires 114 hours of private study time. In order to gain the maximum benefit from the taught sessions, it is recommended that students read the relevant chapters in the core texts (these are indicated for each teaching week in the detailed teaching programme below).

7.4 Employability

The unit will equip students with a range of analytical thinking, numeric, and practical skills to make them more employable. Report writing, in particular, is an important skill in many professions that recruit Psychology graduates. For instance, the ability to describe investigations and interpret findings will be of particular use. The group exercises will also encourage verbal communication skills, another important asset in the workplace.

7.5 Equality and Diversity

Equality and diversity is addressed in the teaching of the unit and through the delivery of unit materials. Lectures will highlight issues pertinent to equality and diversity such as ethical considerations in research. It is recognised that students are likely to have different academic backgrounds and some may be more familiar with the material covered in the course and others less so. Those students with less experience will receive as much support as they need whilst students with more experience will be pointed to reading that will stretch and challenge them. Furthermore, students will be encouraged to help each other in discussions and group exercises according to their strengths. Blackboard will be used which will enable students with visual impairments or dyslexia to print out course materials in an appropriate format.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The following notes are indicative only and may be liable to adjustments during the course of the semester. Where changes occur, updated information will be provided during classes and via Blackboard.

TEACHING PROGRAMME

Week 1. Unit overview

Synopsis:

What are research methods? How do we decide which method to use to collect data? What can statistics tell us about psychological processes? This session will consider the operational definition and independent and dependent variables in experiments. We will also discuss the process of testing theories by restating them as testable hypotheses. We will introduce the idea that hypotheses can be either causal or non-causal. Once these concepts have been set out, we will discuss a common approach to hypothesis testing in Psychology, namely the laboratory experiment. We will consider the advantages and disadvantages that the laboratory's highly controlled setting confers on research. Two different experimental designs will also be considered; within-subjects and between-subjects designs. We will also discuss the assessment procedures for the unit and gain preliminary experience with the statistical software package SPSS (Statistical Package for the Social Sciences).

Suggested reading:

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapters 1, 2, and 3]

Howitt, D., & Cramer, D. (2008). *Introduction to statistics in psychology* (4th ed.). London: Pearson Prentice Hall. [Chapter 1]

Week 2. Experimental design, data collection and descriptive statistics

Synopsis:

This session will discuss the use of descriptive statistics to bring order to raw data. We will deal with measures of central tendency (mean, median, and mode) and measures of dispersion (range, variance, standard deviation) and what they can tell us about a data set. We will also consider how to present data in tables and graphs, since these provide a useful way to understand complex data at a glance. While this may seem obvious to some, there are conventions in Psychology that need to be followed and these will be discussed. The practical work in the session will involve the use of SPSS to produce a range of descriptive statistics for data sets.

Suggested reading:

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapters 5, 6, and 7]

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education. [Chapter 2]

Howitt, D., & Cramer, D. (2008). *Introduction to statistics in psychology* (4th ed.). London: Pearson Prentice Hall. [Chapters 2, 3, 5, and 6]

Week 3. Hypothesis testing, probability, and the sign test

Synopsis:

In previous weeks, we have discussed data collection and the use of descriptive statistics. However, eyeballing data to decide whether there is a difference between participant groups or between conditions is unreliable and vulnerable to error. We need to know how likely a result is likely to occur by chance alone. If the likelihood of a chance result is sufficiently low, then we can say that we have found a statistically significant result. In this session, probability theory is introduced and we will discuss how it is applied to psychological research. We will consider what it means when we say experimental findings are 'significant'. We will discuss the normal distribution and then familiarise ourselves with a simple inferential statistical test, the sign test, and use SPSS to analyse data using it.

Suggested reading:

Fife-Schaw, C. (2006). Principles of statistical inference tests. In G. Breakwell, S. Hammond, C. Fife-Schaw, & J. A. Smith (Eds.), *Research methods in psychology* (pp. 388-413). London: Sage.

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapter 17]

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education. [Chapter 3, Chapter 4, Chapter 18, pp. 658-659]

Howitt, D., & Cramer, D. (2008). *Introduction to statistics in psychology* (4th ed.). London: Pearson Prentice Hall. [Chapters 4, 15, 16, and 17]

Week 4. The Chi-square test

Synopsis:

The Chi-square test is an inferential statistical test that enables us to investigate differences between frequencies of observations which fall into two or more categories. We will focus on the assumptions that underlie the Chi-square test and restrict its usage. In addition, two further tests will be discussed as potential alternatives to the use of Chi-square to analyse data in the form of frequencies (Fisher's exact probability test and the McNemar test).

Suggested reading:

Dallos, R. (2006). Observational methods. In G. Breakwell, S. Hammond, C. Fife-Schaw, & J. A. Smith (Eds.), *Research methods in psychology* (pp. 124-145). London: Sage.

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapter 8]

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education. [Chapter 6]

Howitt, D., & Cramer, D. (2008). *Introduction to statistics in psychology* (4th ed.). London: Pearson Prentice Hall. [Chapter 14]

Week 5. Practical 1 and the Interpretation and communication of results

Synopsis:

In today's session, you will carry out a piece of psychological research. Background information, the rationale, and the reading for the experiment will be made available to you via Blackboard. This experiment will be written up as your first 1500-word practical report and will be worth 30% of the unit mark.

It can be all too easy to jump to conclusions when interpreting the results of psychological research, especially when they confirm your hypothesis! Instead of passively accepting the results, you should always use your critical thinking skills to consider the plausibility of alternative explanations. We will discuss a range of factors that may influence the outcome of a psychological study and how to avoid their effects. The lecture will cover sources of error in experimentation, the concept of experimental control, and the distortion rule.

After designing an experiment and collecting and analysing the data, the experimenter will want to communicate the findings to other members of the psychological research community. He or she will most commonly decide to write up the research in the form of a research paper. This session will describe how to write a practical report, outlining its structure and discussing why a standardised format is used in Psychology.

Writing a practical report is an important skill to learn, requires practice, and is required for the dissertation in your final year. We will look in depth at the process of report writing, following a standard structure (with the following sections: Title, Abstract, Introduction, Method, Results, Discussion, References, and Appendix). It will give you instruction on how to write a practical report, ahead of your writing up the first piece of assessed work for RM1 (introduced in last week's practical session).

Suggested reading:

Howitt, D., & Cramer, D. (2008). *Introduction to research methods in psychology* (2nd ed.). London: Pearson Prentice Hall. [Chapter 5]

For the practical work, see the Assessment Summary handout which will be distributed in Week 1.

Week 6. Correlation

Synopsis:

The majority of the statistical tests we have encountered so far have been tests of effect and have looked for differences in means between groups or conditions. However, it is often the case that a researcher will be interested in the relationship between scores on two different variables and in determining the extent to which they are correlated. There are a number of tests of association which are designed to examine the strength and direction of the relationship between two variables.

In this session, we will consider one such test, Pearson's product moment correlation coefficient, in detail and also briefly discuss a non-parametric alternative (Spearman's rho). Partial correlation will also be addressed.

Suggested reading:

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapter 10]

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education. [Chapter 9]

Week 7. *t*-tests

Synopsis:

This week we will examine the strengths and weaknesses of between-subject designs in more depth. These are designs that involve different participants taking part in different conditions. We will look then at the appropriate statistical test, the unrelated *t*-test, for analysing the results of between-subjects designs.

Within-subject s designs, in which the same participants take part in different conditions, are also commonly used in Psychology and have a number of strengths and weaknesses which will be discussed in this lecture. We will examine a statistical test, the related *t*-test, which can be used to analyse data from within-subjects designs.

Suggested reading:

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapter 11]

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education. [Chapter 7]

Howitt, D., & Cramer, D. (2008). *Introduction to statistics in psychology* (4th ed.). London: Pearson Prentice Hall. [Chapters 12 and 13]

Week 8. One-way ANOVA, post hoc tests, and ANCOVA

Synopsis:

Last week, we gained experience in using the *t*-test to test for differences between either groups (the unrelated *t*-test) or conditions (the related *t*-test). However, whilst the *t*-test is good at measuring differences in means, it can only be used for simple designs which employ just two levels of treatment. In this session, we will discuss a more versatile and powerful statistical test of effect, the one-way ANOVA, which can be used to test differences between three or more levels of treatment. We will become acquainted with the term 'factor' to describe an independent variable and consider both related and unrelated one-way ANOVA. However, whilst ANOVA can tell us whether there is a significant difference between two, three, or more levels of treatment, it cannot tell us where this difference actually lies. For that, we need to run post hoc tests, which compare each treatment mean with every other treatment mean to indicate exactly which treatment or treatments differs from the others. We have already discussed the issue of controlling extraneous variables that may influence our findings. However, it is not always possible to control for these prior to running an experiment (particularly when we have adopted a quasi-experimental design) and we need to control for them statistically in our analyses. In this session, we will discuss the use of analysis of covariance (ANCOVA) to control for differences that exist between our groups prior to running an experiment (e.g., a difference in age or IQ).

In this session you will gain experience in running one-way ANOVAs and post hoc tests in SPSS and revise the plotting of graphs to represent means.

Suggested reading:

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapter 12]

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education. [Chapters 11 and 12]

Week 9. Linear regression

Synopsis:

A correlation coefficient provides some information about the relationship between two variables, but it is possible to do more by using regression. This session will discuss the use of regression to predict relationships between variables. We will see how we can use the regression equation to use the value on one variable to predict the value on another variable even if the first value was not present in the original data set. This is known as simple linear regression. We will also discuss more sophisticated regression analyses, which involve predicting scores on one variable based on scores on a number of other variables. This technique is known as multiple regression and is commonly used in psychological research. There are pitfalls to using regression and these will also be highlighted.

Suggested reading:

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education. [Chapters 15 and 16]

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education. [Chapters 9 and 15]

Week 10. Practical 2 and The ethics of psychological research

Synopsis:

In today's session, you will carry out another piece of psychological research. Background information, the rationale, and the reading for the experiment will be made available to you via Blackboard. This experiment will be written up as your second 1500-word practical report and will be worth 30% of the unit mark.

This week, we will also be dealing with the ethical procedures that must be followed when conducting research.

Psychologists have developed a number of ethical principles that guide their research and these are enshrined within professional codes of practice. In the second half of today's session, you will be introduced to, and explore, the ethical principles and issues involved in psychological research. We will consider the ideas that underpin these principles and explore some examples of good, and bad, ethical practice. We will also relate these principles to your own responsibilities as a member of the Psychology research community.

Suggested reading:

Barrett, M. (2006). Practical and ethical issues in planning research. In G. Breakwell, S. Hammond, C. Fife-Schaw, & J. A. Smith (Eds.), *Research methods in psychology* (pp. 24-49). London: Sage.

Breakwell, G. M., & Rose, D. (2006). Theory, method and research design. In G. Breakwell, S. Hammond, C. Fife-Schaw, & J. A. Smith (Eds.), *Research methods in psychology* (pp. 2-23). London: Sage.

Davis, A., & Bremner, G. (2006). The experimental method in psychology. In G. Breakwell, S. Hammond, C. Fife-Schaw, & J. A. Smith (Eds.), *Research methods in psychology* (pp. 64-87). London: Sage.

Howitt, D., & Cramer, D. (2008). *Introduction to statistics in psychology* (4th ed.). London: Pearson Prentice Hall. [Chapters 2 and 8]

For the practical work, see the Assessment Summary handout which will be distributed in Week 1.

Week 11. Qualitative research

Synopsis:

Qualitative approaches are a growing field in Psychology, and encompass a wide range of methods of data collection and analysis. In this lecture, we will look at some of the reasons that people choose to do qualitative research. This will include looking at examples of the diversity of people's subjective experiences, as well as how people can vary across situations and time. We will look at how qualitative research deals with these kinds of complexities and the kind of strategies that have been developed in the field to do research with people. This will include a discussion of how reflexivity and ethics are central to qualitative research.

In the seminar we will be looking at how these ideas translate into the practicalities of designing research. This will involve comparing how qualitative and quantitative research might approach the same research area, concentrating on the different kinds of questions that are asked in these different approaches.

Suggested reading:

Introductory chapters in:

Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1995). *Qualitative methods in psychology: A research guide*. Buckingham: Open University Press.
Etherington, K. (2004). *Becoming a reflexive researcher: Using our selves in research.* London: Jessica Kingsley.
Parker, I. (2005). *Qualitative psychology: Introducing radical research.* Buckingham: Open University Press.
Smith, J.A. (Ed., 2008). *Qualitative psychology* (2nd edition). London: Sage.
Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method.* Buckingham: Open University Press.

Week 12. Qualitative data collection

Synopsis:

Data used for qualitative research can include that which is collected for the research process, such as interviews, diaries, or photographs, as well as 'found' data that already exists in the world, such as court reports or police records. This lecture will look at some of the main methods of data collection used within Psychology, considering appropriate uses of various methods in investigative and forensic psychology, and evaluating the relative strengths and limitations of different methods. We will also cover how to conduct an interview or focus group study and explore practical and ethical issues when carrying out such a study in an applied setting.

In the seminar you will have a chance to practice designing and running a brief focus group discussion. This will involve discussion of the process of choosing an appropriate topic, designing questions to be asked in the focus group, and considering the ethical issues involved.

Suggested reading:

Chapters on methods in:

Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1995). *Qualitative methods in psychology: A research guide.* Buckingham: Open University Press.
Breakwell, G. (2006). Interviewing methods. In G. M. Breakwell, S. Hammond, C. Fife-Schaw, & J. A. Smith (Eds.), *Research methods in psychology* (pp. 232-253). London: Sage.
Millward, L. J. (2006). Focus groups. In G. M. Breakwell, S. Hammond, C. Fife-Schaw, & J. A. Smith (Eds.), *Research methods in psychology* (pp. 274-299). London: Sage.
Parker, I. (2005). *Qualitative psychology: Introducing radical research.* Buckingham: Open University Press.
Smith, J.A. (Ed., 2008). *Qualitative psychology* (2nd ed.). London: Sage.
Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method.* Buckingham: Open University Press.

LEARNING RESOURCES

8.1 Core Materials

Breakwell, G., Hammond, S., Fife-Schaw, C., & Smith, J. A. (Eds., 2006). *Research methods in psychology*. London: Sage.

George, D., & Mallery, P. (2007). *SPSS for Windows step by step 14.0 update* (7th ed.). Boston, MA: Pearson Education.

Howell, D. (2007). *Statistical methods for psychology* (6th ed.). Belmont, CA: Thomson Higher Education.

8.2 Optional Materials

Field, A. (2005). *Discovering statistics using SPSS* (2nd ed.). London: Sage.

Howitt, D., & Cramer, D. (2008). *Introduction to research methods in psychology* (2nd ed.). London: Pearson Prentice Hall.

Howitt, D., & Cramer, D. (2008). *Introduction to statistics in psychology* (4th ed.). London: Pearson Prentice Hall.

Miles, J., & Banyard, P. (2007). *Understanding and using statistics in psychology: A practical introduction.* London: Sage.

Smith, J. A. (Ed., 2008). *Qualitative psychology: A practical guide to research methods* (2nd ed.). London: Sage.

Dr Jamie Smith-Spark
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