

UEA Doctorate in Clinical Psychology

RESEARCH 2 (RES 2)

Module Leads: Dr. Fergus Gracey and Dr. Laura Pass
2018 Cohort

Module: RESEARCH 2
Module Leads: Dr. Fergus Gracey / Dr. Laura Pass
Aims and Learning Objectives of Module

The ClinPsyD Programme aims to develop and improve trainees' skills with regard to applied clinical research work. To these ends, the Programme provides a variety of formal teaching and practical support. It should be borne in mind that the ClinPsyD is a post-graduate doctoral level programme of study and trainees are expected to have a sound basic grounding in both scientific research methods and statistical analysis from their undergraduate studies. Therefore, the emphasis in the teaching provided is on the application of these to clinical problems. We aim to equip Trainees with the tools to become sophisticated applied researchers. We do not expect to teach basics in research methodologies or in statistical analyses. Additional support is provided through online materials, PGR PPD training opportunities and access to specialist supervisors.

The Research module is designed to take Trainees through all aspects of both the process of conducting a doctoral level research project, from planning, design of protocols, methodologies, analysis and writing-up as well as providing Trainees with an understanding of both qualitative and quantitative applied research methods and to put these approaches in the context of clinical research. The Research Methods module also aims to provide Trainees with the skills to conduct service evaluation and clinical audit.

Where this module fits in:



The research module equips Trainees with the skills to: plan and conduct independent research, including identifying research questions; demonstrating an understanding of ethical issues; choosing appropriate research methods and analysis (both quantitative and qualitative); reporting outcomes and identifying appropriate pathways for dissemination.

Research teaching sessions are developmentally sequenced and synchronised with relevant Programme assignments (open-book statistics test, thesis proposal, service related project, systematic review, and thesis). The research teaching is supported by timetabled sessions for consultation with course staff to develop research plans, and research supervision sessions with research supervisors.

Teaching on the Research module is primarily delivered in the first year of the Programme and extends across all 3 years. It has five main aims:

- To facilitate the development of competencies in planning, conducting, and disseminating clinical research
- To facilitate critical interpretation of varieties of data, be that quantitative or qualitative; individual patient or group; in service or research contexts
- To provide support for the development and conduct of the thesis research project
- To provide support for the development and conduct of the systematic review
- To provide support for the development and conduct of the service related project

The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the HCPC (2015) standards:

1. Be able to practice safely and effectively within their scope of practice
2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
4. Be able to practice as an autonomous professional, exercising their own professional judgement
6. Be able to practice in a non-discriminatory manner
7. Understand the importance of and be able to maintain confidentiality
8. Be able to communicate effectively
9. Be able to work appropriately with others
10. Be able to maintain records appropriately
11. Be able to reflect on and review practice
12. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Be able to draw on appropriate knowledge and skills to inform practice
15. Understand the need to establish and maintain a safe practice environment

BPS (2015) competencies covered in the teaching on this Module:

1. Generalizable meta-competencies
2. Psychological Assessment
3. Psychological Formulation
5. Evaluation
6. Research
7. Personal and professional skills and values
8. Communication and teaching
9. Organisational and systemic influence and leadership

RES2

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
3 hours	Research Conduct and Good Clinical Practice Principles	<p><u>Process</u></p> <ul style="list-style-type: none"> To introduce trainees to Good Clinical Practice principles and how these apply to practical research conduct. To explore ethical and scientifically sound research conduct with staff and service users. To explore the consequences of poor research practice and misconduct on service users, services, society, the trainee and the institution. To understand how to set-up and run a research study from design through to dissemination in order to satisfy research auditing and monitoring procedures.
3 hours	Research Supervision (October)	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to the beginning of data collection (subject to successful ethical approval) To plan the systematic review To review the writing plan
3 hours	Writing a Systematic Review	<p><u>Process</u></p> <ul style="list-style-type: none"> To introduce Trainees to the stages involved in conducting and writing a systematic review
	Annual PGR Review	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To formally review progress via the Annual PGR review process (completed on revision)
3 hours	Research Supervision (November) Including Qualitative Research Forum	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection To review progress with the systematic review To review the writing plan
3 hours	Research Supervision (late November)	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection To review progress with the systematic review To review the writing plan and discuss any feedback from drafts
3 hours	Research Supervision (January) Including Qualitative Research	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
	Forum	<ul style="list-style-type: none"> To review progress with the systematic review To review the writing plan and discuss any feedback from drafts
3 hours	Research/SRP Supervision (February)	<p>Supervision</p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection To review progress with the systematic review To review the writing plan and discuss any feedback from drafts
3 hours	Research/SRP Supervision (March) Including Qualitative Research Forum	<p>Supervision</p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection To review progress with the systematic review To review the writing plan and discuss any feedback from drafts
3 hours	Preparing the Thesis Portfolio	<p>Process</p> <ul style="list-style-type: none"> To orient Trainees to the process of preparing the thesis portfolio, including writing an empirical paper and writing for publication
3 hours	Qualitative Research Design: Analysing & interpreting data	<p>Process</p> <ul style="list-style-type: none"> To start to understand different processes and techniques used in the analysis of qualitative research. To think about how different qualitative designs and different research questions impact on the analytic process. To critically appraise the analysis of published research To begin some initial analysis of some 'data'. To practically consider the challenges of analysing large amounts of data and to consider approaches to manage this. To think about the role of interpretation/ 'the researchers voice' in the analysis and reporting of qualitative research.
3 hours	Research/SRP Supervision (April)	<p>Supervision</p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		<ul style="list-style-type: none"> To review progress with the systematic review To review the writing plan and discuss any feedback from drafts
1 hour	Systematic Review top-up – conducting searches	<p>Methods</p> <ul style="list-style-type: none"> To provide practical guidance on conducting literature searches
3 hours	Analysing Research and Service Evaluation Data	<p>Methods</p> <ul style="list-style-type: none"> To be able to use software packages to analyse data and feel confident interpreting resulting outputs
3 hours	Qualitative Research Design: Establishing credibility and ensuring transparency in the analysis and writing of qualitative research	<p>Methods</p> <ul style="list-style-type: none"> To explore different approaches to establishing the credibility or quality of qualitative research. To consider the importance of being able to demonstrate transparency within the analysis process. To explore the relationship between analysis, results and write up. To reflect on how the write up of qualitative research might differ to more traditional quantitative approaches. To continue to think about the role of interpretation/ ‘the researchers voice’ in the analysis and reporting of qualitative research.
3 hours	Research/SRP Supervision (May) Including QRF	<p>Supervision</p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection To review progress with the systematic review To review the writing plan and discuss any feedback from drafts
3 hours	Research/SRP Supervision (June) Including QRF	<p>Supervision</p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection To review progress with the systematic review To review the writing plan and discuss any feedback from drafts
Over Summer	Research Supervision (July, August, September)	<p>Supervision</p> <ul style="list-style-type: none"> To discuss progress with the empirical project, particularly in relation to ongoing data collection To review progress with the systematic review

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		<ul style="list-style-type: none"> To review the writing plan and discuss any feedback from drafts
1 day	Research conference	<p>Process</p> <ul style="list-style-type: none"> All Trainees will gain experience of being involved in an academic event All Trainees will develop an increased understanding of the importance of dissemination 2nd and 3rd year Trainees will develop skills in presenting their research to an audience

YEAR	TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES	NOTES
Self-Directed Learning Resources				
1	1½-3 hrs	Online Statistics Module	<p>Methods</p> <p>This module provides a range of online resources to support the face-to-face teaching sessions on statistical methods</p> <p>After working through these resources, Trainees will be able to:</p> <ul style="list-style-type: none"> determine which statistical tests are appropriate for various types of data carry out tests of differences between two means/medians carry out tests of differences between more than two means/medians investigate and interpret interactions between independent variables understand the advantages of within 	Online teaching available via Blackboard

YEAR	TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES	NOTES
			<p>subjects designs</p> <ul style="list-style-type: none"> • analyse associations in categorical data • carry out correlations • determine when it is appropriate to use non-parametric tests • conduct regression analyses, including multiple regression • outline when more complex methods may be used, including principal components analysis, factor analysis, survival analysis, logistic regression, log linear analysis, and structural equation modelling • describe what statistical significance means • calculate the power and the number of participants required for a study • present results in a relevant format, including the use of means and standard deviations, effect sizes, confidence intervals, exploratory data analysis and percentages • advise colleagues on statistical analysis methods • critically assess the use of statistics in 	

YEAR	TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES	NOTES
			publications	
1	1½-3 hrs	Literature Reviewing and Critical Appraisal	<p>Methods</p> <ul style="list-style-type: none"> To introduce Trainees to the stages and processes involved in conducting a systematic review To provide an opportunity to practice critiquing a systematic review 	Online teaching available via Blackboard
Additional Optional Teaching Sessions				
Year 2: February and April	1 hour	Qualitative Research Forum	<p>Methods</p> <ul style="list-style-type: none"> To provide specific support with issues pertaining to individual qualitative Trainee research projects 	
Year 2 Summer Teaching Day	Drop-in	Drop-in sessions for ethics, research design and analysis	<p>Methods</p> <ul style="list-style-type: none"> To provide specific support with ethical issues, research design and quantitative/qualitative analysis issues pertaining to individual Trainee research projects 	
Year 2	All Trainees are PGR students and are able to sign up to any of the courses in the UEA PGR Personal and Professional Development Online Directory: https://portal.uea.ac.uk/postgraduate-research/events/ppd-online-directory In particular, we would recommend Trainees who require SPSS training to search the directory for appropriate courses.			

References:

- Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). *Introduction to Meta-Analysis*. London, John Wiley & Sons
- Braun, V & Clarke, V. (2014). *Successful Qualitative Research: A Practice Guide for Beginners*. London, UK: Sage
- Clark-Carter, D. (2010). *Quantitative Psychological Research, 3rd edition* ; The complete student's companion. Hove, UK : Psychology Press.
- Cooper, H.M. (2016). *Research Synthesis and Meta-Analysis: A Step-by-Step Approach, 5th edition*. Sage Publications.
- Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics, 4th edition*. London, UK: Sage.
- Lipsey, M. W., & Wilson, D. (2000). *Practical Meta-Analysis*. Sage Publications.
- Smith, J. A, Flowers, P. & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, Method, Research*. London, UK: Sage.
- Tabachnick, B.G. & Fidell, L.S. (2013). *Using Multivariate Statistics, 6th edition*. Harlow, UK; Pearson Education.