

UEA Doctorate in Clinical Psychology

RESEARCH 3 (RES 3)

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2017 Cohort

Module: RESEARCH 3

Module co-ordinator: Fergus Gracey / 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:



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

How the Module affords trainees the opportunity for individuation of training:

Alongside formal teaching and supervision, Trainees will have the opportunity to use study time to further their research skills. A range of self-directed learning resources will be available to support dissemination of the thesis research and service related project, usually via submission to a peer-review journal but also via other methods of dissemination, including conference attendance. For those trainees who wish to pursue a research career post-qualification, resources will be available to enable them to explore potential sources of grant funding, etc. The 'Research in the Real World' workshop will enable trainees to consider how they might apply their research skills in clinical practice. Trainees are also able to access a range of courses via the UEA Postgraduate Research Student Personal and Professional Development Online Directory: <https://portal.uea.ac.uk/postgraduate-research/events/ppd-online-directory>.

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 practise 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
10. Be able to maintain records appropriately
11. Be able to reflect on and review 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

The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the BPS Competencies:

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

RES3

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
3	Research Supervision (October)	<p><u>Supervision</u></p> <ul style="list-style-type: none"> • To discuss progress with the thesis portfolio, particularly in relation to the end of data collection • To review plans for data analysis • To review the writing plan and discuss any feedback from drafts
3	Self-Directed Learning: Analysing Research Data	<p><u>Methods</u></p> <ul style="list-style-type: none"> • To be able to use software packages to analyse data and feel confident interpreting the resulting outputs
3	Research Supervision (November) and Qualitative Research Forum	<p><u>Supervision</u></p> <ul style="list-style-type: none"> • To discuss progress with the thesis portfolio, particularly in relation to end of data collection and data analysis • To review the writing plan and discuss any feedback from drafts
3	Annual PGR Review	To formally review progress via the Annual PGR review process (completed on evision)
3	Research Supervision (December)	<p><u>Supervision</u></p> <ul style="list-style-type: none"> • To discuss progress with the thesis portfolio, particularly in relation to end of data collection and data analysis • To review the writing plan and discuss any feedback from drafts
3	Research Supervision (January) and Qualitative Research Forum	<p><u>Supervision</u></p> <ul style="list-style-type: none"> • To discuss progress with the thesis portfolio, particularly in relation to data analysis, results and discussion • To review the writing plan and discuss any feedback from drafts
3	Research Supervision	<u>Supervision</u>

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
	(February)	<ul style="list-style-type: none"> To discuss progress with the thesis portfolio, particularly in relation to data analysis, results and discussion To discuss any feedback from final drafts and process of submission
2	Preparing for the Viva	<p><u>Process</u></p> <ul style="list-style-type: none"> To provide an overview of the viva process To explain procedures and practices To demonstrate how to prepare for the viva exam To understand possible outcomes
3	Research Supervision (March)	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To prepare for the viva examination (e.g. possible mock viva with Supervisory panel) To discuss plans for ending the empirical project (e.g. end of study report to ethics, data storage plans, etc) To discuss plans for dissemination
3	Research Supervision (April)	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To prepare for the viva examination (e.g. possible mock viva with Supervisory panel) To discuss plans for ending the thesis project (e.g. end of study report to ethics, data storage plans, etc) To discuss plans for dissemination
3	Research Supervision (May/June)	<p><u>Supervision</u></p> <ul style="list-style-type: none"> To discuss the outcome of the viva examination and plan work on corrections To discuss plans for ending the empirical project (e.g. end of study report to ethics, data storage plans, etc) To discuss plans for dissemination
1	Publication and Dissemination	<p><u>Process</u></p> <ul style="list-style-type: none"> To discuss the importance of publication and other forms of dissemination

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		<ul style="list-style-type: none"> • To outline the process of publication and dissemination • To make plans for publication and dissemination
3	Research in the Real World	<p><u>Process</u> The aim of this lecture/workshop is to encourage final year trainees to use their research skills to inform their clinical practice. This will include assessment, individual and group therapeutic work, service development and wider health policy.</p> <p>Specific learning objectives:</p> <ul style="list-style-type: none"> • Develop an awareness of the research skills and knowledge acquired through training that may inform clinical practice. • Understand how research is used to improve health outcomes in the UK (e.g. the NIHR innovation pathway). • Understand how clinical trials evidence is used successfully and unsuccessfully to inform current treatment provision in NHS services. • Recognise that clinical guidelines (e.g. from NICE) are frequently controversial and may be criticised on a number of grounds. • Be able to advocate for evidence-based practice in clinical settings.
5	Research conference	<p><u>Process</u></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

References:

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- 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.
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- 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.