



PSYC13015 Research Methods 3

Term 1 - 2023

Profile information current as at 27/04/2024 06:43 pm

All details in this unit profile for PSYC13015 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit is designed to equip you with the analytic skills necessary to carry out advanced applied research. You will develop a toolbox of practical skills that will allow you to undertake qualitative and quantitative research as part of your undergraduate and/or professional career/s in psychology, research, business, government, community development, education, and beyond. The unit builds on earlier research methods units in psychology (PSYC11012 and PSYC12048). You will be introduced to advanced statistical techniques, as well as how to analyse and interpret quantitative data using industry-standard statistical software packages. You will also continue to develop your skills in qualitative research methods and build your abilities in research interviewing, thematic analysis and reporting of qualitative data, how to build rapport and trust with participants, and how to be self-aware and reflexive when conducting qualitative research.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

PSYC11012 and PSYC12048.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2023

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 50%

2. **Written Assessment**

Weighting: 30%

3. **Practical Assessment**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE, student emails and personal reflection by teaching staff.

Feedback

Assessments were all due in the second half of term creating pressure for both teaching staff and students.

Recommendation

Revise due date for one quantitative portfolio component assessment to be earlier in the term.

Feedback from Student emails and personal reflection by teaching staff.

Feedback

There were logistical problems with students working in pairs for the interview skills assessment.

Recommendation

Place students in small groups rather than in pairs for the interview skills assessment.

Feedback from SUTE, student emails and personal reflection by teaching staff.

Feedback

Integration of quantitative and qualitative content could be improved, both logistically and theoretically.

Recommendation

Teaching staff will review the block-based sessions and draw upon teaching materials (and staff) from earlier research methods units to scaffold learning. There will be a final 'bringing it all together' session in the final week of term, which will cover mixed methods research.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Prepare quantitative data ready for analysis in a statistical software package.
2. Analyse and report quantitative data in a professional format.
3. Interpret and defend qualitative data analysis in a professional format.
4. Prepare for and conduct a qualitative interview.

The external accrediting body is Australian Psychology Accreditation Council (APAC). The unit fulfills one of the key foundational competencies outlined in the accreditation document for students completing a 3 year psychology degree, i.e. *they will acquire a depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach to research methods and statistics*. This is a compulsory (year 3) unit required to successfully complete the course.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•		
2 - Written Assessment - 30%			•	
3 - Practical Assessment - 20%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		•	•	•
2 - Problem Solving	•			
3 - Critical Thinking	•	•	•	
4 - Information Literacy		•		
5 - Team Work				
6 - Information Technology Competence	•			•
7 - Cross Cultural Competence				•
8 - Ethical practice				•
9 - Social Innovation			•	
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

PSYC13015

Prescribed

SPSS Statistics: A Practical Guide

4th Edition (2018)

Authors: Peter Allen, Kellie Bennett, Brody Heritage

CENGAGE

Australia

ISBN: 9780170421140

Binding: Paperback

PSYC13015

Prescribed

Successful Qualitative Research: A Practical Guide for Beginners

1st Edition

Authors: Virginia Braun, Victoria Clarke

Sage

ISBN: 9781847875822

Binding: Paperback

PSYC13015

Supplementary

Discovering Statistics using IBM SPSS Statistics

5th Edition (2017)

Authors: Andy Field

Sage

London , UK

ISBN: 9781526419521

Binding: Paperback

PSYC13015

Supplementary

Publication Manual of the American Psychological Association (APA)

7th Edition (2019)

Authors: American Psychological Association

American Psychological Association

Washington , DC , USA

ISBN: 9781433832161

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- SPSS version 26 or later (preferably 28) standard edition. Base edition is not suitable.
- Internal/external webcam with microphone of sufficient quality for conducting an interview

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Darren Walker Unit Coordinator
d.j.walker@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Research Methods 3 and Interviewing A	Braun and Clarke (2013) Chapter 1 (essential) Allen et al (2018) Chapters 1 & 2 (recommended)	Zoom online tutorial (1hr duration).

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Interviewing B (doing)	Braun and Clarke (2013) Chapter 2	Zoom online tutorial (1hr duration).

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Interviewing C (reflecting)	Braun and Clarke (2013) Chapter 4	Zoom online tutorial (1hr duration).

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Revision ANOVA (one-way designs)	Allen et al (2018) Chapters 3 & 7	Live Lecture (2hrs duration max) and 2 x Zoom online SPSS workshops (1hr duration).

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Factorial ANOVA part 1 [Between subjects designs]	Allen et al (2018) Chapter 8	Live Lecture (2hrs duration max) and 2 x Zoom online SPSS workshop (1hr duration).

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
		SPSS ANALYSES Due: Vacation Week Thursday (13 Apr 2023) 11:45 pm AEST

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Factorial ANOVA part 2 [Mixed designs]	Allen et al (2018) Chapter 9	Live lecture (2 hrs duration max) and 2 x Zoom online SPSS workshops (1hr duration).

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Advanced thematic analysis A	Braun and Clarke (2013) Chapters 8 & 9	Zoom online tutorial (1hr duration).

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Advanced thematic analysis B	Braun and Clarke Chapters 10 & 11	Zoom online tutorial (1hr duration). Component 2 of Portfolio. SPSS ANALYSES Due: Week 8 Thursday (4th May 2023) 11:45 pm AEST

Week 9 - 08 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Multiple Regression Part 1 (correlation and simple linear regression)	Allen et al (2018) Chapters 12 & 13	Live lecture (2 hrs duration max) and 2 x Zoom online SPSS workshops (1hr duration).
Week 10 - 15 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Multiple Regression Part 2 (multiple regression)	Allen et al (2018) Chapter 13	Live Lecture (2hrs duration max) and 2 x Zoom online SPSS workshop (1hr duration). EXPERIENTIAL THEMATIC ANALYSIS Due: Week 10 Monday (15 May 2023) 11:45 pm AEST
Week 11 - 22 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Bridge to honours statistics [ANCOVA]	Allen et al (2018) Chapter 10	Live Lecture (2hrs duration max) and 2 x Zoom online SPSS workshops (1hr duration).
Week 12 - 29 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Bringing it all together	Journal papers suggested.	Component 3 of Portfolio. SPSS ANALYSES Due: Week 12 Thursday (1st June 2023) 11:45 pm AEST. INTERVIEW SKILLS Due: Week 12 Thursday (1 June 2023) 11:45 pm AEST
Review/Exam Week - 05 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 SPSS ANALYSES

Assessment Type

Portfolio

Task Description

You will be given data sets for statistical tests covered in the unit. You will be required to enter the data into SPSS, analyse these data and write up the statistical program output in brief APA style. There will be three data sets which form your portfolio. However, you are required to submit each component of the portfolio at designated submission dates to scaffold learning and enable you to benefit from feedback. The first component (one-way ANOVA) is due in week 7 and is worth 10% of the unit marks. The second component (factorial ANOVA) is due in week 10 and is worth 20% of the unit marks. The third component (multiple regression) is due in week 13 (course review week) and is worth 20% of the unit marks.

Assessment Due Date

Vacation Week Thursday (13 Apr 2023) 11:45 pm AEST

Component 1 due vacation week, component 2 due week 8, and component 3 due week 12

Return Date to Students

Components 1 and 2 will be returned to enable students to make use of feedback. The aim is within two teaching weeks of submission, i.e., not including Easter nor the half-term break. Component 3 grades (and feedback) will be available by the 23/06/2023

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Component 1. The % of marks awarded will be split among the following criteria : appropriate analysis, assumption testing, correct interpretation of statistical output, effect size, and statistics written concisely in APA format. 10 marks awarded in total. WORD RANGE 250-400.

Component 2. The % of marks awarded will be split among the following criteria : appropriate analysis, assumption testing, correct interpretation of statistical output, effect size, and statistics written concisely in APA format. 20 marks awarded in total. WORD RANGE 350-550.

Component 3. The % of marks awarded will be split among the following criteria : appropriate analysis, assumption testing, correct interpretation of statistical output, effect size, fit of the model, and statistics written concisely in APA format. 20 marks awarded in total. WORD RANGE 300-500.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Each component needs to be submitted separately at the specified due date. MS WORD files are preferred over PDF.

Learning Outcomes Assessed

- Prepare quantitative data ready for analysis in a statistical software package.
- Analyse and report quantitative data in a professional format.

2 EXPERIENTIAL THEMATIC ANALYSIS

Assessment Type

Written Assessment

Task Description

You will be given a transcript from a fictitious interview on the topic of student mental health. You will undertake Experiential Thematic Analysis upon the transcript. This will involve the following steps: 1) fully familiarise yourself with the transcript, 2) code the transcript and find a pattern in your coding that can be presented in the form of one overarching theme, two themes and three sub-themes, 3) You will present these types of themes in a graphical figure along with a written description of the relationship between the different types of themes you have identified, 4) you will provide a written explanation of the overarching theme, one theme and one sub-theme using a balance of analytic commentary and appropriately cited data extracts. Your written submission will show steps 3-4 (steps 1 and 2 are not submitted).

Assessment Due Date

Week 10 Monday (15 May 2023) 11:45 pm AEST

Return Date to Students

The aim is to return experimental thematic analysis prior to interview skills being submitted

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your evidence of having undertaken a systematic and thorough process of qualitative data analysis that results in a convincing and compelling interpretation of the data. This will be assessed using the following

four criteria: 1) balancing analytic commentary against data extracts (citing direct quotes from the transcript) in a professional format, 2) constructing an analytic commentary that provides original and novel insights into the meaning of the data, 3) capturing both overt and latent levels of meaning, 4) defending against alternative plausible interpretations of the data.

WORD LIMIT: Your submission should be no more than 800 words (inclusive of data extracts, data citations, text used in figures and headings). Any words over that limit will not be read or assessed by your marker. See the Psychology Word Count Information document for a rationale for this type of word limit restriction.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submissions must be in a MS WORD file format ONLY

Learning Outcomes Assessed

- Interpret and defend qualitative data analysis in a professional format.

3 INTERVIEW SKILLS

Assessment Type

Practical Assessment

Task Description

You will conduct and record an individual interview with a classmate using Zoom software. Your tutor will allocate you to a group and you will then be responsible for arranging an interview with a classmate from that group. You will be provided with a research topic and a research question and you will be responsible for formulating your interview questions. The interview should be no shorter than 20 minutes and no longer than 40 minutes. You will need to schedule the interview to take place during teaching week 6. You will be responsible for scheduling the interviewing, arranging the Zoom meeting and for recording the meeting. You are advised to record the interview locally rather than to the cloud. You will submit a short, edited version of your interview for assessment. Your edited video should be no longer than 3 minutes. This will require you to select the parts of the interview that you believe show your best interviewing skills. You will be provided with basic instruction on how to edit a video using the Windows 10 app called 'Video Editor'. Following the interview, you will produce a written reflection on your performance in the interview.

Your reflection could include one or more of the following points:

- Your introduction (did it set the person at ease by giving them a clear easy to understand overview of what you would be doing together?)
- The wording of your questions (were they open, non-leading, short and clear, empathetic?)
- Your listening skills (how was your posture, gaze and attention; what distracted you from listening well, what helped; how well did you include active listening responses?)
- Your responsive skills (how well were you able to adapt your language/questions/structure to the participant's account ; what helped/hindered this?)
- What skills did you use to help elicit a rich, detailed account in the participant's own words

Assessment Due Date

Week 12 Thursday (1 June 2023) 11:45 pm AEST

Return Date to Students

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed against four criteria. The first three will relate to your performance in the interview as presented in your edited video recording. The fourth criteria will relate to your written reflection on the interview.

The three key criteria against which your interview recording will be assessed are: clarity of your recording, encouragement, and flexibility and listening. These criteria are designed to assess your ability to record an interview with sufficient fidelity to ensure it can be efficiently transcribed (you will not be required to transcribe your interview).

The encouragement criteria will assess your ability to communicate respect and interest in your interviewee. Flexibility and listening will assess your ability to be responsive to your interviewee in relation to what questions you ask and how you ask those questions.

The fourth criteria against which your written reflection will be assessed is insightful and balanced reflection. This criteria is designed to assess your ability to both envision how you might further improve your interviewing skills and your

reflections on the challenges posed by working in a qualitative research paradigm.

WORD LIMIT: Your written reflection should be no more than 300 words. Any words over that limit will not be read or assessed by your marker. See the Psychology Word Count Information document for a rationale for this type of word limit restriction. Similarly, your edited interview recording should be no longer than 3 minutes and if you submit a longer video, only the first 3 minutes will be viewed.

INTERVIEW RECORDING FORMAT: You should record in mp4 video format (the default recording format for Zoom) and render your video, after you have edited it. Then save as an mp4 video file. That video file should have a resolution of either 720p (standard definition) or 1080p (high definition), have a bitrate no higher than 5mbps and a frame rate no higher than 30fps. Do not record in a higher resolution, higher bitrate or higher frame rate and do not render your video in a file format other than mp4. If you do so, your video file may be too large to upload to the submission page in Moodle or may not be viewable by your marker and you would be required to resubmit your assignment. It is also important that the dialogue is clear and of sufficient volume for the marker. You should check the quality of your webcam and/or external microphone. Teaching resources on Moodle will provide you with guidance on all of these technical aspects of recording and rendering your video

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Remember to submit both an edited video (.mp4) and a written reflection (MS WORD format only)

Learning Outcomes Assessed

- Prepare for and conduct a qualitative interview.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem