**Research Programs and links to renewed subject outline topics for investigations**

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| **Research Program** | **Possible Stage 1 Topics** | **Possible Stage 2 Topics** |
| Arousal and relaxation | Cognitive PsychologyEmotion | Psychology of the Individual |
| Chunking in learning | Cognitive Psychology | The Psychology of Learning |
| Sleep | Cognitive PsychologyEmotion | Psychological Health and Wellbeing |
| Coping with stress | NeuropsychologyPsychological Wellbeing | Psychology of the IndividualPsychological Health and Wellbeing |
| Impression formation | Cognitive Psychology | Social Influence |
| Persuasion | Cognitive Psychology | Social Influence |
| Self-improvement |  | The Psychology of Learning |
| Personality and situation | NeuropsychologyEmotion | Psychology of the Individual |
| Conformity | Lifespan Psychology | Social Influence |
| Music and memory | Cognitive Psychology | The Psychology of Learning |
| Positive outlook | EmotionCognitive Psychology |  |

These Research Programs could be modified in such a way that would allow them to be used in the identified topics. This alignment is not exhaustive; there are possible modifications to the programs that could allow them to be used in a variety of ways for other topics. It is important to note that students should be provided the opportunity to design their study, but that in implementing it (if that becomes part of their task), the teacher will have to ensure that the study is ethical in its design and implementation. Some of the possibilities above can yield interesting research that is ethically problematic for students to conduct.

Some of the possible alignments will require the students to demonstrate an understanding of the various research designs that fall outside of the scope of the original research program. For example, it would be possible to conduct the Sleep Research Program as an experiment (modifying an environmental factor for participants) or as an observational study (investigating how variations in sleep quality affect emotion).

For example:

At Stage 1, students could propose a variation on the Arousal and Relaxation Research Program. This could occur through the Cognitive Psychology topic as the students propose a study that explores the impact of physiological/psychological arousal on memory processes. Students at Stage 1 could plausibly propose a study exploring the relationship between psychological/physiological arousal and emotional responses. Each possibility would require some modification of the already established program but would not require significant enough deviation that would necessarily create ethical issues.

At Stage 2, students could modify the Arousal and Relaxation Research Program by using their knowledge and understanding of personality to employ an observational research design to explore how variations in personality respond to different music conditions.

It is also possible for students to combine research programs to explore psychological phenomena. The obvious combination would be the Arousal and Relaxation program combined with the Music and Memory program. However, the Self-Improvement program could be combined with the Sleep program to explore an effective improvement to sleep. This specific example, though, could introduce some ethical dilemmas.