

Research Methods in Psychology

Instructor: David Polson, PhD

Email: <dpolson@uvic.ca> | **Office:** COR A214 | **Office Hours:** TBA

Teaching Assistant: Sabrina Francescangeli <sfrancescangeli@uvic.ca>

Lab Instructor: Shauna Nedelec <shaunanedelec@uvic.ca>

Course Website: Accessible via BrightSpace <<https://bright.uvic.ca/d2l/le/content/148205/Home>>

Class Days, Times, Room: Mon & Thurs, 11:30am-12:50pm, Elliott Building 167

Lab Section: Day, Time, Room:

B06: Tues, 11:30am-12:20pm, MAC D103 | **B07:** Tues, 12:30-1:20pm, MAC D101

B08: Weds, 11:30am-12:20pm, CLE A313 | **B09:** Weds, 12:30-1:20pm, CLE A320

Course Content

This course deals with psychology as a science. You will be introduced to basic research techniques, with an emphasis on their conceptual rather than statistical rationale. You will be taken through all the stages of psychological research, from choosing the problem to publishing the results. Along the way you will be exposed to a wide variety of interesting topics in the psychological literature. I hope to convey to you the idea that designing and conducting research is an exercise in problem solving that can be exciting and creative.

Course Materials

- (1) White, T. L. & McBurney, D. H. (2013). *Research methods* (9th ed.). Belmont, CA: Cengage Learning. [purchase hardcopy; or rent eTextbook version]
- (2) *Mastering the Basics of Visual Data Analysis* tutorial [\$9 online; see Lab Assignment F]
- (3) *Study Guide* (available at course website)
- (4) Skeletal PowerPoint slides (available at course website)
- (5) *THINK FAST* computer program (optional; available at course website)

Course Overview

On “lecture” days, I will focus on addressing the answers to selected study questions from the required reading (see *Study Guide* section), often supplementing the textbook discussion with my own examples and perspective. Before lecture, you are encouraged to download the skeletal PowerPoint slides for that chapter (available at the course website) and use them for notetaking purposes. Sometimes marks will be assigned for attendance and participation (see *Class Activities* section). On “test” days, you will have the full class time to write the test (see *Tests* section). On “lab” days, you will meet with your lab instructor for 50 minutes at an assigned time and place (see Laboratory section). There will be a separate outline for the lab component of this course detailing scheduled activities and when lab assignments are due. While there are four lab sections (**B06** and **B07** and **B08** and **B09**), you must attend only the section for which you are registered.

Brightspace limits how I can structure the agenda for any given day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class.

Should you have any questions during the semester, I encourage you to visit me during my office hours; that will get the most immediate reply. You can also post questions at the Q&A forum, or email them to me, your TA (for issues related to grading), or your lab instructor (for issues related to the lab component). Interacting with your peers via the Q&A forum is strongly encouraged, and thus typically should be your first choice, as it provides an opportunity for your peers to respond; while not a required activity, bonus points can be earned for such interactions (see the *Q&A Bonus* section).

Course Components

Study Guide. The *Study Guide* lists pertinent study questions for each textbook chapter in this course. The study questions are important because they are the focus of the lectures, and thus many of the quiz and test items are based on them. Be sure to use the study questions to direct your reading of the textbook, ideally writing out the answers to them. The *Study Guide* also recommends specific end-of-chapter exercises to complete to best prepare for the quizzes and tests; and it includes links to useful resources.

In-Class Activities. At the end of some lectures, you will be required to submit written work for credit, based on some sort of in-class activity. The activity will vary (e.g., answering quiz items about lecture and/or video content, plotting and analyzing data, etc.). The protocol is informal in that comparing your answers with other students is fine, even encouraged. Regardless of the format, a score will be assigned out of 10, partly based on your attendance and partly based on your written work. Overall, this component counts **45 points** toward your final grade. It may be possible to complete some class activities online during lectures, so arrange to have an electronic device (e.g., laptop, cell phone) available. An answer key for each class activity will be posted afterwards at the course website. When preparing for the tests, it is worthwhile to review these answer keys.

In-Class Tests. There are four noncumulative pen-and-paper tests based on the required readings and lectures, written in class. The first two tests cover twice as much material than the latter two tests, and thus they count twice as much toward your final grade. The latter two tests are referred to as Test 3a and 3b. All tests will consist of both multiple choice and open-ended items. Overall, tests count for **630 points** toward your final grade, Tests 1 and 2 worth 210 points each, and Tests 3a and 3b worth 105 points each. Although tests will not be returned, you can review them with me during my office hours.

Laboratory. Your lab section will meet weekly at an assigned room and time. The labs are primarily focused on a self-research project you will be conducting over the course of the semester. Most weeks there will be a lab assignment (**130 points** in total) and/or a self-research update assignment (**35 points** in total). At the end of the semester, based on your self-research project, you will present a poster to your lab section (**50 points**) and later submit an APA-styled research report (**110 points**). Details are provided in a separate lab outline.

Bonus

Online Chapter Bonus Quizzes. There is an online quiz corresponding to most chapters in the textbook. Writing these quizzes is optional but doing so can earn you bonus points. The deadline for completing each Chapter Bonus Quiz can be found in this outline under the *Class Schedule* section as well as at the course website. The answer key for each quiz will become available soon after its

deadline passes, but only for students who wrote the quiz. Each Chapter Bonus Quiz consists of 10 multiple choice items and has a 30-minute time limit. You can earn up to **3 bonus points** per quiz, based on your quiz score. As there are 12 quizzes, **36 bonus points** are available via this option.

Most students should be able to complete a Chapter Bonus Quiz easily within 15 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read through the chapter for the very first time while writing the quiz); in that case, even an hour may not be enough time to do well. So be prepared. The duration of each Chapter Bonus Quiz is set at 30 minutes to accommodate all students, including all those registered with CAL.

Q&A Forum. Interacting with your fellow students in this course is encouraged, but it is not required. The Q&A forum at the course website is set up for this purpose. As an alternative to emailing your questions to me (or to your TA or lab instructor), you can post your questions to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn **3 bonus points**. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn up to **15 bonus points** this way. However, you will be awarded credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

Overall, you can earn up to **50 bonus points** in total. Take advantage of the opportunities!

Optional

THINK FAST. To think critically about research methods in psychology, you need to be fluent with the basic facts and concepts. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes six decks of cards, one deck per unit. Deck size varies from about 20 to 40 cards. In *THINK FAST*, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options for learning the cards, I recommend working in the Type Keyword mode. In this mode, flashcards are presented that are missing either the answer or a keyword or phrase, and you are required to type in the missing word(s). For more detailed information about *THINK FAST*, see the document called "Using *THINK FAST*," available at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *THINK FAST* will likely have positive benefits for you beyond merely memorizing the definitions.

All the material (facts and terms) covered in the *THINK FAST* decks comes from the required textbook readings and the lectures. Should you choose not to use *THINK FAST*, you can still access the *THINK FAST* items in a PDF document provided at the course website.

Evaluation

In-Class Activities	45
In-Class Tests	630
Lab Assignments	130
Self-Research Data Updates	35
Poster	50
Self-Research Report	110
TOTAL	1000
Bonus up to...	50

N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- 3 or more tests attempted
- 3 or more lab assignments submitted
- self-research report submitted

Failure to complete any one or more of these elements will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as 0. The maximum percentage that can accompany an N on a transcript is 49.

Notes

- Tests will not be returned to you, but you can review your tests with me during my office hours.
- Your scores will be frequently updated on the course website. You should check them regularly to ensure that they have been recorded correctly.
- Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number.
- Assignments are due, and tests must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession (see below), there will be zero credit and no make-up for any assignments or quizzes not turned in on time. ***Travel plans will not be accepted as an excuse.***
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities) must contact me immediately upon their return to arrange for substitute work. Late contact (e.g., after the tentative final grades are posted) is unacceptable. I may require documentation of the circumstance.
- As the answer key for each Chapter Bonus Quiz is posted after its due date, makeups are not possible, regardless of the reason. Keep in mind that these are bonus assignments, and there are other ways of earning bonus points.

CLASS SCHEDULE

Sept 9 (Th)	<ul style="list-style-type: none"> • Introduction to course format
Sep 13 (M)	<p>Chapter 1: Psychology & Science</p> <ul style="list-style-type: none"> • Required reading: Chapter 1
Sept 16 (Th)	<p>Chapter 5: Variables</p> <ul style="list-style-type: none"> • Required reading: Chapters 1, 5 ★ Online: Chapter 1 Bonus Quiz (due by midnight)
Sept 20 (M)	<ul style="list-style-type: none"> • Required reading: Chapter 5 ★ Online: Chapter 5 Bonus Quiz (due by midnight)
Sept 23 (Th)	<p>Chapter 6: Validity</p> <ul style="list-style-type: none"> • Required reading: Chapter 6
Sept 27 (M)	<p>Chapter 7: Control</p> <ul style="list-style-type: none"> • Required reading: Chapters 6, 7 ★ Online: Chapter 6 Bonus Quiz (due by midnight)
Sept 30 (Th)	<p>Chapter 3: Research Ethics (No Class)</p> <ul style="list-style-type: none"> • Required reading: Chapter 3 (no lecture for this chapter) ★ Online: Chapter 3 Bonus Quiz (due by midnight)
Oct 4 (M)	<ul style="list-style-type: none"> • Required reading: Chapter 7 ★ Online: Chapter 7 Bonus Quiz (due by midnight)
Oct 7 (Th)	★ Test 1 (Chapters 1, 5, 6, 7, 3)
Oct 11 (M)	THANKSGIVING
Oct 14 (Th)	<p>Chapter 14: Graphic and Descriptive Techniques</p> <ul style="list-style-type: none"> • Required reading: Chapter 14 (only parts covered in skeletal PowerPoint slides)
Oct 18 (M)	<p>Chapter 15: Inferential Statistics</p> <ul style="list-style-type: none"> • Required reading: Chapters 14, 15 (only parts covered in skeletal PowerPoint slides)
Oct 21 (Th)	<ul style="list-style-type: none"> • Required reading: Chapter 15 (only parts covered in skeletal PowerPoint slides) ★ Online: Chapters 14-15 Bonus Quiz (due by midnight)
Oct 25 (M)	<p>Chapter 8: Nonexperimental Research (Part 1)</p> <ul style="list-style-type: none"> • Required reading: White & McBurney (2013), Chapter 8

Oct 28 (Th)	<p>Chapter 9: Nonexperimental Research (Part 2)</p> <ul style="list-style-type: none"> • Required reading: White & McBurney (2013), Chapters 8, 9 ★ Online: Chapter 8 Bonus Quiz (due by midnight)
Nov 1 (M)	<ul style="list-style-type: none"> • Required reading: White & McBurney (2013), Chapter 9 ★ Online: Chapter 9 Bonus Quiz (due by midnight)
Nov 4 (Th)	★ Test 2 (Chapters 14, 15, 8, 9)
Nov 8 (M)	<p>Chapter 10: True Experiments (Part 1)</p> <ul style="list-style-type: none"> • Required reading: Chapter 10
Nov 10-12	READING BREAK
Nov 15 (M)	<p>Chapter 11: True Experiments (Part 2)</p> <ul style="list-style-type: none"> • Required reading: Chapters 10, 11 ★ Online: Chapter 10 Bonus Quiz (due by midnight)
Nov 18 (Th)	<ul style="list-style-type: none"> • Required reading: Chapter 11 ★ Online: Chapter 11 Bonus Quiz (due by midnight)
Nov 22 (M)	★ Test 3a (Chapters 10, 11)
Nov 25 (Th)	<p>Chapter 12: Single-Subject Experiments</p> <ul style="list-style-type: none"> • Required reading: Chapter 12
Nov 29 (M)	<p>Chapter 13: Quasi Experiments</p> <ul style="list-style-type: none"> • Required reading: Chapters 12, 13 ★ Online: Chapter 12 Bonus Quiz (due by midnight)
Dec 2 (Th)	<ul style="list-style-type: none"> • Required reading: Chapter 13 ★ Online: Chapter 13 Bonus Quiz (due by midnight)
Dec 6 (M)	★ Test 3b (Chapters 12, 13)

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- ***What to do if you miss the final exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you miss an exam other than one scheduled during the formal exam period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp