

APPLIED ARTS DIVISION  
School of Liberal Arts  
Fall, 2016



**COURSE OUTLINE**

**PSYC 201**

**RESEARCH METHODS IN PSYCHOLOGY**

**45 HOURS  
3 CREDITS**

PREPARED BY: James McClelland      DATE: April, 2016

APPROVED BY:      DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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APPLIED ARTS DIVISION  
Psyc 201  
3 Credit Course  
Fall Term, 2016

## RESEARCH METHODS IN PSYCHOLOGY

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<b>INSTRUCTOR:</b> R. James McClelland, Ph.D.	<b>OFFICE HOURS:</b> Monday 10:30 - 12:00
<b>OFFICE LOCATION:</b> A2911A	<b>CLASSROOM:</b> TBA
<b>E-MAIL:</b> <a href="mailto:jmcclelland@yukoncollege.yk.ca">jmcclelland@yukoncollege.yk.ca</a>	<b>TIME:</b> 1:00 p.m. - 4:00 p.m.
<b>TELEPHONE:</b> (867) 668-8867	<b>DATES:</b> Mondays

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### COURSE DESCRIPTION

*Research Methods in Psychology* is designed to introduce students to social science research and to develop student research and analytical skills. Students are introduced to the theory and logic of research, the ethics that guide the research process, and to the range of research methods generally employed in the social sciences. Attention will be paid to research design, data collection, elementary data analysis, and report writing. The course includes discussion of specific methodological approaches.

The emphasis is on providing practical knowledge of the research process and in preparing students to conduct their own basic research projects. Students will leave the course with a better understanding of how to conduct their own research in psychology as well as a better understanding of how to evaluate the research of others. The course is aimed at those who plan to pursue their education in the social or applied sciences and those employed in such fields as social work, health care, policy analysis, and related fields who wish to enhance their understanding of psychological research. The course will prepare students for advanced research methods courses in their chosen fields.

### PREREQUISITES

Admission to the School of Liberal Arts, at least one 100 level social science course (e.g. Criminology 101, Sociology 100, Anthropology 100, Psychology 100) or permission of the instructor. It is recommended that students complete at least 24 credit hours before taking this course. Completion of an introductory statistics course would be an asset; although it is expected students will not have a statistics background.

## EQUIVALENCY OR TRANSFERABILITY

AU PSYC 304 (3)	SFU PSYC 201 (3) - Q	TRU PSYC 2110 (3)
TRU-OL PSYC 2111 (3)	TWU PSYC 201 (3)	UBC PSYC (3)
UNBC PSYC 215 (3)	UVIC PSYC 201 (1.5)	UR PSYC 204 (3)

For more information about transferability please contact the Liberal Arts Office.

## LEARNING OUTCOMES

Upon successful completion of the course, which includes timely submission of *all* assignments, students will demonstrate the following knowledge, skills, and attitudes:

- an understanding of various research techniques employed in the social sciences, focused on psychology as well as an appreciation of the strengths, limitations, and ethical concerns of each research strategy
- practical experience in research techniques through conducting a research assignment and developing a research proposal
- an understanding of the opportunities and challenges faced by social scientists in their attempts to understand human behaviour
- basic research, writing, analytical, and critical thinking skills

## COURSE FORMAT

Class content is presented through a lecture/seminar format. Students are responsible for discussion of the required readings and for completion of individual exercises assigned by the instructor. Emphasis is on participatory learning, and students are required to actively participate in class discussions and take part in a number of research activities throughout the course.

## COURSE REQUIREMENTS

Students are expected to attend regularly, complete all assignments, and to participate actively in class discussions. Since a large portion of the examinable material will be based on classroom information, attendance is critical. If you miss a class, please arrange with another student to take notes and to inform you of in-class experiences. Students are responsible for obtaining handouts and completing assignments for any classes missed. Class discussion is an important element in this course. Students will be responsible for the readings assigned and should be prepared to discuss these readings and share their insights in class.

All written assignment must be handed in by 1:00 p.m. on the due date. There is a penalty for late assignments of 5% per day, including weekends. Only in extreme, unforeseen circumstances will a late assignment be accepted without penalty.

## ASSESSMENTS

**Attendance** 5%

Regular attendance and in class participation. Missed classes and non-participation will result in a reduction of the attendance mark.

**Midterm Exam** Due: October 24<sup>th</sup> 20%

The mid-term is scheduled for October 24<sup>th</sup> and will be a multiple choice exam.

Alternate arrangements will not be made for students unable to write the midterm examination at the scheduled time/date unless exceptional circumstances prevail and the instructor has given approval in advance.

**Critique of Article** Due: November 17<sup>th</sup> 10%

Students will be provided with a scholarly journal article pertaining to psychological research that they will review. The review will critically evaluate the quantitative research, discussing applicability, question, sampling, methods, evaluation and other relevant content.

**Research Proposal** Due: November 21<sup>st</sup> 25%

The research proposal is a comprehensive project on a topic of interest to the student. The sections/chapters will include an Introduction, Identification of the Problem, Review of Literature, Research Procedure(s), Ethical Considerations and an estimate of the resources required to undertake the research. Each student will present an abstract of their proposal during class and submit the written proposal to the instructor.

**Research Experience** Due: November 28<sup>th</sup> 10%

In this assignment, students will work in groups or individually to design and implement a “mini quantitative research project”. Students must obtain the approval of the instructor for each project. The findings will be presented in class and a written report submitted to the instructor.

**Final Exam** Due: Exam Week 30%

The final exam will be comprehensive and take place during the regularly scheduled exam period (Dec. 7 - 20). It will be 3 hours in duration and will contain multiple choice, short answer, and essay questions. Students must achieve a passing grade of

50% on the final examination in order to pass the course. A failed final exam will result in a failed course.

Alternate arrangements will not be made for students unable to write the final examination at the scheduled time/date unless exceptional circumstances prevail and the instructor has given approval in advance.

All evaluative components for this course are compulsory, and must be completed in order to pass the course.

## **REQUIRED TEXTBOOKS AND MATERIALS**

Neuman, W. & Robson, K. (2015). *Basics of social research qualitative and quantitative approaches (Third Canadian ed.)*. Toronto: Pearson Canada. Purchase ISBN 9780205991709 which provides access to MySearchLab.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## TOPIC OUTLINE

**PSYC 201 - Fall 2016 - Syllabus**

**Dr. R. James McClelland**

Note:

- All scheduled readings must be done ahead of time, i.e., before they are discussed in class.
- The following schedule of readings is tentative; specified texts may be dropped and others added depending on the pace of the class.
- For extra help with any writing make an appointment (online or in person) with the Writing Centre.
- For help with any learning problems make an appointment (online or in-person) with the Learning Assistance Centre.

### **September 12**

- WELCOME
  - Introductions
  - Course outline and Syllabus
  - Critique, Research Proposal, Research Experience
  - Use of textbook and supplemental materials
- DOING SOCIAL RESEARCH (CHAPTER 1)
  - Why do social research?
  - Alternatives to social research
  - How science works
  - The scientific method and attitude
  - Steps in the research process
  - Use of research
  - Purpose of a study
  - Time dimensions in research
  - Quantitative and qualitative approaches
  - Conclusions: remember the n-ray, archaeological evidence, and witches
- EVALUATING WEBSITES AND DATA-BASE SEARCHING, FINDING, & USING BACKGROUND LITERATURE

### **September 19**

- WISPR WORKSHOP (WEB-BASED INFORMATION SEARCH PROCESS FOR RESEARCH)
  - The research process and getting started
- THEORY AND SOCIAL RESEARCH(CHAPTER 2)

- What is theory?
- Levels of theory
- Empirical generalizations and middle range theory
- The parts of theory
- Two major paradigms
- Major theoretical frameworks
- Direction of theorizing
- Explaining relationships in social research

### September 26

- ETHICS IN SOCIAL RESEARCH (CHAPTER 3)
  - Introduction
  - Ethical issues involving research participants
  - Special populations and new inequalities
  - Privacy, anonymity, and confidentiality
  - Respect for human dignity
  - Ethics and the scientific community
  - Ethics and the sponsors of research
  - Politics of research
- REVIEWING THE SCHOLARLY LITERATURE AND PLANNING A STUDY (CHAPTER 4)
  - Introduction
  - How to find research literature
  - Citation styles
  - How to conduct a systematic literature review
  - Using the internet for social research

### October 3

- DESIGNING A STUDY (CHAPTER 5)
  - Qualitative and quantitative orientations toward research
  - Qualitative design issues
  - Quantitative design issues
- QUALITATIVE AND QUANTITATIVE MEASUREMENT (CHAPTER 6)
  - Why measure?
  - Quantitative and qualitative measurement
  - Reliability and validity
  - A guide to quantitative measurement
  - Index construction
  - Scales

### October 17

- QUALITATIVE AND QUANTITATIVE SAMPLING (CHAPTER 7)

- Non probability sampling
- Probability sampling
- SURVEY RESEARCH(CHAPTER 8)
  - Introduction
  - The logic of survey research
  - Constructing the questionnaire
  - Types of surveys: advantages and disadvantages
  - Interviewing
  - The ethical survey
  - Conclusion

**October 24**

- MID TERM EXAM

**October 31**

- EXPERIMENTAL RESEARCH (CHAPTER 9)
  - Introduction
  - Random assignment
  - Experimental design logic
  - Internal and external validity
  - Results of experimental research: Making comparisons
  - A word on ethics
- NON REACTIVE QUANTITATIVE RESEARCH AND SECONDARY ANALYSIS (CHAPTER 10)
  - Introduction
  - Non reactive measurement
  - Quantitative content analysis
  - Influences

**November 7**

- NON REACTIVE QUANTITATIVE RESEARCH AND SECONDARY ANALYSIS (CHAPTER 10 CONTINUED)
  - Existing statistics/documents and secondary analysis
  - Issues of inference and theory testing
  - Ethical concerns
- ANALYSIS OF QUANTITATIVE DATA (CHAPTER 11)
  - Introduction
  - Dealing with data
  - Results with one variable
  - Results with two variables

**November 14**

- ANALYSIS OF QUANTITATIVE DATA (CHAPTER 11 CONTINUED)
  - Linear regression analysis

- Inferential statistics
- QUALITATIVE INTERVIEWING (CHAPTER 12)
  - Introduction
  - The procedure of qualitative interviewing
  - Asking questions in qualitative interviews
  - Advantages and limitations of qualitative interviews
  - Focus groups
  - Qualitative data resources
  - Qualitative research resources
- CRITIQUE OF ARTICLE DUE

### November 21

- FIELD RESEARCH (CHAPTER 13)
  - Questions appropriate for field research
  - Ethnography
  - The logic of field research
  - Steps in a field research project
- FIELD RESEARCH (CHAPTER 13 CONTINUED)
  - Relations in the field
  - Observing and collecting data
  - Leaving the field
  - Ethical dilemmas of field research
- RESEARCH PROPOSAL DUE

### November 28

- NON REACTIVE QUALITATIVE RESEARCH (CHAPTER 14)
  - Historical - comparative research
  - The logic of historical - comparative research
  - Steps in a historical - comparative research project
  - Historical - comparative research
  - The logic of historical - comparative research
  - Data evidence in historical context
  - Equivalence in historical - comparative research
  - Qualitative content analysis
  - Ethical concerns and trustworthiness in historical - comparative and qualitative content analysis
- RESEARCH EXPERIENCE DUE

### December 5

- ANALYSIS OF QUALITATIVE DATA (CHAPTER 15)
  - Comparing methods of data analysis

- Coding and concept formation
- Analytical strategies for qualitative data
- Other techniques
- Software for qualitative data
- COMBINING METHODS IN SOCIAL SCIENCE RESEARCH(CHAPTER 16)
  - Introduction
  - Mixing methods in qualitative - only and quantitative - only analyses
  - Mixing quantitative and qualitative methods
  - Argument against mixing methods

**December 7 - 20**

- EXAM PERIOD
  - PSYC 201 Exam Date and Time TBA