

**York University**  
**Faculty of Health**  
**Department of Psychology**  
**PSYCHOLOGY 3010 (M)**  
**INTERMEDIATE RESEARCH METHODS**  
**Winter 2015**

**Course Director:** K. Phillips Ph.D.  
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\*\*\*\*you MUST put the course number in the subject line for all e-mail communications. All e-mail should be from your York e-address\*\*\*\*

**Secretary:** Barbara Thurston, 283 BSB, 736-2100 ex. 66253

**Class Time and Location:** Thursdays 8:30 - 11:30, MC 109

**Prerequisites:** Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2020 6.00, AK/AS/HH/SC/PSYC 2021 3.00, AK/HH/PSYC 2510 3.00. NCR note: No credit will be retained for this course for students who have successfully completed or who are currently enrolled in AK/AS/HH/SC/PSYC 4000 6.00, AS/SC/PSYC 4170 6.00, AK/HH/PSYC 4700 3.00, or AK/HH/PSYC 4800 6.00.

**Text:** Any undergraduate text on Research Design and Methods used in PSY2030  
APA Code of Ethics: <http://www.apa.org/ethics/code2002.pdf>

**Recommended:** APA (2009). *American Psychological Association Publication Manual(6th ed.)*. Washington, DC: APA.  
\*\*\*Copies of this document are available in the Psychology Resource Centre. One copy will be on reserve at Scott Library.

**Supplementary Readings:** will be distributed in class

**Course Description:** This course will provide intermediate level experience in the design of psychological research. It will examine various issues and considerations relevant to the process of knowledge acquisition in the behavioural sciences including:(1) hypothesis generation, (2) the interplay between theory and data, (3) sampling and measurement, and (4) the role of theoretical orientation on selection of subject matter, method choice and data interpretation. This course is designed to further develop skills in critical analysis and should provide a useful foundation for those students intending to complete an honours thesis or independent study.

**Evaluation:**

Midterm Assignment 1	5% (due January 22)
Midterm Assignment 2	25% (due February 12)
Presentation	25% (Feb. 26 - Mar. 26)
Participation	5%
Research Proposal	40% (Due last class)

## **Information for Students on Policies and Procedures**

**1) Moodle:** Students are advised to frequently check Moodle for updates and dissemination of important reading materials.

**2) It is expected that students will consult the Guidelines for Missed Tests and Exams posted on the departmental website (<http://www.psych.yorku.ca>) for information on outstanding course requirements. Time extensions for written assignments will be provided only to those students with legitimate reasons (as outlined on website) and appropriate supporting documentation.** Please note: vacation plans ARE NOT considered a legitimate excuse for missed term work. Graded components which are not submitted will be assigned a grade of zero. **The penalty for work submitted late will be 2% per day.**

**3) Grading:** The grading scheme for this course will conform to the 9-point grading system outlined in the York University Undergraduate Calendar. With increasing frequency, students have requested grade adjustments at the end of term, in service of enhancing their GPA standings. Grade adjustments, when warranted, will be applied to ALL students in the class, rather than on an individual basis. This practice is designed to ensure fairness.

### **4) Information on Academic Honesty, Student Conduct Standards, Religious Observance**

**Accommodation and Accommodations for Students With Disabilities:** It is also expected that students are familiar with the Senate Committee on Curriculum & Academic Standards webpage-

([http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm))

Information on plagiarism, cheating and other forms of academic dishonesty is provided in the Department of Psychology Supplemental Calendar and the York University Academic Integrity web site.

(<http://www.yorku.ca/academicintegrity>).

## Lecture Schedule and Assigned Readings

- January 8: Introduction  
Students must formulate one or two, brief research questions of interest which will be presented to the class informally on January 15.
- January 15: Ethical Issues  
APA Ethical Principles of Psychologists and Code of Conduct (may be found on the APA website at:<http://www.apa.org/ethics/code2002.pdf>  
\*\*Students should download and peruse this document prior to lecture.
- Assignment 1 distributed:** Critique of Consent Form (due next class)
- \*\*students must sign up for presentation dates\*\*
- January 22: Bibliographic Techniques - Mr. Adam Taves  
class will meet in Scott Library, 5<sup>th</sup> floor
- Assignment 2 distributed:** draft literature review of your topic, including 15 references (due February 12)
- January 29: Individual Consultation
- February 5: Individual Consultation
- February 12: Brief class meeting on Presentation Guidelines  
Individual Consultation
- February 19: **READING WEEK** - no classes
- February 26: Student Presentations
- March 5: Student Presentations
- March 6: *Last day to withdraw without penalty***
- March 12: Student Presentations
- March 19: Student Presentations
- March 26: Student Presentations
- April 2: Student Presentations

## Comments on Research Evaluation Components and Some General Advice

The primary focus of this course will be on the execution of an independent research proposal. The rationale for this involves a number of considerations. Many of you will take the honours thesis course in the future which will require you to conduct an original piece of research and write up a formal report. For most students, this can be a daunting process if they have little background preparation in reading and writing scientific papers, and thinking critically about psychological research. In executing a proper research proposal, you will engage in those activities which are arguably, the most challenging aspects of conducting research. For example, you will interface with current theory and data in a specific research area, synthesize and critically evaluate the research literature in that area, formulate a well-conceived and feasible research question and address questions pertaining to methods and measures. This is hard work, which, in the real world of research, all takes place before any data points are collected. Moreover, it takes a considerable amount of time. It is imperative that you budget your time wisely and remain focussed. The term moves especially quickly in this course.

It is understood that for most of you, this will be your first experience generating a research proposal. As a class, we will approach the process in stages, with each stage building on the previous one(s). For example, your first assignment involves the writing of a formal literature review, in which you synthesize and critically evaluate research findings in your selected area. This is designed to get you started thinking clearly about a specific research question and to provide you with practice in writing a scientific paper. You will receive as much supervision as is necessary and will be given graded feedback so as to allow for revision in your final paper. All students will be required to select and obtain their own measures, stimulus materials, questionnaires etc. In connection with this, you are permitted to use and sign out materials (some restrictions apply) from the Psychology Resource Centre on the first floor of the BSB. Ms. Mary Malecki runs this resource service and can be extremely helpful in locating various psychological tests and measures. The oral presentation component of the course is designed to facilitate dialogue and meaningful exchange with your colleagues in class, as well as to give you some practice in presenting your ideas. Your final paper will be a formal write up of your completed research proposal which will include your introduction (revised literature review) and proposed method sections.

Finally, it is worth mentioning here that successful students in the past have been able to modify and expand the work completed in this course for use in the honours thesis course. Hence, if you produce a high quality product in PSY3010 on a topic that continues to interest you in the future, efforts expended this term need not be an isolated, decontextualized experience, but can have a payoff down the road.

Krista Phillips

## USEFUL RESOURCES

**Finding a Thesis Supervisor:** <http://yushpp.apps01.yorku.ca/prospective-supervisors>

### APA Style:

<http://www.wooster.edu/psychology/apa-crib.html>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

[http://library.cornell.edu/t/help/res\\_strategy/citing/apa.html](http://library.cornell.edu/t/help/res_strategy/citing/apa.html)

<http://www.apastyle.org/previoustips.html>

### Locating Psychological Tests:

<http://www.yorku.ca/psycentr/>

[http://info.library.yorku.ca/depts/ref/pathfinders/psych\\_tests.htm](http://info.library.yorku.ca/depts/ref/pathfinders/psych_tests.htm)

<http://www.atkinson.yorku.ca/~rokada/findtest.htm>

<http://www.ets.org/testcoll/index.html>

<http://libraries.uta.edu/helen/test&meas/testmainframe.htm>

**The Centre for Academic Writing in the Faculty of Arts :** <http://www.arts.yorku.ca/caw/>