

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3010 3.0 O: INTERMEDIATE RESEARCH METHODS**  
**Tuesdays at 2:30pm via Zoom**  
**Winter 2022**

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This course will be delivered synchronously on Zoom Tuesdays at 2:30pm. At times there may be brief video recordings for students to watch ahead of live class meetings, but notice will be provided by the instructor in these instances.

Students are expected to attend weekly course meetings on Zoom for delivery of course content, class discussions and activities, and to work on team projects during class time. Active participation in these sessions is required and participation marks will be awarded for attending Zoom classes throughout the semester. Although class time will be provided for students to work with their teams, additional work on team projects is nonetheless expected outside of class.

#### **Instructor Information**

**Instructor:** Dr. Jodi Martin

**Office Hours:** By appointment

**Email:** [jodimart@yorku.ca](mailto:jodimart@yorku.ca)

Note that it may take up to 2 business days (Monday to Friday) for the professor to respond to emails. Emails sent over the weekend will be answered as soon as possible during the business week (Monday to Friday). Emails sent in the evening (after 5pm) during the business week will be answered as soon as possible during daytime, business day hours. Keep these timelines in mind especially when emailing about deadline sensitive issues.

#### **Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2020 6.00 (Statistical Methods I and II) or HH/PSYC 2021 3.00 (Statistical Methods I)
- HH/PSYC 2030 3.00 (Introduction to Research Methods)
- Completed at least 54 earned credits

#### **Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

#### **Course website:** [eClass](#)

All course materials will be available through eClass. This includes important details about the course format, lecture slides, supplemental content, Zoom link to weekly synchronous classes, assignment instructions and submissions, appointment sign-ups for office hours, and grades.

All communications from instructor to students en masse will also take place through eClass's Course Announcements, which should be checked regularly.

**It is absolutely necessary that you are regularly accessing eClass to be successful in this course.** "I didn't know it was on eClass" or "I don't know how to use eClass" are not acceptable excuses for missing any course component. Following initial orientation, it is the student's responsibility to become comfortable with using eClass for the purposes of this course. Additional support resources are available under "Online Learning Support for Students."

### **Course Description**

This course is an intermediate level methodological course that will provide further experience with the design, execution, analysis, interpretation and communication of psychological research. Building on the foundation established in *Introduction to Research Methods* and *Statistical Methods I & II*, this course prepares students for many types of advanced research courses and Honours thesis projects.

This course is highly experiential and involves completing a hands-on research project from idea generation through knowledge dissemination. **Students will take an active role in their learning by designing and executing their own research studies in teams of 5 to 6 students.**

By the end of this course, you will have developed and honed transferable skills important to your future courses, workplace and personal lives, including the ability to: (a) be a critical consumer of claims and scientific evidence; (b) evaluate, analyze, and interpret data; (c) communicate the results of research effectively to both scientific and layperson audiences; and (d) work effectively with a group of peers.

### **Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Explain and critique psychological methodologies across sub-disciplines.
2. Generate testable hypotheses in psychology.
3. Analyse and interpret results from simple psychological studies.
4. Express in written form psychological findings using APA style.
5. Demonstrate knowledge that conclusions are limited by research methods.

### **Suggested Texts**

There is no required text for this course, but several references may be helpful.

Any undergraduate textbook on research design and methods AND statistics will support your learning in this course. You will also use research articles that you select for your study and any supplemental materials that are assigned by your instructor.

In addition, I will suggest the following, especially if you hope to pursue an advanced research degree in the future. Most could be purchased used (feel free to use earlier editions) or may be available through the library (York or Toronto Public).

Navarro, D.N. & Foxcroft, D.R. (2019). *Learning statistics with jamovi: A tutorial for psychology students and other beginners*. Retrieved from <https://www.learnstatswithjamovi.com>

Navarro, D.N., Foxcroft, D.R., & Faulkenberry, T.J. (2019). *Learning statistics with JASP: A tutorial for psychology students and other beginners*. Retrieved from <https://tomfaulkenberry.github.io/JASPbook/index.html>

O'Leary, Z. (2021). *The essential guide to doing your research project* (4th edition). SAGE Publications, Ltd.

- Any edition would be helpful so if you want to buy try to find a used copy!

Bell, D.J., Foster, S.L., & Cone, J.D. (2019). *Dissertations and theses from start to finish: Psychology and related fields* (3<sup>rd</sup> edition). American Psychological Association.

- Again, any edition would be helpful – beware of references to earlier APA versions

Beins, B.C., & Beins, A.M. (2020). *Effective writing in psychology: Papers, posters and presentations* (3<sup>rd</sup> edition). John Wiley & Sons, Inc.

- Earlier editions would be fine as well – though beware of any references to previous APA versions

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> edition). American Psychological Association.

- 7<sup>th</sup> edition is a must here
- honestly you're probably just as good using OWL @ Purdue as an APA style resource

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html))

### **Suggested Software**

Students will be required to analyze data using statistical software as part of their team research projects. Students should choose from the following options:

- jamovi (can be downloaded at [www.jamovi.org](http://www.jamovi.org))
- JASP (can be downloaded at [www.jasp-stats.org](http://www.jasp-stats.org))
- StatsCloud (can be downloaded/accessed at <https://statscloud.app/>)
- R (can be downloaded at [www.r-project.org](http://www.r-project.org))

Software to use should be chosen based on the team members' level of comfort with statistics and statistical software. jamovi, JASP, and StatsCloud are very easy to learn and user friendly

options, and there are many online tutorials available for them. R is more difficult and is not recommended for students who do not already know how to use it.

Additional resources to support student use of statistical software are available on eClass; students are also encouraged to seek out additional supplemental resources as needed through YouTube, Google, Stack Overflow ([www.stackoverflow.com](http://www.stackoverflow.com)), or other sources. You can share resources you find with you peers on the Student Forum on eClass

**Course Requirements and Assessments:**

Assessment	Assessment Type	Date of Evaluation (if known)	Weighting
<b>TCPS Training + Research Confidentiality Agreement</b>	Individual	January 25	3%
<b>Proposal Presentation</b>	Team	February 1 (in class)	12%
<b>Online Survey (Qualtrics)</b>	Team	February 8 (drafts) February 16 (final version)	0%
<b>Study Pre-registration Form</b>	Team	February 22	15%
<b>Poster Presentation</b>	Team	March 22 (in class)	15%
<b>Knowledge Translation Assignment</b>	Team	March 29	15%
<b>Final Research Report</b>	Individual	April 11	30%
<b>Participation</b>	Individual	Ongoing	10%
<b>Total</b>			<b>100%</b>

**Description of Assessments**

Assessments in this course include a combination of team and individual based evaluations of your learning. Most assessments will be submitted through eClass, other than presentations as specified.

***TCPS Training + Research Confidentiality Agreement***

Students must complete online training in research ethics no later than January 25<sup>th</sup>, 2022 in order to complete this course. This training can be accessed online (<http://tcps2core.ca/welcome>) and a certificate of completion will be provided once complete. **Students must submit a PDF of their certificate of completion through eClass by the specified deadline in order to complete the course.**

Students must also complete a Research Confidentiality Agreement (available on eClass) no later than January 25<sup>th</sup>, 2022 in order to complete the course. **Students must submit a PDF of their Research Confidentiality Agreement through eClass by the specified deadline in order to complete the course.**

You must submit both documents (TCPS Training Certificate and Research Confidentiality Agreement) in order to earn 3% toward your final grade; failing to submit either will result in a

0 for this component. **As per York University policy, students will not be permitted to participate in required research for this course until the TCPS certificate of completion is submitted.**

### ***Proposal Presentation***

Research teams will work collaboratively to create and present a proposal of their research study. This proposal presentation will include:

- introduction to topic, brief review of background literature & existing research, rationale for the study, statement of hypotheses
- a description of how your variables will be operationalized and measured

More information about creating effective proposal presentations will be provided in class.

### ***Study Pre-registration Form***

Research teams will work collaboratively to complete a mock Study Pre-registration using a template provided by the professor. This process will closely follow that used by researchers when pre-registering their research studies, prior to data collection.

### ***Online Survey***

Each research team will create an online survey for data collection using Qualtrics. More information on using Qualtrics and designing good online surveys will be provided through eClass and during class.

### ***Poster Presentation***

Research teams will work collaboratively to create and present a Poster Presentation of their research studies. More information about creating effective posters will be provided on eClass and during class. Posters will include the following information in a visually appealing presentation format:

- background literature, rationale, and justification of project
- hypotheses tested
- methods used
- results
- discussion/interpretation of results

### ***Knowledge Translation Assignment***

Research teams will work collaboratively to create a layperson summary of their research project's findings. More information about the format of the Knowledge Translation Assignment and how to write about research findings for laypersons will be provided in class.

### ***Final Research Report***

Each student will write an APA-style report of their team's research project. These will be written and graded individually. More information about the final research report will be provided on eClass.

### ***Participation***

Participation will be tracked through attendance to weekly class meetings. Attendance to each class will contribute to half (5%) of each students' participation grade. The remaining half (5%) of the participation grade will be tied to team members' end of term evaluation of each others' contributions to the collaborative research project. Even with perfect attendance to class, students who are reported by their team members as being uninvolved in the group project will receive a penalty to their participation grade. In the rare instance where a major lack of contribution is reported to the professor during the term the student in question may be removed from their group.

### **Class Format and Attendance Policy**

Attendance to weekly class meetings on Zoom is required for this course because each meeting will involve extensive team-based work on your research projects. Attendance will be taken midway through each Zoom class.

Attendance is especially mandatory on Proposal Presentation (February 1<sup>st</sup>) and Poster Presentation (March 22<sup>nd</sup>) days. Failure to attend class on either of these days will result in an individual grade of 0 on the relevant presentation, unless you have a valid documented reason for missing the presentation day.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

### **Late Assignments**

#### ***Late/Missed Presentations***

Presentations (Proposal, Poster) are due and to be delivered by research teams live over Zoom on the dates specified. Failure to do so will result in a grade of 0. All students are expected to attend presentation days; failure to attend on these days will result in an individual grade of 0 on the relevant presentation (regardless of that individual's group's presentation grade) unless a valid documented reason is provided to the instructor by email **before** the presentation day.

### **Late Assignments**

The below policy corresponds to the Study Pre-registration Form, Knowledge Translation, and Final Research Report assignments only.

These assignments have a 2 day grace period where students can submit after the deadline at no penalty. Assignments submitted *beyond this 2 day grace period* will receive a *5% per day late penalty up to a total of 3 days* (i.e., up to 5 days after original due date). No assignments will be accepted 5 days beyond their due date; assignments more than 5 days late will receive a grade of 0.

Example: The deadline for the Study Pre-registration Form is February 22<sup>nd</sup> at 11:59pm. If additional time is needed (due to illness, falling behind, having a lot of deadlines around then, perfectionism, etc.), students can submit their assignment with no late penalty until February 24<sup>th</sup> at 11:59pm. Study Pre-registration Forms submitted February 25<sup>th</sup>, 26<sup>th</sup>, or 27<sup>th</sup> will receive a 5% per day late penalty (e.g., 5%, 10%, 15% penalty, respectively). Assignments not submitted by February 27<sup>th</sup> at 11:59pm will receive a grade of 0.

Please note that late submissions of assignments may nonetheless result in delays of individuals or research teams obtaining feedback on submitted material which will support completion of subsequent course work.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	<b>Fall (Term F)</b>	<b>Year (Term Y)</b>	<b>Winter (Term W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

### **Add and Drop Deadline Information**

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### **Information on Plagiarism Detection**

All submitted work is subject to plagiarism detection screening, which includes but is not limited to: TurnItIn, manual online searches, and automatic text-matching software.

### **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. Any sharing of screenshots and/or personal feedback received from completing course assessments will be considered a violation of the electronic device policy and there will be consequences for this behaviour. The unauthorized sharing of these details or any other course materials by any means (e.g., What's App group, student forum, Reddit, Facebook group etc.) is strictly prohibited.

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.



Participating in group chats other than the Student Forum on eClass (e.g., What'sApp, Discord, Reddit, etc.) in the interest of forming a course community that is solely for the students enrolled in this course is permitted, but students should proceed with caution for the following reasons:

1. The professor, psychology department and York University overall have limited jurisdiction over adverse behaviours (e.g., hacking, bullying, etc.) that may occur in these contexts. That means that it is difficult for the professor monitor if an unsafe situation arises. If such an event occurs, students are advised to shut down the group and form a new one. You should also inform the professor should the adverse behaviour be committed by another student in the course. To reduce the risk of external individuals joining a course chat group please only share links to the group through private means (i.e., don't post the link publicly on Reddit) and share only with other members of PSYC30100.
2. The sharing of screenshots of emails or responses provided by the professor through emails is not permitted in course community group chats. All email communications between student and professor/teaching team are considered private and should not be shared in their totality without express permission from the professor.

### **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. <https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy.](#)

### **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC3010 O course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

**Course Schedule** (subject to change)

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>What's Due When?</b>
1	Jan 11	Course overview, research project topics & team formation  TCPS training overview	
2	Jan 18	Designing a research study  Knowledge Development: Research Proposals	<b>Research teams formed (Jan 18 @ 12 noon: email members, team name to Dr. Martin)</b>
3	Jan 25	Creating online surveys in Qualtrics	<b>Research team topics selected (Jan 25)</b>  <b>TCPS Training Certificate &amp; Research Confidentiality Agreement (Jan 25)</b>
4	Feb 1	<b>Proposal Presentations Day</b>	<b>Proposal presentations (in class)</b>
5	Feb 8	Pre-registration overview + ethical data storage	<b>Qualtrics survey drafts completed (Feb 8: email link to Dr. Martin)</b>
6	Feb 15	Workshop day: Final adjustments to Qualtrics surveys, work on pre-registration forms	<i>Data collection period: Feb 16 – Feb 28</i> <b>Study Pre-registration Form (Feb 22<sup>nd</sup> + 2-day grace period)</b>
		<b>READING WEEK NO CLASSES!</b>	
7	Mar 1	Data analysis (Day 1): Measurement reliability & score calculations, cleaning data, descriptive statistics	
8	Mar 8	Knowledge Dissemination: Effective Poster Presentations, Research Reports  Data analysis (Day 2): Inferential statistics & interpreting results	
9	Mar 15	Knowledge Translation: Research Results for Laypersons  Workshop day: Work on analyses, posters	
10	Mar 22	<b>Poster Fair Day</b>	<b>Poster presentations (in class)</b>
11	Mar 29	Catch up day! Drop in class for help as needed	<b>Knowledge Translation Assignment (March 29 + 2-day grace period)</b>
12	Apr 5	Course Wrap Up  Final consultation on research reports	
	Apr 11		<b>Final Research Report (April 11 + 2-day grace period)</b>