

PSYCHOLOGY 4170 6.0 D, 2014-2015
ADVANCED RESEARCH IN PSYCHOLOGY

Course Website: 1) Go to <https://moodle.yorku.ca/>
2) Log in via Passport York.
3) Select Psychology HHPHYC 4170D from your courses.

Time and Place: Thursday, 11:30 a.m.-2:30 p.m. in 203 FC

Instructor: Paul Kohn, Ph.D. (275 BS; (416)736-2100, X. 66157;
email: pkohn@yorku.ca; office hours: Thursday, 3 p.m.-4p.m.)

Teaching Assistants: Massimo Di Domenico (268 BS; email: mdidomen@yorku.ca;
office hours: Friday 9 a.m.- 10:00 a.m. or by appointment.

Lisa Hancock (043 BS; email: lhancock@yorku.ca; office
hours: Thursday, 10:30 a.m.-11:30 a.m.

Time and Place of Lecture: Thursday, 11:30 a.m.- 2:30 p.m.

Prerequisites: AK/AS/HH/SCPSYC 1010 6.0 or AK/PSYC 2410 6.0, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.0 or AK/PSYC 2530 3.0 or substitute; AK/AS/HH/SC/PSYC 2020 6.0 or substitutes; AK/AS/HH/SC/PSYC 2020 6.0 or substitutes. Students must be in an Honours Program in Psychology and have completed 84 credits (excluding Education courses).

Course Credit Exclusions

AK/AS/HH/SC/PSYC 4000 6.0, AK/PSYC 4700 3.0, AK/PSYC 4800 6.0, GL/PSYC 4000 6.0.

COURSE STAFF

Paul Kohn's current research interests centre on stress and coping, social support and emotional palliation. Previous work has been on cognitive consistency, attitude change and persuasion, authoritarianism and rebelliousness, factors in drug and alcohol use, stimulus-intensity modulation and the therapeutic potential of stand-up comedy training for the mentally ill. His statistical experience beyond the usual (t-tests, ANOVA, correlation and regression, chi-square) includes exploratory factor analysis, parallel analysis, path analysis, confirmatory factor analysis, structural-equation modeling, hierarchical log-linear analysis, and logistic regression. In terms of research design, most of his work has been correlational, including test development and

validation, but he has experience with experimentation. Notable areas of *inexperience* include qualitative research (beyond content analysis) and work with children.

Massimo Di Domenico's research interests are broadly focused on the romantic relationships of adolescents. Specifically, his work looks at the occurrence and cause of dating violence during this period of development in normative, high risk, and clinical populations through a variety of theoretical contexts (ecological, individual, cognitive). His statistical experience includes the usual set of analyses (t-tests, ANOVA, correlation and regression, chi-square) as well as more advanced techniques such as logistic regression and multiple regression. While not an expert, he also has experience with structural equation modelling, exploratory factor analysis, and qualitative analysis. Most of his research has used multiple regression.

Lisa Hancock's research interests include intersensory processing of auditory and visual information in children with an autism-spectrum disorder. She is primarily interested in how children integrate what they see and what they hear and how this influences the development of language in children with autism. Secondary research interests include transitional periods for students on the autism spectrum and specifically how colleges and universities are meeting the needs of these students. In the past, Lisa has studied mood disorders (e.g. depression, anxiety, seasonal affective disorder) in adults, young adults, and adolescents. Most of Lisa's work has used experimental design but she also has experience with correlational design and program evaluation. Lisa is comfortable with most statistical analyses but has minimal experience with qualitative design and analysis.

OBJECTIVES AND ORGANIZATION

This course has five major objectives:

- 1) to enable students to formulate, plan, execute, analyze, and report independent research;
- 2) to have them produce one completed piece of such work;
- 3) to enable students to assess the research plans and reports of others in a constructively critical way;
- 4) to enable students to deal constructively with such critical input from others;
- 5) to enable students to discuss methodological issues in psychology comfortably, while using the technical vocabulary appropriately.

To ensure achievement of these objectives, I plan to run the course in three overlapping phases:

- 1) development of conceptual and practical background to conduct research and analyze data via textbook, occasional supplementary readings, lectures, minor assignments, and hands-on experience;
- 2) written and oral preparation and presentation of student research proposals for discussion and probable modification;

3) execution, analysis, and reporting of research.

Evaluation will be as follows:

Written proposal (second draft)	20%
Exam on Phase I	25%
Final paper	40%
Presentations, assignments, and participation	15% (5% for timely and conscientious completion of otherwise unmarked assignments; 5% for oral presentation; and 5% for SPSS assignments)

Please note that the following conventions apply to transformations of percentage to letter grades and *vice versa*:

Conversion Table from Percentage to Letter Grade

90-100	A+
80- 89	A
75- 79	B+
70- 74	B
65- 69	C+
60- 64	C
55- 59	D+
50- 54	D
40- 49	E Marginally failing
<40	F Failing

Final course grades may be adjusted to conform to Program or Faculty grade-distribution profiles, although this is unlikely.

Note: The withdrawal deadline for this course is February 6, 2015. To learn of potential financial penalties for course withdrawal, consult the following website:
<http://www.yorku.ca/sfs/refunds/tables/>

TEXT

Cozby, P. C. & Rawn, C. D. (2012). *Methods in behavioural research (Canadian Edition)*. New York: McGraw-Hill Ryerson.

Additional readings may be assigned or recommended during the course.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in in class ordinarily and in 101 BS when this is not possible. ***Please put your name, your TA's name and your course section on all submitted work.***

Lateness Penalty: Assignments received later than the due date will be penalized by 2.5% of the value of the assignment for each day late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter, death certificate).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., if (and only if) confirmed by supporting documentation (e.g., doctor's letter, death certificate) may request accommodation from the Course Instructor. Arrangements for a make-up test should be made with the instructor or TA. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - <http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>
York's Academic Honesty Policy and Procedures/Academic Integrity Website

- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

They are also expected to hand in a certificate of successful completion of York's Academic integrity tutorial (10 right/10—100% on the final quiz) by Sept. 18, 2014. This tutorial appears online at http://www.yorku.ca/tutorial/academic_integrity/index.html

As well, a certificate of successful completion of the Tri-Council Ethics Tutorial is required by Sept. 25, 2014. The latter tutorial appears online at <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

Course Topics and Schedule

Please be sure to secure the following computer accounts by Sept. 18, 2014: FAS computer account and Passport York account.

Topic 1: How to get going and why bother (Sept. 18, 2014; academic integrity certificate due)

Assigned reading: Cozby & Rawn, Chapters 1 and 2

Topic 2: Ethical issues in behavioural research (Sept. 25, 2014; PsycINFO assignment due)

Assigned reading: Cozby & Rawn, Chapter 3

Topic 3: Psychological measurement (Oct. 2, 2014; status report due)

Assigned reading: Cozby & Rawn, Chapters 4 to 7

Topic 4: The experimental method (Oct. 9, 2014; Tri-Council ethics certificate due)

Assigned reading: Cozby & Rawn, Chapters 8 to 10

Topic 5: Writing it up (Oct. 16, 2014)

Assigned reading: Cozby & Rawn, Appendix A

Topic 6: Choosing statistical methods (Oct. 23 (first draft of proposal due); Nov 6; Nov. 13, Nov. 20, 2014)

Assigned reading: Cozby & Rawn, Chapters 12 and 13, Appendix B

Topic 7: Sampling: Whom and how many? (Nov. 27, 2014; final draft proposal due)

Assigned reading: Cozby & Rawn, Chapter 7

Topic 8: Quasi-experiments, small-N studies and developmental research (Dec. 4, 2014)

Assigned reading: Cozby & Rawn, Chapter 11

Topic 9: Computer analysis of data with SPSS Windows (HNES B02 lab; Jan. 8, 15, 29; Feb. 5, 2015)

Assigned reading: TBA, if any

In Class Final Exam: Jan. 22, 2015.

Student Project Reports and Problem Clinics: Feb. 12, 26; Mar. 5, 12, 19, 26; April 2, 2015.

Due date for final reports: April 2, 2015.