

**York University**  
**Faculty of Health**  
**Department of Psychology**  
**PSYCHOLOGY 3010 (N)**  
**INTERMEDIATE RESEARCH METHODS**  
**Winter 2019**

**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\*\*\*\*

**Class Time and Location:** Tuesdays 7pm - 10pm, FC 103

**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)

**Course Credit Exclusions**

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

**Moodle :** Students are advised to check Moodle frequently for course announcements.

**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.

**Program Learning Outcomes**

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

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

**Specific Learning Objectives:** see my note to students at end of syllabus

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

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

**Course Requirements and Assessment:**

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

**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 90, B+ = 75 to 79, etc.)

For a full description of York grading system see the [York University Undergraduate Calendar - Grading Scheme for 2017-18](#).

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.

**Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**Important New Information Regarding Missed Tests**

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment

**Add/Drop Deadlines- Important Dates**

For a list of all important dates please refer to: [Fall/Winter 2018-19 Important Dates](#)

	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan.30
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course)	Nov. 10-	Feb. 9-	March 9 -

and receive a “W” on the transcript – see note below)

Dec. 4

Apr. 3

Apr. 3

**\*Note:** *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.*

### **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](#).

### **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 York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 PSY2130 (A) 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](#).

## Class Schedule

January 8: Introduction  
Students must formulate one or two, brief research questions of interest which will be presented to the class informally during next class

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/code/principles.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 in 2 weeks)

*\*\*\*\*I will post a Doodle schedule today where students can sign up for individual consultations over the next 3 weeks.*

January 29: Individual Consultation

February 5: Individual Consultation

February 12: Brief in-class meeting on Presentation Guidelines  
Individual Consultation

February 19: Reading Week - no classes

February 26: Student Presentations

March 5: Student Presentations

March 12: Student Presentations

March 19: 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 undertake honours thesis 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 appraisal of a consent form sent to parents at a local school using knowledge of the APA Ethical Principles and Code of Conduct. All research proposals you construct in the future will require a properly written consent form. Assignment 2 comprises the first draft 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