



Fundamentals of Psychological Research: Syllabus (PSYC 209, Winter 2018)

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Office Hours: 1pm-2:30pm Mondays, 10:30am-12:20pm Tuesdays & Thursdays

Class Location: L220

Course Information

▪ Course Outcomes

- Explain the scientific process and the research methods psychologists and behavioral scientists use in the study of human behavior.
- Apply relevant research and statistical terms, concepts, and principles used in the study of human behavior.
- Evaluate and compare various research methods and designs used to guide and develop research investigations.
- Prioritize and apply ethical principles in the conduct of research.

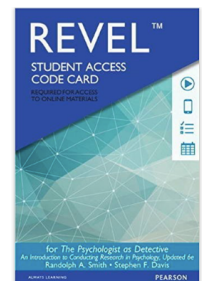
▪ How Outcomes Will be Met

Covers theories, techniques, and applications of psychological research methodology. Students explore a variety of approaches, ranging from uncontrolled field observation to laboratory experiments. Topics include data analysis, report writing, and factors affecting research results. Prerequisite: PSYC& 100.

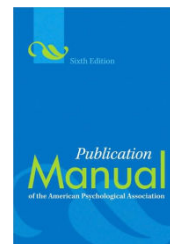
▪ Books and Materials Required

1. Smith, R., & Davis, S. (2012). *The psychologist as detective: An introduction to conducting research in psychology*.

ISBN: REVEL for Psychologists as Detective 6e-
Smith/Davis; Access Card: 9780134003443



2. American Psychological Association (APA). (2010). *Publication Manual of the American Psychological Association: 6th Edition*. American Psychological Association. ISBN: 9781433805615



Follow these steps to get started or watch a short video (www.pearsonhighered.com/revel/students/registration) on how to register for REVEL:

You will create a Pearson account to access REVEL. After you verify your email address, you will click on "Join Course" and then you will be prompted to buy an access code, enter an access code, or start a 14-day free trial. At the end of 14 days, you will receive another email with some purchase options. Once you have access to Revel, you will use the website to complete daily readings, shared writing exercises, and quizzes.

This course uses a Pearson digital product, which contains important assignments and resources used throughout the semester. Here is how to register:

1. Sign in with your Pearson Account. There is a link to REVEL through Canvas on the left side bar. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
2. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor ASAP if you have trouble accessing the course.

Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete your REVEL assignments. Please let me know if you need information on computers available for use on campus.

▪ Grading

Grades will be based on the percentage of total possible points you earn. The assignments are given sufficiently far in advance. Therefore, you should be able to plan accordingly.

Letter Grade (Percentage of Points)	
93-100% = A	73-76% = C
90-92% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	60-62% = D-
77-79% = C+	Less than 59% = F

Class Requirements	Percent
<i>Course Attendance</i>	5%
<i>IRB Certification & Reflection</i>	5%
<i>Article Critique</i>	5%
<i>Group Research Topic/ Interview Questions</i>	5%
<i>Five Empirical Articles</i>	5%
<i>Data Collection Completion (Raw Data)</i>	5%
<i>Group Paper Introduction Draft</i>	5%
<i>Group Paper Methods Draft</i>	5%
<i>Group Paper Results Draft</i>	5%
<i>Group Paper Discussion Draft</i>	5%
<i>Group Final Paper</i>	15%
<i>Group Poster Presentation</i>	5%
<i>Quizzes (12 quizzes total)</i>	10%
<i>Exams (2 total)</i>	20%
Total	100%

▪ Course Requirements

1. COURSE ATTENDANCE AND PARTICIPATION

It is **required** that you come to class and participate accordingly. The material covered in class (in addition to what is provided in the text) will aid you in preparing for the assignments. Therefore, please come to class prepared and ready to participate. This means reading the assigned material beforehand as well as being prepared to discuss and ask questions.

2. IRB CERTIFICATION AND REFLECTION

Each student will go through the Institutional Review Board Certification Program for their campus at <http://phrp.nihtraining.com/users/login.php>. Complete a brief, 2-page typed, double-spaced reflection summarizing what you have learned and attach at the end of the document your certificate of completion from the IRB program.

3. ARTICLE CRITIQUE

Being able to critically evaluate a scientific article is an important skill to develop. For this assignment, you will critically evaluate an article assigned to the class. You will be asked to critique the introduction, method, results, and discussion. Guidelines and instructions will be distributed in class.

4. QUIZZES & EXAMS

There will be multiple-choice quizzes throughout the class to help you keep up with the readings and understand basic research concepts. Quizzes will be on REVEL. Each exam (midterm and final) will consist of 50 multiple-choice questions. The quizzes will help prepare you for the exam, as well as in-class exam review sessions. The exams will be based on the textbooks, lectures, and other additional readings required throughout the course.

5. GROUP RESEARCH PROJECT

In groups of 4-5, you will develop your own research study and collect your own quantitative and/or qualitative interview data. Throughout the quarter, I will give points for completing all sections of the paper (Topic, Research Articles, Interview Questions, Data Collection Completion, Introduction, Methods, Results, and Discussion) to keep you on track for completing the final project by the end of the quarter. Groups are to use my comments to improve and revise their final paper, which is due at the end of the quarter.

1. Research Topic and Questions

Choose a topic related to psychology that you are all interested in and that you feel you will be able to feasibly collect interview data on. Develop research question(s) that you aim to answer for your research project.

2. Five Empirical Articles for Project

As a group, find five empirical articles relating to your topic to review in your introduction. These articles should be fairly recent (not older than 2005).

3. Demographic and Survey and/or Interview Questions

Develop a demographic questionnaire and at least 5-10 interview questions to ask your participants to answer.

4. Data Collection

Survey and/or interview at least 5-10 people and gather raw data from your interview questions (i.e., notes from interviews).

5. Introduction Draft

Your introduction should be about 3-4 pages and organized as follows:

- i. Purpose and Importance of Research Study
- ii. Summary of Empirical Article #1
- iii. Summary of Empirical Article #2
- iv. Summary of Empirical Article #3
- v. Summary of Empirical Article #4
- vi. Summary of Empirical Article #5
- vii. State your hypotheses. Connect all five articles to provide support for your hypotheses.

6. Methods Draft

Your methods should be about 1-2 pages and organized as follows:

- i. Participants – Describe the sample size and demographics of your sample
- ii. Measures – List the interview questions you used
- iii. Procedure – Describe, in detail, how you collected your data

7. Results Draft

Your results section should be about 2-3 pages. Summarize your findings based on your interview data.

8. Discussion Draft

Your discussion section should be about 2-3 pages and organized as follows:

- i. Highlight your findings

- ii. Relate to literature that you reviewed in your introduction – Did you find similar results? Why/Why not?
- iii. Discuss the limitations of your research study
- iv. Discuss future directions and implications of your findings (i.e., Why is it important and what should you do next?)

9. Final Paper

Your final paper (Title Page, Abstract, Introduction, Methods, Results, Discussion, and Reference page) should be in APA format and about 10-12 pages in length (double spaced). One paper per group should be submitted.

10. Poster Presentation

Details of the poster will be discussed in class. Concise versions of your Introduction, Methods, Results, and Discussion should be displayed on your poster (powerpoint slide) and will be presented to your classmates.

Help with Canvas

The following places are helpful for [Students](#).

Classroom Learning Atmosphere

▪ Instructor's Expectation

One of my goals as an instructor is to create a safe and positive environment where students can feel comfortable to share ideas and ask questions. I expect everyone to *treat others with respect (see affirmation of inclusion below)*, particularly during difficult discussions. This includes *not being disruptive*. I allow laptop use to take notes. However, please be aware of how your actions may disrupt your classmates.

I am here to help each of you excel in this class. Therefore, I am always free for questions about class, psychology, graduate school, research, etc. If you cannot attend my office hours, I can meet with you by appointment. I check my email several times a day, so that is the best way to contact me. I will respond to your email within 24 hours of your sent email. *Please put "PSYC 209" in your subject line of your email* so that I can keep track of class emails. If I do not reply in time, please send the email again.

Ground Rules for Class Discussions

- Speak up freely.
- Listen.
- Do not dominate the discussion.
- Be courteous.
- Ask questions of clarification, and questions that probe assumptions, reasons, and implications.
- Practice critical thinking and active learning.

▪ **Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

▪ Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

Important Links

▪ Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

▪ **Disability Resource Center (DRC)**

The Disability Resource Center serves students with disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities. Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. [Contact Autism Spectrum Navigators \(ASN\)](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing drc@bellevuecollege.edu, and Deaf students can reach us by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at www.bellevuecollege.edu/drc.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

▪ **Public Safety**

Public Safety and Emergencies

Public Safety is located in the D building (D171) and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits,

Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

▪ **Final Exam Schedule**

In case of an emergency during finals, the exam will be posted on Canvas to be completed online.

▪ **Academic Calendar**

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final

exam dates.

Course Calendar

Week	Date	Class Topics	Reading/Assignments Due
1	T Jan 2	Course Overview & Policies Psychological Research	
	Th Jan 4	Psychological Research Continued <i>Research Project Prompt</i> <i>Pick Research Groups</i>	Chapter 1 IRB Certification & Reflection Due Sun Ch. 1 Quiz Due Sun
2	T Jan 9	Developing a Good Research Idea & Conducting an Ethical Project	Chapter 2
	Th Jan 11	Writing in Psychology <i>Literature Search Tutorial</i>	Chapter 14 Ch. 2 & 14 Quiz Due Sun
3	T Jan 16	Qualitative Research Methods	Chapter 3
	Th Jan 18	Nonexperimental Methods <i>Article Critique Prompt</i> In-Class Article Critique	Chapter 4 Research Topic/Questions Due in Class Thursday Ch. 3 & 4 Quiz Due Sun
4	T Jan 23	Using the Scientific Method in Psychology	Chapter 5 Reference Page of Five Empirical Articles Due in Class Tuesday
	Th Jan 25	Conducting a Good Experiment I <i>Midterm Review</i>	Chapter 6 Article Critique Due Sun Ch. 5 & 6 Quiz Due Sun

5	T Jan 30	MIDTERM	
	Th Feb 1	Conducting a Good Experiment II	Chapter 7 Introduction Draft Due Sun Ch. 7 Quiz Due Sun
6	T Feb 6	Internal and External Validity	Chapter 8
	Th Feb 8	*NO CLASS	Raw Data Due Sun Ch. 8 Quiz Due Sun
7	T Feb 13	Using Statistics to Answer Questions	Chapter 9
	Th Feb 15	Research Time	Ch. 9 Quiz Due Sun
8	T Feb 20	Experiments with Two Groups	Chapter 10
	Th Feb 22	Research Time	Methods and Results Draft Due Sun Ch. 10 Quiz Due Sun
9	T Feb 27	Experiments with More Than Two Groups	Chapter 11
	Th Mar 1	Research Time	Discussion Draft Due Sun Ch. 11 Quiz Due Sun
10	T Mar 6	*NO CLASS	
	Th Mar 8	Poster Presentations	
11	T Mar 13	Final Exam Review	
	Th Mar 15	FINAL EXAM	Final Paper due Sun