

## Research Methods and Design II

### PSY 3091(4): Section 2

#### Fall Semester 2022

M W F 10:55-12:05

Final Exam: M 8:30-10:00

Location: Ryan Library 103

#### Instructors: Kim W. Schaeffer, Ph.D. and Brooks Carder, Ph.D.

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#### Course Description

PSY 3091: Study of design and of research in psychology and the use of statistics. Practice in the integration of design and statistics is included. Students finish a significant research project. This course must be taken in the semester immediately following PSY 3090. Prerequisite(s): PSY 1003 and PSY 3090 or consent of instructor.

#### Course Learning Outcomes in PSY 3090-3091: Upon completion of this course you will be able to:

- Solve real-life, practical problems using psychological science and the scientific method.
- Understand and interpret statistical research findings that are presented in writing, in numerical form, or as tables or figures.
- Apply statistical concepts in clinical and non-clinical applications to optimize vocational performance. This includes being able to interpret clinical test scores, analyze business and financial performance, and empirically assess decision making outcomes.
- Critically evaluate research claims made by academics, business professionals, and media figures by formulating alternative hypotheses, generating alternative explanations, and designing follow-up and replication studies.
- Identify and remediate potential problems in empirical and non-empirical research. This includes recognition of incomplete literature reviews, design flaws, poorly formed hypotheses, ethics violations, incorrect statistical execution and inference, and unsupported conclusions.
- Write a research proposal and submit it to an institutional review board.
- Present the results of empirical research to professional and lay audiences using written, oral, and visual expression. This includes being able to write a research paper using APA style, construct a poster for a research conference, and present research in a brief oral presentation with visual aids.

#### Reading in PSY 3090-3091

Employers want employees who are good critical thinkers. According to Diane Halpern (2003), there are 4 aspects to critical thinking: (a) a critical thinking attitude, e.g., not accepting claims at face value; (b) the capacity to implement specific critical thinking skills, e.g., deductive reasoning, hypothesis testing, understanding probability; (c) the facility to apply these critical thinking skills to new situations; and (d) the skill to think about one's own thinking, or metacognition. We will use a significant portion of our class time for activities that will enhance your critical thinking skills. It is imperative that you read and study the reading assignment before coming to class.

#### Working in Teams in PSY 3090-3091

This course employs the Team Based Learning (TBL) method. "Team-Based Learning is an evidence based collaborative learning teaching strategy designed around units of instruction, known as "modules," that are taught in a three-step cycle: preparation [completing the assignment before class], in-class readiness assurance testing [RATs, basically quizzes on the assignment], and application-focused exercise [Team Application Exercises]." The fourth essential component of TBL is the Team Member Helpfulness Evaluation (both formative and summative).

## Required Textbook

Mitchell, M. L., & Jolley, J. M. (2013). *Research design explained* (8<sup>th</sup> ed.). New York: Thomson-Wadsworth.

## Assessment and Grading

How Grades Will Be Earned (A = 93-100; A- = 90-92.99; B+ = 88-89.99; B = 84-87.99; B- = 80-83.99; C+ = 77-79.99; C = 70-76.99; C- = 65-69.99; D+ = 62-64.99; D = 55-61.99; D- = 50-54.99; F ≤ 49.99%)

### PSY3090

- 15% Readiness Assurance Tests (RATs)
- 15% Team Application Exercises
- 5% Team Member Helpfulness Evaluation (peer-graded)
- 40% Tests 1-2
- 15% Homework
- 10% IRB Proposal
- Note: Final Examination. Minus 10% in overall grade if not present

### PSY3091

- 15% Readiness Assurance Tests (RATs)
- 10% Team Application Exercises
- 5% Team Member Helpfulness Evaluation (peer-graded)
- 30% Tests 1-3
- 10% Homework
- 20% Paper
- 10% Final Examination. Minus 10% in overall grade if not present

## Managing Your Life and This Course

If you cannot take a test due to extreme circumstances, please ask me for permission to take the test at another time before the exam.

Most people need to miss a class due to illness, flight delays, and so on. Therefore, a safety valve is built into the course. For the safety valve to become effective two conditions are met. First, cell phones are put away, and second, 90% of the class completes the IDEA course evaluation the first week it is posted.

*Safety Valve:* The four lowest Team Application Exercises, two lowest Homework scores, and two lowest RATs, will be dropped.

## Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## Late Assignments

You can turn in a late assignment but Canvas will automatically deduct ten percent for lateness and ten percent each additional day the assignment is late.

## Second Half of Syllabus Posted on Canvas

I am required to include additional material to the syllabus. This is posted in Canvas under Syllabus (Part II).