



UNIVERSITY OF NEW YORK IN PRAGUE

Course:	Research Methodology in Psychology (2 credit hours)
Semester:	Fall 2019
Prerequisites:	None
Instructor:	Bethany Butzer, Ph.D.
Contact:	bbutzer@faculty.unyp.cz
Class meets:	Sunday October 6 th , 9:00-18:00 Friday November 1 st , 16:00-21:00 Sunday December 1 st , 9:00-18:00 Saturday February 1 st , 9:00-18:00
Office hours:	Fridays 12:30-13:30 1 st Floor Faculty Lounge by appointment

1. Course Description & Purpose

This course provides an advanced-level overview of research methods for students pursuing a Masters degree in Psychology. The course takes students through the entire research process, from formulation of the research problem, to hypothesis testing, choosing and defining operational variables, analysis and interpretation. The course discusses quantitative, qualitative and mixed-methods designs and emphasizes conducting research in applied settings such as clinical/counseling, industrial organizational and educational settings. Attention is also given to ethical issues, advantages, and limitations of the various methods.

2. Course Objectives

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

1. Demonstrate an understanding of quantitative, qualitative and mixed-methods approaches within psychology.
2. Understand the advantages and limitations of various research methods within psychology.
3. Demonstrate the ability to formulate testable hypotheses within psychology.
4. Select appropriate research methods to test hypotheses within psychology.
5. Be capable of designing and implementing a psychological research project and writing a standard research report.
6. Conduct high quality, ethical psychological research.

3. Required Readings

You will be required to read the following chapters/articles for our classes (note the due dates above each reading). A PDF of the Baron and Kenny (1986) article is available on e-learning, and all of the textbooks are available in the UNYP library:

Session #1 (October 6th):

Brough, P. (2018). *Advanced Research Methods for Applied Psychology: Design, Analysis and Reporting*. London, UK: Routledge.

- Chapter 2 (Designing Impactful Research)
- Chapter 4 (Research Ethics for Human Research and Legal Issues)
- Chapter 5 (Instrumentation)

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.

Session #2 (November 1st):

Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative and Mixed-Methods Approaches* (5th Ed.). Los Angeles, CA: Sage Publications.

- Chapter 8 (Quantitative Methods)

Session #3 (December 1st):

Brough, P. (2018). *Advanced Research Methods for Applied Psychology: Design, Analysis and Reporting*. London, UK: Routledge.

- Chapter 8 (Overview of Qualitative Methods)
- Chapter 9 (Interviews, Focus Groups and Delphi Techniques)
- Chapter 11 (Surveys and Web Research)

Creswell, J. W. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th Ed.). Los Angeles, CA: Sage Publications.

- Chapter 3 (Designing a Qualitative Study)

Session #4 (February 1st):

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. Los Angeles, CA:

Sage Publications.

- Chapter 1 (Basic Features of Mixed Methods Research)
- Chapter 2 (Steps in Designing a Mixed Methods Study)
- Chapter 4 (Basic and Advanced Mixed Methods Designs)

Brough, P. (2018). *Advanced Research Methods for Applied Psychology: Design, Analysis and Reporting*. London, UK: Routledge.

- Chapter 25 (Producing an Academic Thesis and an Organizational Report)

4. Additional Readings

Below is a list of additional readings that cover several of the course topics in more detail. You are encouraged (but not required) to read them.

Aiken, L. S., West, S. G. (1991). *Multiple regression: Testing and interpreting interactions*. Thousand Oaks, CA: Sage.

Anderson, R., & Braud, W. (2011). *Transforming self and others through research: Transpersonal research methods and skills for the human sciences and humanities*. New York, NY: SUNY Press.

Babbie, E. R. (2009). *The Practice of Social Research* (12th ed.). Belmont, CA: Wadsworth, CENGAGE Learning.

Braud, W., & Anderson, R. (1998). *Transpersonal research methods for the social sciences: Honoring human experience*. Los Angeles, CA: Sage Publications.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. Los Angeles, CA: Sage Publications.

Creswell, J. W. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th Ed.). Los Angeles, CA: Sage Publications.

Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative and Mixed-Methods Approaches* (5th Ed.). Los Angeles, CA: Sage Publications.

Field, A., & Hole, G. (2002). *How to design and report experiments*. London, UK: Sage Publications.

Schweigert, W. A. (2012). *Research methods in psychology: A handbook* (3rd ed.). Lone Grove, IL: Waveland Press, Inc.

Stangor, C. (2015). *Research methods for the behavioral sciences*. Stamford, CT: Cengage Learning.

6. Course Schedule (by week)

Session	Date	Topic(s)	Readings	Task(s)
Session #1	October 6 9:00-18:00	<i>Introduction to Research Methods:</i> Hypothesis Development Research Ethics Instrumentation <i>Quantitative Research:</i> Correlational Designs (including moderation and mediation)	Brough (2018) Chapters 2, 4, 5 Baron & Kenny (1986) <i>Additional Optional Reading:</i> Aiken & West (1991) Chapters 1 & 2	Read required readings and prepare for class discussion
Session #2	November 1 16:00-21:00	<i>Quantitative Research:</i> Experimental and Quasi-Experimental Designs Internal & External Validity	Creswell (2018) Chapter 8	Read required readings and prepare for class discussion
Session #3	December 1 9:00-18:00	<i>Quantitative Research:</i> Surveys & Web Research <i>Qualitative Research:</i> Overview of Qualitative Methods Designing a Qualitative Study Interviews & Focus Groups	Brough (2018) Chapters 8, 9, 11 Creswell (2017) Chapter 3 <i>Additional Optional Readings:</i> Creswell (2017) Chapters 2 & 4 Creswell (2018) Chapter 9 Brough (2018) Chapter 18	Read required readings and prepare for class discussion Research Proposal Meetings (in class) Research Proposal due December 9 (upload to e-learning by 9am).
Session #4	February 1 9:00-18:00	Mixed-Method Research Writing a Thesis	Creswell (2014) Chapters 1, 2, 4 Brough (2018) Chapter 25	Read required readings and prepare for class discussion

				Research Project Presentation Due Final Research Paper Due (upload to e-learning by 9am).
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7. Course Requirements and Grading

The course will be graded on the basis of:

Assignment	Due Date	Value
Research Proposal	December 9 (upload to e-learning by 9am)	30%
Research Project Presentation	February 1	15%
Final Research Paper	February 1 (upload to e-learning by 9am)	40%
Participation		15%

Research Proposal (30% - December 9)

Students will write a research proposal that describes a small project that they will conduct during the semester (7-9 pages; APA style; double spaced; 1-inch margins; Times New Roman 12-point font).

Students will work in groups of two people.

The research proposal is an important process in providing a clear statement of the problem, a review of the literature, how the literature relates to your study, formal research questions and hypotheses, a full methods section, and the data analysis that the student intends to conduct. Additional details and guidelines are provided in the handout. Please cite the course material properly in your proposal (use APA style!).*

Research Project Presentation (15% - February 1)

Students will present their research projects (in pairs) at the end of the semester. Presentations will be 15 minutes long. Please make sure you allot some time in your presentation for questions. Additional details are provided on the handout.

Final Research Paper (40% - February 1)

Students will collect data in accordance with their research proposal and write a final research paper based on the results of their data analysis (12-14 pages; APA style; double spaced; 1-inch margins; Times New Roman 12-point font). The final research paper will be the result of your semester's work

and will be a demonstration of your ability to apply your knowledge so that you have a real research study to report. Additional details and guidelines are provided in the handout. Please cite the course material properly in your paper (use APA style!).*

Participation / Class Discussion / Attendance (15%)

Participation is a valued and important part of this class, so please come to class prepared to discuss the material from the readings assigned for that week. You will be expected to actively engage with the material during class and contribute your opinions.

**Note: Written work must contain citations in APA format. Guidelines and resources for proper referencing are provided on e-learning. Please ask me if you need clarification. Students will receive a detailed description of the assignment well before the essay or paper is due.*

Unexcused late work will be penalized 5% for each day late.

Grading Scale

Letter Grade	Percent (%)	Generally Accepted Meaning
A	95-100	Outstanding work
A-	90-94	
B+	87-89	Good work, distinctly above the average
B	83-86	
B-	80-82	
C+	77-79	Acceptable Work
C	73-76	
C-	70-72	
D+	67-69	Work that is significantly below average
D	63-66	
D-	60-62	
F	0-59	Work that does not meet the minimum standards for passing the course

8. Key UNYP Policies

Attendance

It is your responsibility to show up to class on time. If you are late by more than **10 minutes** you will be marked as absent for that hour. Missing more than 3 hours will begin to have a negative impact on your participation grade. **As this is a 2-credit course, the number of allowed absences is correspondingly less than for a 3-credit course. Thus, based on UNYP policy, if you miss more than 8 (eight) hours of class, you will fail the course. Pay strict attention to this. This class policy is standard UNYP policy.**

Academic Honesty

- The university's rules on academic dishonesty (e.g., cheating, plagiarism, submitting false information) will be strictly enforced. Please familiarize yourself with the *student honor code* or ask your instructor for clarification.
- For examinations: copying from your neighbor, communicating with another student, using a phone or anything similar will result in you failing the test or quiz.
- On written papers, properly note your sources with academic citations. Cutting and pasting from the Internet without accurately citing the source may be considered plagiarism. Students may be required to submit papers electronically, which could mean an automated check for plagiarism via the Turnitin resource. Students may also be required to defend the content of a paper orally to an instructor as a check on authorship.
- If you have questions about any of the above, please consult with the instructor.

9. General Requirements

- Students are expected to attend each class session and participate in a positive way.
- Students are expected to come to class fully prepared to discuss homework readings and projects.
- Students are expected to turn in homework assignments at the beginning of the class period on the day they are due.
- Students are expected to leave their mobile phones, beepers, pagers, etc. switched off.
- Students may not use laptops or netbooks for any reason other than taking notes. **Do not** surf the web during class time. If you do, you will lose the privilege to use a laptop or netbook.
- In the event of illness or emergency, contact your instructor **in advance** to determine whether special arrangements are possible.

10. European Credit Transfer and Accumulation System (ECTS)

Students that complete the course will receive 4 ECTS credits, which is the equivalent of 2 American credits. (In other words, 4 ECTS credits equal approximately 2 American credit hours.)

Further, 1 ECTS credit corresponds to 25-30 hours of work. Thus, a 4 ECTS credit course (equivalent to a 2 American credit course) will total 100-120 projected work hours. For this course, students are expected to spend time in the following course-related activities. For example:

Class lectures and activities	30 hours
Reading class-related material	30-40 hours
Research proposal/project and presentation	40-50 hours
TOTAL	100-120 hours

11. Technology Expectations

Please turn off mobile phones during class and close laptops during discussions and activities. Students are expected to be cognitively and actively present. Use of phones during class time will not be allowed. Additionally, the use of tablets and personal computers for purposes other than taking notes for the ongoing course will be considered a violation of the general requirements of the course and will affect the participation grade.

Assignments, excluding those that are carried out exclusively in class, must be completed on a computer. Students are assumed to be familiar with the use of the Internet and in particular with the gathering of data from the Worldwide Web. This will be a necessary tool for carrying out some of the course assignments (i.e., long essay or class presentations).

Revised September 2019, Bethany Butzer