

EFFECTIVE: JANUARY 2010 CURRICULUM GUIDELINES

A:	Division:	EDUCATION	Effe	ective Date:	JANUARY 2010
В:	Department / Program Area:	PSYCHOLOGY FACULTY OF HUMANITIES & SOCIAL SCIENCES	If R Rev	vision X Revision, Section(s) vised:	New Course
			Dat	te of Previous Revision:	April 2004
			Dat	te of Current Revision:	October 2009
C:	PSYC 2.	301 D: RESEARCH MET	THOD	DS IN PSYCHOLOGY	E: 3
	Subject & Co		scriptiv	ve Title	Semester Credits
F:	Calendar Description: This course introduces students to the scientific approach and the development of knowledge in Psychology. Through class and lab activities, students learn how to design, carry out, analyze and report on their own research projects. Students learn the critical analytic skills to evaluate psychological research properly.				
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture, Lab Number of Contact Hours: (per week /semester for each descriptor)		H:	Course Prerequisites: PSYC 1200	
			I:	Course Corequisites: NONE	
			J:	Course for which this	Course is a Prerequisite:
	Lecture: Lab:	3 hours per week / semester 1 hour per week / semester		NONE	
	Number of Wee	eks per Semester: 15	K:	Maximum Class Size: 35	
L:	X College		AILS ((www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes:

At the conclusion of the course the student will be able to:

- 1. Critically evaluate the design, measurement and inferential reasoning in psychological research articles.
- 2. Demonstrate a critical understanding of the nature of knowledge in Psychology and identify common misunderstandings about Psychology.
- 3. Identify the major ethical concerns as they apply to social research projects, especially those using human subjects.
- 4. Identify the strengths and weaknesses of various research methods and designs (e.g., case studies, experiments, quasi-experiments, surveys, observational studies)
- 5. Design, conduct, and analyse research projects.
- 6. Write a research report using APA guidelines.

N: Course Content:

- 1. The scientific understanding of behaviour
- 2. Theories and falsifiability
- 3. Developing questions, hypotheses and predictions
- 4. Reviewing scientific literature
- 5. Operationism and variables
- 6. Ethical Research
- 7. Testimonials and case study evidence
- 8. Correlation and causation
- 9. The experimental method
- 10. Measurement concepts and practices
- 11. Observational methods
- 12. Surveys and questionnaires
- 13. Experimental design
- 14. Conducting experiments
- 15. Multiple causation and complex experimental designs
- 16. Quasi experimental and developmental research
- 17. Understanding research results describing data
- 18. Probabilistic reasoning and chance inferential statistics
- 19. Converging evidence and consensus
- 20. Generalizing results
- 21. Research report writing
- 21. The image of Psychology

O: Methods of Instruction:

This course will employ a number of instructional methods to accomplish its objectives, including some of the following:

- lectures

- laboratory activities
- small group discussion
- problem based activities

There will be laboratory meetings throughout the semester in which students will develop and carry out their own research projects.

P:	Textbooks and Materials to be obtained by Students:				
	Cozby, Paul C., (2009) <u>Methods in Behavioral Research</u> (10 th Ed.) New York, NY, McGraw-Hill Publishing Stanovich, Keith E, (2009) <u>How to Think Straight about Psychology</u> (9 th Ed.) Boston, MA., Allyn and Bacon				
	Or some comparable textbooks.				
	Texts will be updated periodically.				
Q:	Means of Assessment:				
	Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and may include some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, computer based assignments, etc. The instructor will provide the students with a course outline listing the criteria for course evaluation at the beginning of the semester.				
	An example of one evaluation scheme:				
	2 Midterm Exams Research Project Report Final Exam	40% 30% <u>30%</u> 100%			
R:	Prior Learning Assessment and	Recognition: specify whether course is open for PLAR			
	No.				

Course Designer: Dr. Graham Rodwell

Education Council / Curriculum Committee Representative

Dean / Director: Dr. Kathy Denton

Acting Registrar: Brenda Walton

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