



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL**

Date: **JUNE 2001**

B: Department/ **PSYCHOLOGY**
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

New
 Course

Revision

If Revision, Section(s)
 Revised:

F, L, M, N, P, Q, R

Date Last Revised: **APRIL 1990**

C: PSYC 301

D: RESEARCH METHODS IN PSYCHOLOGY

E: 3

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course introduces students to the philosophy of science, ethics, and the use of the empirical method. Students learn how to design, carry out and write up their own experiments and how to critically analyze experimental research. Data analysis also is introduced.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 4 hours per week / semester</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites:</p> <p>PSYC 200</p>	
	<p>I: Course Corequisites:</p> <p>NONE</p>	
	<p>J: Course for which this Course is a Prerequisite:</p> <p>NONE</p>	
	<p>K: Maximum Class Size:</p> <p>35</p>	

Subject and Course Number

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: **Course Objectives/Learning Outcomes**

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

1. Identify the rationale for an empirical approach to behaviour.
2. Identify the major ethical concerns as they apply to social research projects, especially those using human subjects.
3. Explain the differences between conclusions, assumptions, and hypotheses.
4. Identify the strengths and weaknesses of various research methods (e.g., case studies, experiments, quasi-experiments, surveys, observational studies)
5. Explain the relationship between reliability and validity of measurement scales, observations, and behavioural data.
6. Explain the similarities and differences between statistical control and experimental control.
7. Explain the reciprocal relationship between internal validity and generalizability of various research designs.
8. Identify the major design flaws and analysis errors of other experimenters.
9. Describe the benefits and limitations of pilot studies.
10. Design, conduct, and analyse simple experiments and/or surveys.
11. Write a research report or proposal using APA guidelines.

N: **Course Content**

1. Introduction to the goals of research
2. The power and limitations of the scientific method
3. Research ethics
4. Reviewing scientific literature
5. Design of laboratory experiments
6. Confounds

7. Design of quasi-experimental research
8. Design of survey research
9. Sampling methods
10. Design of correlational research
11. The third variable problem

Course Content Cont'd.

12. Design of field research
13. Coding data
14. Single-subject research designs
15. Statistical analysis
16. Psychological measurement
17. Evaluation of research methods
18. Research report writing

O: Methods of Instruction

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

- lectures
- audio visual materials
- small group discussion
- research projects
- computer based tutorial exercises

P: Textbooks and Materials to be Purchased by Students

Cozby, Paul C., (2000) Methods in Behavioral Research (7th Ed.)
Mountain View, CA, Mayfield Publishing

Graziano, A. & Raulin, M. (2000). Research Methods: A Process Inquiry (4th Ed.).
New York, Allyn & Bacon.

Or some comparable textbook.

Text will be updated periodically.

Q: Means of Assessment

Subject and Course Number

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	50%
Term Project Paper	20%
Final Exam	<u>30%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that the course content involves theoretical and empirical analyses of research methods in Psychology, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar