**PSY-360 Research Methods in Psychology**

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| Resource Person: | Ghuncha Naqvi |
| Email: | ghuncha.naqvi@umt.edu.pk |
| School & Department | School of Professional Psychology Department of Applied Psychology |
| Consultation Hours | Tuesday: 3:30-5:00 pm  Wednesday: 3:30-5:00 pm |
| Degree Program: | BS Psychology |
| Section: | A |
| Semester: | 5th |
| Course Pre-requisite(s): | Basic knowledge of research and introduction to Psychology |
| Credit Hours: | 3 |
| Course Type: (Theory/Lab) | Theory |
| Venue/Day/Time: | Tuesday: 2:00 pm-3:15pm, Room- 2S-40  Wednesday: 2:00pm-3:15pm, Room- CB1-505A |
| Course URL (if any): | NA |

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| 1. **Faculty Profile / Introduction** |
| This is Ghuncha Naqvi, a passionate psychology teacher. I believe the purpose of my career is to have an impact on the critical thinking of young people. I did MPhil in Applied Psychology from Institute of Applied Psychology, University of the Punjab, I’ve also completed online teaching level 1 course offered by NAHE, HEC. Furthermore, for the last three years I have worked as a permanent lecturer in UMT, where I have a teaching and research oriented position. |

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| 1. **Course Description:** |
| This course aims to provide the students at undergraduate level an introduction to psychological research techniques and methodology and an opportunity to understand and identify the requirements for using the scientific methods in psychology. Together we will explore the scientific method, issues that must be considered in deciding how to study various psychological phenomena, various methods and techniques and issues about reliability and validity of the same, ethical principles associated with research studies. Students will have the opportunity to apply knowledge by designing, conducting and reporting conducting the mini research study that you conduct in group and make a poster presentation. Students will review the published research papers and make a summary in APA style. The course will improve students’ ability to think critically and logically about any topic that they may encounter in other courses. |

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| 1. **Course Teaching Methodology:** |
| Following learning methodologies will be employed to teach this course:   * Reading Notes * Power Point Lectures * Class Discussions * Class Activities * Projects * Creative Assignments * Presentations * Report Writing |

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| 1. **Program Educational Objectives (PEOs):** | |
| PEO-1 | Graduate will be able to describe and apply concepts and theories relevant to the disciplines of psychology. |
| PEO-2 | Graduate will demonstrate effective written and oral skills in various formats. |
| PEO-3 | Graduate will be able to conduct and evaluate research addressing psychology related issues. |
| PEO-4 | Graduate will demonstrate ethical behavior in all aspects of psychology. |
| PEO-5 | Graduates will exhibit a life-long learning approach towards life with psychological science |

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| 1. **Program Learning Outcomes (PLOs):**   **After completing this degree program, students shall be able to:** | | |
|  | | **Mapping the PLOs with PEOs** |
| PLO-1 | **Psychology Knowledge:** The students will have a good knowledge and understanding of the subject and its implication in different areas and to apply knowledge of Psychology to both theoretical and practical social problems. | PEO1 |
| PLO-2 | **Communication:** The students will demonstrate effective verbal and written skills. Able to communicate mindfully and respectfully to individuals and professionals of diverse ethnic, religious, and cultural backgrounds. An ability to communicate effectively, orally as well as in writing, on various social events held by the Psychologists’ community, including conferences, seminars, workshops etc. | PEO2 |
| PLO-3 | **Research:** An ability to identify, formulate, search literature, and analyze complex social and psychological problems reaching substantiated conclusions using ethical principles related to its sub-fields. | PEO3 |
| PLO-4 | **Ethics:** Apply ethical principles to practice psychology in the community. Understanding about ethical practice and best practices as psychologists. | PEO4 |
| PLO-5 | **Life-Long Learning:** Able to develop significant professional goal for life after being graduate. An ability to recognize the importance of psychology and its implacability in their personal and professional lives. | PEO5 |

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| **Knowledge** | **Skills** | **Ethics** |
| 20 % | 60% | 20 % |

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| 1. **Course Learning Objectives (COs)** | |
| CO-1 | To provide students with fundamental knowledge of research methods and skills used in psychology; basic and applied research, laboratory and field research and qualitative and quantitative research. |
| CO-2 | To identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project. |
| CO-3 | To facilitate students understanding of how using valid scientific methods can improve and create knowledge in the field of psychology. |
| CO-4 | To guide and mentor students in developing, completing, writing, and presenting a valid and ethical research proposal |

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| 1. **Course Learning Outcomes (CLOs):**   **After completing this course, students shall be able to:** | | |
|  | | **Mapping the CLOs with PLOs** |
| CLO-1 | Demonstrate solid basic knowledge of quantitative research methodology in psychology and critically evaluate different approaches | PLO1 |
| CLO-2 | Read, comprehend, and explain research articles in their academic discipline. | PLO2 |
| CLO-3 | Make decisions about the appropriate use of basic research techniques and research design as they apply to answering different psychological questions. | PLO3 |
| CLO-4 | Utilize specific research skills as they relate to the development and implementation of research designs in psychology, including experimental manipulation, operationalizing variables, measurement, and making decisions about validity and reliability. | PLO4 |
| CLO-5 | Effectively interpret and communicate research findings. | PLO5 |

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| 1. **Assurance of Learning and Assessment Items:**   *Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / CLOs* | |
| **Assessment Item** | **Application/ Objectives**  **PLO / CLO** |
| Assignment 1 | **CLO1/ PLO1** |
| Assignment 2 | **CLO2/PLO2** |
| Class Activity 1 | **CLO1/ PLO1** |
| Class Activity 2 | **CLO3, PLO3** |
| Quiz 1 | **CLO3/ PLO3** |
| Quiz 2 | **CLO4/ PLO4** |
| Presentations | **CLO5, PLO5** |
| Mid Term Exam | **CLO2/PLO2, CLO4/PLO4** |
| Final Exam | **CLO5/PLO1-5** |

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| 1. **Assessment Structure and Grading Policy\*:** | | |
| **Assessment Item(s)** | **Weight (%)** | **When will be assessed** |
| Quiz | 10 % | 4th week & 12th week |
| Assignments | 10% | 3rd week & 11th week |
| Class Activities | 5% | 3rd week & 13th week |
| Presentations | 10% | After mid-terms exam (from 9th week till 13th week) |
| Mid-term exam | 25% | One-time assessment |
| Final exam | 40% | One-time assessment |
| **Total** | **100** |  |
| **Notes – Norms and Important Class Policies:**  *(such as submission guidelines, academic honesty, make-up policy, code of conduct)*   * Student who is not present in class will be marked as ABSENT despite of any justification. * Attendance will be marked 10 minutes after the class time. Students entering class after 10 minutes will be marked as absent. * Students who have less than 80% attendance will be assigned SA grade and will not be allowed to sit in class. * There will be no delay in the submission of assignments and conduction of quizzes or presentations. * Assignments will be assessed for plagiarism and will be marked accordingly. * Using or ringing of mobile phone during class will lead to penalty * Students will review LMS weekly for the announcements and updates * All the students have right to participate in class discussions. There are no stupid questions. Learning is a two-way process. There will be no leg pulling. * PNS Rule: Students will give feedback in terms of positive or negative aspect and one suggestion. * If any class is missed due to any reason, a makeup class will be arranged in the following week. | | |

*\*Rubrics for all assessments (including mid and final exams) will be provided separately to the students.*

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| 1. **Weekly Sessions Plan:** | | | |
| **Week** | **Topics / Contents** | **Activity** | **Application/Objectives**  **PLO / CLO** |
| 1 | **The Scientific Method**   * Use of Research Methods. * Ways of knowing (Common sense, uncommon sense). * Goals of Science. | Ice Breaking Activity: Introducing yourself  Lecture + discussion | PLO1, CLO1 |
| 2 | * Sources of research ideas: observation, theories, exploring past research, * Description, explanation & application of knowledge about human behavior. * Basic Vs. Applied research, Qualitative Vs. Quantitative Research | Lecture + discussion | PLO1, CLO1 |
| 3 | **Studying behavior**   * Research Questions, Variables, hypothesis and their falsify-ability. * Hypothesis writing strategies, * IVs DVs relationship, causality, operational definitions. | Lecture + discussion  Class activity: Make a hypothesis  Assignment 1 | PLO2,CLO2 |
| 4 | * Experimental and non-experimental research, * Data Collection techniques, * Choosing a method, * Advantages of multiple methods | Lecture + discussion  Quiz -1 | PLO2,CLO2 |
| 5 | **Ethics in Behavior Research**   * Some major experiments with unethical practices * APA Ethics Code: Achieving valid results, * maintaining professional integrity, Justice and selection of participants, * protecting research participants, particularly children, * Record Keeping, | Lecture + discussion  Feedback on quiz | PLO3,CLO3, |
| 6 | * Encouraging appropriate applications of research and abstaining plagiarism, * Misrepresentation, * Fraud. * Importance of informed consent, * Competence, * Deception, * Debriefing, * Confidentiality, * Institutional review board | Lecture + discussion | PLO4,CLO4 |
| 7 | APA guidelines discussion | Lecture + discussion | CLO4/ PLO4 |
| 8 | **Mid-term Exam** |  | CLO1, CLO2, CLO3, CLO4, PLO1, PLO2, PLO3, PLO4 |
| 9 | **Measurement Concepts**  Types of reliability and validity, Reliability of measures, Reactivity of Measures, types of measurement scales, Anatomy of research article. | Lecture + discussion  Presentation | PLO3,CLO3, |
| 10 | **Observational Methods**  Naturalistic and systematic observation, Case studies, Archival Research | Lecture + discussion  Presentation | PLO4,CLO4 |
| 11-12 | **Survey Research**  Why conduct surveys? Constructing questions to ask, responses to questions, organization of questions / sequence in a questionnaire, finalizing questionnaire, administering a survey, Methods of collecting data, strength and weakness of survey research  *Illustrative article; A Survey Study* | Lecture + discussion  Presentation  Quiz 2 | PLO5,CLO5 |
| 13 | **Sampling Techniques**  Sampling and sampling techniques: probability sampling and its types, non-probability sampling and its types. Representative sample, biased sample and selection bias | Lecture + discussion  Class Activity 2 | PLO5,CLO5 |
| 14-15 | **Experimental Design**  Characteristics of Experiments, Types and description of experimental designs, advantages and disadvantages, Quasi experiments, Threats to external and internal validity. | Lecture + discussion  Assignment 2 | CLO5/ PLO5, |
| 16 | **Understanding Results**  Basic analyses and interpretation | Lecture + discussion | CLO5/PLO5 |
| 17 | **Final Term Examination** |  | CLO , PLO |

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| 1. **Primary Text Book (s):** |
| * Shaughnessy, J. J., Zechmeister, E. B., Zechmeister, J. S. (2012). Research Methods in Psychology (9th ed.). New York: McGraw-Hill Education |

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| 1. **Reference / Supplementary Reading (s):** |
| * Cozby, P.C. & Rawn, C.D. (2012). Methods in Behavioral Research. Canada: McGraw Hill. * Gravetter, F. J., & Forzano, L. B. (2012). Research Methods for the Behavioral Sciences (4th ed.). USA: Wadsworth, Cengage Learning |

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| 1. **Useful Online / Web Resources:** |
| * <http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf> * <https://www.bachelorprint.eu/apa-style/apa-methods-section/> * <https://www.verywellmind.com/how-to-write-a-method-section-2795726> |