

PSY 707 Research Methods

UNIVERSITY OF NEVADA LAS VEGAS

Spring 2021

Instructor and Course Information

Time: Wednesday - 8:30 a.m. to 11:15 a.m.

Class Location: ****

Instructor: ****

Office Location: ****

Office Hours: ****

Phone: ****

Email: ****

WebCampus: <https://webcampus.unlv.edu>

Note: The instructor reserves the right to change the syllabus as it relates to how the course is administered.

Learning Objectives

This course is designed to provide a graduate level overview of research methods in psychology. The specific learning objectives for this course are to: (a) familiarize the student with advanced issues and topics related to psychological research methods. The readings from the textbook and reading list, as well as the lectures presented in the classroom will focus on these issues and topics. (b) develop the student's ability to conduct meaningful psychological research. Writing a research proposal will give the student an opportunity to develop research skills. (c) develop the student's ability to evaluate psychological research. (d) create an awareness of diversity issues in research. The focus of the formal discussion will be on the application of research principles to current areas of research in psychology.

Research Proposal

All students will be required to complete a formal (APA style) written research proposal. The research proposal should present an original study designed to test a hypothesis derived from a traditional area in psychology. The proposal should include: (a) an introduction that logically reviews the most relevant literature and derives a prediction from this literature, (b) a methods section that presents a reasonable procedure for testing the hypothesis, (c) an analytic plan accompanied by the hypothesized set of results, and (d) a discussion of the strengths and

weaknesses of the proposed study. The evaluation of the research proposal will be based upon the quality of the written presentation, the quality of the hypothesis, and the appropriateness of methods and analytic plan to test the hypothesis. More information about the proposal will be presented in class. The research proposal will be worth 25% of your grade in the class and is due ***th.

Class Presentation

All students will be required to make a formal presentation of their research proposal to the class. The evaluation of the presentation will be based on the quality of the proposal and the professionalism of the presentation. The class presentation will be worth 15% of your class grade

Class Participation

The student will be required to actively participant in class discussion about the readings. Class participation will be worth 15% of your class grade.

Examinations

All examinations will be take home open book examinations and consist of short answer and essay questions about information presented in the readings and class discussions. There will be two midterm examinations each worth 15% of you class grade. The first examination will be available Feb. 23 and Feb. 24th and the second examination will be available ** and **. In addition, there will be a noncumulative final examination worth 15% of you course grade that will be held ****.

Grading Scale

A	95 – 100
A-	90 – 94
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	64 – 66
D-	60 – 63
F	00 – 59

UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](#) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](#) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make

up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Reading for Topics

Causal Inference

Chapter 1: Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Eronen M., Bringmann L. (2021). The Theory Crisis in Psychology: How to Move Forward. **Perspectives on Psychological Science, 16**, 779-788.

Finkel, E., Eastwick, P., & Reis, H. (2017). Replicability and other features of a high-quality science: Toward a balanced and empirical approach. **Journal of Personality and Social Psychology, 113**, 244-253.

White, P. (2000). A Causal attribution and Mill's Methods of Experimental Inquiry: Past, present, and prospect. **British Journal of Social Psychology, 39**, 2000.

Randomized Experiments

Chapter 8: Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Vorland, C., & Brown A. (2021). Errors in the implementation, analysis, and reporting of randomization within obesity and nutrition research: a guide to their avoidance. **International Journal of Obesity, 45**, 2335-2346.

George, B., Li, P., Lieberman, H., Pavela, G., Brown, A. et al. (2018). Randomization to randomization probability: Estimating treatment effects under actual conditions of use. **Psychological Methods, 23**, 337-350.

Gallivan, J. (1991). Gender bias in students' ratings of essays. **Journal of Social Behavior and Personality, 6**, 119-124.

Internal Validity Issues

Chapter 2 (Validity pp. 54 - 63): Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Lin H, Werner KM, & Inzlicht M. (2021). Promises and Perils of Experimentation: The Mutual-Internal-Validity Problem. **Perspectives on Psychological Science, 16**, 854-863.

Meltzoff, J. & Cooper, H. (2018). **Research designs and threats to internal validity**. In J. Meltzoff & H. Cooper (Eds). *Critical thinking about research: Psychology and related fields* (pp. 97-116). American Psychological Association.

Experimental Designs

Chapters 9 & 10: Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Ting, C., & Fitzgerald, R. (2020). The work to make an experiment work. **International Journal of Social Research Methodology**, **23**, 329-345.

Baker, T., Smith, S., Bolt, D., Loh, W., Mermelstein, R., Fiore, M., Piper, M., & Collins, L. (2017). Implementing clinical research using factorial designs: A primer. **Behavior Therapy**, **48**, 567-580.

Martin, K., & Leary, M (1999). Would you drink after a stranger? The influence of self-presentational motives on willingness to take a health risk. **Personality and Social Psychology Bulletin**, **25**, 1092-1100.

Field Experiments

Parigi, P., Santana, J., & Cook, K. (2017). Online field experiments: Studying social Interactions in context. **Social Psychology Quarterly**, **80**, 1-19.

Hill, S., & Kousser, T. (2016). Turning out unlikely voters? A field experiment in the top-two primary. **Political Behavior**, **38**, 413-432.

Guéguen, M. (2014). Cues of Men's Parental Investment and Attractiveness for Women: A Field Experiment, **Journal of Human Behavior in the Social Environment**, **24**, 296-300.

Mediating and Moderating Variables

Götz, Martin, et al. (2021). The "Goldilocks Zone": (Too) many confidence intervals in tests of mediation just exclude zero. **Psychological Bulletin**, **147**, 95-114.

Glenn W. (2019). Why are mediation effects so small? **International Journal of Social Research Methodology**, **22**, 219-232.

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

Construct Validity

Chapter 3 (pp. 64 – 82): Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Chester D., & Lasko E. (2021). Construct Validation of Experimental Manipulations in Social Psychology: Current Practices and Recommendations for the Future. **Perspectives on Psychological Science**, **16**, 377-395.

Nichols, A., & Edlund, J. (2015). Practicing what we preach (and sometimes study): Methodological issues in experimental laboratory research. **Review of General Psychology**, **19**, 191-202.

Quasi Experiments

Chapter 4 & 5: Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Miller, C., Smith, S., & Pugatch, M., (2020). Experimental and quasi-experimental designs in implementation research. **Psychiatry Research**, **283**, 1 – 7.

Guéguen, N. (2013). Weather and courtship behavior: A quasi-experiment with the flirty sunshine, **Social Influence**, **8**, 312-319.

Nonequivalent Control Groups

Buecker, S., Denissen, J. J. A., & Luhmann, M. (2020). A Propensity-Score Matched Study of Changes in Loneliness Surrounding Major Life Events. *Journal of Personality and Social Psychology*. **Journal of Personality and Social Psychology**.

Kainz, K., Greifer, N., Givens, A., Swietek, K., Lombardi, B., Zietz, S., & Kohn, J. (2017). Improving causal inference: Recommendations for covariate selection and balance in propensity score methods. **Journal of the Society for Social Work & Research**, **8**, 279-303.

External Validity

Chapter 3 (pp. 83-102): Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Stroebe, W., Gadenne, V., & Nijstad, B. (2018). Do Our Psychological Laws Apply Only to College Students?: External Validity Revisited, **Basic and Applied Social Psychology**, **40**, 384-395.

Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. **Perspectives on Psychological Science**, **7**, 109-117.

Correlational Research and Structural Equation Modeling

Moshagen, M. & Auerwald, M. (2018). On congruence and incongruence of measures of fit in structural equation modeling. **Psychological Methods**, **23**, 318-336.

Fletcher, G., Simpson, J., & Thomas, G. (2000). The measurement of perceived relationship quality components: A confirmatory factor analytic approach. **Personality and Social Psychology Bulletin**, **26**, 340-354.

Naturalistic Observation

Vries, L., Baselmans, B. & Bartels, M. (2021). Smartphone-Based Ecological Momentary Assessment of Well-Being: A Systematic Review and Recommendations for Future Studies. **Journal of Happiness Studies**, **22**, 2361-2408.

Mueller, A., Sangrar, V., & Vrkljan, B. (2019). Rearview camera system use among older drivers: A naturalistic observation study. **Transportation Research Part F: Traffic Psychology and Behaviour**, **65**, 655-664.

Manson, J. & Robbins, M. (2017). New evaluation of the Electronically Activated Recorder (EAR): Obtrusiveness, compliance, and participant self-selection effects. **Frontiers in Psychology**, **8**, 214-225.

Heng, Y., Wagner, D. Barnes, C. & Guarana, C. (2018). Archival research: Expanding the methodological toolkit in social psychology. **Journal of Experimental Social Psychology**, **78**, 14-22.

Single Case Research

Tanious, R., et al. (2020). Assessing consistency in single-case A-B-A-B phase designs. **Behavior Modification**, **44**, 518-551.

Kazdin, A. (2019). Single-case experimental designs. Evaluating interventions in research and clinical practice. **Behaviour Research and Therapy**, **117**, 3-17.

Ethical Concerns in Research

Perrault, E. & Keating, D. (2018). Seeking ways to inform the uninformed: Improving the informed consent process in online social science research. **Journal of Empirical Research on Human Research Ethics**, **13**, 50-60.

Roulet, T., Gill, M., Stenger, S., & Gill, D. (2017). Reconsidering the value of covert research: The role of ambiguous consent in participant observation. **Organizational Research Methods**, **20**, 487-517.

Replication Crisis

Wiggins, B., & Chrisopherson, C. (2019). The replication crisis in psychology: An overview for theoretical and philosophical psychology. *Journal of Theoretical and Philosophical Psychology*, 39, 202–217.