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 classroom 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.

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 participate in class discussion about the readings. Class participation will be worth 15% of your class grade.
EXAMINATIONS

All examinations will 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 held on October 6 and second examination will be on November 8. A final examination worth 15% of you course grade and will be held on December 13 at 6:00 pm.

DISABILITIES AND RELIGIOUS HOLIDAYS

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 143, and the contact numbers are: Voice (702) 895-0866, fax (702) 895-0651. Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. Other student policies can be accessed at http://studentconduct.unlv.edu/misconduct/policy.html and http://academicsuccess.unlv.edu/tutoring/
READINGS


Causal Inference


Randomized Experiments


Internal Validity Issues


**Experimental Designs**


**Field Experiments**


**Mediating and Moderating Variables**


**Construct Validity**


**Quasi Experiments**


**Nonequivalent control group**


**External Validity**


**Correlational Research and Structural Equation Modeling**


**Naturalistic Observation**


Archival Research and Content Analysis


Tov, W., Kok . & Han Qiu, L (2013). Detecting well-being via computerized content analysis of brief diary entries. Psychological Assessment, 25, 1069-1078.


Single Case Research


Ethical Concerns in Research

Øye, C., Sørensen, N., & Glasdam, S. (2016). Qualitative research ethics on the spot: Not only on the desktop. Nursing Ethics, 23, 455-464.


Report Writing and Publication Procedures