

APPL 632-185: Research Methods for Applied Psychology
SPRING 2019, 3 credits
T 5:30-8:00pm, BC 015

Instructor: Anna Nastasi, PhD
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Office: LC 408
Office Hours: Mondays 3-5 or by appt.¹

Required Texts:

Weathington, B. L., Cunningham, J. L., & Pittenger, D. J. (2010). *Research Methods for the Behavioral and Social Sciences*. Hoboken, NJ: Wiley. ISBN: 9780470458037

Wagner, W. E. (2010). *Using SPSS for Social and Research Methods*. 2nd ed. Pine Forest Press: Thousands Oaks CA. ISBN: 977-1-4129-7333-5

Recommended Supplement(s):

APA (2010). *Publication manual of the APA*, 6th edition. ISBN: 10-4338-0561-8

Course Website: The course website can be found at: <https://ubonline.ubalt.edu/> [Sakai]. Here you can find course materials (including syllabus).

I. Course Information

Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question. Prerequisite: APPL 631. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

II. Objectives of course:

The primary objective of this course is to prepare the student to critically evaluate the validity, adequacy, and relevance of psychological research. The student will learn the relative merits of various methods of studying behavior, and the circumstances under which each is appropriately applied.

III. Student Learning Objectives:

1. Define and apply the components of the primary research designs used in psychological research.
2. Describe the advantages and disadvantages of specific research designs used to address various research questions and applied psychology problems.
3. Analyze data using statistical software to assess research questions.
4. Explain analyses and implications of research findings in APA style scientific paper.

¹ Please try to always message me to let me know you plan to attend office hours so that I can prepare for your specific questions.

IV. Class format: Assigned material will be discussed and clarified.

- *In-Class segment will be used for:* (1) short lecture, (2) discussion of SPSS lab projects, and (3) review of assigned readings through discussion of reflections. Select articles will be assigned along with textbook material; these articles will be available through Sakai.

Overview of Class Policies:

1. Class attendance is expected. Students who miss classes for any reason are responsible for all of the material covered in class. Please contact classmates for any missed material.
2. Sakai is our course management system. We will be using the messaging, gradebook, and assignment submission functions of Sakai. Please check the site frequently.
3. Any evidence of cheating will not be tolerated and will result in a 0 on the assignment or an F in the course, depending upon the severity (See Academic honesty section below).
4. Use of technology is permitted. Please be respectful of other students when they are speaking during class.
5. See Student Success Resources Addendum on Sakai.

Class Attendance: While attendance is not technically mandatory, it is expected that students will attend all classes as much of the material that will be covered on exams comes from lectures and discussions in class. If you are absent, it is your responsibility to get any materials or information you missed. You will *not receive credit* for your commentary or class discussion if you are not in class (the exception being an excused absence).

Course Assessment

Exams

There will be two non-cumulative exams based on readings and lectures. These will include short answer identifications of ideas and terms and some conceptual essay questions.

SPSS Lab Reports

Students will be provided datasets to assess for three lab reports. The reports will involve writing an APA-style introduction, methods, results, and discussion of students' assessment of research questions. In addition, students will construct the relevant tables and figures to support findings and conclusions.

Reading Commentary

The format of the class will mainly be discussion, following brief lectures, focusing on the topics in the readings for each week. To facilitate the discussions and help the instructor get to know your research concerns, you are expected to write a short commentary of 1 or at most 2 pages, single-space, about the readings each week. It should mention any topic you did not understand, ask more in-depth questions that the readings provoked in your mind, make contact between the readings and contemporary research, mention discussion points from your own research experience, ask questions, and so forth. It is not a recitation of what you read; you can make your own notes to learn the material. Commentaries will be due *before class each week*, starting with week 2. See due dates on Sakai.

Participation in Class Discussions

Students should be prepared to contribute to class discussions each week. Students should explicitly relate or link observations and comments to course objectives, central themes, and

main topics discussed in readings and class lecture. Contributions to facilitation of dialogue and discussion of ideas will allow students to connect readings to topics and allow opportunities to discuss areas of confusion.

<i>Weekly</i>	Reading Discussion Questions	20%
<i>Weekly</i>	Participation	20%
<i>Scheduled</i>	Exams (2)	30% (15% each)
<i>Scheduled</i>	SPSS Lab Reports (3)	30% (10% each)

Final grades will be based on your Total score according to the following standards:

<u>Total Score</u>	<u>Final Grade</u>
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B-
77-79.9	C+
73-76.9	C
Below 73	F

Academic Integrity: The University of Baltimore comprises a community of students, faculty, administrators, and staff who share a commitment to learning. Since the practice of academic honesty is essential to learning, the university has established the following policy for academic honesty. The university's Academic Integrity Policy is derived from the following convictions:

- that honesty is the foundation of personal integrity
- that honesty promotes substantive learning
- that honesty validates the recognition of scholarly achievement
- that honesty demonstrates respect for the work of others, enabling effective cooperation
- Students, faculty, administrators, and staff share responsibility for fostering academic honesty. The practice of honesty requires an ongoing discussion of activities that may violate the spirit of honesty. It requires active discouragement of dishonesty.

While the Academic Integrity Policy places primary emphasis in fostering honesty, it recognizes the need for clear consequences of behavior that violates the policy, together with fair procedures for judging alleged cases of dishonesty. The academic integrity policy is included in the student handbook found at http://www.ubalt.edu/campus-life/student-handbook.cfm#Academic_Integrity

APPL 632 Tentative Schedule - Spring 2019		
Date	Topic	Readings
Jan. 29 th	Introduction to empiricism	Chapter 1 (all) Chapter 4 (pp. 113-126) Articles on Sakai
Feb. 5 th	Generating ideas and testing hypotheses	Chapter 3 (pp. 66-77) Chapter 6 (pp. 190-194) Articles on Sakai
Feb. 12 th	Comparison	Chapter 7 (all) Chapter 9 (all) Articles on Sakai
Feb. 19 th	Experimental designs: Rubrics and elegance	Chapter 11 (all-optional/review) Chapter 12 (all) Articles on Sakai Lab 1 due
Feb. 26 th	Experimental designs: Refinements	Chapter 13 (all) Articles on Sakai
March 5 th	Validity of Measures	Chapter 3 (pp. 78-89) Chapter 4 (pp. 102-113) Articles on Sakai
March 12th	Midterm	In-class midterm
March 19th	Spring Break!	Enjoy your break!
March 26 th	Correlational designs	Chapter 10 (all) Articles on Sakai
April 2 nd	Designing self-report measures	Chapter 8 (all) Articles on Sakai Lab 2 due
April 9 th	Designing performance and behavior measures	Articles on Sakai
April 16 th	Measuring implicit, unintended, conjoint, and emergent outcomes	Chapter 14 (all) Articles on Sakai
April 23 rd	The place of statistics in research	Chapter 15 (all) Articles on Sakai
April 30 th	Writing	Chapter 5 (all) Articles on Sakai Lab 3 due
May 7 th	Ethics in research	Chapter 2 (all) Articles on Sakai
May 14th	Final Exams	Final Exam: 5:30-8pm

****Disclaimer: This professor reserves the right to change this syllabus. Students will be notified of any changes.**