

PSY 485: ADVANCED PSYCHOLOGICAL RESEARCH

MW: 12:30-1:45pm; E260H

Instructor: Ian MacFarlane, Ph.D.
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Office Hours: M 11-12:30; T 12:30-2; Th 2-3:30; or by appointment

Course Description:

In this course, students will conduct an original, empirical research project. This includes revising an existing literature review and/or research proposal, writing an IRB proposal, collecting and analyzing data, writing up results, writing an APA-style research paper, preparing a poster presentation, and presenting to the campus community. In-class time will include mini-lectures and workshop-style sessions as well as instruction on advanced statistical techniques. Time will also be spent in individual consultation with the instructor.

Course Student Learning Outcomes:

- Design a research study in line with APA ethical guidelines
- Manage empirical data, select and conduct appropriate statistical analyses in SPSS
- Interpret findings and synthesize with the literature in an APA style manuscript
- Ability to interpret results of advanced statistical analyses
- Develop oral presentation skills
- Interact effectively with others in academic and applied settings

Psychology Department Student Learning Outcomes:

- To be able to critically analyze, synthesize and evaluate ideas.
- To be able to conduct independent psychological research and apply psychological and methodological concepts to novel research ideas.
- To be able to effectively convey their evidence based analysis of psychological research and theories through oral and written formats.
- Interact effectively with others in academic and applied settings.

Required Materials:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Beins, B. C., & Beins, A. M. (2012). *Effective writing in psychology* (2nd ed.). West Sussex, UK: John Wiley & Sons, Inc.

You should also have access to your course materials from PSY 280 and 285.

Additional readings and resources will be posted via Canvas.

Assignments:

Research Proposal (5% points)

During the first few weeks of class, you will have the opportunity to refine the research proposal you brought to the course after getting feedback on your reasoning and approach to the study. You will also submit the original version of the paper that was the basis for this proposal.

IRB Application (10%)

You will complete an IRB application that I will review before submission to the IRB. Additional information and detailed rubrics will be posted to Canvas.

Homework (10%)

Throughout the semester there will be 8 assignments to help you practice the skills you are developing in class. These will include technical writing skills, conducting common data analyses, and interpreting advanced statistical methods. Homework assignments will be based on in-class exercises designed to review and extend what you learned in PSY 280 and 285. There will be an optional 9th assignment you can use to replace your lowest score on any of the previous homeworks.

Presentations (15% points)

You will give two formal presentations this semester. The first will take place early in the semester and cover your research proposal. The second will take place near the end of the semester and simulate a conference presentation where you cover your entire project. Additional information and detailed rubrics will be posted to Canvas.

Results Section (10%)

You will submit your results section and all SPSS output for instructor feedback. Additional information and detailed rubrics will be posted to Canvas.

Journal Submission Project (10%)

To give you a better sense of the full publication process, you will practice submitting your paper to a journal. In the first part of the project, you will give your paper to a classmate who will serve as the journal's reviewer. Reviewers will use the same rubric I will be using for your final paper, so you will get good feedback to improve your paper. Your review of your partner's paper will be graded (25 points). In the second part of the assignment, you will turn in a detailed cover letter saying how you addressed each point of the reviewer's comments with your final paper (25 points). Details of the assignments and rubrics will be posted to Canvas.

Final research paper (30%)

Your final research paper will contain all parts of the APA-style empirical research paper, and it will be evaluated using a standardized rubric developed by the Psychology department.

Research Poster Presentation (10%)

During finals week, you will present your research at the departmental poster session. You will be evaluated on the design of the poster, your verbal description of your study, and your interaction with attendees.

Grading:

Grades will be assigned on a scale no more stringent than the following percentages:

Letter	%	Letter	%
A	> 93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F	< 60%

Tentative Course Schedule:

Date		Class Topic	Readings/Assignments
Week 1			
8/26	M	Course Introduction & Overview	
8/28	W	Research Ethics	APA Ethics Code
Week 2			
9/2	M	<i>No Class – Labor Day</i>	
9/4	W	Writing IRB Proposals	B&B Ch. 17, 19
Week 3			
9/9	M	Presentation of Research Proposals	Refined Proposal
9/11	W	Presentation of Research Proposals	
Week 4			
9/16	M	Scientific Writing	B&B Ch. 7; IRB Proposal
9/18	W	Collecting Data	Detweiler-Bedell & Detweiler-Bedell (2012); HW 1 (due 9/20)
Week 5			
9/23	M	Data Management & Cleaning	
9/25	W	Working with Scales	HW 2 (due 9/27)
Week 6			
9/30	M	Data Analysis: Descriptive Statistics	HW 3
10/2	W	Data Analysis: Single Variable Analyses	HW 4 (due 10/4)
Week 7			
10/7	M	Data Analysis: Multivariate Analysis	HW 5
10/9	W	Data Analysis: Statistical Control	HW 6 (due 10/11)
Week 8			
10/14	M	Creating Tables & Figures	HW 7
10/16	W	Writing the Results Section	B&B Ch. 8, 12; HW 8 (due 10/18)
Week 9			
10/21	M	Advanced Methods: Factor Analysis	
10/23	W	Advanced Methods: Structural Equation Modeling	HW 9 (due 10/25)
Week 10			
10/28	M	<i>No Class – Work on Results</i>	
10/30	W	<i>No Class – Work on Results</i>	
Week 11			
11/4	M	<i>No Class – Writing Day</i>	Results Section
11/6	W	Writing the Discussion Section	B&B CH. 13
Week 12			
11/11	M	<i>No Class – Writing Day</i>	
11/13	W	How to Peer Review	B&B Ch. 15
Week 13			
11/18	M	<i>No Class – Writing Day</i>	
11/20	W	Giving Research Presentations	Full Draft to Partner
Week 14			
11/25	M	Creating Research Posters	B&B Ch. 16
11/27	W	<i>No Class – Friday Schedule</i>	Peer Review Due to Partner
Week 15			
12/2	M	Final Research Presentations	
12/4	W	Final Research Presentations	
Finals			
12/11	W	Public Poster Presentation (9:30-11am)	
12/13	F	Final Paper and Response to Reviewers	

Technology

This course will be web-enhanced through the use of Canvas. Readings, lecture slides, some handouts, and links to other resources will be provided through this system. Unless otherwise specified, you will turn your assignments in via Canvas. You can access Canvas through the following link: <https://etown.instructure.com/login/>. Questions concerning content/postings should be directed to me, while questions regarding access/technical issues should be directed to the Elizabethtown College IT Help Desk (717-361-3333; helpdesk@etown.edu). A PDF viewer is required to view the content posted to the Canvas site. Free Adobe software is available for download via <http://get.adobe.com/reader/>.

Policies:*Academic Integrity*

Scholastic misconduct is broadly defined as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; helping another student cheat on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned (including papers you have submitted in previous semesters); providing others with copies of your assignments; depriving another student of necessary course materials; or interfering with another student's work.

Plagiarism is a serious offense which will not be tolerated. Most of the time, however, plagiarism happens because students are rushing through assignments and do not leave themselves with sufficient time to properly attribute information taken from other sources. For this class you may cite your sources using either APA or MLA style. If you plan to be a psychology major or minor, I encourage you to get used to APA style, as you will be using this throughout your coursework. Note that for either style, you need to include citations each time you use information from a source. It is incorrect to use information throughout a paragraph and only include a citation at the end. Also, if you use 5 or more consecutive words from a source, you must include quotation marks and include the page number (or paragraph number if you are using an online source) in your citation. Failure to provide the page/paragraph number for a direct quote is a form of plagiarism and will not be tolerated.

You will be required to submit an electronic copy of all major assignments which will be compared with the TurnItIn database. Penalties for scholastic misconduct in any portion of the academic work for a course shall be made at the discretion of the instructor and may range from point deductions on the assignment to failing the class. All academic misconduct (no matter how small) will be reported to the Academic Review Committee, which may impose sanctions up to and including expulsion. Elizabethtown College's full academic integrity policy is available in the Elizabethtown College Catalogue under the Academic Judicial System section of the Academic Policies chapter ([click here to view](#)). If you have any questions about whether something might be considered an academic integrity issue or not, please talk with me about it BEFORE you turn in an assignment.

Attendance

Regular and engaged attendance is critically important to your success in this class. Students who miss more than three consecutive classes without documentation may be dropped from the

course at the instructor's discretion. PowerPoint slides will be posted to the Canvas site, but you will definitely want additional information beyond what is printed on the slides. If you miss class, it is your responsibility to get notes from a classmate. I am happy to meet with you about course material you missed if you have questions remaining after getting notes from a classmate and completing the reading assignments. If you must arrive late or leave early, please sit near the door so you create a minimal disruption.

Changes to the Syllabus

All aspects of this syllabus are subject to change at the discretion of the instructor. Students will be informed in writing of any changes to the syllabus via a post to Canvas.

Communication

Outside of class, I will communicate with you most frequently via your *Elizabethtown College email address*. **It is your responsibility to monitor this address and you are responsible for the information delivered to this address.** I highly recommend you check your email at least daily. I will also post messages to Canvas, so you are encouraged to check Canvas regularly. The best way to contact me is through email. I will always attempt to respond to email promptly, which means within 24 hours. **I typically do not check my email after 8pm**, so if you email me at night, do not expect a response until the next morning at the earliest.

Incompletes

An "incomplete" only may be given as a grade for the course when a student has a **passing grade the course** and has an unforeseen and uncontrollable event occur that prevents him or her from earning a significant number of points in the course. Thus, incompletes are rarely given and each situation will be considered on a case-by-case basis. To have an incomplete changed to a different grade all missing work must be completed by the end of the following term.

Late Work

Assignments are due at the beginning of class on the date listed in the syllabus. I encourage you to start assignments well in advance of the due dates in order to protect yourself from something happening at the last minute. I do, however, recognize unforeseen things come up in life, so each of you gets one "free pass extension" for the semester. This free pass grants you a 24-hour extension on any assignment except presentations or the peer review projects (either submitting your paper to your partner or giving your partner your review). You do not need to explain the situation. Simply send me an email that says you are using your free pass **at least 24 hours before the assignment is due**. Requests to use the free pass in the 24 hours before the assignment is due will not be granted. The free pass cannot be used for exams or case study labs. Normal late penalties will accrue after the 24-hour extension period. Papers turned in after class but on the same day will be penalized 5%, with 10% additional penalty for every additional calendar day the assignment is late (thus if the assignment is due on Tuesday but turned in on Thursday the maximum score you could receive is 75%). Assignments will not be accepted more than 7 days after the original due date unless we have pre-arranged a new due date and late penalty. Extensions may be given at the discretion of the instructor, but **no extensions will be given during the 24 hours before an assignment is due**. It is your responsibility to budget your time so you are not working on assignments at the last minute. Assignments turned in more than 7 days after the due date in the syllabus must be emailed to me.

Role of Instructor

I will provide learning opportunities designed to provide you with information about psychology and foster critical thinking. I have created the course to incorporate different methods of learning and assignments draw upon multiple skillsets to be successful. Every effort will be made to accommodate different learning styles and you are encouraged to provide feedback both formally and informally. I pledge to carefully consider constructive feedback about teaching methods and incorporate suggestions to the extent feasible. I am responsible for treating you in a respectful, professional manner and creating a classroom atmosphere where students treat each other professionally. I will be accessible outside of class and encourage you to meet with me either during office hours or individual appointments to discuss concerns (e.g., about the class, workload, assignments, etc.), conflicts or problems that affect course performance, concepts which need further clarification, additional resources related to course material, or careers in psychology.

Statement on Classroom Conduct

All students have the right to a civil, productive, and stimulating learning environment. In turn, as the instructor I have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is part of a stimulating learning environment. Both instructors and students, however, have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior. We all bring different backgrounds, experiences, assumptions, and opinions into this class. The class will be a better experience for everyone if everyone feels safe enough to share their perspectives. It is encouraged to challenge each other's perspectives, but we will debate ideas and theories using evidence to support our own positions. Repeated behaviors that undermine the learning environment described above may result in being asked to leave the class for a day or, if other interventions do not succeed, you may be dropped from the course at the instructor's discretion.

Statement on Disabilities

Etown's syllabus statement on disability services (available [here](#)) states:

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disabilities, Lynne Davies, by phone (717) 361-1227 or e-mail daviesl@etown.edu. If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class. This syllabus is available in alternative formats upon request.

Statement on Diversity

We will all bring unique perspectives to this course and I hope those who feel comfortable will share insights and alternative interpretations throughout the semester. Cultural perspectives will be explicitly included in many of our discussions and will likely come up in many others. I

welcome feedback on ways to increase the diversity of perspectives being provided in class and methods for creating a more inclusive atmosphere through my teaching.

Statement on Religious Observances

Etown's syllabus statement on religious observances (available [here](#)) states:

The College is eager to facilitate individual religious beliefs and practices whenever possible while retaining course student learning outcomes. It is your responsibility to meet with the class instructor in advance to request arrangements related to your religious observances that may conflict with this class, and to make appropriate plans to make up any missed work.

Statement on School Closure

In the event of a school closure (due to inclement weather or another issue) on a day when we are scheduled to have class, please be sure to check your email for a message from me. I may contact you with instructions for an assignment or activity you could complete using Canvas or other course resources.