



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

---

<b>Semester:</b> Summer Block 1	<b>Year:</b> 2025
<b>Course Prefix:</b> PSY	<b>Course and Section #:</b> 3030-X01
<b>Course Title:</b> Research Methods for Psychology	<b>Credits:</b> 4

---

### Course Description

Explains the logic of the classical true experiment and how it permits causal inferences. Compares and contrasts the benefits and drawbacks of quasi-experimental and correlational research designs. Includes the design of an empirical psychological study. Covers compliance with guidelines for ethical research as codified in law and the American Psychological Association's ethics code. Requires collection, analysis, and presentation of quantitative data for an empirical psychological study. Includes a lab.

### Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

### Instructor Information

**Instructor Name:** Shauna Hiatt

### Student Learning Outcomes

Upon successful completion, students should be able to...

1. Explain the logic of the classical true experiment and how it permits causal inferences.
2. Compare the benefits and drawbacks of quasi-experimental and correlational research designs.
3. Collaborate with peers to design an empirical psychological study.
4. Comply with guidelines for ethical research as codified in law and the American Psychological Association's ethics code.
5. Interpret quantitative data for an empirical psychological study.

This course is required for psychology majors.

### Course Materials and Texts

Research Methods in Psychology: Evaluating a World of Information (5th Edition). Beth Morling ISBN-13: 978-0393617542 The 4<sup>th</sup> edition is acceptable as well.

Commented [A01]: Check your edition

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

Lecture activities: Lecture activities are short quizzes or discussions that you complete as you go through the lecture videos. There are three activities per lecture (25%)

Lab assignments: There are 10 lab assignments that are due throughout the semester. Lab assignments include activities related to research methods, completing training on how to conduct ethical psychological research, and milestones for designing your own research project (25%)

Module Quizzes (25 %)

Research paper: There is one final research paper due at the end of the semester that is worth 20% of your grade. This research paper will be the final product of a semester's worth of work of designing, running, and analyzing the data from a group research project. Homework assignments throughout the semester will guide you through the process of writing your research paper. (20%)

Team Formation and Functioning Activities: There will be four short teamwork-related activities throughout the semester, each worth 5 points. These activities will help in forming a team for the group project assignment and checking-in about team functioning. The purpose of these assignments is to help you meet the course objective of working with peers to design an empirical study. It will help you assess how your team is working together and provide me with information about how to support you and fairly assign grades for the group lab and final assignments. (5%)

---

### **Required or Recommended Reading Assignments**

All required readings list with the modules below

---

### **General Description of the Subject Matter of Each Lecture or Discussion**

Module 1:

- Required Reading: Ch 2 Sources of Information: Why Research Is Best and How to Find It
- Topic: How do we know things?

Module 2:

- Required Reading: Three Claims, Four Validities: Interrogation Tools for Consumers of Research (only pages 57-68 from Ch 3)
- Topic: What research can tell us

Module 3:

- Required Reading: Ch 4 Ethical Guidelines for Psychology Research
- Topic: How do we conduct research ethically?

Module 4:

- Required Reading: Ch 5 Identifying Good Measurement
- Topic: How do we measure the mind?

Module 5:

- Required Reading: Ch 6 Surveys & Observations: Describing what People Do
- Topic: How can we measure what people do?

Module 6:

- Required Reading: Ch 7 Sampling: Estimating the Frequency of Behaviors and Beliefs
- Topic: When do our results

generalize?

Module 7:

- Required Reading: Ch 10 Introduction to Simple Experiments
- Topic: What is an

experiment?

Module 8:

- Required Reading: Ch 11 More on Experiments: Confounding and Obscuring Variables
- Topic: What is a good

experiment?

Module 9:

- Required Reading: How can experiments test more complex ideas?
- Topic: Ch 12 Experiments with More Than One Independent

Variable

Module 10:

- Required Reading: Ch 8 Bivariate Correlational Research
- Topic: What do bivariate correlations tell

us?

Module 11:

- Required Reading: Ch 13 Multivariate Correlational Research
- Topic: How can correlations get closer to

causation?

Module 12:

- Required Reading: Ch 14 Replication, Generalization, and the Real World
- Topic: When is a study trustworthy and relevant to the real

world?

Module 13:

- Required Reading: none
- Topic: How do I organize my

data?

Module 14:

- Required Reading:
  - Statistics Review - Descriptive Statistics (starting on p. 467)
  - Statistics Review - Inferential Statistics (starting on p. 4691)
- Topic: How do I analyze my

data?

Module 15:

- Required Reading: none
- Topic: How do I present research?

---

## ***Required Course Syllabus Statements***

### **Generative AI**

As we embrace the evolving landscape of technology in education, it is important to define clear guidelines for the use of Artificial Intelligence (AI) tools in this course. AI can be a powerful aid in your learning process, but it is crucial to use it responsibly and ethically. Below are the guidelines for AI usage in this course:

#### **Permitted Uses of AI:**

- Brainstorming and Refining Ideas: You may use AI for brainstorming sessions and refining your conceptual understanding of course topics.
  - Fine-Tuning Research Questions: AI can assist in sharpening your research questions to ensure they are well-defined and focused.
  - Finding Information: You can employ AI to gather preliminary information on your topic.
- However, ensure that you critically evaluate and verify this information.

- Drafting Outlines: AI can be used to help create initial outlines for your assignments to organize thoughts and structure your work.
- Grammar and Style Checks: Use AI for checking grammar and improving the stylistic aspects of your writing.

**Prohibited Uses of AI:**

- Impersonation in Classroom Contexts: Do not use AI to compose or respond to discussion board prompts, Teams/Canvas chats, or any communication that is meant to reflect your personal understanding and engagement.
- Completing Assigned Group Work: AI should not be used for completing tasks assigned specifically to you in group projects unless there is a mutual agreement within the group.
- Drafting Writing Assignments: You must not use AI to write drafts of your assignments. This includes generating entire sentences, paragraphs, or papers.
- **This course uses an AI detection software. If your assignment is more than 25% AI generated, it will flag your assignment.**

---

**Using Remote Testing Software**

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

---

***Required University Syllabus Statements***

**Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

---

**Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

---

### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

---

### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.