

M: Course Objectives / Learning Outcomes

At the conclusion of the course the successful student will be able to:

- Write a research report in APA style.
- Construct well-designed interview questions, probes, and follow-up questions
- Conduct an effective research interview
- Critically evaluate empirical research
- Apply ethical guidelines to psychological research
- Work in teams to plan and conduct minimal risk research

N: Course Content:

APA Writing Style

- Abstract
- Introduction
- Method
- Procedure
- Results
- Discussion
- References

Interviewing

- Constructing interview questions
- Probes and follow-up questions
- Interviewing skills

Finding, Reviewing, and Evaluating Research

- Psychology as a science
- Peer Review Research
- Theory-testing
- Operational definitions
- Case studies
- Correlation and causation
- Experimental control
- Representative samples
- Converging evidence
- Multiple causation
- Inferential statistics and probability

Research Ethics

- American Psychological Association Ethics Code
- Canadian Psychological Association Ethics Code
- Informed consent
- Confidentiality
- Deception
- Minimal-risk research
- Risk-benefit analysis
- Debriefing

O: Methods of Instruction

The primary method of instruction will be the lecture, but the course may involve various other methods of instruction such as small group activities, discussion groups, oral presentations, video tapes, and guest lectures.

<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Texts will be updated periodically. Typical examples include both of the following:</p> <p>Gelfand, H., Walker, C. J., & the American Psychological Association. (2002). <i>Mastering APA Style: Student’s Workbook and Training Guide</i> (2nd ed.). Washington, DC: American Psychological Association.</p> <p>Stanovich, K. E. (2003). <i>How to think straight about psychology</i> (7th ed.). Needham Heights, MA: Allyn & Bacon.</p>												
<p>Q: Means of Assessment</p> <p>The course evaluation will be based on the course objectives and in accordance with Douglas College policy An example of a possible evaluation scheme would be:</p> <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;">APA style research paper</td> <td>20%</td> </tr> <tr> <td>In-class writing assignments</td> <td>30%</td> </tr> <tr> <td>Interviewing assignment</td> <td>10%</td> </tr> <tr> <td>Mid-term exam</td> <td>20%</td> </tr> <tr> <td>Final exam</td> <td>20%</td> </tr> <tr> <td> Total</td> <td> 100%</td> </tr> </table>	APA style research paper	20%	In-class writing assignments	30%	Interviewing assignment	10%	Mid-term exam	20%	Final exam	20%	 Total	 100%
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 Total	 100%											
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>												

Course Designer(s) Dr. Kathy Denton

Education Council / Curriculum Committee Representative

Dean / Director

Registrar