

**RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY  
PSYCHOLOGY 414, SECTION 001, 6 CREDITS  
BOTH TERMS, 2007/2008  
Building Swing Space, Room 409**

**Instructor:**

Dr. Michael J. Chandler (M.C.); Kenny 2029; 822-2407; chandler@interchange.ubc.ca

**Teaching Assistant:**

Travis Proulx (T.P.); Kenny 1107; 822-1876; tproulx@interchange.ubc.ca

**Course Content:**

This course is designed to provide knowledge and experience in all phases of research in developmental psychology, including research design, critical evaluation of related research, statistical analysis, and presentation of results. Class discussion will focus upon research methodology, as well as group and individual research projects.

**Prerequisites:**

1. PSYC 302 (Infant Development) OR PSYC 315 (Child and Adolescent Development).
2. PSYC 317/318 (Research Methods and Design/Analysis of Behavioral Data) OR PSYC 366 (Methods in Research).

**Course Requirements:**

- |   |     |
|---|-----|
| 1. Mid-term exam (first term only).   | 15% |
| 2. Comments as critic (written and oral), plus general class participation.                               | 20% |
| 3. Independent research project, including proposals, ethics form, final report, and class presentations. | 65% |

**Textbooks:**

1. Coursepack available at Copiesmart - \$10
2. Assigned Articles (Collect and photocopy from 'Chandler' mailbox)
3. American Psychological Association. (1994). **Publication manual of the American Psychological Association** (4th ed.) Washington, DC: American Psychological Association.

NOTE: Students will also incur some expenses for photocopying. Such costs in the course will be higher for students who choose to do survey-type research projects involving questionnaires.

**Course Format:**

Class meetings will be a mixture of lectures and seminars.

**First Term:**

Date	Topic
Sept. 6	<ul style="list-style-type: none"> <li>• Introduction: Course requirements and overview. Description of own research by professor.</li> </ul>
Sept. 13	<ul style="list-style-type: none"> <li>• General principles of research, design, measurement, procedure, settings and goals. (Coursepack pages 1-105).</li> </ul>
Sept. 20	<ul style="list-style-type: none"> <li>• Project ideas: Infancy, cognitive, social development, and aging. (Class Readings).</li> </ul>
Sept. 27	<ul style="list-style-type: none"> <li>• Ethics (Assigned Articles)</li> <li>• Idea paper due. Copies go to both M.C. and T.P.</li> <li>• Your idea paper should contain a brief written description of your project idea. A basic literature review should be included, but comments on methods are optional.</li> <li>• You will be assigned to a date (Oct. 11 or Oct. 18) to give a 5 to 10-minute oral presentation of your project idea.</li> </ul>
Oct. 4	NO CLASS
Oct. 11	<ul style="list-style-type: none"> <li>• Individual appointments with M.C. and T.P. during this week.</li> <li>• Idea presentations I.</li> </ul>
Oct. 18	<ul style="list-style-type: none"> <li>• Idea presentations II.</li> </ul> <p>(5 points for idea paper and presentation).</p> <ul style="list-style-type: none"> <li>• You will be assigned to one date (Nov. 8 or Nov. 15) to present your project proposal and to the other date to provide critiques of two other proposals.</li> <li>• Your project proposal (including methodology) is due one week before your presentation date. Copies go to M.C., T.P. and to your two critics.</li> <li>• Your two critiques are due on the day you present them in class. Copies go to M.C., T.P. and to the presenter.</li> </ul>
Oct. 25	<ul style="list-style-type: none"> <li>• Mid-term exam based on textbook and lectures. (15 points for mid-term).</li> </ul>
Nov. 1	NO CLASS
Nov. 8	<ul style="list-style-type: none"> <li>• Individual appointments with M.C. and T.P. during this week.</li> <li>• Proposal presentations and critiques I.</li> </ul>
Nov. 15	<ul style="list-style-type: none"> <li>• Proposal presentations and critiques II.</li> </ul>

(10 points for proposal and presentation; 5 points for two written critiques and presentation).

- |         |          |  |
|---------|----------|--|
| Nov. 22 |          | <ul style="list-style-type: none"> <li>• Writing research reports (Part I). (APA Publication Manual and Text chapter 9).</li> <li>• Finding and contacting subjects. Lecture and discussion will focus on problems associated with finding appropriate subjects, securing agency permissions, etc.</li> <li>• Draft of your ethics form due. Copy goes to your supervisor.</li> </ul>  |
| Nov. 29 | NO CLASS | <ul style="list-style-type: none"> <li>• Revised and expanded research proposal due.</li> <li>• The revised proposal should incorporate feedback from critics, other students, and M.C. and T.P., and it should include a detailed literature review, detailed methodology, and a data analysis plan. The data analysis plan should focus on the specific questions to be answered and specify which parts of the data will be used to answer them (rather than on specific statistics to be used). Copies go to M.C., T.P. and your two critics.<br/>(10 points for revised proposal).</li> </ul> |

### Second Term:

Data Collection: You may begin collecting data as soon as ethics approval has been obtained from (a) UBC, (b) the individual agencies (e.g., school, school board) with which you are working, and (c) the supervisor. This should be no later than the end of January and could conceivably be in December.

- | Date    | Topic   |
|---------|---|
| Jan. 10 | <ul style="list-style-type: none"> <li>• General discussion of revised proposals.</li> <li>• Revised ethics form due. Copy goes to your supervisor.<br/>(5 points for ethics form draft and revision).</li> <li>• You will be assigned to one date (Jan. 17 or Jan. 24) to present your revised proposal and to the other date to provide critiques of two other revised proposals.</li> <li>• You must ensure that your critics receive your revised proposal one week before your presentation date.</li> <li>• Your two critiques are due on the day you present them in class. Copies go to M.C., T.P. and to the presenter.</li> </ul> |
| Jan. 17 | <ul style="list-style-type: none"> <li>• Revised proposal presentations and critiques I.</li> </ul>   |

Jan. 24		<ul style="list-style-type: none"> <li>• Revised proposal presentations and critiques II.</li> </ul> <p>(5 points for two written critiques and presentation).</p>
Jan. 31	NO CLASS	<ul style="list-style-type: none"> <li>• Individual appointments with M.C. &amp; T.P. during this week to discuss securing subjects, piloting procedures, etc.</li> </ul>
Feb. 7		<ul style="list-style-type: none"> <li>• Statistics. (Text chapter 7).</li> <li>• You will be assigned to a date (Feb. 22 or Mar. 8) for your statistics (data analysis) presentation.</li> <li>• In your statistics presentation, you will describe what specific questions you want to answer with data analyses, and what you think will be the best statistic(s) to use.</li> </ul>
Feb. 14	NO CLASS	<ul style="list-style-type: none"> <li>• Reading Break.</li> </ul>
Feb. 21		<ul style="list-style-type: none"> <li>• Statistics presentations I.</li> </ul>
Mar. 1		<ul style="list-style-type: none"> <li>• Statistics presentations II.</li> </ul> <p>(5 points for statistics presentation).</p>
Mar. 6		<ul style="list-style-type: none"> <li>• Lecture and workshop on computer data analysis.</li> <li>• Individual appointments with T.P. during this week regarding data analysis.</li> </ul>
Mar. 13		<ul style="list-style-type: none"> <li>• Writing research reports (Part II). (APA Publication Manual and Text chapter 9).</li> <li>• You will be assigned a date (Mar. 29 or Apr. 5) for your final conference presentation.</li> </ul>
Mar. 20	NO CLASS	<ul style="list-style-type: none"> <li>• Individual appointments with M.C. and T.P. during this week regarding preparation of final research reports.</li> </ul>
Mar. 27		<ul style="list-style-type: none"> <li>• Conference presentations I.</li> </ul>
Apr. 3		<ul style="list-style-type: none"> <li>• Conference presentations II.</li> </ul> <p>(10 points for conference presentation).</p>
Apr. 10	NO CLASS	<ul style="list-style-type: none"> <li>• Two copies of final report due. Copies go to M.C. and T.P.</li> </ul> <p>(20 points for final report).</p>

**Summary of Marking Scheme:**

Assignment	Due Date	Marks
Idea paper (and presentation)	Oct. 11 or 18	5
Mid-term exam	Oct. 25	15
Proposal (and presentation)	Nov. 15 or 22	10
Written and oral critiques	Nov. 15 or 22	5
Revised proposal	Nov. 29	10
Class participation (Term 1)		5
<b>First term total:</b>		<b>50</b>
Ethics form (draft and revision)	Nov. 22 & Jan. 10	5
Written and oral critiques	Jan. 17 or 24	5
Statistics presentation	Feb. 21 or Feb. 28	5
Conference presentation	Mar. 27 or Apr. 3	10
Final report	Apr. 10	20
Class participation (Term 2)		5
<b>Second term total:</b>		<b>50</b>

### **Psychology Department's Policy on Grade Distributions and Scaling**

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. **Scaling** is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

### **Psychology Department's Position on Academic Misconduct**

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. **Do not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at

<http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at [www.library.ubc.ca](http://www.library.ubc.ca) or try Subject Resources.)

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).