

Sul Ross State University
Research in Psychology
PSCH 4330
Fall 2022

(This is a tentative schedule subject to change)

Instructor: Ms. Kathleen Rivers

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Phone: 432-837-8019

Office: BAB 108

Office hours: Virtually

Tuesday: 2PM-3PM or By Appointment

Start/end dates: August 22, 2022/ December 6, 2022

Class Schedule: TBD

Meeting Location: TBD

COURSE DESCRIPTION:

Introduction to theories of learning, memory, and recall. Emphasis on the roles of purposes (motivation), values, emotions, and changes across the life span for human learning.

PROGRAM LEARNING OUTCOMES

The graduating student will demonstrate the capacity to:

- Recognize the central concepts, theories, and empirical findings in the department's main areas of focus: abnormal psychology; social & personality psychology, and developmental psychology.
- Recognize and apply basic psychological research methods, including: the experiment; the case study; the survey; and correlation.
- Communicate effectively in written assignments and oral presentations.
- Demonstrate insight into the behavior and psychological processes of oneself and others.

COURSE LEARNING OBJECTIVES

(Refer to Chapter Objectives)

REQUIRED TEXTS:

Lewandowski, G.W. Jr, Ciarocco, N., Strohmetz, D.B., (2019). *Discovering the scientists within*. Worth Publishers, N.Y. 2nd Edition.

You may use any format of the required texts that you wish. Do not download illegal copies of the required texts.

Class Attendance and Participation Policy: Students are expected to be on time, actively engage throughout each class meeting, and to return from designated breaks in a timely manner. If you will be unable to attend class for any reason, **you must** contact the instructor and request an excused absence in advance. **More than one unexcused absence will result in dismissal from the course and a failing grade.**

Assignment Submission: All assignments MUST be submitted via **BlackBoard**. ***Assignments e-mailed to the instructor will not be accepted.*** Late assignments will incur a **1 point penalty for each day they are late.**

SRSU DISABILITY/ AMERICANS WITH DISABILITIES ACT STATEMENT:

In compliance with applicable laws, the university will make reasonable adjustments to degree or program requirements to ensure such requirements do not discriminate against qualified students with disabilities. Exceptions may occur when the university can demonstrate that an academic requirement is an essential component of a degree or program.

A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process:

- **Contact the ADA coordinator at 432-837-8203**
- Submit a written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification
- Submit information about the results of previous efforts in the relevant area (transcripts, etc.)
- Submit comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification

The ADA coordinator will meet with the student, review the documentation, and prepare a recommendation on the request.

If a student feels that she/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue with the individual or group suspected of discrimination. If this procedure is non-productive, the student may seek assistance from the Counseling and Accessibility Office. The student may also file a grievance with the appropriate university officer for ADA/504 Compliance, following the student grievance procedure.

Anti-Discrimination Statement

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

ADA Guidelines

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The ADA coordinator has the responsibility to assist students with disabilities in gaining opportunities for full participation in programs, services, and activities.

For more information see: <https://www.sulross.edu/counseling-and-accessibility-services/accessibility-services/>

ACADEMIC INTEGRITY

Presenting someone else's work and the work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is each person's responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook. All violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at https://d1zyo2o8kyjaow.cloudfront.net/wp-content/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.pdf.

ONLINE CLASSROOM:

IMPORTANT: This course requires online interaction and discussion. ***Class attendance IS REQUIRED and participation is important. Class participation and attendance will be worth 20% of the final grade. The percentage is considerable so your presence will help your ability to complete all of assignments for this class. Participation: This is an online course. However, your active, daily participation in this course is essential and required in order to be successful, including checking email daily, checking for Black Board announcements, staying up with readings and participating in Blackboard Collaborate meetings.***

- *Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.*
- *Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook.*
- *Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website).*
- *Plagiarism: Please watch the following videos and know plagiarism will not be acceptable.*
<https://youtu.be/Uk1pq8sb-What is plagiarism>
<https://youtu.be/uQhVDH9p7aUHow to Avoid Plagiarism in 3 easy steps>
<https://youtu.be/oiM0x0ApVL8How to Paraphrase>

The Online Support Desk The Support Desk is where you can direct your more technical questions.

For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course.

The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

By calling 888.837.6055

- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard

- Clicking the Support Desk graphic on the course homepage

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu.

Offcampus access requires logging in with your LoboID and password.

Librarians are a tremendous resource for your coursework and can be reached in person, by email (<mailto:srsulibrary@sulross.edu>) or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu.

The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Course Behaviors - Respect and Disruptions:

Watch the VIDEO on NETTIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and <https://www.youtube.com/watch?v=80uRE972uQ0>.

Student Conduct and Discipline section of the SRSU Student Handbook

(http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf)

SENSITIVE TOPICS POLICY

As psychology deals with understanding human nature, it is inevitable that sensitive topics will be brought up in some psychology classes. These can include issues of race/ethnicity, religion, sexual behavior, sexual/gender identity, and different world views and attitudes (among others). You are encouraged to share your opinion or position and to question the views of other students and the instructor if it is done in a professional manner without using derogatory terms, bigoted language, or offensive epithets. It is possible to discuss sensitive topics and express different views while maintaining an elevated level of discourse.

DIVERSITY STATEMENT

"I strive to create a learning environment that supports the students in the course with diversity of thoughts, perspectives, and experiences. The identities of students is important to me. Thus recognition of such paramount (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I intend to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University. It is my every intent to create comfortable environment and care for the whole student as part of the Sul Ross Familia. If some outside incident to class affects your academic performance, please contact me. I try to work with student life events."

Quizzes –This is an online 10-question test given to ensure that you have read the chapter and understand the most pertinent concepts. Thus, try to complete the quiz as we are covering the associated chapter. **Quizzes have due dates!** They will be marked as zero after this date.

Assignments –There are Twelve (12) assignments in total. These assignments are designed to challenge you to use your critical thinking skills, and to gain a stronger understanding of developmental psychology perspectives. For each day assignments are late a 5-point deduction will be applied.

Discussions –There are thirteen (13) discussions in total. You must post and respond to these discussions in a timely manner, as shown in the course schedule. If not, you will receive a 5-point deduction for each day after the posted due date.

Mid Term Exam – exam will be given at the half waypoint of this term. It consists of 50 multiple choice/short answer questions and (1) essay question. Fifty percent of the questions for this exam will come directly from the quizzes.

The date of this exam is 8:00am June 20 through 11:59pm June 20. Please note that there is no make-up exam unless you are absent due to illness and with documented proof.

Participation – makes up 20% of your final grade. This means that you must be engaged whether in a face-to-face class or all online course. For online courses, you must engage in discussions in a timely manner so that it simulates a face to face course. **WAITING TO DO ASSIGNMENTS AND DISCUSSIONS TO THE LAST MINUTE** will affect your overall grade. Assignments, Discussions, and Participation are 70% of your final total.

Final Exam – One (1) exam will be given at the end of this term. It consists of 50 multiple choice/short answer questions and one (1) essay question. Fifty percent of the questions for this exam will come directly from the quizzes.

The date of this exam is 8:00 am on July 2 to July 3 11:59 pm. Please note that there is no make-up exam unless you are absent due to illness and with documented proof.

NOTE: There will be questions on the exams about the syllabus so it would be in your best interest to read it!

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments.

Grading:

Quizzes/Assignments	325 (13@25points each)	32.5%
Discussion	200 (10@20 points each)	20%
Mid Term	100 points	10%
Attendance/Participation:	200 points	20%
Final Exam:	100 points	10%

Contents

	Due Date
Welcome Unit (Sunday thru Sunday)	
Chapter 1. Psychology as a Science: Thinking Like a Researcher	08/22-28
Chapter 2. The Research Process: Ideas to Innovations	08/29-09/04
Chapter 3. Ethics: Making Ethical Decisions in Research	09/04-11
Chapter 4. The Psychologist's Toolbox: Tools for Building Better Designs	09/11-18
Chapter 5. Qualitative Research: Getting Into the Mind of a Serial Killer	09/18-25
Chapter 6. Observational research: Is Going Greek a Great idea?	09/25-10/02
Chapter 7. Correlational Research; Is Going Greek a Great Idea?	10/02-09
Chapter 8. Two-Group Design: Texting: I Can't get You Out of My Mind	10/09-16
Last day to withdraw from the 16-week course/term with a grade of 'W'. Drops must be processed and in the university registrar's office by 4 p.m.	
Chapter 9. Multigroup Design: I'm, Feeling Hot, But is the Earth Hot, Too?	10/16-23
Mid-Term Exam Online 10/16/2022	
Chapter 10. Within-Subjects Design: Can Watching Reality TV Show be Good...	10/23-30
Chapter 11. Factorial Design: "I Lost My Phone Number, Can I borrow Yours?"	10/30-11/06
Chapter 12. Mixed Design: Which Therapy is Best for Treating Eating...	10/06-13
November 23-25, Wednesday - Friday Thanksgiving Day holiday (Begins after the last scheduled class meets on Tuesday, November 22)	
Chapter 13. Program Evaluation: Applying Your Skills in the Real World	10/13-27

Final Exam Online 12/02/2022

1) Chapter 1 Learning Outcomes and Outline

Chapter 1 Learning Outcomes

After reading this chapter, students should be able to:

- 1.1. Describe the flaws and biases associated with thinking.
- 1.2. Identify the limitations of using anecdotal evidence when evaluating claims.
- 1.3. Explain how the scientific method can be used to overcome the flaws and biases in our thinking.
- 1.4. Describe the qualities of being a good scientist.
- 1.5. Differentiate between basic and applied research.
- 1.6. Explain why understanding the scientific method is important for consumers of research.
- 1.7. Describe career skills acquired through learning the scientific method.

Chapter 1 Outline

Why Research Methods Are Important: Thinking Differently

- Natural Flaws in Thinking
- Anecdotal Versus Scientific Evidence
- Need for Scientific Reasoning

Characteristics of a Good Scientist

- Skepticism
- Open-Mindedness
- Objectivity
- Empiricism
- Creativity
- Communication

Goals of the Scientific Method

- Producing Basic and Applied Research

Becoming Better Consumers of Research

- Acquiring Career Skills

1) Chapter 2 Learning Outcomes and Outline

Chapter 2 Learning Outcomes

After reading this chapter, you should be able to:

- 2.1. Develop sound empirical research questions of interest.
- 2.2. Explain the role of peer-reviewed literature searches for evaluating research questions.
- 2.3. Discuss strategies for generating hypotheses and the characteristics of good hypotheses.
- 2.4. Differentiate between independent and dependent variables, as well as their conceptual and operational definitions.
- 2.5. Explain how experimental designs differ from nonexperimental designs.
- 2.6. Discuss how between-subjects designs differ from within-subjects designs.
- 2.7. Describe the purpose of the research protocol when designing a study.

- 2.8. Explain why it is necessary to represent the result of a study in quantitative terms.
- 2.9. Describe the various sections of an APA-style paper.
- 2.10. Discuss the different ways that researchers can share study results with the scientific community.

Chapter 2 Outline

How Do I Begin?

- The Research Question
- The Literature Search

Constructing a Hypothesis

- Generating Hypotheses
- Evaluating Hypotheses

Testing Your Hypothesis

- Identify Key Variables
- Choose a Research Design
- Open Science Practices
- Conduct the Study
- Analyze the Data and Draw Conclusions
- Communicate the Findings
- Publish the Findings

Final Thoughts

1) Chapter 3 Learning Outcomes and Outline

Chapter 3 Learning Outcomes

After reading this chapter, students should be able to:

- 3.1. Provide examples of ethically questionable studies.
- 3.2. Explain the meaning of “ethics” and why ethical considerations are an important part of the research process.
- 3.3. Describe the important APA ethical principles that guide how scientists conduct research.
- 3.4. Outline the ethical considerations and decisions associated with the planning and conducting of a research study.
- 3.5. Describe the role of the Institutional Review Board and the Institutional Animal Care and Use Committee for ensuring the ethical treatment of humans and animals in research studies.
- 3.6. Explain how ethical considerations are relevant to the analyses and presentation of research findings.

Chapter 3 Outline

What are Ethics?

Important Ethical Principles

Principle 1: Beneficence and Nonmaleficence
Principle 2: Justice
Principle 3: Respect for Persons
Ethics Through a Historical Lens

Putting Ethics Into Practice

Making Ethical Decisions About Your Study
Conducting Your Study Ethically

Scientific Integrity

The Ethical Treatment of Data
The Ethical Presentation of Findings

Final Thoughts

1) Chapter 4 Learning Outcomes and Outline

Chapter 4 Learning Outcomes

After reading this chapter, you should be able to:

- 4.1. Differentiate between true experiments and quasi-experiments.
- 4.2. Describe multiple methods for measuring a variable.
- 4.3. Identify potential sources of error in data collection.
- 4.4. Explain the importance of validity and reliability when choosing a measurement.
- 4.5. Outline the various methods of creating a sample from a population.
- 4.6. Identify potential sampling problems.

Chapter 4 Outline

Choosing the Right Design for the Job

Measuring Variables

Self-Report
Behavioral Measures
Determining Which Measure Is Best

Types of Measurement Error

Random Error
Bias

Keys to Effective Measurement

Setting the Stage
Building the Better Measurement

Reliability and Validity of Measures

Reliability of a Measure
Validity of a Measure

The Interplay Between Reliability and Validity

Recruiting Research Participants
Sampling the Population
Sampling Issues

Final Thoughts

1) Chapter 5 Learning Outcomes and Outline

Chapter 5 Learning Outcomes

After reading this chapter, students should be able to:

- 5.1. Identify the difference between qualitative and quantitative research.
- 5.2. Identify the difference between bottom-up and top-down approaches to qualitative research.
- 5.3. Differentiate between various types of interviews.
- 5.4. Explain how interviewer bias and interviewer characteristics may influence an interviewee's responses.
- 5.5. Describe the characteristics of a good interviewer.
- 5.6. Create an effective interview schedule.
- 5.7. Recognize the ways that bias can influence a small sample.
- 5.8. Explain how researchers use grounded theory in qualitative data analysis.
- 5.9. Identify the types of coding used in content analysis.

Chapter 5 Outline

Something to Think About . . .

Introduction to Our Research Question

“What is the nature of a serial killer's thought patterns?”

Reviewing the Literature: What Do We Already Know About This

Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?

Weighing Our Options: Qualitative or Quantitative Research?

Qualitative Research Approaches

Weighing Our Options: Picking the Best Data Collection Technique

Weighing Our Options: Planning the Interview

Weighing Our Options: What Do We Want to Know?

Design in Action

Focus on Ethics: Should We Really Do That?

The Role of the Interviewer

Creating an Interview Schedule or Agenda

Conducting the Interview

In Search of Answers

Selecting the Proper Tool

Writing Results in APA Style: Content Analysis
Don't Just Tell Me, Show Me: Using Tables

Let's Discuss What Happened

Why These Findings?
What Could Be Improved?

Final Thoughts

1) Chapter 6 Learning Outcomes and Outline

Chapter 6 Learning Outcomes

After reading this chapter, you should be able to:

- 6.1. Identify when and why to use observational methods.
- 6.2. Articulate the various types of observational methods.
- 6.3. Develop a coding system and protocol for collecting observational data.
- 6.4. Determine the appropriate procedures and training for recording observations.
- 6.5. Identify the proper statistics to use for observational research.
- 6.6. Write a results section involving descriptive statistics.

Chapter 6 Outline

Introduction to Our Research Question

“What forms of discipline do parents use when others are around?”

Reviewing the Literature: What Do We Already Know About This Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?

Weighing Our Options: Picking the Best Design

Weighing Our Options: Picking an Observational Method

Weighing Our Options: To Conceal or Not to Conceal

Focus on Ethics: Should We Really Do That?

Defining Key Terms: What Do You Mean By _____?

Developing a Coding System: What and How to Observe

Design in Action

Weighing Our Options: Finding a Sample

Observer Training

Collecting Data

Description Versus Prediction

Focus on Open Science: Preregistering Your Hypotheses, Materials, and Data Analysis

Plan

Statistics: In Search of Answers

Selecting the Proper Tool

Writing the Results in APA Style: Descriptive Statistics

Don't Just Tell Me, Show Me: Using Graphs

Let's Discuss What Happened
What Did We Find?
Why These Findings?
What Could Be Improved?
What's Next?

Final Thoughts

1) Chapter 7 Learning Outcomes and Outline

Chapter 7 Learning Outcomes

After reading this chapter, you should be able to:

- 7.1 Differentiate between a correlational and experimental study.
- 7.2 Describe how to test a research question using a survey.
- 7.3 Describe the purpose of a scale.
- 7.4 Identify good practices when writing quality scale items.
- 7.5 Discuss potential biases that influence how people respond to scale items, and discuss how to minimize them.
- 7.6 Explain how psychologists assess the reliability of a measure.
- 7.7 Describe the different types of validity used to evaluate the accuracy of a scale.
- 7.8 Discuss how researchers summarize a set of measurements.
- 7.9 Explain how associations between variables are measured.
- 7.10 Write a method and results section for a correlational study using a scale.

Chapter 7 Outline

Something to Think About . . .

Introduction to Our Research Question

“Is there an association between students’ sense of self and their interest in joining a fraternity or sorority?”

Reviewing the Literature: What Do We Already Know About This Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?

Weighing Our Options: Picking the Best Design

Weighing Our Options: Using a Scale to Measure Our Variables

Weighing Our Options: Is Our Scale Reliable and Valid?

Our Hypothesis

Design in Action

Weighing Our Options: Finalizing Our Survey

Focus on Ethics: Should We Really Ask Them That?

Weighing Our Options: Selecting Our Sample

Weighing Our Options: How Should We Administer Our Survey?

Focus on Open Science: Preregistering Your Hypotheses, Materials, and Data Analysis

Plan

Statistics: In Search of Answers

Selecting the Proper Tool
Writing the Method Section in APA Style
Writing the Results in APA Style: Correlational Statistics
Don't Just Tell Me, Show Me: Using Tables
Let's Discuss What Happened
What Did We Find?
Why These Findings?
What Could Be Improved?

Final Thoughts

1) Chapter 8 Learning Outcomes and Outline

Chapter 8 Learning Outcomes

After reading this chapter, students should be able to:

- 8.1 Provide operational definitions for key variables.
- 8.2 Identify key design issues with two-group research.
- 8.3 Identify factors involved in establishing causation.
- 8.4 Explain how control is established in an experiment.
- 8.5 Discuss the importance of group independence and random assignment.
- 8.6 Write a results section for an independent samples t-test.

Chapter 8 Outline

Something to Think About . . .

Introduction to Our Research Question
 “Can trying to ignore a text message lead to distraction?”
Reviewing the Literature: What Do We Already Know About This Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?
Weighing Our Options: Picking a Design
Operationally Defining the IV: Manipulating Ignoring Text Messages
Operationally Defining the DV: Measuring Distraction
Focus on Ethics: Should We Really Do That?
Our Hypothesis

Design in Action

Weighing Our Options: Obtaining Participants
Weighing Our Options: Placing Participants in Groups
Developing a Protocol
Focus on Open Science: Preregistering Your Hypotheses, Materials, and Data Analysis

Plan

Statistics: In Search of Answers

Selecting the Proper Tool
Writing the Results in APA Style: t-test for Independent Means

Don't Just Tell Me, Show Me: Using Tables & Figures

Let's Discuss What Happened

What Did We Find?

Why These Findings?

What Could Be Improved?

What's Next?

Final Thoughts

1) Chapter 9 Learning Outcomes and Outline

Chapter 9 Learning Outcomes

After reading this chapter, students should be able to:

- 9.1. Provide operational definitions for key variables.
- 9.2. Identify key design issues with multigroup research.
- 9.3. Identify potential confounds in a manipulation.
- 9.4. Explain the benefits of and uses for multigroup designs.
- 9.5. Identify the proper statistics to use for multigroup designs.
- 9.6. Write a results section for a one-way ANOVA and a chi-square.

Chapter 9 Outline

Something to Think About . . .

Introduction to Our Research Question

“Can the experience of warmth lead you to see climate change as more problematic, consequently influencing your attitudes and behaviors?”

Reviewing the Literature: What Do We Already Know About This Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?

Operationally Defining the DV: Measuring Attitudes Toward Climate Change

Operationally Defining the IV: Making People Hot

Our Hypothesis

Design in Action

Assigning Participants to Conditions

Developing a Protocol

Focus on Open Science: Preregistering Your Hypotheses, Materials, and Data Analysis

Plan

Statistics: In Search of Answers

Selecting the Proper Tool

Writing Results in APA Style: One-Way ANOVA (Post-Hocs/Contrasts) and Chi-Square

Don't Just Tell Me, Show Me: Using Figures & Tables

Let's Discuss What Happened

What Did We Find?
Why These Findings?
What Could Be Improved?
What's Next?

Final Thoughts

1) Chapter 10 Learning Outcomes and Outline

Chapter 10 Learning Outcomes

After reading this chapter, students should be able to:

- 10.1. Develop a literature search plan using specific techniques.
- 10.2. Describe the purpose and limitations of behavioral diaries.
- 10.3. Differentiate between pretest-posttest designs and repeated-measures designs.
- 10.4. Identify the benefits and limitations of within-subjects design.
- 10.5. Describe specific threats to the internal validity of a within-subjects design.
- 10.6. Discuss potential order effects and how to minimize them.
- 10.7. Write a results section for a pretest-posttest study and a repeated-measures study.

Chapter 10 Outline

Something to Think About . . .

Introduction to Our Research Question

“Is watching reality television good for our self-esteem?”

Reviewing the Literature: What Do We Already Know About This Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?

Weighing Our Options: Picking a Design for Our Research Questions

Operationally Defining the IV: Choosing Our Reality TV Shows

Operationally Defining the DVs: Self-Esteem and Schadenfreude

Our Hypotheses

Design in Action

Weighing Our Options: Which TV Program to Show First?

Developing Our Protocol

Focus on Open Science: Preregistering Your Hypotheses, Materials, and Data Analysis

Plan

Statistics: In Search of Answers

Selecting the Proper Tool

Writing the Results in APA Style: t-Test for Dependent Means and Repeated-Measures ANOVA

Don't Just Tell Me, Show Me: Figures and Tables

Let's Discuss What Happened

What Did We Find?

Why These Findings?

What Could Be Improved?

What's Next?

Final Thoughts

1) Chapter 11 Learning Outcomes and Outline

Chapter 11 Learning Outcomes

After reading this chapter, you should be able to:

- 11.1 Provide operational definitions for key variables.
- 11.2 Identify the benefits of a factorial design.
- 11.3 Understand the nature of interactions.
- 11.4 Write main effect and interaction hypotheses.
- 11.5 Identify cell and marginal means.
- 11.6 Write a results section for a two-way analysis of variance (two-way ANOVA).
- 11.7 Distinguish between synergistic and suppression effects.

Chapter 11 Outline

Something to Think About . . .

Introduction to Our Research Question

“When are pick-up lines most effective in starting a relationship?”

Reviewing the Literature: What Do We Already Know About This Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?

Weighing Our Options: Picking a Design

Operationally Defining the IVs: Pick-Up Attempts and Scent

Focus on Ethics: Should We Really Do That?

Operationally Defining the DV: Relationship Initiation

Our Hypothesis

Design in Action

Weighing Our Options: The Lab Versus the Real World

Weighing Our Options: Manipulating the Pick-Up Attempt

Weighing Our Options: Manipulating the Scent Independent Variable

Weighing Our Options: Measuring Receptivity to Relationship Initiation

Focus on Ethics: Should We Really Do That?

Developing a Protocol

Focus on Open Science: Preregistering Your Hypotheses, Materials, and Data Analysis

Plan

Statistics: In Search of Answers

Selecting the Proper Tool

Writing the Results in APA Style: Two-Way Factorial ANOVA

Don't Just Tell Me, Show Me: Using Figures and Tables

Let's Discuss What Happened

What Did We Find?

Why These Findings?

What Could Be Improved?

What's Next?

Final Thoughts

1) Chapter 12 Learning Outcomes and Outline

Chapter 12 Learning Outcomes

After reading this chapter, you should be able to:

- 12.1 Provide operational definitions for key variables.
- 12.2 Identify key design issues with single-subject designs.
- 12.3 Discuss key design issues with mixed design research.
- 12.4 Explain the benefits of and uses for mixed designs.
- 12.5 Discuss ethical and methodological issues related to clinical research.
- 12.6 Choose the proper statistic to use for mixed designs.
- 12.7 Write a results section for a mixed design ANOVA.

Chapter 12 Outline

Something to Think About . . .

Introduction to Our Research Question

“How do treatment types and emotional triggers impact anorexia nervosa?”

Reviewing the Literature: What Do We Already Know About This Topic?

From Ideas to Innovation

Defining Key Terms: What Do You Mean By _____?

Weighing Our Options: Picking a Design

Operationally Defining the IV: Treatment Type and Emotional Triggers

Focus on Ethics: Should We Really Do That?

Operationally Defining the DV: Anorexia Nervosa

Our Hypothesis

Design in Action

Weighing Our Options: Manipulating Treatment Type

Weighing Our Options: Manipulating Emotional Triggers

Weighing Our Options: Measuring Anorexia Nervosa

Weighing Our Options: Obtaining Participants

Focus on Ethics: Should We Really Do That?

Developing a Protocol

Focus on Open Science: Preregistering Your Hypotheses, Materials, and Data Analysis

Plan

Statistics: In Search of Answers

Selecting the Proper Tool

Writing the Results in APA Style: Mixed Design ANOVA

Don't Just Tell Me, Show Me: Using Figures and Tables

Let's Discuss What Happened

What Did We Find?

Why These Findings?

What Could Be Improved?

What's Next?

Final Thoughts

1) Chapter 13 Learning Outcomes and Outline

Chapter 13 Learning Outcomes

After reading this chapter, you should be able to:

13.1 Identify when and why to use a program evaluation.

13.2 Articulate the various types of program evaluations.

13.3 Understand the various steps in the program evaluation process.

13.4 Implement a focus group.

13.5 Write a program evaluation report.

13.6 Convey complex statistical information in nontechnical formats.

Chapter 13 Outline

Something to Think About . . .

From Ideas to Innovation

Introduction to Our Research Question

Is The Sanctuary Under the Palms' approach an effective way to help individuals deal with addiction?

Focus on Ethics: Should We Really Do That?

Planning Our Program Evaluation

Design in Action

Weighing Our Options: Conducting a Survey to Test Treatment Effectiveness

The Program Evaluation Report: In Search of Answers

Writing the Results in a Program Evaluation Report

The Program Evaluation Report: Conclusions and Program Recommendations

Why These Findings?

What Could Be Improved?

What's Next?

Final Thoughts