

PSYC*6670, Course Outline: Fall 2025

General Information

Some courses are offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

Course Title: Research Methods

Course Description:

Calendar description: "This course emphasizes those techniques most frequently used in applied and field settings. These include: quasi-experimental designs, survey research, interviewing, questionnaire design, observational techniques, and other more qualitative methods."

This course aims to familiarize students with the variety of research methodologies useful in the study and practice of Psychology. As such, its goal is not to develop expertise in a particular methodology, but to provide students with general knowledge of the basic issues relevant to commonly used methodologies. Emphasis will be placed on the advantages and disadvantages of specific methods and on the factors that must be considered when choosing among them.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fal 2025

Class Schedule and Location: Fridays 8:30 – 11:20am in ANNU, 002

Instructor Information

Instructor Name: Deborah Powell

Instructor Email: dpowell@uoguelph.ca

Office location and office hours: MacKinnon Extension 4005, by appointment

Course Content

Specific Learning Outcomes:

By the end of the course, the successful student will be able to:

1. Describe the advantages and disadvantages of specific research methods and the factors that must be considered when choosing among them.
2. Choose an appropriate research method to answer a specific research question
3. Write a literature review to argue for the importance of a specific research question
4. Apply knowledge of survey research to designing an online survey
5. Understand the importance of data management in research
6. Plan a research project while considering the ethical considerations of the research
7. Apply research methods knowledge to writing critical reviews of others' research

Lecture Content:

Topic	Date
Research Questions and Tactics (online synchronous)	September 5
Construct Validity	September 12
Research Design for Causal Inference: Randomized Experiments, Quasi-Experiments & Internal Validity	September 19
Survey Research	September 26
Discouraging, Identifying and Removing Dirty Data (asynchronous)	October 3
Literature Reviews and Proposal Writing -Guest Speaker	October 10
Data Management Plans and Ethics in Research	October 17
Comprehensive Reviews and Meta- Analysis	October 25
Using AI in Research – Guest Speaker	October 31
Event/Experience Sampling + Policy Capturing	November 7
Qualitative Research – Guest Speaker	November 14
Writing High Quality Reviews + Self Editing + Publishing Process	November 21

Course Assignments

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation	Each Class	20%	1
Article Critique Assignment	Sept 26, 11:59pm	20%	7
Survey Assignment	Oct 10, 11:59pm	20%	4
Data Management Plan	October 31, 11:59pm	10%	5
Polished Draft of Research Proposal	November 28, 11:59pm	5%	2, 3, 6
Peer Review	December 5, 11:59pm	25%	7

Assignment Details

1. Participation (20%)

Students are required to become actively involved in class discussions and activities. Students should prepare for class by doing the assigned readings or activities prior to class. Twenty per cent of the final grade will be accounted for by participation, based largely upon my weekly records.

2. Article Critique Assignment (20%); Due September 26, 11:59pm (Dropbox)

You will be given a description of a research study and asked to identify alternative interpretations for the research findings (i.e., point out the potential confounds). Details on this assignment will be provided on a separate handout.

3. Survey Assignment (20%) Due: October 10, 11:59pm (Dropbox)

You will be asked to select and critique two or three questionnaires that could be used to answer a research question. You will be critiquing the items, response formats, layout, etc. and creating a questionnaire (online). Details on this assignment will be provided on a separate hand out.

4. Data Management Plan (10%): Due October 31, 11:59pm (Dropbox)

You will use the Data Management Planning online tool (DMP Assistant) to create a data plan for your MA thesis data.

5. Polished first draft of research proposal 5%; November 28, 11:59 pm (Dropbox)

The major written assignment for this course consists of writing a research proposal. You may consult your advisor and your committee as you prepare your first draft. For this component you are being marked on getting it to me on time, and having a version that is polished (i.e., ready for a reviewer)

6. Critical Reviews 25%; Due on December 5, (11:59pm) (Dropbox)

You will be asked to provide a critical review of one of your peers' proposals. The exact format of the review will be discussed in class and a hand-out will be provided. You must work alone for this component of the course (do not consult other students or faculty)

Please note that late assignments will not be accepted. The nature of this course does not allow for people to get behind in their assignments. If there is a compelling reason for an assignment to be handed in after the due date, then of course, no points will be deducted. But, if such a reason exists, you must contact me BEFORE the due date.

Course Resources

Required Texts:

All course readings will be made available on CourseLink

Cost of Texts:

All resources for this course can be found within the Courselink site. There are no costs for required or recommended textbooks or learning resources for students in this course.

Course Policies

Grading Policies

All assignments will be uploaded on Dropbox on Courselink by 11:59pm on the due date. Please note that late assignments will not be accepted. The nature of this course does not allow for people to get behind in their assignments. If there is a compelling reason for an assignment to be handed in after the due date, then of course, no points will be deducted. But, if such a reason exists, you must contact me BEFORE the due date.

[Graduate Grade interpretation](#)

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Disclaimer:

Please note that a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)
[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday November 28, 2025. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)

Course Readings

Date	Topic	Readings
September 5	Research Questions and Tactics (online synchronous)	1. Landers, R. N., & Behrend, T. S. (2024). <i>Research methods for industrial and organizational psychology: Science and practice</i> . Routledge. Chapter 3: Selecting the Best Research Strategy From your Literature Review
September 12	Construct Validity	1. Schwab, D. P. (1980). Construct validity in organizational behaviour. <i>Research in Organizational Behavior, Volume 2</i> , 3-43. 2. Hinkin, T., (1998). A Brief tutorial on the development of measures for use in survey questionnaires. <i>Organizational Research Methods</i> , 1, 104-121
September 19	Research Design for Causal Inference: Randomized Experiments, Quasi-Experiments & Internal Validity	1. Landers, R. N., & Behrend, T. S. (2024). <i>Research methods for industrial and organizational psychology: Science and practice</i> . Routledge. Chapter 8: Research Design in Pursuit of Trustworthy Conclusions 2. Highhouse, S. (2009). Designing experiments that generalize. <i>Organizational Research Methods</i> , 12, 554-566.
September 26	Survey Research	1. Dillman, D. A., Smyth, J. D., & Christian L. M. (2009). <i>Internet, Mail and Mixed-Mode Surveys: the Tailored Design Method</i> (3rd ed). Hoboken, N.J.: Wiley a. Chapter 2 – The Tailored Design Method b. Chapter 4 – The Basics of Crafting Good Questions. 2. Schwarz, N. (1999). Self-reports: How the questions shape the answers. <i>American Psychologist</i> , 54(2), 93-105. Article Critique Assignment Due

Date	Topic	Readings
October 3	Discouraging, Identifying and Removing Dirty Data (asynchronous)	1. Meade, A. W., & Craig, S. B. (2012). Identifying careless responses in survey data. <i>Psychological methods</i>, 17(3), 437-455. Please watch the following CARMA video (https://carmattu.com) <i>Recommendations for Discouraging, Identifying, and Removing Dirty Data in Survey Research</i> and fill out the associated assessment (you can email me a screenshot – feel free to take it multiple times if you need to)
October 10	Literature Reviews and Proposal Writing -Guest Speaker	1. Patriotta, G. (2017). Crafting papers for publication: Novelty and convention in academic writing. <i>Journal of Management Studies</i>, 54(5), 747-759. 2. Landers, R. N., & Behrend, T. S. (2024). <i>Research methods for industrial and organizational psychology: Science and practice</i>. Routledge. Chapter 2: Reviewing research literature with a goal in mind Survey Assignment Due

Date	Topic	Readings
October 17	Research Ethics and Data Management Plans	1. Complete CORE ahead of time https://tcps2core.ca/welcome <i>email me your certificate as part of your participation grade</i> 2. Alter, G. & Gonzalez, R. (2018). Responsible practices for data sharing. <i>American Psychologist</i>, 73, 146-156 3. Douglas, B. D., McGorray, E. L., & Ewell, P. J. (2020). Some researchers wear yellow pants, but even fewer participants read consent forms: Exploring and improving consent form reading in human subjects research. <i>Psychological Methods</i>. 4. Sign up for an account on https://dmp-pgd.ca
October 25	Comprehensive Reviews and Meta-Analysis	1. Landers, R. N., & Behrend, T. S. (2024). <i>Research methods for industrial and organizational psychology: Science and practice</i>. Routledge. Chapter 13: Understanding and Executing Meta-Analyses
October 31	Using AI in Research – Guest Speaker	TBA (will be posted one week in advance) Data Management Plan Due

Date	Topic	Readings
November 7	Event/Experience Sampling + Policy Capturing	1. Ohly, S., Sonnentag, S., Niessen, C., & Zapf, D. (2010). Diary studies in organizational research. <i>Journal of Personnel Psychology</i>, 9, 79-93. 2. Aiman-Smith, L., Scullen, S. E., & Barr, S. H. (2002). Conducting studies of decision making in organizational contexts: A tutorial for policy-capturing and other regression-based techniques. <i>Organizational Research Methods</i>, 5(4), 388-414.
November 14	Qualitative Research – Guest Speaker	TBA (will be posted one week in advance)
November 21	Writing High Quality Reviews + the Publishing Process Please have your draft of your proposal handy – you will be working with your draft today	1. Schepmyer, H., van Emmerik, H. & Oliver, C. (2006). Advice for the novice reviewer. In Y. Baruch, S. Sullivan, & H. Schepmyer (Eds.) <i>Winning Reviews: A Guide for Evaluating Scholarly Writing</i>. Palgrave Macmillan, pp. 89-103. 2. Feldman, D. C. (2004). Being a developmental reviewer: Easier said than done. <i>Journal of Management</i>, 30, 161-164. 3. Lepak, D. (2009). Editor's comments: What is good reviewing? <i>Academy of Management Review</i>, 34, 375-381.