

## Syllabus

### Course Overview

## Course Overview

There are many different types of research studies, and the type of study that is done depends very much on the research question. Some studies demand strictly numerical data, such as a comparison of GPA among different college majors or weight loss among different types of eating programs. Others require more in-depth data, like interview responses. Such studies might include the lived experience of people that have been through a terrorist attack or understanding the experience of being physically disabled on a college campus. While there are a number of different types of studies that can be done, all of them fall under two basic categories: quantitative and qualitative.

This course is designed to provide you with an overview of the research process. By the end of this course, you should have a good understanding of the differences among the various methods of research, the characteristics of a sound research study, and how to develop a proposal or plan for a research study of your own. The knowledge you gain here will make you an informed consumer of research and give you some of the foundational skills of a behavioral researcher.

## Assignments

**Week 2:** Write a 3–5-page literature review incorporating scholarly sources that will introduce a hypothesis for a research study that will be conducted throughout the course.

**Week 4:** Create a research proposal that provides a detailed plan for your research study that states your hypothesis, reports the sampling method, explains the data collection method, and identifies the measurement procedure.

**Week 8:** Verify your participation in six colleagues' research projects and that you had five colleagues participate in your own research project.

**Week 9:** Write a 2–3-page paper that analyzes and interprets the data collected from the research project.

**Week 10:** Write a research report that encompasses the research methods used and statistical analysis of data that was collected and interprets the results of the research study.

## Discussions

**Week 1:** Choose one of the three options offered for the weekly discussion.

**Week 2:** Read two articles and create main ideas that support the information and demonstrate how the information differs.

**Week 3:** Choose an article to read and discuss the sampling methods and measurements used, as well as its reflection on diversity.

**Week 4:** Choose an article to read and describe the research method and existing limitations in relation to the study.

**Week 5:** Choose one of three options related to the CITI ethics training.

**Week 6:** Choose an article to read and discuss the research method used and the study's limitations.

**Week 7:** Choose an article to read and address the research method used and the research study's limitations.

**Week 8:** Choose an article to read and explain the descriptive statistics used and their importance to the study in the article and your own study.

**Week 9:** Choose a different article to read and explain the descriptive statistics used and their importance to the study in the article and your own study.

**Week 10:** Choose one of three options reflecting on the research study process.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Explain types of psychological research methods.

- 2 Apply research methods and psychological research findings.
- 3 Design an ethically appropriate psychological research study utilizing psychological theory and concepts.
- 4 Conduct an ethically appropriate psychological research study.
- 5 Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

**Course Prerequisites**

Prerequisite(s): PSYC1000, PSYC4700. Cannot be fulfilled by transfer or prior learning assessment

**Syllabus >> Course Materials****Required**

The materials listed below are required to complete the learning activities in this course.

**Integrated Materials**

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson. ISBN: 9780134238418.

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Anglada-Tort, M., Thueringer, H., & Omigie, D. (2019). [The busking experiment: A field study measuring behavioral responses to street music performances](#). *Psychomusicology: Music, Mind, and Brain*, 29(1), 46–55.
- Berinsky, A. J. (2017). [Rumors and health care reform: Experiments in political misinformation](#). *British Journal of Political Science*, 47(2), 241–262.
- Chan, M. S., Jones, C. R., Hall Jamieson, K., & Albarracín, D. (2017). [Debunking: A meta-analysis of the psychological efficacy of messages countering misinformation](#). *Psychological Science*, 28(11), 1531–1546.
- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence](#). *PLoS One*, 12(5), 1–17.
- Deighton-Smith, N., & Bell, B. T. (2018). [Objectifying fitness: A content and thematic analysis of #fitspiration images on social media](#). *Psychology of Popular Media Culture*, 7(4), 467–483.
- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.
- Kadianaki, I., Avraamidou, M., Ioannou, M., & Panagiotou, E. (2018). [Understanding media debate around migration: The relation between favorable and unfavorable representations of migration in the Greek Cypriot press](#). *Peace and Conflict: Journal of Peace Psychology*, 24(4), 407–415.
- Myrick, J. G., & Erlichman, S. (2019). [How audience involvement and social norms foster vulnerability to celebrity-based dietary misinformation](#). *Psychology of Popular Media Culture*. Retrieved from <http://library.capella.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-03854-001&site=ehost-live&scope=site>
- Pluviano, S., Watt, C., & Della Salla, S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies](#). *PLoS One*, 12(7), 1–12.
- Power, N., & Alison, L. (2017). [Redundant deliberation about negative consequences: Decision inertia in emergency responders](#). *Psychology, Public Policy, and Law*, 23(2), 243–258.
- Rapp, D. N., & Salovich, N. A. (2018). [Can't we just disregard fake news? The consequences of exposure to inaccurate information](#). *Policy Insights from the Behavioral and Brain Sciences*, 5(2), 232–239.
- Salvador Casara, B. G., Suitner, C., & Bettinsoli, M. L. (2019). [Viral suspicions: Vaccine hesitancy in the Web 2.0](#). *Journal of Experimental Psychology*, (25)3, 354–371.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (n.d.). [Ethical principles of psychologists and code of conduct](#). <https://www.apa.org/ethics/code/index>
- Collaborative Institutional Training Initiative. (n.d.). [CITI](#). Retrieved from <http://www.citiprogram.org>
- Collaborative Institutional Training Initiative. (n.d.). [Updated guide to getting started](#). Retrieved from <https://support.citiprogram.org/customer/portal/articles/2962052-updated-guide-to-getting-started>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> Introduction to Research

### Introduction

Christy, Juan, Mike, and Susan get together in Christy's apartment one evening to eat pizza and strategize. They're going to compete in the competition to come up with a strategy for combatting misinformation in Riverbend City.

"We'll win the prize," Christy says. "Our idea will work. Riverbend City can get back to normal."

"I hope so," Susan says. "The prize money could get my son through school and maybe pay for my college."

"Did you see this?" Juan flips his phone around. "The news is reporting that Solutions, Inc. has almost found a solution and is sure to win the money."

"We can't beat them," Christy says, slumping in her chair. "They've got all the money they need. And money means everything."

"Money's not the only thing that's important," Mike says.

"We need to prove our idea is better," Juan says. "Let's run an experiment and show that it works."

As you complete the work for this week, think about the scenario. Is research the best option to prove an intervention? What would they need to know to show it works?

To-do list:

- **Discussion:** Choose one of three options offered for the weekly discussion.
- **Achievement Board:** Visit the Achievement Board and set up your avatar and bio.
- **Plan:** Review the discussion options for the week.
- **What you need to know:** Learn about what research is and the various types of research.
- **Prepare:** Start thinking about your research topic that you will explore in next week's assignment.
- **Achievement Board:** Revisit the Achievement Board and track your progress this week.

## Learning Activities

### u01s1 - Activity Overview

## Discussion Overview

Choose **one** of three options:

- Find a scholarly article on a research study and discuss the hypothesis and the importance of the research conducted.
- Summarize an article in a newspaper or magazine and discuss the findings.
- Share your experience as a participant or researcher in research study.

### u01s2 - What You Need to Know

During this course, you will be designing and conducting an experiment. Each assignment will work together to help you through this process. First, let us look at the research process in general.

## Introduction to Research

Read the following chapter in your textbook to help you gain an understanding of what research is, the various types of research, and when to apply these types.

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 1, "The Role and Importance of Research," pages 1–12.

Complete [Research Continuum](#) to review different types of research, if they are quantitative or qualitative, and their levels of objectivity and subjectivity.

### **u01s3 - Achievement Board: Explore**

## **Set Up Your Achievement Board**

Throughout your course (and your program if you are pursuing a Psychology degree), you will use the Achievement Board. The Achievement Board is a website where you can keep track of your weekly progress in your PSYC courses.

Each of your courses has its own checklist in the Achievement Board. The checklist includes all the tasks you will be asked to do in the course. Each time you check off a task in your courses as done, you progress toward earning another achievement!

Visit the [Achievement Board](#) this week and explore its functions. Make sure to set up your avatar and bio.

### **u01s4 - Research Activity: Find Sources for Your Discussion**

For your discussion this week, you may need to either find a scholarly article from or an article in a newspaper or magazine. The [Capella University Library](#) is a good place to start, especially [Finding Articles by Type: Experimental Research](#). It's recommended that you start with this to help you with your research.

### **u01d1 - Write Your Discussion Post**

For this discussion, choose one of the options below.

#### Option 1: Scholarly Research

Find a scholarly article on a research study and share the following:

- Discuss the research question or hypothesis.
- Summarize the researcher's conclusions.
- Explain why this research important to psychologists.
- Discuss why this research important to society.
- Cite and reference your sources.

#### Option 2: Research in the News

Find an article in a newspaper or magazine reporting on psychological research and address the following:

- Summarize the article.
- What did the report focus on as the most important findings?
- Explain why the reporter felt this research was important enough to share.
- Did the reporter correctly discuss the results in terms of whether it was cause-effect or correlational?
- Cite and reference your sources.

#### Option 3: Personal Experience

If you have participated in research as a participant, a researcher, or other experience, please share the following:

- What was the research about?
- What role did you play?

- Describe what you learned?
- Explain why this research is important to society.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u01s5 - Prepare: Choose a Topic for Your Project

All assignments in this course are steps in one final project—completing a small research study of your own. As these assignments build on one another, it's important you review all the feedback from your instructor for each assignment and incorporate recommended changes into your next assignments.

The first step in all research is to create a literature review, which you will do next week. For the literature review, you'll share what researchers have already discovered on the topic and present your initial hypothesis for your own study.

## Choose Your Topic

Materials will be provided for three different projects inspired by research found in the literature. As part of your preparation for the literature review, look over the materials and the article that inspired them. Choose one that interests you as this will help you form your initial hypothesis. Expect your hypothesis to change based on feedback from your instructor.

There are pre-built materials for three experiments. There are possible variations of design, but choose one of the following. You may not create your own topic or materials. Be sure that you have a topic chosen for Week 2 as you will use this topic in your literature review.

- [Retraction \[DOC\]](#): Use a news article and a retraction to a news article on a bank robbery with a questionnaire to measure responses.
- [Myth Busting \[DOC\]](#): Use a fact sheet to debunk the myth that humans use only 10 percent of their brain with a questionnaire to measure responses.
- [False Balance \[DOC\]](#): Use two articles, one on the lack of connection between vaccines and the other on the vaccines cause autism, with a questionnaire to measure responses.

### Topic 1: Retraction

Review the materials on Retraction. Then, read the following article:

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

### Topic 2: Myth Busting

Review the material for Myth Busting. Then, read the following article:

- Pluviano, S., Watt, C., & Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies.](#) *PLoS One*, 12(7), 1–12.

### Topic 3: False Balance

Review the material for False Balance. Then, read the following article:

- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence.](#) *PLoS One*, 12(5), 1–17.

## Walkthrough Videos

The following Microsoft Excel walkthrough videos may be helpful as you start gathering and analyzing data for your research proposal:

- [Microsoft Excel – How to Get the Analytic Add-on.](#)
- [Microsoft Excel – How to Use Descriptive Statistics.](#)
- [Microsoft Excel – How to Do T-Tests.](#)
- [Microsoft Excel – ANOVA.](#)

## Next Week's Assignment: Literature Review

Next week, you will complete a literature review. There are six articles provided for you, and you will need to find at least one more in the Capella library. If you would like to get a head start, go to the Research Activity in Week 2 to take a look at the articles. The activity also provides strategies for organizing your articles and notes.

### u01s6 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 2 >> The Research Process

### Introduction

Christy and her friends wonder how to do the research needed to prove their idea would work. They're just undergraduate students; how can they do research? And with their resources, how can they compete with a significant company? Christy suggests they talk to her research methods professor, Dr. Davis. Later that night, she calls her to ask if they can meet with her.

"I'm happy to mentor you," Dr. Davis says. "We need to think through the design. Research is a process, not a magical solution. The design determines a great deal about how valid your answers are."

"I remember a bit from class," Christy says. "But what do we do first?"

"Let's talk about your hypothesis and your variables," Dr. Davis says.

As you complete the work for this week, think about the team's plan. What aspects of the research process have they already completed? What steps will they need to do?

To-do list:

- **Assignment:** Complete your literature review this week.
- **Discussion:** Read two articles and create main ideas that support the information and demonstrate how the information differs.
- **What you need to know:** Learn about the research process, developing research interests, and how to write a literature review.
- **Research Activity:** Locate and read articles for your literature review assignment, and read about strategies for note taking and organization.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u02s1 - Activity Overview

## Discussion Overview

Choose two articles to read and create two main ideas; one that both articles support, and one that shows the difference between the two articles. Identify which theories or concepts each author used.

## Assignment Overview

Write a 3–5 page literature review incorporating scholarly sources that will introduce a hypothesis for a research study that will be conducted throughout the course.

### u02s2 - What You Need to Know

## The Research Process

As we launch our research project, get started by reading the following chapters in your textbook:

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 2, "The Research Process: Coming to Terms," pages 15–25.
    - This chapter will help you gain a full understanding of variables, developing a hypothesis, and the importance of significance.
  - Chapter 3A, "Selecting a Problem and Reviewing the Research," pages 29–61.
    - This chapter will help you develop research interests and learn how to write a literature review. This will help you for your upcoming assignment, where you will create a literature review based on the topic and variables which you choose.

### u02d1 - Write Your Discussion Post

Choose two of the following articles to read.

Option 1: False Balance

- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence. *PLoS One*, 12(5), 1–17.

Option 2: Myth Busting

- Pluviano, S., Watt, C., & Sergio, D. S. (2017). Misinformation lingers in memory: Failure of three pro-vaccination strategies. *PLoS One*, 12(7), 1–12.

Option 3: Retraction

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). Reminders and repetition of misinformation: Helping or hindering its retraction? *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

After reading, address the following in your response:

- Paragraph 1: Create a main idea that both articles support. Include evidence from both articles. Connect the evidence back to the main idea.
- Paragraph 2: Create a main idea that shows the difference between the two articles. Include evidence from both articles. Connect the evidence back to the main idea.
- Paragraph 3: Identify which theories or concepts each author used to guide their research.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u02s3 - Research Activity: Find Articles for Your Assignment

## Articles for Your Literature Review

This week, you will complete your literature review. Be sure to review the instructions so you are familiar with the expectations. Six scholarly articles have been provided for your use. Additionally, you will want to find at least one more scholarly article for your assignment. Remember that the [Finding Articles by Type: Experimental Research](#) library guide is a good place to start. Look for articles on the topic of familiarity and misinformation.

- Berinsky, A. J. (2017). [Rumors and health care reform: Experiments in political misinformation](#). *British Journal of Political Science*, 47(2), 241–262.
- Chan, M. S., Jones, C. R., Hall Jamieson, K., & Albarracín, D. (2017). [Debunking: A Meta-Analysis of the Psychological Efficacy of Messages Countering Misinformation](#). *Psychological Science*, 28(11), 1531–1546.
- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence](#). *PLoS One*, 12(5), 1–17.
- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.
- Pluviano, S., Watt, C., & Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies](#). *PLoS One*, 12(7), 1–12.
- Rapp, D. N., & Salovich, N. A. (2018). [Can't we just disregard fake news? The consequences of exposure to inaccurate information](#). *Policy Insights from the Behavioral and Brain Sciences*, 5(2), 232–239.

## Strategies for Note Taking and Organization

### Strategies for Note Taking

As you read your articles, it will help you to take notes on the following:

- What hypothesis did the researcher use?
- What research method did the researcher use?
- What measures did the researcher use?
- What did the researcher ask their participants to do?
- What did the researchers conclude?

After taking your notes, look for the following:

- How are the researchers' conclusions similar?
- How are the researchers' conclusions different?
- What questions do you see that have not been answered?

### Developing a Matrix

Organizing all of your articles and notes will help you work through your literature review more efficiently. Complete [Developing a Matrix to Organize Your Literature Review](#), which will help you organize your notes and think of ways to categorize your findings, such as definitions, variables, findings, and population. It also provides an example of a completed matrix.

## Creating a Hypothesis

You will be creating a hypothesis for your study as well. To help you with that, refer to the [Research Questions and Hypotheses Quick Guide](#) in the Learn tab of Academic Writer.

## u02v1 - Interactive Learning Module: Help! Proof This Literature Review!

Now that you have reviewed and gathered articles for your literature review, navigate through Help! Proof This Literature Review, where you will practice proofreading a literature review. You will answer questions related to proofreading and receive feedback that can help you with your assignment. This is for your own practice and self-assessment.

Course Resources

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[Help! Proof This Literature Review](#) | Transcript

## u02a1 - Literature Review

Throughout this course, you will work on a research project related to the role of familiarity in misinformation. Before you conduct research, you need to center your hypothesis and supporting literature on this topic through a literature review, which will be the first piece of your project.

NOTE: The literature review will be on the role of familiarity in misinformation. For the rest of the assignments in this course you will then choose one of the following: False Balance, Myth Busting, or Retraction. Please see the breakdown in the *Write Your Discussion* section.

## Assignment Instructions

For this assignment, write a 3–5 page literature review on **misinformation effects** that incorporates at least seven scholarly sources. You may use the articles provided in Weeks 1 and 2 for your remaining sources and the [APA Paper Template \[DOCX\]](#) if you would like guidance on formatting.

### Choose Your Topic

Materials will be provided for three different projects inspired by research found in the literature. As part of your preparation for the literature review, look over the materials and the article that inspired them. Choose one that interests you as this will help you form your initial hypothesis. Expect your hypothesis to change based on feedback from your instructor.

There are pre-built materials for three experiments. There are possible variations of design, but choose one of the following. You may not create your own topic or materials.

- [Retraction \[DOC\]](#): Use a news article and a retraction to a news article on a bank robbery with a questionnaire to measure responses.
- [Myth Busting \[DOC\]](#): Use a fact sheet to debunk the myth that humans use only 10 percent of their brain with a questionnaire to measure responses.
- [False Balance \[DOC\]](#): Use two articles, one on the lack of connection between vaccines and autism and the other on the connection, with a questionnaire to measure responses.

### Topic 1: Retraction

Review the materials on Retraction. Then, read the following article:

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

### Topic 2: Myth Busting

Review the material for Myth Busting. Then, read the following article:

- Pluviano, S., Watt, C., & Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies.](#) *PLoS One*, 12(7), 1–12.

### Topic 3: False Balance

Review the material for False Balance. Then, read the following article:

- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence.](#) *PLoS One*, 12(5), 1–17.

### Write Your Literature Review

Address the following within your literature review. Ensure that each main point of your paper is supported clearly with evidence from your sources. Under some points, there are guiding questions to guide your thinking, but be sure to consult the scoring guide to make sure you are covering all of what will be assessed.

- Explain the psychological concepts that were addressed in the research.
  - Are there any patterns, themes, or trends that you were able to trace in your research?
- Describe the concepts related to the theory that will be the basis for your research.
  - Discuss the value and the limitations of the theoretical concepts.
- Develop a plausible hypothesis that relies on evidence and reasoning. Use the hypothesis from the article related to your study (linked above) as a starting point.
- Use [APA](#)-style formatting, citations, and references.

## Submission Requirements

Submit your literature review as your deliverable for assessment.

You do not need an index or abstract for this paper. Use the [APA Style Paper Template \[DOC\]](#).

- Length: 3-5 page typed, double-spaced pages.
- Written communication: Must be free of errors that detract from the overall message.
- Resources and citations: A minimum of 7 scholarly source is required. Format according to current APA guidelines.
- Font and font size: Times New Roman, 12 point.

**Note:** Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- **Competency 1: Explain types of psychological research methods.**
  - Explain the purpose of psychological concepts that are addressed in research.
- **Competency 3: Design an ethically appropriate psychological research study utilizing psychological theory and concepts.**
  - Predict human behavior using a theory or psychological concept.
  - Describe the value and limitations of a theory or psychological concept to explain psychological phenomena.
- **Competency 4: Conduct an ethically appropriate psychological research study.**
  - Develop a plausible hypothesis that relies on scientific evidence and reasoning.
- **Competency 5: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.**
  - Write an organized literature review that supports a thesis with main points that are supported by evidence.
  - Use APA-style formatting, citations, and references.

### u02s4 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Introduction

As they walk to Dr. Davis' office the next day, Christy spots a flyer recruiting participants for a study sponsored by Solutions, Inc. They are offering to pay people to participate in their research.

"Oh, no," Christy says. "They are going to win. Then again, maybe we can raise funds for our study. I don't see how we can do this without money."

They enter their mentor's office, still talking about options. "Our next steps are to think about how we want to do sampling and how we'll measure our variables," Mike says.

"We can't afford to pay anyone," Christy says. "No one's going to volunteer."

"Put that aside for now," Dr. Davis says. "Let's look at how we measure our variables and how many participants we want. Money isn't the only way to motivate people."

As you do the readings this week, think about our story. How many participants would they need? How can you measure whether people believe misinformation? Then think about your project. What sampling method makes sense given the limitations you are working with? Look at the measure provided for your study. What is it really measuring?

To-do list:

- **Discussion:** Choose an article to read and discuss the sampling methods and measurements used as well as its reflection on diversity.
- **What you need to know:** Learn about selecting samples, levels of measurement, and variables.
- **Prepare:** Review instructor feedback from your previous assignment and look over next week's assignment instructions.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u03s1 - Activity Overview

## Discussion Overview

Choose an article to read and discuss the sampling methods and measurements used as well as its reflection on diversity.

### u03s2 - What You Need to Know

## Selecting Your Sample

Selecting your sample is the next crucial component of designing your proposal. Use the following resources to help you.

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 4, "Sampling and Generalizability," pages 73–81.
    - This chapter explains populations, samples, and sample size.

Complete [The Sample](#) in the Learn tab of the Quick Guide of Academic Writer to learn about the sample of research participants, different types of sampling methods, assessing sampling bias, and select an appropriate sample size.

## Levels of Measurement

Each variable has a different level of measurement, which must be carefully considered in the study. Read the following chapters in your textbook:

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 5, "Measurement, Reliability, and Validity," pages 83–97.
    - This chapter will help you learn about the various levels of measurements and how to ensure that your study is reliable and valid.
  - Chapter 6, "Methods of Measuring Behavior," pages 101–114.
    - As you work on the concepts of tests and measurements, read this chapter to learn about various types of tests and their uses in the field.

Complete [Criteria and Criterion Measures](#) in the Learn tab of the Quick Guide of Academic Writer to learn about the selection of appropriate criteria and valid and reliable criterion measures for both the independent and dependent variable.

## Variables

Watch the following videos in the Learn tab of the Quick Guide of Academic Writer:

- [Confounding Variables and Their Control](#).
  - Learn about confounding variables and how to control them, as well as how they function in various contexts.
- [Research Strategies and Variables: Relationships between Variables](#).
  - Learn about design choices, causal and noncausal relationships between variables, and data analysis and study design.

### u03d1 - Write Your Discussion Post

Choose one of the following articles to read:

Option 1: False Balance

- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence](#). *PLoS One*, 12(5), 1–17.

Option 2: Myth Busting

- Pluviano, S., Watt, C., & Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies](#). *PLoS One*, 12(7) 1–12.

Option 3: Retraction

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

After reading, address the following:

- What sampling methods did they use?
  - Name the technique and describe how they found participants.
- Who can the results be generalized to?
- Does this reflect diversity well?
- Describe the measure they used.
  - Do not quote, paraphrase or summarize.
- Cite and reference your source.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

### u03s3 - Prepare: Next Week's Assignment

Once your instructor has graded your literature review, read through the feedback. Make changes to your literature review and hypothesis based on instructor feedback this week to make your assignment in Week 4 easier.

Next week, you will complete your design for your research project. Look over the assignment instructions in Week 4 to see what will be expected of you.

### u03s4 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 4 >> Experimental and Quasi-Experimental Research

### Introduction

The team moves from discussing measures and sampling to looking at how to design their study.

"We should do both a pre-test and a post-test," Susan says.

"Yes, and we have them read the first sheet with our information," Juan says. "Then, we test them again before we administer our solution. After that, I think we should have them do something that distracts them. Then we can see what they remember and believe later."

"Oh!" Mike says. "We could take them to an arcade and play games. That will clear their minds."

"That costs money," Christy says. "Maybe we can do something else like play a board game."

As you complete the work this week, think about the team's plan. What type of sampling methods would get them the best scientific results? With limited resources, what sampling methods might be available to them?

To-do list:

- **Assignment:** Create your research proposal that will be a plan for your research study that you will conduct throughout the rest of the course.
- **Discussion:** Choose an article to read and describe the research method and existing limitations in relation to the study.
- **What you need to know:** Learn about research methods and writing a research proposal.
- **Interactive Learning Module:** Navigate through an interactive piece that will help you in designing your research study.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

### Learning Activities

#### u04s1 - Activity Overview

## Discussion Overview

Choose an article to read and describe the research method and existing limitations in relation to the study.

## Assignment Overview

Create a research proposal that provides a detailed plan for your research study that states your hypothesis, reports the sampling method, explains the data collection method, and identifies the measurement procedure.

### u04s2 - What You Need to Know

As you work on understanding experimental designs and internal and external validity, review the following resources:

## Research Methods

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 11, "Pre- and True Experimental Research Methods," pages 172–180.
    - This chapter discusses how to ensure that a researcher is controlling for extraneous variables, which are sometimes not accounted for in a study.
  - Chapter 12, "Quasi-Experimental Research: A Close Cousin to Experimental Research," pages 182–190.
    - This chapter discusses quasi-experimental research, which is similar to experiments, but does not use random assignment. Understanding these various designs will help you select the most appropriate one for your proposal.

## Writing a Research Proposal

As you work toward your proposal, read the following chapter in your textbook:

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 13, "Writing a Research Proposal," pages 192–199.
    - This chapter will assist you in formatting your paper, understanding the research you have reviewed, data collection, data analysis, reliability, validity, and more. This chapter is a great resource and guide for creating your culminating assignment.

Complete [Method](#) to learn how to write a method section and describe participants, procedures, and research design.

### u04d1 - Write Your Discussion Post

Choose one of the following articles to read.

Option 1: False Balance

- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence](#). *PLoS One*, 12(5), 1–17.

Option 2: Myth Busting

- Pluviano, S., Watt, C., & Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies](#). *PLoS One*, 12(7), 1–12.

Option 3: Retraction

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

After reading, address the following.

- Describe their research method.
- Which method is similar to a method you have studied in your textbook? Support your answer.
- What limitations were there to the study?
  - Do not quote, paraphrase or summarize.
- Cite and reference your source.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u04v1 - Interactive Learning Module: Design Your Study

This week, you will be creating your research proposal. Since you will be doing the study over the next few weeks, you will want to think through each step carefully.

Click below to access Design Your Study. In this interactive, you will make some of the major decisions that will help you in planning in your research proposal and provide a step-by-step process that will help you. You will be able to download your results, which you can use to guide your work in your proposal.

Course Resources

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Design Your Study | Transcript

### u04a1 - Research Proposal

**IMPORTANT: You will be doing this study in class. Everything you propose should be based on using the materials provided and your classmates as participants. Over the next few weeks, you will be participating in other learners' studies and have your classmate participate in yours. Do not use participants outside of this course.**

## Use Topic From Literature Review

Materials are provided for three different projects inspired by research found in the literature. For the research proposal, use the same article and materials that you based your literature review on.

There are pre-built materials for three experiments. There are possible variations of design, but choose one of the following. You may not create your own topic or materials without permission from and coordination with the instructor.

- [Retraction \[DOC\]](#): Use a news article and a retraction to a news article on a bank robbery with a questionnaire to measure responses.
- [Myth Busting \[DOC\]](#): Use a fact sheet to debunk the myth that humans use only 10 percent of their brain with a questionnaire to measure responses.
- [False Balance \[DOC\]](#): Use two articles, one on the lack of connection between vaccines and autism and the other on the connection, with a questionnaire to measure responses.

### Topic 1: Retraction

Review the materials on Retraction. Then, read the following article, as it may help give you ideas on how to design your study:

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

### Topic 2: Myth Busting

Review the material for Myth Busting. Then, read the following article, as it may help give you ideas on how to design your study:

- Pluviano, S., Watt, C., Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies.](#) *PLoS One*, 12(7), 1–12.

### Topic 3: False Balance

Review the material for False Balance. Then, read the following article, as it may help give you ideas on how to design your study:

- Cook, J., Lewandowsky, S., Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence.](#) *PLoS One*, 12(5), 1–17.

If you are not satisfied with the materials provided, contact your instructor to get approval to deviate and to examine how the changes may affect your data analysis. Use only materials approved by your instructor.

## Assignment Preparation

- Be sure that you have completed the media piece in this week and have taken notes on methods that you will use to sample your participants and collect and analyze your data.
- If you have not done so yet, revise your literature review based on any instructor feedback you received.

## Assignment Instructions

Next week, you will start to conduct your research study. We conduct research studies to expand our knowledge on how human behavior in the world is evolving. To conduct an effective study, we need to understand theories of development as it relates to our current environment and society.

The first step, however, is to create a research proposal that provides the detailed plan for your experiment. For this assignment, write your research proposal. Be sure to use the [Research Proposal Template \[DOCX\]](#), as it provides context and wording that you should use to help you clearly explain your main points. By using the template, you will cover all of the points below.

- Insert your revised literature review in the Literature Review section in the template.
- Operationally define the variables that you are using in your study.
- State your hypothesis for your study.
- Report on the method you will use to sample your participants.
  - Use your notes from the media piece to guide your sampling method selection.
    - **Note: You will be using your classmates as participants for this project.**
- Explain the method you will use to collect and analyze your data.
  - Use your notes from the media piece to guide your sampling method selection.
- Choose the measurement that matches your study.
  - Review the template for suggested language.
- Discuss how the measurement increases the reliability and validity of the study.
- Explain your procedure based on research design you chose.

## Submission Requirements

Submit your proposal as your deliverable for assessment.

**Note:** Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- **Competency 1: Explain types of psychological research methods.**
  - Operationally define the variables that are being used in a research study.
  - Describe the uses of research methods.
  - Describe a sampling method that is appropriate for a study and available resources.

- **Competency 2: Apply research methods and psychological research findings.**
  - Identify an appropriate measurement that matches a particular research study.
- **Competency 3: Design an ethically appropriate psychological research study utilizing psychological theory and concepts.**
  - Explain the method that will be used to collect and analyze data.
  - Design research with respect to controls for variations in behavior related to individual and sociocultural differences that can influence research outcomes.
- **Competency 4: Conduct an ethically appropriate psychological research study.**
  - Discuss how a measurement increases the reliability and validity of a research study.
  - Explain the procedure based on a chosen research design.
- **Competency 5: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.**
  - Incorporate feedback to revise a literature review.
  - Use APA-style formatting, citations, and references.

#### u04s3 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

### Unit 5 >> Ethics in Research

#### Introduction

"I think we've got a solid design," Dr. Davis says. "Now we need to think about the ethics of it."

"We need to move fast," Mike says. "Says in the paper today that Solutions, Inc. will have their results by the end of next week."

"Okay," Christy says. "If we offer them \$1,000, we should be able to get participants in a hurry."

"We don't have that type of money," Susan says.

"And isn't that coercive? That's not ethical," Juan says.

"If we're going to beat Solutions, Inc.," Mike says, "it's not going to be because we outspend them. It's going to be because we have the better idea."

"We have to believe in this," Juan adds.

"So," Susan says. "How do we work ethically with our participants?"

As you complete the work for this week, think about Susan's question. What ethics will they need to consider? What would you recommend to them?

To-do list:

- **Discussion:** Choose one of three options related to the CITI ethics training.
- **What you need to know:** Learn about ethics in research and refresh your knowledge of the APA Code of Ethics.
- **Prepare:** Complete your CITI online course related to ethical issues in research.
- **Prepare:** Find participants for your project and find other projects to participate in.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u05s1 - Activity Overview

## Discussion Overview

Choose **one** of three options after completing the CITI ethics training:

- Discuss areas of concern in one of the articles you used for your literature review and in your study.
- Find a new article on unethical research and address areas of concern related to ethics in the article and in your study.
- Find a new article on ethical misconduct in research and address areas of concern in the article and in your study.

### u05s2 - What You Need to Know

## Ethics in Research

Ensuring that research complies with the basic principles of ethical research is of utmost importance. We must always take measures to protect participants from harm and maintain confidentiality. Use your textbook to read the following chapter and learn the critical steps that are necessary to ensure that your research complies with the ethical standards.

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 3B, "The Importance of Practicing Ethics in Research," pages 64–71.

Complete [Ethical Standards in Research and Writing](#) in the Learn tab of the Quick Guide of Academic Writer to learn about complying with ethical and legal principles in research and writing.

## APA Code of Ethics

The Ethical Principles of Psychologists and Code of Conduct guides behaviors and decisions made by psychologists in most mental health services. Being familiar with the Code of Ethics not only will help you with your assignment, but in the field as well. Read the following sections:

- American Psychological Association. (n.d.). [Ethical principles of psychologists and code of conduct](https://www.apa.org/ethics/code/index). Retrieved from <https://www.apa.org/ethics/code/index>
  - Section 4, "Privacy and Confidentiality."
    - This section discusses the importance of the privacy and confidentiality of participants in your study and how to take necessary precautions to maintain the privacy of all participants in your study and how to take necessary precautions to maintain the privacy of all participants that you interact with.
  - Section 8, "Research and Publication."
    - This section discusses ethics in research and publication, such as ensuring that you obtain informed consent from participants prior to conducting a study. Following the APA Code of Ethics helps ensure that there is no harm to the participants or researcher.

### u05s3 - Prepare: Complete Your CITI Course

Complete a brief online course on ethical issues in research called **Protection of Human Research Subjects**. This course was developed by the Collaborative IRB Training Initiative (CITI).

The course consists of several modules, each of which may be followed by a short quiz. The course will take approximately 2–3 hours to complete.

To access the course, visit the [CITI](#) Web site and register as a new user. For instructions on how to do this, review the [Updated Guide to Getting Started](#) page from CITI.

You are required to complete the following 10 modules:

- History and Ethical Principles.
- Defining Research.

- Regulations.
- Assessing Risk.
- Informed Consent.
- Internet Research.
- Privacy.
- Conflicts of Interest.
- Research Misconduct.
- Capella University (final module).

Obtain a completion report after you have completed all modules.

### u05d1 - Write Your Discussion Post

Choose one of the following options:

#### Option 1: Ethics in Action

Complete the ethics training and do the following:

- Looking at one of the articles you used in your literature review, address the following:
  - Which areas of ethics might have been of concern?
  - Describe what they did to be ethical researchers.
  - Explain what risks might their participants have faced.
- Your study:
  - Which areas of ethics might be of concern for your study?
  - Describe what risks are there to your participants.
  - Explain what you will need to do to be ethically compliant.

#### Option 2: Unethical Research

Complete the ethics training and find a new article on unethical research. Then, address the following:

- Which areas of ethics might have been of concern?
  - Describe what they did to be ethical researchers.
  - Explain what risks their participants might have faced.
- Your study:
  - Which areas of ethics might be of concern for your study?
  - Describe what risks there are to your participants.
  - Explain what you will need to do to be ethically compliant.

#### Option 3: Ethical Misconduct

Complete the ethics training and find a scholarly article about ethical misconduct in research. Then, address the following:

- Which areas of ethics might have been of concern?
  - Which areas of ethics did they discuss?
  - What do they recommend to be more ethical?
- Your study:
  - Which areas of ethics might be of concern for your study?
  - Describe what risks there are to your participants.
  - Explain what you will need to do to be ethically compliant.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?

- What other information can you add to the discussion?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

#### u05s4 - Prepare: Find Participants for Your Project

### Review Instructor Feedback

Once your instructor has graded your research proposal, review their feedback. If they recommend changes in your design, make those changes. Then, use your research proposal to create a step-by-step list of what you will need to do for your study. This will help you stay on track the next few weeks.

### Find Your Participants

For your study project, you will need at least five participants. A discussion board is provided to help you recruit your classmates as participants. In the discussion, provide a summary of your research topic and outline the specific tasks that you will have the participants engage in; for example, your participants may respond to a questionnaire.

In addition, you are required to be a participant in the research projects of your classmates. Therefore, you will volunteer for at least six other learners' studies by responding to their discussion post.

**NOTE: There is no maximum to the number of participants you can have in your study, nor the number of studies you participate in. Do not turn away anyone who wants to participate in your study.**

**IMPORTANT: Do not use participants outside of this course.**

### Project Logistics

Below are some ideas and suggestions on how to work the various the steps in your project.

- For your measures, consider how you will administer the test. You can set up the question on a website like SurveyMonkey. Or, you can send it to them via classroom messages or email.
- If you are using both a pre-test and a post-test, you'll want a good system for recording responses. It is a good idea to get your Excel spreadsheet set up now so you can record the data in the right place as you get it.
- You will want a plan for how you'll have your participants read the material that is the focus of the study. Do you want to send it to your participants by message or email and have them send a response when they have read it? Do you want to wait until all participants have completed the pre-test (if you are using one) and then post the material in the discussion boards and they can reply when they have completed it?

#### u05s5 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 6 >> Quantitative Methods: Non-experimental Research

### Introduction

"Solutions, Inc. just announced the completion of their survey to ascertain the characteristics of people in Riverbend City who believe that the city water turns people into zombies," Susan says.

"That would be great information to have," Christy says. "Maybe we can hire someone to run a study like that, too."

"I bet I could do it," Juan says. "Surveys are fairly cheap."

"I've heard designing surveys can be tough though," Christy says. "But I know someone who does it for a living. I bet he'd do it for us."

"How much would that cost us?" Mike asked.

"Oh," Christy says. She knew it would cost too much, even though the information would help their case. Christy struggled to think of a better answer. Why did she struggle so much thinking of ideas that didn't cost so much?

"Maybe we can get a graduate student to help us," Mike says. "Dr. Davis can help with that."

"And I'll run that survey while we move forward with our research," Juan says.

As you complete the work this week, think about Juan's idea. What types of research questions can be answered best with a survey? What can they use the results for?

To-do list:

- **Discussion:** Choose an article to read and discuss the research method used and the study's limitations.
- **What you need to know:** Learn about non-experimental research methods.
- **Research Activity:** Start collecting the data for your research study.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u06s1 - Activity Overview

## Discussion Overview

Choose an article to read and discuss the research method used and the research study's limitations.

### u06s2 - What You Need to Know

## Non-Experimental Research Methods

Non-experimental research methods explored through descriptive or correlational research are used in studies that are not manipulated by the researcher. Use your textbook to read the following chapter to learn about different non-experimental research methods.

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 9, "Nonexperimental Research: Descriptive and Correlational Methods," pages 148–158.

### u06d1 - Write Your Discussion Post

Choose one of the following articles to read.

Option 1: Dietary Misinformation

- Myrick, J. G., & Erlichman, S. (2019). How audience involvement and social norms foster vulnerability to celebrity-based dietary misinformation. *Psychology of Popular Media Culture.*

Option 2: Street Busking

- Anglada-Tort, M., Thueringer, H., & Omigie, D. (2019). The busking experiment: A field study measuring behavioral responses to street music performances. *Psychomusicology: Music, Mind, and Brain*, 29(1), 46–55.

Option 3: Viral Suspicions

- Salvador Casara, B .G., Suitner, C., & Bettinsoli, M. L. (2019). Viral suspicions: Vaccine hesitancy in the Web 2.0. *Journal of Experimental Psychology*, (25)3, 354–371.

Then, address the following:

- Describe their research method.
- Which method is similar to a method you have studied in your textbook? Support your answer.
- What limitations were there to the study?
  - Do not quote, paraphrase or summarize.
- Cite and reference your source.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u06s3 - Research Activity: Start Collecting Your Data

This week, you will want to begin collecting your data. As your classmates volunteer for your study, begin the steps you identified last week. Follow your plan and collect your data that you submitted in your **research proposal** in **Week 4** and include any changes to procedures recommended by your instructor.

There are pre-built materials for three experiments. Use the pre-approved material for your data collection:

- Retraction [DOC]: Use a news article and a retraction to a news article on a bank robbery with a questionnaire to measure responses.
- Myth Busting [DOC]: Use a fact sheet to debunk the myth that humans use only 10 percent of their brain with a questionnaire to measure responses.
- False Balance [DOC]: Use two articles, one on the lack of connection between vaccines and autism and the other on the connection, with a questionnaire to measure responses.

Also, be sure that you are participating in six classmates' projects. Follow the directions they give you as each of you has set up your project differently.

**NOTE: There is no maximum to the number of participants you can have in your study, nor the number of studies you participate in. Do not turn away anyone who wants to participate in your study. Do not use participants outside of this course.**

## u06s4 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 7 >> Qualitative Designs

### Introduction

"Oh no," Susan says. "Riverbend City's press secretary says that Solutions, Inc.'s idea works. Unless a better idea is submitted by the deadline, they'll go with Solutions' plan."

"We're on track," Mike says. "We still have time to meet that deadline."

"But the Solutions, Inc. plan doesn't make sense," Christy says. "They're never going to get people to go that training."

"We just need to focus on proving our solution," Juan says. "That's all we can do."

Christy keeps her mouth shut, but she doesn't think it was enough. Even if they proved their solution, they are just private citizens, not a big corporation with a reputation. But maybe there was something she could do. They didn't have time or money for anything fancy, but perhaps she could get data another way. Could she run a focus group and gather the information they need?

As you complete the work this week, think about Christy's plan. Would a focus group give Christy the data she would need? What other types of non-experimental qualitative data might be a better option to see if people attend free training?

To-do list:

- **Discussion:** Choose an article to read and address the research method used and the research study's limitations.
- **What you need to know:** Learn about qualitative research methods.
- **Research Activity:** Continue collecting the data for your research study.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

### Learning Activities

#### u07s1 - Activity Overview

## Discussion Overview

Choose an article to read and address the research method used and the research study's limitations.

#### u07s2 - What You Need to Know

## Qualitative Methods

Read the following chapter in your textbook to learn about ways in which researchers explore topics from a qualitative perspective, which captures an individual's thoughts, feelings, and experiences. Some methods include case ethnographies, and more.

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 10, "Nonexperimental Research: Qualitative Methods," pages 160–169.

### u07d1 - Write Your Discussion Post

Choose one of the following articles to read:

Option 1: Decision Inertia

- Power, N., & Alison, L. (2017). Redundant deliberation about negative consequences: Decision inertia in emergency responders. *Psychology, Public Policy, and Law*, 23(2), 243–258.

Option 2: Media Debate

- Kadianaki, I., Avraamidou, M., Ioannou, M., & Panagiotou, E. (2018). Understanding media debate around migration: The relation between favorable and unfavorable representations of migration in the Greek Cypriot press. *Peace and Conflict: Journal of Peace Psychology*, 24(4), 407–415.

Option 3: Objectifying Fitness

- Deighton-Smith, N., & Bell, B. T. (2018). Objectifying fitness: A content and thematic analysis of #fitspiration images on social media. *Psychology of Popular Media Culture*, 7(4), 467–483.

After reading, address the following:

- Describe their research method.
- Which method is similar to a method you have studied in your textbook? Support your answer.
- What limitations were there to the study?
  - Do not quote, paraphrase or summarize.
- Cite and reference your source.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u07s3 - Research Activity: Continue Collecting Your Data

This week, continue collecting your data. Continue to follow the steps for your project. Be sure that you are participating in your six classmates' projects.

Next week, you will need to submit verification of your participation and that you had five colleagues participate in your project. Check the assignment in Week 8 for the form if you want to start early.

**NOTE: There is no maximum to the number of participants you can have in your study, nor the number of studies you participate in. Do not turn away anyone who wants to participate in your study. Do not use participants outside of this course.**

#### u07s4 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

### Unit 8 >> Data Collection and Descriptive Statistics

#### Introduction

"We're almost there," Mike says with a giant smile. "That's the last of our data. Now we just run the analysis and see what it says."

"I already ran the data to describe our participants," Juan says. "Looks like we have a pretty representative sample."

"We've got two days before the deadline," Christy says. "We need to move fast."

They come up with a plan. Working together and pulling in help from their families, they will be able to meet the deadline. But then they get bad news.

"It doesn't matter," Susan says. "Look at this. The city is discontinuing the contest. They're just going to go with what Solutions, Inc. submitted."

As you complete the work this week, think about what the team has done so far. What sort of descriptive statistics would they need?

To-do list:

- **Assignment:** Verify your participation in your colleagues' projects and that you had colleagues participate in your own project.
- **Discussion:** Choose an article to read and explain the descriptive statistics used and their importance to the study in the article and your own study.
- **What you need to know:** Learn about the data collection process.
- **Research Activity:** Complete your data collection this week.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

#### Learning Activities

#### u08s1 - Activity Overview

### Discussion Overview

Choose an article to read and explain the descriptive statistics used and their importance to the study in the article and your own study.

## Assignment Overview

Verify your participation in six colleagues' research projects and that you had five colleagues participate in your own research project.

### u08s2 - What You Need to Know

## Data Collection

As you go through the data collection and analysis, the following chapter will help you.

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 7, "Data Collection and Descriptive Statistics," pages 116–130.
    - This chapter helps walk you through the data collection process, as well as analyzing the data to understand descriptive statistics, including distributions of scores and measures of variability. Understanding this information will help guide you through analyzing your data.

### u08d1 - Write Your Discussion Post

Choose one of the following articles to read:

#### Option 1: False Balance

- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence](#). *PLoS One*, 12(5), 1–17.

#### Option 2: Myth Busting

- Pluviano, S., Watt, C., & Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies](#). *PLoS One*, 12(7), 1–12.

#### Option 3: Retraction

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

Then, address the following:

- Which descriptive statistics did they use?
- Why do you feel these descriptive statistics were important?
- Which descriptive statistics do you feel are important for your study and why?
  - Do not quote, paraphrase, or summarize.
- Cite and reference your source.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

Course Resources

### u08s3 - Research Activity: Complete Data Collection and Verify Participation

This week, you will want to complete the collection of your data. Continue to follow the steps for your project. Once you have all your data, begin to run the statistical analysis. You will be turning in the results of your statistical analysis next week. The sooner you get a chance to run the data, the more time you will have to write it up.

To choose your statistical analysis complete [Statistical Tests](#) to review the different types of tests of significance depending on the number of the sample.

Also, this week's assignment requires you to verify that you had five colleagues participate in your project and that you participated in six colleagues' research projects. Be sure that you have completed all of the necessary steps.

### Walkthrough Videos

The following Microsoft Excel walkthrough videos may be helpful as you start gathering and analyzing data for your research proposal:

- [Microsoft Excel – How to Get the Analytic Add-on.](#)
- [Microsoft Excel – How to Use Descriptive Statistics.](#)
- [Microsoft Excel – How to Do T-Tests.](#)
- [Microsoft Excel – ANOVA.](#)

### u08a1 - Participation Verification

#### Assignment Instructions

In this assignment, you will verify two things:

- Five colleagues participated in your research project.
- You participated in six colleagues' research projects.

To verify, complete the [Participation Verification Form \[DOCX\]](#), and be sure that you have completed both sections before you submit it to your instructor.

#### Submission Requirements

Submit the completed form as your deliverable for assessment.

#### Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- **Competency 4: Conduct an ethically appropriate psychological research study.**
  - Locate colleagues to participate in a research project.
  - Participate in colleagues' research projects.

### u08s4 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 9 >> Data Collection and Analysis

### Introduction

Riverbend City has discontinued the competition. Mike, Christy, Juan, and Susan all stare at each other. This after all their work they've done? And for what?

Christy stares at her computer screen. This can't be happening, she thinks; she knows their idea is better.

"No," Christy says. "I analyzed my focus group responses, and I can prove that Solutions, Inc.'s plan won't work. We can convince the city."

"And I've analyzed the survey data already," Juan says. "We can show a correlation between belief in the misinformation and a couple of key demographics. That will tell us who the intervention should be targeted at."

"But how can we get the city to listen?" Susan asked. "We don't have the influence that those with money do."

"It's not about money; it's about people. And we know people," Christy says. She turned to Juan. "Your dad knows the mayor, right? Could he get us a meeting?"

As you complete the work this week, think about the team's progress. Once you have run the statistics, what is the next step? Has the team done this?

To-do list:

- **Assignment:** Write a paper that analyzes and interprets the data collected from the research project.
- **Discussion:** Choose an article to read and explain the descriptive statistics used and their importance to the study in the article and your own study.
- **What you need to know:** Learn about data analysis and statistical tests.
- **Research Activity:** Complete your data collection this week.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.
- **Prepare:** Review the Week 10 assignment instructions and download the accompanying template.

### Learning Activities

#### u09s1 - Activity Overview

### Discussion Overview

Choose an article to read and explain the descriptive statistics used and their importance to the study in the article and your own study.

### Assignment Overview

Write a 2–3 page paper that analyzes and interprets the data collected from the research project.

#### u09s2 - What You Need to Know

### Data Analysis

As you start to determine the results of your study, read the following chapter in your textbook:

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.

- Chapter 8, "Introducing Inferential Statistics," pages 132–146.
  - This chapter will build your understanding of inferential statistics including tests of significance, such as the t-test, as well as significance, and meta-analysis. Understanding these concepts will help guide your data analysis to determine the results of your independently designed study.

Complete [Statistical Tests](#) to review the different types of tests of significance depending on the number of the sample. This graphic will support Chapter 8.

### u09d1 - Write Your Discussion Post

Choose one of the following articles to read:

Option 1: False Balance

- Cook, J., Lewandowsky, S., & Ecker, U. K. H. (2017). [Neutralizing misinformation through inoculation: Exposing misleading argumentation techniques reduces their influence.](#) *PLoS One*, 12(5), 1–17.

Option 2: Myth Busting

- Pluviano, S., Watt, C., Sergio, D. S. (2017). [Misinformation lingers in memory: Failure of three pro-vaccination strategies.](#) *PLoS One*, 12(7), 1–12.

Option 3: Retraction

- Ecker, U. K. H., Hogan, J. L., & Lewandowsky, S. (2017). [Reminders and repetition of misinformation: Helping or hindering its retraction?](#) *Journal of Applied Research in Memory and Cognition*, 6(2), 185–192.

Then, address the following.

- Which inferential statistics did they use?
- Why do you feel these inferential statistics were important?
- Which inferential statistics do you feel are important for your study and why?
  - Do not quote, paraphrase, or summarize.
- Cite and reference your source.

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u09a1 - Data Analysis and Interpretation

## Prepare

Before beginning this assignment:

- Finish your data collection
- Complete [Statistical Tests](#) to review the different types of tests of significance depending on the number of the sample.

## Walkthrough Videos

The following Microsoft Excel walkthrough videos may be helpful as you gather and analyze data:

- [Microsoft Excel – How to Get the Analytic Add-on.](#)
- [Microsoft Excel – How to Use Descriptive Statistics.](#)
- [Microsoft Excel – How to Do T-Tests.](#)
- [Microsoft Excel – ANOVA.](#)

## Assignment Instructions

The next step in your research project is analyzing the data you collected. In previous courses, you wrote statistical results for several of your assignments. For this assignment, you will do the same for the data you collected and analyzed. Analyzing the data will help you determine the success of your study and help you make meaning of your information.

In a 2–3 page paper, address the following points:

- Describe your participants using demographic statistics.
- Explain the statistical measures you used to analyze your data.
  - Be sure that you report your findings in APA style.
- Describe your statistical findings, including statistical significance and influence of effect size.
  - Be sure to format your data in APA style.
- Interpret your statistical findings using common language.
- Attach a screen shot of your data analysis results from Excel or SPSS.

## Submission Requirements

Submit your paper as your deliverable for assessment.

**Note:** Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- **Competency 2: Apply research methods and psychological research findings.**
  - Interpret statistical findings using common language.
- **Competency 3: Design an ethically appropriate psychological research study utilizing psychological theory and concepts.**
  - Describe participants using demographic statistics.
- **Competency 4: Conduct an ethnically appropriate psychological research study.**
  - Report statistical findings using APA style.
  - Describe statistical significance using APA style.
  - Describe the influence of effect size using APA style.
- **Competency 5: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.**
  - Write an organized paper with clear purpose, evidence, sentence structure, and scholarly tone.
  - Use APA-style formatting, citations, and references.
  - Incorporate feedback from prior assignments.

## u09s3 - Review: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## u09s4 - Prepare: Next Week's Assignment

If you would like to prepare for next week's assignment, go to the Week 10 assignment instructions and download the accompanying template as it will guide you on where to place your information from prior assignments. You will be inserting the following:

- Your revised literature review from Week 2.
- Information from your Week 4 research proposal.
  - Be sure to change your verbs to past tense.

## Unit 10 >> The Research Proposal

### Introduction

The four of them stand in City Hall, waiting for their appointment with the mayor. They have a full research report—charts, graphs, and all. Christy shifts from foot to foot, trying not to panic. She's never talked to anyone rich or powerful before!

"You can go in now," the mayor's personal assistant tells them.

Juan begins the presentation, and it goes just like they practiced. When Christy's turn comes to speak, she gets through it without a single problem. They walk out feeling confident — until they get to their cars.

"I don't think he believed us," Mike says.

Susan's phone rings. She answers, and says, "uh-huh" and "yes" often. As she hangs up, Susan turns to her friends as a giant smile spreads across her face.

"We did it!" she says. "That was the mayor's office; they're going with our proposal."

They all cheer.

"It gets better," Susan says. "They'll give us the prize money too."

As you complete the work this week, think about the team's experience. If they had not put their results into a report, would anyone have known about their work? What type of information would they have needed to create their report?

To-do list:

- **Assignment:** Write your research report that encompasses the research methods used and the analysis of data that was collected.
- **Discussion:** Choose one of three options reflecting on the research study process.
- **What you need to know:** Learn about tips to help you write your research report.

### Learning Activities

#### u10s1 - Activity Overview

## Discussion Overview

Choose **one** of the three options:

- Reflect on your experience as a participant in your colleagues' experiments.
- Reflect on your experience conducting research.

- Reflect on your experience interpreting your data.

## Assignment Overview

Write a research report that encompasses the research methods used and statistical analysis of data that was collected, and interprets the results of the research study.

### u10s2 - What You Need to Know

As you start your final assignment this week, review the following resources to help you.

## Writing Your Research Report

We all know how critical research is in expanding our knowledge and the field of psychology. Read the following in your textbook:

- Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
  - Chapter 14, "Writing a Research Manuscript," pages 200–202.
    - This chapter will help you write your own manuscript, including the components and of which each section consists.

Complete [Research Designs and Threats to Internal Validity](#) to learn about research designs and threats to internal validity in descriptive research, quasi-experimental research, and experimental research.

### u10d1 - Write Your Discussion Post

#### Option 1: Being a Participant

Reflect on your experience as a participant in your fellow colleagues' experiments by addressing the following questions:

- What did it feel like to be a participant?
- How did participating in multiple research projects affect your responses to the questionnaires?
- How do you think your participation in multiple projects affected the results?

#### Option 2: Being a Researcher

Reflect on your experience conducting research by addressing the following questions:

- What aspects of conducting research did you find the most enjoyable or interesting?
- What aspects of conducting research were the toughest?
- If you had a chance to do it again, what would you do differently?

#### Option 3: Interpreting Data

Reflect on your experience interpreting your data by addressing the following questions:

- What aspects of interpreting data were easiest for you?
- What aspects of interpreting data were most challenging for you?

## Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

- How are your thoughts different from theirs?
- How are your thoughts the same as theirs?
- What questions do you have about the topic or their post?
- What other information can you add to the discussion?

## Psychology Undergraduate Discussion Scoring Guide

### u10a1 - Research Report

## Assignment Instructions

For this assignment, put together all of the pieces you have been working on throughout the course to form your research project. The [Research Report Template](#) will help you include the following in your project.

Insert the following from previous assignments into the template.

- Introduction.
  - Insert your literature review after your title. If you have not done so previously, revise your literature review based on any instructor feedback.
- Methods.
  - Participants.
    - Insert your demographic statistics from your previous assignment.
    - Be sure to revise based on any instructor feedback you received.
  - Measures.
    - Insert the measurement you chose from your research proposal.
    - Be sure to revise based on any instructor feedback you received.
    - Be sure to turn the future tense from the proposal to past tense for this assignment.
  - Procedure.
    - Insert your explanation of your procedure from your research proposal.
    - Be sure to revise based on any instructor feedback you received.
    - Be sure to turn the future tense from the proposal to past tense for this assignment.
  - Results.
    - Insert your statistical analysis from your data analysis assignment.
    - Be sure to revise based on any instructor feedback you received.

For this week's assignment, you will write the Discussion section and Summary and Conclusion section of the template. In the Discussion section, answer the following questions:

- Describe your results.
  - How do your results compare to what you expected?
  - How do your results compare to other research studies?
  - How can your results be generalized?
- Describe the limitations of the study.
  - Think about research validity and reliability.
- How do your results support or not support a psychological theory or concept?

**Example assignment:** You may use the [Week 10 Assignment Example \[PDF\]](#) to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

## Submission Requirements

Submit the completed template as your deliverable for assessment. Be sure that you have cited all sources in APA style.

**Note:** Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- **Competency 2: Apply research methods and psychological research findings.**