

PSY 707 Research Methods

UNIVERSITY OF NEVADA LAS VEGAS

Spring 2021

Instructor and Course Information

Time: Wednesday - 8:30 a.m. to 11:15 a.m.

weaknesses of the proposed study. The evaluation of the research proposal will be based upon the quality of the written presentation, the quality of the hypothesis, and the appropriateness of methods and analytic plan to test the hypothesis. More information about the proposal will be presented in class. The research proposal will be worth 25% of your grade in the class and is due ***th.

Class Presentation

All students will be required to make a formal presentation of their research proposal to the class. The evaluation of

UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](#)

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses wh4 (ty)ho(w)lsi a4 (ty)"Dcos4 (ty)hn t"(n)-

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-

Reading for Topics

Causal Inference

Chapter 1: Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Eronen M., Bringmann L. (2021). The Theory Crisis in Psychology: How to Move Forward. **Perspectives on Psychological Science**, **16**, 779-788.

Finkel, E., Eastwick, P., & Reis, H. (2017). Replicability and other features of a high-quality science: Toward a balanced and empirical approach. **Journal of Personality and Social Psychology**, **113**, 244-253.

White, P. (2000). A

Experimental Designs

Chapters 9 & 10: Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Ting, C., & Fitzgerald, R. (2020). The work to make an experiment work.

Chester D., & Lasko E. (2021). Construct Validation of Experimental Manipulations in Social Psychology: Current Practices and Recommendations for the Future. **Perspectives on Psychological Science**, *16*, 377-395.

Nichols, A., & Edlund, J. (2015). Practicing what we preach (and sometimes study): Methodological issues in experimental laboratory research. **Review of General Psychology**, *19*, 191-202.

Quasi Experiments

Chapter 4 & 5: Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Miller, C., Smith, S., & Pugatch, M., (2020). Experimental and quasi-experimental designs in implementation research. **Psychiatry Research**, *283*, 1 – 7.

Guéguen, N. (2013). Weather and courtship behavior: A quasi-experiment with the flirty sunshine, **Social Influence**, *8*, 312-319.

Nonequivalent Control Groups

Buecker, S., Denissen, J. J. A., & Luhmann, M. (2020). A Propensity-Score Matched Study of Changes in Loneliness Surrounding Major Life Events. *Journal of Personality and Social Psychology*. **Journal of Personality and Social Psychology**.

Kainz, K., Greifer, N., Givens, A., Swietek, K., Lombardi, B., Zietz, S., & Kohn, J. (2017). Improving causal inference: Recommendations for covariate selection and balance in propensity score methods. **Journal of the Society for Social Work & Research**, *8*, 279-303.

External Validity

Chapter 3 (pp. 83-102): Shadish, W., Cook, T., & Campbell, S. **Experimentation Design and Quasi-Experimental Designs for Generalized Causal Inference**. Houghton Mifflin: New York.

Stroebe, W., Gadenne, V., & Nijstad, B. (2018). Do Our Psychological Laws Apply Only to College Students?: External Validity Revisited, **Basic and Applied Social Psychology**, *40*, 384-395.

Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. **Perspectives on Psychological Science**, *7*, 109-117.

Correlational Research and Structural Equation Modeling

Moshagen, M. & Auerswald, M. (2018). On congruence and incongruence of measures of fit in structural equation modeling. **Psychological Methods**, *23*, 318-336.

Replication Crisis

Wiggins, B., & Chrisopherson, C. (2019). The replication crisis in psychology