

1. BASIC INFORMATION

Course	RESEARCH METHODS IN PSYCHOLOGY
Degree program	PSYCHOLOGY
School	Biomedical and Health Science
Year	2
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Campus-based
Semester	First
Academic year	2024-2025
Coordinating professor	Nerea Amezcua Valmala
Professor	Nerea Amezcua Valmala, Óscar García Leal, Derek Gravholt

2. PRESENTATION

“Research Methods in Psychology” is taught in the first semester of the second year of the Bachelors’ degree in Psychology.

Psychology is the scientific study of behavior. In this course, you will learn the critical skills to evaluate others’ research and conduct your own scientific research in Psychology.

3. LEARNING OUTCOMES

Knowledge

KN06: Identify the methodology of the most commonly used types and designs of studies in research

- Identify the methodology of the most commonly used types and designs of studies in research.
- Identify different psychological problems that can be addressed through qualitative and/or quantitative research.
- Identify different types of quantitative and qualitative research

Skills

SK01: Effectively communicate the results of scientific research (scientific publications, reports, scientific posters, etc.

- Analyze the different phases for the design and implementation of a research project from planning and designing research in the field of Psychology.
- Analyze the importance of research in professional practice and its contribution to knowledge development.
- Effectively communicate the results of a scientific research (scientific publications, reports, scientific posters, etc.) following APA standards.

Competences

CP02: Understand the basic laws of different psychological processes in the field of Health Psychology

CP04: Understand the biological foundations of human behavior and psychological functions

CP05: Understand the psychosocial principles of group and organizational functioning.

CP13: Be able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes

CP14: Be able to identify differences, problems and needs

CP21: Be able to select and manage instruments, products and services and be able to identify interested people and groups

CP22: Be able to design and adapt instruments, products and services, according to the requirements and restrictions

CP23: Be able to test and validate instruments, products and services (prototypes or pilot tests)

CP34: Be able to provide appropriate and accurate feedback to recipients.

CP35: Be able to prepare oral and written reports

CP37: Ability to practice the profession using the English and/or Spanish language, both to specialized and non-specialized audiences.

4. CONTENT

- Empirical basis of research. Knowledge generation.
- The conceptual framework and the literature review
- Quantitative research requirements: reliability and validity: types and threats
- The experimental method
- Pre-experimental and quasi-experimental methods
- The selective or correlational method
- Qualitative approaches in psychology
- The observational method
- How to disseminate the results of an investigation

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures
- Case methods
- Oral presentations
- Problem-based learning
- Use of computer programs

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	13h
Case analysis	30h
Asynchronous masterclass	7h
Face-to-face tutoring	5h
Debates	10h
Autonomous work	50h
Practical activities	20h
Formative assessment	3h
Research	10h
Face-to-face knowledge tests	2h
TOTAL	150h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Exam: multiple-choice test with 3 response options	50%
Case analysis and problem-solving <ul style="list-style-type: none"> - Assignment 1 (10%): critical analysis of a scientific article. This assignment corresponds to a vertical integrated curriculum activity through different subjects across the grade of psychology. - Assignment 2 (10%): article review: analysis and reflection about different types of research designs. 	20%
Portfolio: submission of several activities part of the research process for the final project of the subject	5%
Reports and writings: written report of the whole research of the final project of the subject (introduction, methods, results, discussion and references)	15%
Poster: oral presentation of a scientific poster of the final project of the subject	10%

*The final project of the subject will be assessed within the Portfolio, Reports and writings and the Poster, and it is part of a horizontal integrated curriculum activity with the subject Thought and Language.

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

INFORMATION FOR STUDENTS OF THE DEGREE IN PSYCHOLOGY 100% ENGLISH: REGULATIONS ON INTEGRACIÓN LINGÜÍSTICA COURSES.

The subject called Integración lingüística has been integrated in some courses of the 100% English Degree in Psychology with the aim of promoting and reinforcing the Spanish language proficiency of non-Spanish-speaking students, which will enable them to perform effectively the required tasks in the external internships of this degree. It is a mandatory class that will be assessed at the end of the semester within each corresponding course, becoming a complement for the students' learning.

The delivery of the Integración lingüística will be carried out by the Language Department of the European University of Madrid. The following rules will be considered:

- Students must attend a minimum of 50% of the Integración lingüística classes to be able to be evaluated.
- The teachers of the Integración lingüística will request the completion of one or more activities from the students.
- The teachers of the Integración lingüística will have their own space within the Virtual Campus of the corresponding course, where they can upload materials and the grade obtained by the student. The teacher of the subject in which Integración lingüística is integrated will add up to a maximum of 0.5 points to the student's final grade (i.e., 0.5 points will be given to those who obtain a grade of 10 in Integración lingüística).
- The extra score obtained by the student in Integración lingüística can be added only if the student's final grade in the courses of the Degree in Psychology in which Integración lingüística is integrated is a passing grade (i.e., a minimum of 5 in the course). Under no circumstances will the extra score obtained in the Integración lingüística course be used for the student to pass the courses of the Degree in Psychology.
- Bilingual or native students are not required to take this course (subject to authorization by the Integración lingüística teacher, who assesses each situation individually). These students will be offered the opportunity to earn that extra 0.5 by completing an additional assignment or activity related to the course.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 in the final grade (weighted average). It is required to obtain a grade of at least 5 out of 10 in the exam and in the average of active methodologies (i.e., Case analysis and problem-solving, Portfolio, Reports and writings and the Poster).

Additionally, you need to score at least 5 out of 10 in:

- case analysis and problem solving (mean of 2 assignments)
- the average of the project which includes reports and writings and the poster

Delayed submission of mandatory activities

Delayed submission of mandatory activities will result in the reduction of the obtained grade by 0.5 for each 24 hours of delay from the deadline.

PLAGIARISM AND USE OF AI

Each student is expected to be the sole author of all submitted work. Students who plagiarize any of the proposed assignments will receive a 0 on that assignment.

AI-Generated content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible in any case for the written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their assignment, their use must be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for improving spelling, grammar, and general editing are not included in these guidelines. The final decision on the

appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

7.2. Second exam period

To pass the course in the second exam period, the same requirements as in the first exam period must be met. The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

To pass the course in the second exam period, you must obtain a final course grade of at least 5 out of 10 in the final grade (weighted average). It is required to obtain a grade of at least 5 out of 10 in the exam and in the average of active methodologies (i.e., Case analysis and problem-solving, Portfolio, Reports and writings and the Poster).

Additionally, you need to score at least 5 out of 10 in:

- case analysis and problem solving (mean of 2 assignments)
- the average of the project which includes reports and writings and the poster

All the activities will be done in the second exam period the same instructions than in the first period exam, except for the Portfolio, in which the student will be required to submit a review about the methodologies that should be followed in each one of the three sections: literature review, methodology and results.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Case analysis and problem-solving. Assignment 1: Critical analysis of a scientific paper. This assignment corresponds to a vertical integrated curriculum activity through different subjects across the grade of psychology.	October
Case analysis and problem-solving. Assignment 2: Analysis and reflection about different types of research designs.	Document submission: December
Portfolio. Part of a horizontal integrated curriculum activity with the subject thought and language.	December
Reports and writings. Project report. Part of a horizontal integrated curriculum activity with the subject thought and language.	December-January
Poster: Project poster. Part of a horizontal integrated curriculum activity with the subject thought and language.	December-January
Exam	8-26 January

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAFÍA

The main reference works for this subject is:

- Coolican, H. (2014). *Research methods and statistics in psychology*. Psychology Press.
- Goodwin, C. J. (2010). *Research in psychology: Methods and design* (6th ed.). Wiley.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in psychology* (10th ed.). McGraw-Hill.

The recommended Bibliography is:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
- Haslam, S. A., & McGarty, C. (2014). *Research methods and statistics in psychology*. Sage.
- Montero, I., & León, O. G. (2007). A guide for naming research studies in psychology. *International Journal of Clinical and Health Psychology*, 7(3), 847–862.
- Morling, B. (2012). *Research methods in psychology: Evaluating a world of information*. Norton.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin.
- Stangor, C. (2014). *Research methods for the behavioral sciences*. Cengage Learning.
- Stanovich, K. E. (2012). *How to think straight about psychology*. Pearson.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.