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	2025-2026
Coordinating professor	Jesús Alonso-Vega
Professor	Jesús Alonso-Vega, Óscar García Leal, Pedro Altungy

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.

Research Methods in Psychology is a foundational subject that introduces students to the principles, strategies, and techniques used to study behavior in a scientific manner. It covers the logic of empirical inquiry, including how to formulate research questions, design studies, collect and analyze data, and interpret results within methodological and ethical standards.

This course addresses both quantitative and qualitative methods, including experimental, correlational, survey, observational, and case study designs. Students learn about variables, measurement, sampling, validity, reliability, and data analysis, often with an introduction to statistical reasoning and software tools.

By the end of the course, students are expected to critically evaluate psychological research, understand the strengths and limitations of different methodologies, and apply this knowledge to design and assess studies relevant to various domains of 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 appropiate 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:

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:

¡Assessment system	Weight
Exam: 30 multiple-choice test with 3 response options	50%
Case analysis and problem-solving: Objective structure research examination (OSRES) - OSRE 1 (10%) - OSRE 2 (10%)	20%
Reports and writings: - Assignment 1: Horizontal Project: Literature Review - Assignment 2: Horizontal Project: Method - Assignment 3: Horizontal Project: Results	15%
Poster: oral presentation of a scientific poster of the Horizontal Project	10%
Learning Folder	5%

*The final project of the subject will be assessed within 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.

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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 the ir 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.

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 (OSREs), Reports and writings, Learning folder and Poster).

- Additionally, Case analysis and problem-solving (OSREs) attendance is mandatory to pass the course.
- Also, Reports and writings and Poster's submission is mandatory to pass the course.

Delayed submission of mandatory activities

Late submissions of mandatory assignments will result in the activity not being graded, and a numerical grade of 0 will be assigned.

PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

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 methodologie s (i.e., Case analysis and problem-solving, Portfolio, Reports and writings and the Poster). Additionally, Case analysis and problem-solving (OSREs) attendance is mandatory to pass the course in the second exam period. Also, Reports and writings and Poster's submission is mandatory to pass the course in the second exam period.

All the activities will be done in the second exam period the same instructions than in the first period exam.

8. SCHEDULE

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

Assessable activities	Deadline
Case analysis and problem solving OSRE 1	November
Case analysis and problem solving OSRE 2	December
Learning folder. 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.	October, November, December
Poster: Project poster. Part of a horizontal integrated curriculum activity with the subject thought and language.	December-January
Exam	January (Exam period)

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