

Appendix to General Faculty Agenda, February 27, 2006

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Psychology Date: September 19, 2006
Course No. or level: 270 Title: Beginning Supervised Student Research
Semester hours: 1 Clock hours: Laboratory: 3 hours per week
Prerequisites: Permission of Department
Enrollment expectation: 5

This is a new course.

Name of person preparing course description: Teresa Herzog
Department Chairperson's/Dean's Signature _____
Provost's Signature _____
Date of Implementation: Summer Semester 2007
Date of School/Department approval: September 20, 2006

Catalog description:

270 Beginning Supervised Student Research (1) (Prerequisite: permission of department) F, S, or SU.
This introduction to the laboratory practice of research methods in psychology provides students with familiarity in the basic techniques of data entry and conducting research protocols in the context of ongoing department research. Regular weekly lab meetings will include discussions of special topics. Students may earn a maximum of three-credit hours in 270/370 combined.

Purpose:

1. *For Whom (generally?)* Psychology majors
2. *What should the course do for the student?* Prepare students to 1) better understand psychology as a science, 2) develop methodological understandings they will use on required projects in upper division classes and 3) enter graduate school

Teaching Method Planned:

Regular weekly lab meetings with assigned readings and discussion topics; lab assignments including data entry, administration of measures to participants, conducting protocols and debriefings with participants, training in behavioral coding; as well as poster presentations at regional psychological association meetings or at the Francis Marion University poster fair.

Textbook and/or materials planned (including electronic/multimedia):

Assigned reading on special topics, laboratory manuals, and computers with SPSS statistical package.

Course Content:

The supervised student research sequence encourages student involvement in psychological science appropriate to their individual level of familiarity with the research process. Students may earn a maximum of three-credit hours in 270/370 combined. The introductory course (270) offers psychology students who have little or no familiarity with science the opportunity to gain exposure to research principles that they will be required to use later in individual upper division psychology projects. The earlier entrée may be especially beneficial for students for whom one-on-one supervision will increase their confidence in thinking scientifically. The lower division student will learn the techniques of setting up an SPSS data file, of data entry, and the methods essential for keeping and accessing detailed information, as well as gaining familiarity with the idea of the quantification of behavior for statistical analysis. All students in supervised research will be required to attend weekly lab meeting where readings relevant to ongoing projects in the

lab will be assigned and discussed. These courses (270/370) are not a prerequisite to Psychology 470, designed for upper division students to formally propose a three-credit, independent special study to be reviewed by three faculty members from two different disciplines.

BEGINNING SUPERVISED RESEARCH IN PSYCHOLOGY

Psychology 270
FALL 2008

Instructor: Dr. Teresa Herzog/ Dr. Farrah Hughes/ Dr. Ron Murphy
Office: CEMC 109
Office Hours: M W, 1:00 – 3:00PM and T Th 9-10AM and by appointment
Telephone: 661-1562 (office) or 661-1378 (department)
E-mail: therzog@fmarion.edu

Sample Readings: “Conflict Resolution Patterns and Longevity of Adolescent Romantic Couples: A 2-Year Follow-Up Study” (2006) Shulman et al, *Journal of Adolescence*, 29, 575-588.

“Resolution of Disagreements between Romantic Partners, among Adolescents, and Young Adults: Qualitative Analysis of Interaction Discourses” (2006) Tuval-Mashiach et al, *Journal of Research in Adolescence*, 16, 561-588.

“Repeating the Errors of Our Parents? Parental Violence in Men's Family of Origin and Conflict Management in Dating Couples” (2004). Skuja & Halford, *Journal of Interpersonal Violence*, 19, 623-638.

“Gender stereotypes: children's perceptions of future compensatory behavior following violations of gender roles - Brief Report (2003). Farrah M. Hughes. *Sex Roles: A Journal of Research*.

Course Topics and Objectives

This course is an introduction to research in the context of a psychology laboratory. During the semester you will be instructed in and master data entry, the manipulation of SPSS data files, record keeping involving confidential information, fundamentals of laboratory maintenance, scheduling participants for research sessions, following a research protocol as you conduct the participant through the procedure, and group administration of measures. The course is also geared toward learning recent research in both the area of the research in the lab and in your own overlapping areas of interest.

The objectives for the course are to:

1. Learn the practical fundamentals of research in psychology
2. Experience one-on-one mentoring by faculty in your chosen area of interest in psychology
3. Experience collaboration with your own colleagues, your fellow research assistants
4. Refine your educational goals as they might involve research in the graduate school setting

5. Demonstrate strengths, skills, and leadership ability that may not be as evident in a traditional classroom

ATTENDANCE: Research assistants are required to meet with the faculty supervisor the first week of class to set a regular schedule. Scheduled lab hours must be met by the student or re-scheduled to match the number of missed hours. Attendance at weekly lab meetings is also required. At these meetings we will discuss the progress of the research, any problems that arise in the course of lab duties, as well as readings important to understanding the study itself.

GRADING: Grades will be assigned on the basis of three measures: 1) a weekly progress summary; 2) successful completion of each week's assignments; and 3) an overall evaluation of participation and contribution to the work in the laboratory.

<u>GRADE</u>	<u>POINTS</u>
A:	100 - 90
B+	89-87
B:	86 - 80
C+	79-77
C:	76 - 70
D+	69-68
D:	67 - 64
F:	below 64

CLASS REQUIREMENTS

- **Weekly Summary**

This summary should address the planning that was conducted at that week's lab session, covering the goals for the upcoming week. It should also include a progress statement of what has been accomplished thus far and the skills you bring to that endeavor. Finally, a desirable summary will include a brief re-cap of the discussion regarding the readings.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE**

Department/School: Psychology Date: September 19, 2006
 Course No. or level: 370 Title: Intermediate Supervised Student Research
 Semester hours 1-2 Clock hours: Laboratory 3-6 hours per week
 Prerequisites: Psychology 302 or Permission of Department
 Enrollment expectation: 5

The course is new.

Name of person preparing course description: Teresa Herzog

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: Summer Semester 2007

Date of School/Department approval: September 20, 2006

Catalog description:

370 Intermediate Supervised Student Research (2) or (1) (Prerequisite: 302 or permission of department) F, S, or SU. Directed research in psychology guides students in detailed laboratory work such as behavioral coding of department research projects. Regular weekly lab meetings will include discussions of special topics and allow students to develop their own research questions. Students may earn a maximum of three-credit hours in 270/370 combined.

Purpose:

1. *For Whom (generally?)* Psychology majors

2. *What should the course do for the student?* Prepare students to 1) better understand psychology as a science, 2) develop methodological understandings they will use on required projects in upper division classes and 3) facilitate public presentations of research, desirable experience in preparation for graduate school.

Teaching Method Planned:

Regular weekly lab meetings with assigned readings and discussion topics; lab assignments including data entry, administration of measures to participants, conducting protocols and debriefings with participants, training in behavioral coding; as well as poster presentations at regional psychological association meetings or at the Francis Marion University poster fair.

Textbook and/or materials planned (including electronic/multimedia):

Assigned reading on special topics, laboratory manuals, and computers with SPSS statistical package.

Course Content:

The intermediate portion of the supervised student research sequence allows students who wish to continue their involvement in psychological science to gain greater familiarity with the research process. The intermediate course is designed for students who, through their psychology coursework, are already familiar with the basics of the SPSS statistical program, protocols for data entry, and data management methods. Intermediate students will be expected to embark on research tasks more detailed than those they encountered in 270, such as training in observational coding. Returning students will contract to receive such training with the expectation of completing a particular project, such as establishing interrater reliability on a set of behavioral data. All students in supervised research will be required to attend weekly

lab meeting where readings relevant to ongoing projects in the lab will be assigned and discussed. Students may earn a maximum of three-credit hours in 270/370 combined. Although not a prerequisite to Psychology 470, where upper division students formally propose a three-credit, independent special study, this course is excellent preparation for the design of an independent project.

INTERMEDIATE SUPERVISED RESEARCH IN PSYCHOLOGY

Psychology 370
FALL 2008

Instructor: Dr. Teresa Herzog/ Dr. Farrah Hughes/ Dr. Ron Murphy
Office: CEMC 109
Office Hours: M W, 1:00 – 3:00PM and T Th 9-10AM and by appointment
Telephone: 661-1562 (office) or 661-1378 (department)
E-mail: therzog@fmarion.edu

Text: *Publication Manual of the American Psychological Association* (5th Edition). Washington, DC: American Psychological Association

Sample Readings: "Resolution of Disagreements between Romantic Partners, among Adolescents, and Young Adults: Qualitative Analysis of Interaction Discourses" (2006) Tuval-Mashiach et al, *Journal of Research in Adolescence*, 16, 561-588.

"Repeating the Errors of Our Parents? Parental Violence in Men's Family of Origin and Conflict Management in Dating Couples" (2004). Skuja & Halford, *Journal of Interpersonal Violence*, 19, 623-638.

"Gender stereotypes: children's perceptions of future compensatory behavior following violations of gender roles - Brief Report (2003). Farrah M. Hughes. *Sex Roles: A Journal of Research*.

Course Topics and Objectives

This course continues your exposure to the principles and best practices of research in the context of a psychology laboratory. In addition to maintaining the running of the laboratory (i.e., scheduling participants for research sessions, conducting participants through research procedures, and data entry) you will also plan and execute your own original project to be presented as a poster at the end of the semester.

The objectives for the course are to:

1. Practice your knowledge of the fundamentals of research in psychology
2. Experience mentoring by faculty in a your own research project
3. Assist and train beginning research assistants who are just starting in the lab.
4. Increase the knowledge base you are gaining in a particular area of psychology that will translate to research in the graduate school setting
5. Demonstrate strengths, skills, and leadership ability that may not be as evident in a traditional classroom

ATTENDANCE: Research assistants are required to meet with the faculty supervisor the first week of class to set a regular schedule. Scheduled lab hours must be met by the student or re-scheduled to match the number of missed hours. Attendance at weekly lab meetings is also

required. At these meetings we will discuss the progress of the research, any problems that arise in the course of lab duties, as well as readings important to understanding the study itself.

GRADING: Grades will be assigned on the basis of two measures: 1) successful completion of each week's assignments; and 2) successful completion of a publicly-presented poster project constructed in conformance with the *Publication Manual of the American Psychological Association*.

<u>GRADE</u>	<u>POINTS</u>
A:	100 - 90
B+	89-87
B:	86 - 80
C+	79-77
C:	76 - 70
D+	69-68
D:	67 - 64
F:	below 64

CLASS REQUIREMENTS

- **Poster Presentation of Research**

Your poster project will follow from an original hypothesis developed through your familiarity with the programmatic research conducted in the lab. You may use the data from studies that you work on: This opportunity can be valuable in order to pilot ideas and procedures that you may wish to more fully explore in PSYC 497, supervised independent study. Your literature review, hypotheses and proposed analyses will be discussed at the weekly lab sessions. You will also set up a schedule with your faculty supervisor to write the sections of your poster in draft fashion. Collaboration with other intermediate students in the lab is encouraged. Finally, you will present your project at the FMU Campus-Wide Poster Fair at the end of the semester or at some other faculty-approved regional psychological conference