

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2021/2022

Study Programme: Undergraduate Degree in Psychology

<p>Name</p> <p>Research Methods in Psychology: Advanced Topics</p>
<p>Teaching staff</p> <p>Isabel Narciso (Regent)</p> <p>Ana Luísa Raposo</p> <p>Luana Ferreira</p> <p>João Moreira</p>
<p>ECTS</p> <p>6</p>
<p>Functioning</p> <p>T(2h) + P (2h)</p>
<p>Aims</p> <p>Develop skills of epistemological reflection on science and research.</p> <p>Deepen knowledge about research paradigms.</p> <p>Develop autonomous research capacity through the reinforcement of basic skills and the acquisition of more in-depth skills on planning, execution and critical analysis of research.</p> <p>Deepen knowledge and practical skills in methods of collecting and analyzing quantitative and qualitative data.</p> <p>Deepen practical knowledge and skills on developing questionnaires and scales.</p> <p>Develop knowledge, critical thinking and practical skills on research deontological aspects.</p> <p>Develop knowledge, critical thinking and scientific writing skills.</p>
<p>Skills to be developed</p> <p>Considering the stated objectives:</p> <ul style="list-style-type: none"> • Mastery of theoretical and practical knowledge • Critical and ethical reflexivity
<p>Prerequisites (precedences) *</p> <p>-----</p>
<p>Contents</p>

Epistemological reflection on Science and Research.

Research paradigms - ontology, epistemology and methodology.

Quantitative, qualitative and mixed methodological approaches – designs and strategies and procedures of data collection and analysis

Planning and designing of experimental research

Development of questionnaires and evaluation scales

Deontology of research in Psychology.

Quality and evaluation criteria for scientific writing.

Bibliography

Coolican, H. (2009). *Research methods and statistics in psychology*. Hodder Education.

Hesse-Biber, S., & Leavy, P. (2011). *The practice of qualitative research*. Sage.

Moreira, J. M. (2004). *Questionários: Teoria e prática*. Almedina.

Publication Manual of the American Psychological Association (2020). American Psychological Association.

Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge University Press.

Teaching methods

The classes will include: Theoretical exposition, individual and group exercises, vídeo viewing, discussions, etc..

Evaluation Regimes

A - General Regime: Continuous Evaluation System

B - Alternative Regime: Final Evaluation System (optional for special students)

Evaluation Elements

A – General Regime:

1. Continuous Evaluation System with individual (b) and group exercises in classes (a) and work group “Entre-Aulas” (c). The weighting of the individual elements will be 60%.
2. Final Exam* (only for a classification below 9.5 in the continuous evaluation or improvement of the continuous evaluation)

For negative classification in continuous assessment: classification of continuous evaluation (50%) + final exam (50%)

For improvement of continuous evaluation: classification of continuous evaluation (50%) + final exam (50%)

B – Alternative Regime:

Final Evaluation System - The final evaluation includes two mandatory elements, being necessary to

obtain a minimum score of 9.5 in each one of the elements:

- Final Exam* **(60%)**
- Individual work equivalent to the two group works called “Entre-Aulas” ** **(40%)**

* Final Exam dates follow the FPUL exam schedule.

** The work must be delivered on the day of the exam.

The academic conduct of students at UC must be guided by ethical principles. Plagiarism or fraud in any of the evaluation elements will lead to failure of the students.

Rules for grade improvement

For improvement of continuous evaluation: Classification of continuous evaluation (50%) + final exam (50%)

Alternative Regime

The grade improvement, in the alternative regime, implies, *necessarily*, the accomplishment the final exam in the appeal/special/specific evaluation phase (60%). If students **also** intend to improve their individual work, they must submit a new individual work.

Rules for students having previously failed the course unit *

The students who previously failed the course unit are covered by the rules relating to assessment under the General Regime or the Alternative Regime, depending on their specific status.

Requirements on attendance and punctuality

Attendance is recorded and controlled.

Rules for special students

In accordance with the Regulamento Geral de Avaliação de Conhecimentos e Competências dos Alunos.

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else’s work as one’s own;

- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon. 6. Em caso de infração disciplinar grave, o Reitor ou o Diretor da FPUL são os órgãos aos quais compete instaurar o eventual processo disciplinar, bem como definir as sanções a aplicar, nos termos do Regulamento Disciplinar dos Estudantes da Universidade de Lisboa.

* If applicable