Department of Psychology

Stockholm University

Syllabus

for course at first level

Psychology III
Psykologi III

30.0 Higher Education Credits
30.0 ECTS credits

Course code:	PS3311
Valid from:	Autumn 2008
Date of approval:	2007-06-12
Changed:	2008-05-30
Department	Department of Psychology
Subject	Psychology
Specialisation:	G2E - First cycle, has at least 60 credits in first-cycle course/s as entry requirements, contains degree project for BA/BSc

Decision

Psychology III, 30 credits, is ratified by the department board at the Department of psychology, Stockholm University, 12-06-2007.

Prerequisites and special admittance requirements

Psychology I, 30 credits, fully completed and Psychology 11, 30 credits, with at least 22.5 credits awarded. At least, 7.5 credits from the method element of Psychology II must be clear. Alternatively, 20 points awarded from Basic Course in Psychology, and at least 15 points completed from Intermediate Course in Psychology, 20 points. Method elements of at least 4 points from the ground level or continuation course must be wholly completed.

Course structure

Examination code	Name	Higher Education Credits
3MET	Methodology	4.5
3MVO	Methodology Seminars and Pilot Study	6
3STA	Statistics	4.5
3VEU	Thesis	15

Course content

Methods, 15 credits
This module concerns both qualitative and quantitative methods that can be used in psychological scientific investigations. Choice of problem, design and method will be discussed from a scientific point of view with consideration of research ethics. Certain steps in the research proposal will be discussed, such as problem identification and formulation, appropriate design choice, sampling methods, and the analysis and interpretation of both qualitative and quantitative data. Issues of reliability and validity will be stressed. Applied computer analysis where the emphasis is on practical application of existing statistical programs will form a part of the course.

In this regard, the course will concern qualitative methods, descriptive and inferential statistics, hypothesis testing with variance analysis, measurement theory and an introduction to classification and cluster analysis by way of a pilot study, seminars and examination.

Thesis, 15 credits

This module comprises a suitable research project chosen by the student in agreement with the supervisor, within the limits of local resources and research alignment. This part of the course is to be conducted by way of the students own research plan, carried out and presented in the form of a thesis that is to be submitted to a study seminar. Students are expected to act as opponents and share in at least 5 study seminars.

Learning outcomes

On completing this course a student will

1 Have good insight into the research process.

2 Be able to independently identify and analyse research questions, chose an appropriate research design, carry-out data collection and analysis, interpret and work with collected data, and present the data in an acceptable scientific way.

3 Independently be able to carry out a scientific study of psychological relevance, critically evaluate the work of others and give constructive feedback.

Education

Tuition will be conducted by way of lectures, seminars, laboratory work and personal supervision. Certain parts of the tuition are obligatory. For more detailed information see the module plan. As psychology rests on scientific grounds it is essential that students have an insight into the processes that generate new scientific knowledge within this field. In this respect, students are required to act as participants in studies and experiments conducted at the department. A requirement is that such participation extends to at least 3 hours during the course.

Forms of examination

Examination will be by assessment of written reports, comprising group work, laboratory reports and set assignments. More detailed information will be given in the module plans.

The marking system adopted is a 7-point goal related grading scheme with letters A to E denoting a pass and Fx, F fail.

A-Excellent
B-Very Good
C-Good
D-Satisfactory
E-Sufficient
Fx-Insufficient
F-Fail

The grades shall be goal-related, which means that the grades should reflect how well the student achieved the expected study results (course objectives) as detailed in the syllabus and respective module plans. Each module of the course is graded separately, which taken altogether comprise the final grade for the course. The principle is that the course grade constitutes a weighted average of the grades of the modules of the course, i.e., the grade for every module is transformed to a five point scale (A=5p, B=4p….E=1p) and, is then, weighted with the other points from each module, after which an average score is calculated. This average score is rounded to the nearest whole number (0.5 and upwards are rounded to the closest higher point) and transformed back to their related letters.

This calculation is expressed in the following formula; course grade=(P1*K1 + P2*K2 + P3*K3….)/(P1 + P2 +P3….), where K1, K2 are the grades for the respective module (on the scale 1-5) and P1, P2 are the total available points for each module.

If certain elements in the modules are not graded the grade is calculated on the module elements that are graded (given that 50% of the total points on the course are graded).

For students that do not pass by way of the ordinary test occasion, further examination may be arranged in close proximity to the failed examination. Students that do not pass after two attempts, on some of the modules, have the right to request a different tutor be appointed to grade the module. The request shall be made to the director of studies responsible for the course.

Misc

Tuition on the course assumes that students have an understanding of ground level methods and statistics.

According to a descision made by the faculty board, 31-05-2007, when the course is not run or the content has changed substantially students have the right, once per term for a three term period, to be examined according to this syllabus.

Required reading

Borg, E., & Westerlund, J. (2006). Statistik för beteendevetare. Stockholm. Liber.

Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment. An introduction to tests and measurement. Sixth edition. Mountain View, CA: Mayfield Publishing.

Hartman, J. (2004). Vetenskapligt tänkande. Från kunskapsteori till metodteori. Lund: studentlitteratur.

Langemar, P. (2008). Kvalitativ metod i psykologi - Att låta en värld öppna sig. Stockholm: Liber.

Compendium of scientific articles.