Course syllabus for

Degree project in Psychology, 15 credits

Examensarbete i Psykologi, 15 hp
This course syllabus is valid from spring 2020.
Please note that the course syllabus is available in the following versions:
Spring2010 , Spring2012 , Spring2014 , Spring2015 , Spring2016 , Spring2018 , Autumn2018 , Spring2019 , Spring2020 , Spring2021 , Spring2023 , Spring2024

Course code	2PS013
Course name	Degree project in Psychology
Credits	15 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	G2 - First cycle 2
Grading scale	Fail (U) or pass (G)
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för Psykologprogrammet
Decision date	2009-05-15
Revised by	Education committee CNS
Last revision	2019-09-11
Course syllabus valid from	Spring 2020

Specific entry requirements

Passed results from semester 1-3 of the Psychology programme consisting 90 credits and at least 15 credits from semester 4.

Objectives

The objective of the course is for students to enhance their knowledge, skills and abilities in psychology and psychological methods by independently plan and execute an empirical thesis for a 15 credits thesis in the field of psychology.

On completion of the course, the students should be able to

- search scientific databases, extract relevant publications and review, evaluate and summarise publications of relevance to the content of their thesis
- identify and formulate a point of scientific inquiry in the field of psychology with respect to the resources and time available
- independently define, analyse and discuss study design and method in relation to the point of

inquiry, and with respect to prevailing ethical rules
- independently locate, collect, evaluate and interpret relevant information in relation to the point of inquiry
- in a written format independently compile, analyse and interpret the data collected in relation to the point of inquiry, using academic language and the scientific praxis applied in the field of psychology
- independently perform and present in text the outcome of statistical analyses in line with the academic rules and customs of the academic field of psychology
- within the constraints of an academic seminar, independently discuss, critically evaluate and make cases for or against, respectively and where appropriate, the content of their own and other students' theses on the grounds of their relevance to the subject and of methodological and ethical considerations
- demonstrate an ability to comply with accepted scientific practice and ethical rules; integrity in their research and documentation, and an awareness of the responsibilities of research involving human subjects
- discuss and understand the importance of collaboration in attaining a high level of quality in all parts of the research process
- demonstrate an ability to identify the need for further knowledge and independently take responsibility to improve their knowledge base

Content

At the beginning of the course, the students selects one of the thesis subjects offered in the field of psychology. Available thesis subjects are decided by the examiner in consultation with a thesis committee, and are then sent for approval to the research forum of the Study Programme in Psychology. Possible subjects include e.g.

- conducting, analysing and reporting of psychological experiments
- analysing and reporting a particular set of data from an established research project
- psychometric evaluations of psychological instruments
- systematic reviews (meta-analyses) of recently published psychological research
- preform a secondary analysis of published data on the basis of a new point of inquiry

The course begins with establishing a project plan that lays out the general structure, content and timing of the work to be done. At this stage, the scope and time plan of the thesis is established. The students are also given practice searching scientific literature in the library's databases.Under supervision, the students proceed to carry out their own thesis project, during which time they have opportunities to test and develop knowledge and methodological skills of relevance to their subject. The course concludes with an examination seminar, during which the project papers are debated.

Teaching methods

The course includes an introductory lecture on writing a project paper and a lecture on ethics, which are both mandatory, and lectures about literature searches. Students compose their thesis in pairs. As one of the course objectives is to train collaboration, individual theses will only be accepted under exceptional circumstances. However, on request every student should be able to account for his or her contribution to the presented thesis. Thesis projects are conducted under supervision and are examined in a respondent/ opponent format.

Thesis subjects are presented by the researcher collegium no later than at the start of term (i.e. about ten weeks before course start), by which time each proposed subject is to be documented with a defined problem area, key reading list, methodology and specific learning objectives. The students may themselves, in consultation with approved supervisor, define a thesis subject in the field of psychology. A thesis subject must however be approved by the course director before the students may start to carry out the thesis project.

During the first few days of the course, students and their supervisors delimit and define the subject and draw up a time plan. Subject and time plan is presented in the beginning of the course in a separate seminar, which is mandatory. The students are then to plan, conduct, and report an independent scientific project under supervision.

Self-authored completed projects are then reported in a scientific thesis to be debated with an opponent during a concluding seminar. Participation in thesis seminar, in addition to defense of the own thesis, also entails opposing another scientific thesis.

Examination

Achieved learning objectives are examined through presentation of the thesis during a thesis seminar where the thesis, the defence, and the opponent performance are evaluated by the examiner. Individual students collaborating on a thesis should on request be able to declare their contribution to the thesis, as well as actively participate in the examination as follows.

The various parts are awarded the following grades:
a) thesis: Fail (U) or Pass (G)
b) respondent performance (defence and discussion of own thesis): Fail (U) or Pass (G)
c) opponent performance (for another thesis): Fail (U) or Pass (G)

Supervisors assess whether the thesis is able to satisfy the criteria for a Pass (G) grade and for submission for public discussion at the seminar. The seminar is an opportunity for feedback and an opportunity to alter the thesis is given afterward. Final grade of the thesis is awarded after the final version has been submitted to examiner. To obtain the grade Pass (G) on the entire course, students must obtain a Pass (G) on all three parts a), b) and c).

In the event of a student obtaining a Fail (U) grade for respondent or opponent performance (and in the event of absence), written supplementary assignments may be demanded by the examiner.

In the event of a student obtaining a Fail (U) grade for the thesis, the student is offered some further supervision to alter the thesis to adhere to the demands for obtaining a Pass (G) grade; a grade that may only be obtained after a new seminar. Submission dates for revised thesis are the same as the examination resit dates during the following term or as agreed with the course leader.

Absence from compulsory course elements
The examiner decides whether, and if so how, absence from compulsory course elements can be made up. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the examiner. Absence from a compulsory course element could mean that the student cannot retake the element until the next time the course is offered.

Possibility of exception from the course syllabus' regulations on examination
If there are special grounds, or a need for adaptation for a student with a disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected skills, knowledge and attitudes may not be changed, removed or reduced.

Transitional provisions

The transitional regulations comply with KI's local guidelines.

Other directives

If the thesis project is delayed (more than 1 semester from the start of the course), the students *cannot* expect to be supervised by their original supervisor, which may impinge upon their ability to conclude their thesis project in accordance with the original plan.

Course evaluation is performed per KI's local guidelines. Students are informed of outcomes and any measures taken via the course website.

Literature and other teaching aids

Compulsory literature

CODEX. Regler och riktlinjer för forskningsetik. Tillgänglig [online]

Vetenskapsrådet, 2010
URL: http://www.codex.uu.se/forskningsetik.shtml

Riktlinjer för bedömning av examensarbeten. Fastställd 2010-09-10 Dnr: 4603/10-300

Styrelsen för utbildning, 2010
URL: Länk till dokument

All compulsory methodological literature from previous courses included in the Study Programme in Psychology.

Articles recommended by the supervisors.

Supplementary literature

Bem, D.J
Writing a review article for Psychological Bulletin
Page 172-177. The article is included along with about 30 additional articles in the most recent or earlier editions of Kazdin, A, E (Ed). Methodological issues and strategies in clinical research (3 ed), Washington, DC: American Psychological Association

Kazdin, A.E
Preparing and Evaluating Research Reports
Page 228-237. The article is included along with about 30 additional articles in the most recent or earlier editions of Kazdin, A, E (Ed). Methodological issues and strategies in clinical research (3 ed), Washington, DC: American Psychological Association

Kazdin, Alan E. (ed)
Methodological issues & strategies in clinical research

3rd ed. : Washington, DC : American Psychological Association, c2003. - xix, 913 p.
ISBN:1-55798-958-3 LIBRIS-ID:9326851
Library search

Kazdin, Alan E.
Research design in clinical psychology

4. uppl. : Boston, MA : Allyn and Bacon, cop. 2003 - xvii, 637 s.
ISBN:0-205-33292-7 LIBRIS-ID:8835326
Library search

Rosenthal, R
Writing meta-analytic reviews: Psychological Bulletin, 118

Strunk, William; White, E. B.
The elements of style

50th Anniversary ed. : New York : Pearson Longman, c2009. - xviii, 105 p.
ISBN:978-0-205-63264-0 LIBRIS-ID:12329241
Library search

Svenska skrivregler

[Ny utg.] , b 1. uppl. : Stockholm : Liber, 2005 - 220 s.
ISBN:91-47-05271-6 LIBRIS-ID:9879712
Library search

Wilkinson, L

Statistical methods in psychology journals: : Guidelines and explanations

54 :
Page 594-604. The article is included along with about 30 additional articles in the most recent or earlier editions of Kazdin, A, E (Ed). Methodological issues and strategies in clinical research (3 ed), Washington, DC: American Psychological Association

Publication manual of the American Psychological Association

6. ed. : Washington, D.C. : American Psychological Association, cop. 2010, [eg. 2009] - xviii, 272 p.
ISBN:978-1-4338-0561-5 (pbk) LIBRIS-ID:11503766
Library search