

# PSYC 217 – RESEARCH METHODS (CHEUNG – WINTER TERM 1)

How do psychological scientists do research, and what does that mean for you?

## WELCOME TO THE COURSE!

Traditional, ancestral, and unceded xʷməθkʷəy̓əm (Musqueam) territory  
University of British Columbia  
PSYC 217 – Research Methods  
Winter 2020/Term 1  
Section 003: MWF 12:00–1:00 pm  
Section 004: MWF 1:00–2:00 pm  
Note: All times on this syllabus are PST



Instructor: **Benjamin Cheung** (he/him)  
Office: **Collaborate Ultra**  
Office hour: Tu 2:00 pm – 5:00 pm (and by appointment)  
Email: [bycheung \[ at \] psych.ubc.ca](mailto:bycheung@psych.ubc.ca)

### Teaching fellows:



**Carolyn Baer** (she/her)  
Office: **Zoom**  
Zoom office meeting ID: 671 4727 7891; Password: psyc217  
Office hour: Mon 10:00 am – 11:00 am  
Turnitin ID: TBA  
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**Nigel Deans**  
Office: **Collaborate Ultra**  
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Zoom password: PSYC217  
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Turnitin ID: TBA  
Email: [francis.yuen \[ at \] psych.ubc.ca](mailto:francis.yuen@psych.ubc.ca)

Password for Turnitin for assessments in this course is research217

Syllabus at a glance: You can access other parts of the syllabus using the menu at the top! Some parts that may be of particular interest to you:

Full course calendar (The Google Calendar below only has partial information): [Course Calendar](#)  
Information about MukBenCh: [MukBenCh](#)  
Exams and Assignments: [Assessments](#)

PSYC 217

TodaySeptember 2020

PrintWeekMonthAgenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Sep 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	Oct 1	2	3

Events shown in time zone: Pacific Time - Vancouver

GoogleCalendar

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WHAT'S THIS ABOUT?

MATERIALS

ASSESSMENTS

POLICIES

RESOURCES



MUKBENCH & SOCIAL MEDIA FUN

COURSE CALENDAR

## WHAT IS THIS ABOUT?

9 out of 10 dentists prefer Oral B toothbrushes over that of other competitors'. Also, 1 out of 10 dentists wish that they hadn't accepted Colgate's sponsorship money because now they look like such outcasts.

If these claims sound ridiculous, they are – I made them up; but they are just like the messages we see on a daily basis. You may have found yourself asking:

- How did the researchers get these numbers?
- What do the numbers *really* mean?
- How can I test if this is actually true?
- Does League of Legends really have a more toxic community than Fortnite?



If you didn't ask these questions, no problem! Because by the end of this course, you will. You will be *that friend* on Facebook who questions every "scientific fact" and "statistic" that your friends post. Let's face it – 94.78% of those are wrong or made-up anyway.

The **purpose** of this course is to help you develop the skills to be a critical thinker – both as a consumer of, and contributor to, research. You will gain the knowledge/tools to **critically evaluate** research and **ask** the appropriate questions, **create** new ideas and **design** ways to test your ideas, **analyse** your data, and **communicate** your results to others. To facilitate this process, lab sessions are integrated into the course where you will work with your team to apply what you have learned in the classroom to a research project.

When the course ends, students successfully meeting the course requirements will be able to:

- Identify and explain sound scientific principles and practises in research
- Think critically about everyday pseudoscientific claims
- Create and implement research designs based on scientific principles and practises
- Perform simple forms of data analyses
- Communicate your research findings to a community of your peers
- Write papers in proper APA format
- Use the school's library resources to locate empirical journal articles

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## MATERIALS

Required materials (textbooks, assigned readings):



Corbella, L. (July 21, 2013). Corbella: Vancouver’s easy drug access may have helped kill Monteith. *Calgary Herald*. Retrieved from <https://windsorstar.com/life/vancouver-easy-drug-access-may-have-helped-kill-monteith-calgary-columnist> \*Note that this was originally published by the Calgary Herald, which subsequently deleted the article.

Cozby, P. C., Mar, R. A., & Rawn, C. D. (2020). *Methods in behavioural research* (Third Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson. (Note: You need *either* print or e-text, not both. Publisher’s online platform not necessary)

If you would like some additional resources from the publisher regarding the text, please go to Canvas page for this course and examine the Connect platform.

**Directly from the publisher with multiple product options**

From the UBC bookstore (just access the course list on the UBC Bookstore [here](#))

**On Indigo/Chapters**

Please also go to <http://canvas.ubc.ca> to find all lecture slides, lecture videos, assignment information, peer evaluations, and discussion forums! Your lab groups, lab assignments, and MukBenCh groups will also be posted onto Canvas!

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## ASSESSMENTS

Assessments of learning:



**FunDay assignments (2 x 2.5%):** One key goal of the course is to help you develop into sharper researchers and more critical consumers of research. Details about these assignment will be posted on Canvas and are due at the beginning of class on **Oct 14** and **Nov 20**.

**Exams (2 x 12%):** There will be two non-cumulative exams: on **Oct 5** (Ch. 1, 2, 4, 8, 9, 7 [p. 125–136]) and **Nov 9** (Ch. 3, 5, 10–12)

**Lab component (35%):** A lab component is integrated into the course to facilitate a collaborative group project. There will be 5 lab sessions during which you will meet with your group, guided by your assigned **Teaching Fellow**. All labs are mandatory. *You will have a lower lab component grade if you miss any of the labs.* In the Pandemic Era(TM), this will take the form of completing online lab quizzes – which your TF will track. More information can be found once the Lab Modules become operational on Canvas.

Over the course of these sessions, you and your group will come up with, and empirically test, a hypothesis. At the end of the year, your group will present the results at a poster session attended by other faculty and university administrators.

Your lab component grade breaks down as follows:

- **Participation/Peer Evaluation (5%):** To ensure fair contribution across all group members, please complete a peer evaluation, due on **Dec 11**. This is a reflection of each group member's satisfaction with each other's contributions throughout the term, and will count towards the marks for the person being evaluated.
- **Poster session (5%):** Your poster submission will be due at **5:00 pm on December 3rd**. An online poster session will then take place between **6:00 pm on December 3 to 11:59 pm on December 6**. You and your group will have prepared a presentation of your research project and findings, while also evaluating several other groups' presentations
- **Lab syllabus quizzes (5%):** Each lab syllabus quiz has a different due date. Please be mindful of each one.
- **Final research report (20%):** This is due **Nov 30** at 11:59 pm on Turnitin and Canvas. Late papers will receive a 10% deduction per day that it is late. You can find your TF's Turnitin Class ID next to their picture on the syllabus. The password is on the front page as well.

This is an APA-style paper where you communicate to us your research topic, your study design, your results, and your interpretation of those results. There are many resources available for you, including Appendix A of your Cozby, Mar, and Rawn text, the APA Publication Manual (6th ed.), and the Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/> ...and us!

**Research Experience (5%):** Given the research-focused nature of this course, we ask that you participate in 4 hours of studies from the Human Subject Pool (HSP) at the Department of Psychology. You can access studies at: <https://ubc-psych.sona-systems.com/>. You need an active HSP account for this; if you do not have one, the website will tell you how. More information about the HSP can be found [here](#). 1 hour of participation = 1%, so 4 hours = 4%.

You also obtain 1% for completing the Tri-Council Policy Statement (TCPS) ethics tutorial – **mandatory** for anyone involved in research that uses human subjects (including yours). You can access the tutorial here: <http://tcps2core.ca/welcome>. It is due **Oct 16**.

Instead of HSP studies, Students may write 500-word summaries of empirical articles from the journal Psychological Science (published after 2000). Each summary counts for 1%, and should include the introduction, methods, results, and discussion sections of the article. If you opt to write these summaries instead, you must still create an HSP account and register it under our course section. You must submit a copy of your summaries to Turnitin (for the 2020 Fall term, Turnitin ID = 26333843, password = Research) by the last day of classes. Specific assignment details can be found [here](#)

**Final (30%):** The final exam will be cumulative of all materials covered throughout the term. The date, time, and location of your final exam will be determined by the Office of the Registrar. Please check the Student Services Centre website for more details once the exam schedule has been released

**Early Alert (1%):** Students who are in need of help (counselling, financial, housing, etc.) may not seek the necessary services for help for various reasons, including lacking knowledge of appropriate services. This UBC initiative provides aid to these students as early as possible by allowing me to better connect such students to the relevant resources. Students can, thus, get the support they need before problems become too onerous. As a supporter of this initiative, I ask that you watch the brief video about it on the course's Canvas website by **Oct 7**, and put down your name to acknowledge that you have read it (which will give you the 1%). This means neither that you support this initiative, nor that you intend to use it, only that you have read it and understood what it is. If you have any questions or concerns, please do not hesitate to talk to me

\*All written work for this course MUST be written independently. UBC subscribes to the Turn-It-In system, which compares submitted work to other sources on its database (including work submitted by your peers) to check for potential plagiarism – which includes either copying someone else's work or reusing your own work without my permission. Plagiarism is a serious offense, and shall also be dealt with seriously. All written work must be submitted to Turn-It-In at <http://www.turnitin.com>. If you do not already have an account, please sign up for one, join your TF's section using their ID on the main page, and the password (research217), and then submit your work when the time comes

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## POLICIES

### Special Pandemic Statement from UBC

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [here](#) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: [here](#).

### Inside the classroom

Use of class time: I will be ready to go when class starts, and will make good use of the 50 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts, and wait until dismissal — it's quite disruptive to others.

Classroom activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some may be silly, but they are intended to facilitate your learning. Just have fun!

Consideration for others: My role is to provide the best learning environment for you, to the best of my abilities. **I take this role very seriously.** It is up to individuals whether they will make use of the learning environment. It is not acceptable, however, that one's personal choice of not using the learning environment detracts from others' learning experience. Please refrain from activities that may be distracting to students around you.

### Outside the classroom

Emailing: Please allow me a 24-hour window to respond to answer emails, and please make sure to check the syllabus first! (You can even use the search function at the bottom)

### Academic Concessions and Other Grading Concerns

During the term, students may experience medical, psychology, or other forms of distress, which may affect performance. In such cases, students should do their best to speak with me ***before the exam time, assignment due date, or lab time***. Documentation is not necessary. ***Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weighting of each learning assessment cannot be changed***, with exigent circumstances as exceptions.

### Academic and Non-Academic Misconduct

Academic misconduct, such as cheating or plagiarism, is a serious offense, and may be subject to punishment by the university. UBC has clear policies about what academic misconduct means: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>. Evidence of academic misconduct may result in a "0" grade for the exam or assignment in question, and may prompt more severe punishment as the University deems appropriate

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and is also subject to punishment by the university. UBC has clear policies about what constitutes non-academic misconduct, found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>. Punishment for both academic and non-academic misconduct may include, but is not limited to, a non-removable notation on the transcript, or suspension from the University.

More information about these issues, including annual reports of student discipline cases at UBC, can be found here: <http://universitycounsel.ubc.ca/discipline/>

### Department of Psychology's Grading Policies:

To promote equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology a grading policy for all PSYC courses. For PSYC217, the average final grades across all sections must fall within the range of 67–71%, with a standard deviation of 14%. Scaling *may* be done to bring the class average in accordance with this policy. The scaling may be done by the instructor, or by the Department. Thus, a student's grade is not official until it appears on a student's transcript

### Withdrawal dates

If you wish to drop this course without a "W" (or "Withdrawal") on your transcript, the deadline to do so is Sept 21. If you wish to drop this course with a "W" on your transcript, the deadline to do so is Oct 30

### University syllabus policy

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#).

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## RESOURCES

### Inside the classroom

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- Classroom activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some may be silly, but they are intended to facilitate your learning. Just have fun!
- Got questions?: You can send me a chat message privately on Collaborate during the lecture; or you can email/message me whenever you'd like to pose questions about materials that you find to be unclear!

### Outside the classroom

- Emailing: Please allow me a 24–hour window to respond to answer emails, and please make sure to check the syllabus first! (You can even use the search function at the bottom)

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### Withdrawal dates

- If you wish to drop this course without a “W” (or “Withdrawal”) on your transcript, the last class before you must do so is May 13. If you wish to drop this course with a “W” on your transcript, the last class before you must do so is May 27

### University syllabus policy

- UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#).

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## MUKBENCH



Does ANYONE like being in an environment that’s stuffy and overly academic? Probably not, and that’s one reason why people often get too intimidated to go to office hours. At the same time, COVID–19 isn’t really allowing us to hang out in person, so here’s my suggestion: a **MukBang** (먹방), but PSYC 217 version. Every week, I’ll be on Collaborate Ultra (Wednesdays: [here](#); Tuesdays [here](#)). I will sometimes have food, and you can join me with or without food, and we’re just going to chat the time away. Everyone is welcome, but a group of 15 or so will be specifically invited each week (i.e. there’s no signing up)! You can go to as many or as few as you want! *These are not mandatory, and group assignments are merely “suggested assignments”*. You don’t even have to turn on your webcam (but you’re encouraged to) – you can just come and hang out with other people! All groups are posted on Canvas. The dates are:

Wednesday	Sept 16	4 pm	Group 1
Tuesday	Sept 22	1 pm	Group 2
Wednesday	Sept 30	4 pm	Group 3
Tuesday	Oct 6	1 pm	Group 4
Wednesday	Oct 14	4 pm	Group 5
Tuesday	Oct 20	1 pm	Group 6
Wednesday	Oct 28	4 pm	Group 7
Tuesday	Nov 3	1 pm	Group 8
Wednesday	Nov 11	4 pm	Group 9
Tuesday	Nov 17	1 pm	Group 10
Wednesday	Nov 25	4 pm	Group 11
Tuesday	Dec 1	1 pm	Group 12

Feel free to look up photos from other **#mukbench** sessions using that hashtag! Here are a few others:

**Benjamin Cheung | 張煦 | 장후**  
@UBCDrBenCh

Dropping another **#MukBenCh** session this past week! We talked great food and delivery deals in these pandemic days, stuffed animals popped up all over, and even a cat made an appearance! Even had student joining in from 🇰🇷!

12:31 PM · Mar 28, 2020

9 See the latest COVID-19 information on Twitter

**Benjamin Cheung | 張煦 | 장후**  
@UBCDrBenCh

After 2-week hiatus, **#MukBenCh** hits back w another session. We talked abt all sorts of things: the latest in [@TLC's](#) 90 Day Fiancé; what to do if your pet gets skunked; options for counselling psych programs; & yes, the HK protests & effects of the new National Security Law.

1:07 PM · Jul 22, 2020

5 See Benjamin Cheung | 張煦 | 장후's other Tweets

**Benjamin Cheung | 張煦 | 장후**  
@UBCDrBenCh

Another **#MukBenCh**! We talked about 🇰🇷's amazing COVID response, dogs suffering in this heatwave, 90 Day Fiancé, & a common practice in 🇲🇱: Tuli (circumcising boys either as infants or just before puberty) (My wife, from 🇲🇱, brought it up in a convo after a 90 Day Fiancé bris)

3:12 PM · Jul 31, 2020

10 See the latest COVID-19 information on Twitter

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## SOCIAL MEDIA CHALLENGE


Apply what you've learned, and recognize it in your lives

I want students to take course material out of the classroom – see how psychology lives and breathes in their daily lives. To accomplish that, I encourage everyone to use the course hashtag [#ubcpsyc217](#) to tweet about how you see research methodology operating in real life. I will occasionally compile tweets from members of the class and discuss them in class. Here are some examples from previous years!



**Shana S**  
@shanagsoo · Jan 21, 2019


Struggling to find a way to explain what pseudo science is to my parents. Their friends brought over a 'multiple wave oscillator' that's supposed to fix all health problems. [@UBCDrBenCh](#) I'm crying please send help.




**Shana S**  
@shanagsoo

Seriously? a homemade contraption with non FDA approved equipment that's supposed to increase oxygen content in your blood through a piece of plastic on your feet? There's literally no evidence. No studies have been replicated w/ same results. This is infuriating [#ubcpsyc217](#)

11:11 PM · Jan 21, 2019


 1

 See Shana S's other Tweets



**lina**  
@ImJustLina

oh man! I guess I defied "psychology" because a lot of my 7+ years friendships no longer exist!! [#wheresthedata](#)  
[#ubcpsyc217](#) [@UBCDrBenCh](#)




If a friendship lasts longer than 7 years, psychologists say it will last a lifetime.

6:59 PM · Oct 4, 2016

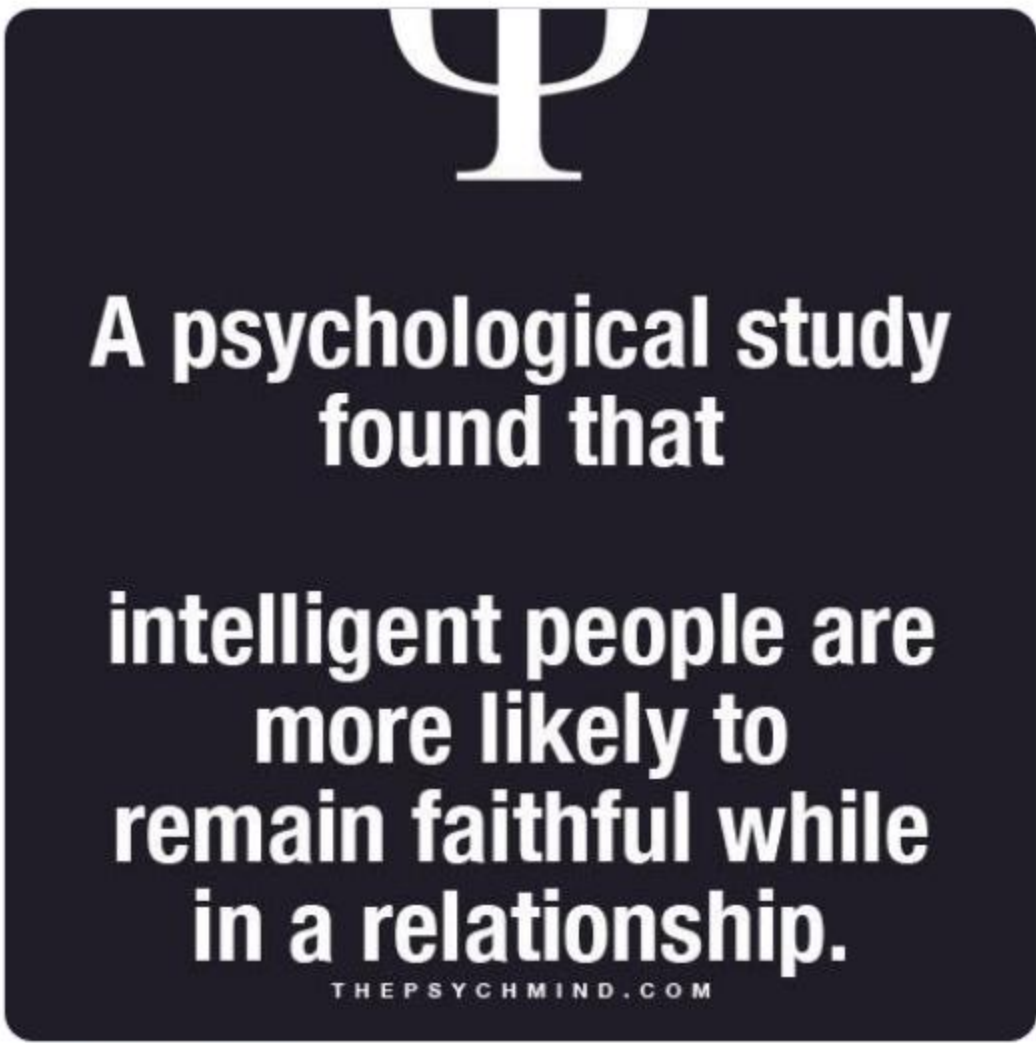
 1

 See lina's other Tweets



**Adil Engineer**  
@Sylneer15


Really should believe everything you read on the Internet 🤔  
[#ubcpsyc217](#)




A psychological study found that intelligent people are more likely to remain faithful while in a relationship.

THEPSYCHMIND.COM

10:54 PM · Sep 18, 2016

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 See Adil Engineer's other Tweets

Add your own to the list!

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