

VERSION 1.1: 1 SEPTEMBER 2021

PSYC 217 SECTIONS 001 AND 002 – WINTER 2021/22 TERM 1

RESEARCH METHODS IN PSYCHOLOGY



WHAT IS THIS COURSE ABOUT?

Modern psychology uses the tools of science to investigate behaviour. By successfully completing this course, you will be able to critically understand and contribute to these scientific investigations. Together, we will explore the foundations of the scientific method, the core experimental and non-experimental research designs psychologists most often use to test their hypotheses, and current issues in our science (e.g., replication, ethical practices). You will be able to apply your knowledge to collaboratively design your own research study, collect and briefly analyze data, and present your results in written and poster forms. You will be prepared to critically consume psychological claims made in the media, to engage effectively in future courses in psychology, and to pursue further research experience in the social sciences.

Getting Started: Please read this syllabus and complete the Course Introduction Module on Canvas *before* our first class together, or as soon as possible thereafter. Please check your settings in *Account >> Notifications* to ensure you receive announcements and other notices. Access to a computer with reasonable internet connection will be important. A webcam and microphone will help with group meetings if held online, as well as during Monday Zoom classes. **Please consult [Canvas.ubc.ca](https://canvas.ubc.ca) regularly.**

LEARNING DURING A GLOBAL PANDEMIC

We are *still* striving to learn in the context of a global pandemic. I have drawn on my teaching experience during and before the pandemic to design this course with care for our collective health. As usual, this course mixes work I'll ask you to do independently, work you'll do with classmates, and work we'll do together. **As is always true in any of my courses, regular, active engagement is essential for success.** Please reach out if you need extra support beyond what I offer in the syllabus.

Join me for class **9-9:50am (Section 1), 10-10:50am (Section 2) ON ZOOM MONDAYS**, and in **AERL Room 120 on Wednesdays and Fridays** (five Fridays will be in your lab room; details to come). I will strive to make class recordings and/or other options available in case of absence. **Please show your respect for the health and**

well-being of our Teaching Fellows, classmates, me, and all of our loved ones by wearing a mask over your mouth and nose for every in-person encounter this term, and staying home if you do or may have COVID19.

MEET THE TEACHING TEAM

Communication: For how to contact us, please see our [Communication and Support Guide](#) on Canvas. Note that all office hours will be held online unless otherwise noted.



Dr. Catherine Rawn (she/her)
Professor of Teaching

Please use *Canvas Inbox* rather than email (cdrawn@psych.ubc.ca).

[Website](#) | Twitter [@cdrawn](#)

TEACHING FELLOWS. TFs are here to help you learn and to help me to evaluate your learning. They will lead your research Lab sessions, grade papers and tests, offer advice and feedback to your Research Group, respond to brief questions.

<p>Lucy DE SOUZA ldesouza@psych.ubc.ca Groups: 1-4 & 17-20 in Swing Building 106</p>	<p>Garima MANEK garimam@student.ubc.ca Groups: 5-8 & 21-24 in Swing Building 108</p>
<p>Brandon FORYS brandon.forys@psych.ubc.ca Groups: 9-12 & 25-28 in Swing Building 306</p>	<p>Miranda BAHNG mbahng@psych.ubc.ca Groups: 13-16 & 29-32 in Swing Building 308</p>

SYLLABUS TABLE OF CONTENTS

2	Course Goals, Fitting this Course in your Degree, Materials Needed, Guiding Theory
3-7	Learning Assessments
7-12	Supports, Safety Nets, and Policies <ul style="list-style-type: none"> Personal emergencies and challenges Learning Communities & Research Groups In our shared spaces Learning with academic integrity Safety nets and built-in flexibility Psychology Department Policies
12	Supplemental Reading List, References
13-14	Our Class Schedule
14	Acknowledgement and Copyright
15+	Lab Syllabus

COURSE GOALS

I wrote these course goals to provide direction for all our learning activities and assessments (see [Constructive Alignment](#) for more on this approach to course design). They align with most of our disciplinary guidelines for the undergraduate psychology major ([American Psychological Association, 2013](#)).

If you are willing and able to meet the requirements, by the end of this course, you will be able to...

1. define and use key concepts (e.g., reliability, validities, operational definition) central to research methods commonly used in psychology;
2. question claims about psychological phenomena by critiquing the quality of evidence provided;
3. compare experimental and correlational research designs in terms of features, strengths, limitations, variations, analysis strategy, interpretation;
4. contribute effectively in a team to design and conduct a basic experiment with human participants to address a psychological question;
5. analyze quantitative data using basic descriptive statistics and report those results in scholarly formats common in psychology;
6. know and follow ethical guidelines in all aspects of scholarly work (e.g., literature search, design, data collection, analysis, interpretation, reporting);
7. find, interpret, summarize, and appropriately use published quantitative research to understand a psychological phenomenon;
8. recognize the norms, values, strengths and limitations of quantitative psychology, as evident in how we ask questions, design research, report results, and approach replication;
9. situate quantitative ways of making knowledge in the landscape of academic disciplines broadly, as well as how they may contribute to your personal and professional development.

FITTING THIS COURSE IN YOUR DEGREE

Our course concepts provide a strong foundation for *all* subsequent coursework and Research Assistantships in Psychology, other behavioural sciences (e.g., marketing, economics, sociology), and for being an informed citizen. It is a required course for all Psychology Majors (and not just at UBC; see Norcross et al., 2016). Note that either PSYC 216 or PSYC 217 can now be used for Audiology applications at UBC.

Pre/Co-Requisites. To take this course, you must have taken (or currently be taking) PSYC 101 and PSYC 102. *This course is a Prerequisite for:* PSYC 218 and 359 (Statistics), PSYC 349/449 (Honours), and some other courses.

Considering Withdrawing? *This is a demanding course, no matter what year you take it.* If you find yourself unable to handle this course at this time, I encourage you to talk to me, especially if it is after the second week of classes (when groups are formed). Check [these dates](#) to find out whether withdrawing will affect your transcript.

MATERIALS NEEDED

You'll need a few materials to set yourself up for success. Detailed instructions and links are available in the **Course Introduction (Start Here!)** module on Canvas.

Essential (e-)Book with Smartbook Access

1. **Cozby, P. C., Mar, R. & Rawn, C. D. (2020). *Methods in Behavioural Research* (3rd Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson.**
(Yes, I am the third author. I donate all royalties from UBC sales to UBC scholarships.)
 - Connect Smartbook (with eBook) access is included with your textbook purchase. **Please purchase through the UBC bookstore to enable access to Smartbook and to the eBook.** Keep your proof of purchase, and follow instructions on Canvas for how to access. Smartbook Adaptive Mastery Quizzes are a recommended graded component of this course. See below for details.
2. **Required Supplemental Readings.** See below for the article list. All are available for download for free from library.ubc.ca.

Essential Sites, Software, and Technology

3. **A computer with speakers, microphone, internet access, and some space** for software downloads (below). Chromebooks and tablets will encounter difficulties.
4. **Our PSYC 217 001/002 2021W Canvas Course Website canvas.ubc.ca** is our online home and support guide. Everything you need can be found there, including "Clicker" style quizzes for each class period, links to office hours and Monday classes on Zoom, recordings after classes, Weekly Modules (especially Your Complete Week Guides) to keep you organized, detailed information and mini-assignments to guide your Lab Project, and weekly Announcements created to keep you on track and organized. All assignment details and submissions will happen here. Use the Canvas Inbox to reach me

and the Calendar to keep organized. Works best with Chrome browser.

5. **Canvas Student Mobile App.** Record your responses to in-class clicker-style “quiz” questions, participate in discussion boards, check out announcements, and more. More Information and links to the Student apps are available here: <https://isit.arts.ubc.ca/canvas-mobile/>.
6. **Software: Microsoft Word and Excel.** You will be analyzing your data using Microsoft Excel, and you must complete your paper using MS Word (.pages files don’t work). Please download [MS Office 365 for free from UBC IT](#).

Financial Hardship: If you are experiencing serious financial hardship and are unable to purchase the textbook with Smartbook access, please see the [Financial Support Options](#) page on Canvas for how we can arrange access. Our 217 Teaching Team negotiated hard with the publishing company to support our students in financial need. *(As a first-generation undergraduate student who relied fully on student loans, I understand financial hardship. Please reach out!)* See also [UBC’s Student Technology Discounts](#) page.

GUIDING THEORY

I am a social psychologist, and have long been interested in motivation and learning. Increasingly (and especially since COVID-19 moved our learning experiences online) I draw on **Self Determination Theory** ([Ryan & Deci, 2000](#)) to inform my teaching practice. I strive to create conditions that support your experience of autonomy, competence, and relatedness. *Where can you spot applications of this in this course design? What additional ideas do you have for how to apply this theory?* For more information, check <https://selfdeterminationtheory.org>.

LEARNING ASSESSMENTS (YOU HAVE SOME CHOICE HERE!)

These assessments are designed to help you achieve the learning outcomes—and to help me measure that learning. In line with [Self-Determination Theory](#), assessments are structured to support your experience of *autonomy* (e.g., flexible assessment values), *competence* (e.g., weekly learning activities, REC, Smartbook adaptive mastery quizzes, article assignment, tests), and *relatedness* (e.g., research project engagement, discussions).

To support your *autonomy*, you may decide the value of particular assessments in the calculation of your final grade by choosing a value from within the ranges provided in the column on the right. Make sure that the values you decide add up to a total grade value of 100% and that you let me know your decision by **sending me a message using Canvas inbox before 11:59pmPT on Tuesday 21 September 2021. No changes will be permitted after that date.** If you wish to have your final grade calculated using the proposed value for each item, no email is required to confirm this; the proposed values will be used for all students who have not specified otherwise before the deadline. (See Rideout, 2018, for evidence supporting this flexible assessment approach.)

Regardless of choices, everyone will have the opportunity to meet all Course Goals while practicing a variety of skills that will benefit them in future classes, in the workplace, and in their personal lives. The more Assessment types you choose, the more structure you will have to scaffold your learning across this course. *Please find details of each Assessment below the table.*

Learning Assessment	Due Date	Proposed Value (% of final grade)	OR Choose the value for you (% of final grade)
1. Lab Research Project A. Project Engagement (5%) B. Research Experience Component (1% TCPS, 4% HSP) C. APA-style Report (20%) D. Poster Presentation (10%)	Throughout the Term Throughout the Term November 29, 11:59pm PT TUESDAY December 7	40%	40% (No changes: All 217 Sections requirement)
2. Weekly Learning Activities	Throughout the term	2%	0-5%
3. Smartbook Adaptive Mastery Quizzes	10 of 11 practice quizzes (~1 hour each), flexible dates	5%	0-5%
4. Communicating Psychology Assignment	October 22	5%	0-10%
5. Test 1	October 4	10%	0-15%
6. Test 2	November 8	10%	0-15%
8. Final Exam (Cumulative)	TBD (December 11-22)	28%	20-50%
Total		100%	MUST ADD TO 100%

1. Lab Research Project

The heart of PSYC 217 is the Lab Research Project. You gain experience working in a team to design an experiment from scratch, collect data from classmates, conduct some basic analyses, as well as present your work in a poster session (collaboratively as a group) and a written APA-style report. There are four graded elements to this Project (regardless of which section of this course you take). As you will learn, there is no perfect study, and some of the richest learning can happen from mistakes. Therefore, the grading structure is designed carefully to reward engaging in the research process and applying our course material, regardless of limitations and mistakes in the design and execution of the group's experiment. We measure your ongoing contributions to the group and the research experience, and even greater emphasis on your individual ability to write about research.

You and your Research Group will be guided throughout this process, with a series of "Labs" embedded throughout this course, led by one of our four Teaching Fellows. All instructions, tips, strategies, and deliverables are embedded in Canvas modules, and your TF will be there to support you along the way.

We have prepared an **Introduction to Labs Module** for you to complete at your own pace on Canvas, early in September before the Labs officially begin. **For each in person Lab Session, your TF will be holding class** on the Friday of those weeks (9amPT for section 1, 10amPT for section 2), to offer advice and answer questions, as you work together with your group. We recommend creating some additional meeting times with your group.

Labs 1-5 will have a corresponding module on Canvas to guide you through the tasks and offer discussion prompts and submissions that allow you to work with your group and get feedback from your TF. Modules have tasks to prepare before you attend Lab session, and how to move through to the next Lab.

A. Project Engagement 5%, throughout the term

The vast majority of research conducted in psychology is collaborative. Reflecting this research approach, you will work closely in group of 5-6 other students on this project. Groups will be assigned immediately after the add/drop period. To help your group work together, we have developed a series of prompts, tasks, and spaces to collaborate all within the Canvas environment (whether or not you can all get together at the same time). These prompts include a mix of tasks you'll do as a group (e.g., experiment plan with operational definitions), and some you will complete individually (learning reflections, restating experiment plan in your own words, peer evaluations of others' contributions). All of your contributions, including your TF's and your groupmates' evaluations of your contributions, will be combined into this score. We encourage you to work together in the spirit of collaboration. We also know that group work can sometimes be challenging. You are always welcome to ask for advice from me and/or your TF on your team dynamics. Please see the section below called **Supporting Learning with Academic Integrity** for distinctions between acceptable group collaboration and unacceptable collusion.

B. Research Experience Component (REC) 5%, throughout the term

The REC is worth 5% of every PSYC 217 student's course grade: **1 hour of participation or 1 article summary = 1% x 4, plus 1% for completing the online Tri-Council Policy Statement (TCPS) tutorial (see the Introductory Lab)**. The REC is designed to help you learn more about psychology and how research is conducted, and to provide you with first-hand experience with psychological research. This experience may make understanding research easier (Ceynar Rosell et al., 2006) and may help you decide whether research is a reasonable career option for you.

You can find out more about how you can earn credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

One way to meet the REC requirement is to spend four hours participating in psychology studies through the Department of Psychology's Human Subject Pool (HSP) system. You can locate and sign up for studies by going to <https://ubc-psych.sona-systems.com>. If you don't already have a user account you will first need to request an HSP user account on that webpage. Once you have an account and have logged into it, you will be able to browse through all of the studies in which you can participate, sign up for studies and confirm your accumulated credits. The subject pool typically closes on the last day of class; I strongly urge you to participate before the last week to ensure studies are available. As an alternative to participating in subject pool studies, you may choose to fulfill the REC by completing four library writing projects, for which you read and summarize a research article. Each article summary

counts as one hour of research participation. *Note: The article you choose for the Article Assignment cannot count toward this credit. We will be cross-checking the articles.*

C. APA Style Report 20%, your own independent work, due Monday of the last full week of classes, 11:59pmPT

The most important step in the research communication process for researchers is to clearly document their research and the contribution it makes to understanding human behaviour in a written manuscript. These written manuscripts are then reviewed by their peers, and (hopefully!) published in a journal. This individual report is designed to give you experience with a part of this process. Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph), Discussion and References (at least 2). See Appendix A of your textbook and resources available on Canvas for more guidance in writing APA style reports, including a detailed grading rubric to help guide your work.

Reports must be between 5 and 7 double spaced 8.5 x 11-inch pages (approximately 1500-1700 words). This page limit does NOT include a cover page, references, graphs, tables, or appendices (if needed, which they usually are *not*). You must use 12-point Arial, Times New Roman, or Calibri font and margins must be set to 1 inch all around. Your paper should integrate into the introduction section at least 2 references to related empirical journal articles (e.g., to set up a foundation for your hypothesis). Articles can also be used in the discussion section to help put results into context. **Submit your report in two places: on Canvas, as well as on Turnitin (details to come).**

D. Poster Presentation 10%, group collaboration, plus independent peer reviews, on the last official day of classes

Approximately 600-700 students, ~16 Teaching Fellows, and 5 Instructors from all sections of PSYC 217 will meet to share and learn about everyone's research projects. You will prepare, as a group, a poster that summarizes your research project's hypothesis, method, results, and conclusions. During the poster session, you will be asked to evaluate a selection of your peers' posters (from a different section). Your poster grade will be a combination of your Teaching Fellow's rating and the average of five peers' ratings. More details about how to prepare for the poster and presentation, as well as how to evaluate others' posters will be provided later in the term. Note: In case we are unable to be together in person, we now have two years of experience hosting a virtual poster session (in 2019 due to a transit strike threat, and in 2020 due to COVID). We will execute that same plan if necessary, with as much warning as possible.

2. Weekly Learning Activities

Each week I will ask you to engage in a few brief activities. These are all low stakes, yet important for keeping you engaged, building *competence*, and helping me understand what you are learning. Combined, these activities will be valued at 2% of your course grade (by default, or 0-5% if you request a change, as above) – which makes each individual activity valued at a very tiny amount of your course grade. There are two main activities each week (clicker quizzes and discussions), as well as a few others that will be added here and there (e.g., demos, feedback midterm survey). Check the Week's Module to ensure you have completed the week's activities. If you fall behind, just catch up when you can, for no penalty (see the section on **Safety Nets**, below).

Class "Clicker" Quizzes. In order to maximize our flexibility, we are going to use Canvas quizzes to record your responses to questions during class time (we'll try out show of hands or some other method to gather response data instantly). Please use your [Canvas Student App](#) or your web browser during class (either live or if you're watching the video later). If you're watching the video and fast forward to find the answer, you are only robbing yourself of a learning opportunity, and are engaging in academic misconduct. Please see the section below called **Supporting Learning with Academic Integrity** for more information.

Weekly Learning Community Discussions. Each week, you will have the chance to engage in asynchronous, online discussion about the topics of the week. You are a member of a Learning Community (to help foster *relatedness* and build community among us). I will prepare some prompting questions, from which you can choose. Question options will help you apply concepts, deepen our understanding of challenging topics, see research methods all around us, as well as check in on well-being. You are encouraged to respond to others' posts to help you and everyone develop their thinking further.

3. Smartbook Adaptive Mastery Quizzes

Would you benefit from regular, low-stakes quizzes to keep you on track for readings and to practice your understanding of key concepts? Then this *competence*-building option is for you! Combined, these Adaptive Mastery Smartbook quizzes will be valued at 5% of your course grade (by default, or 0-5% if you request a change, as above) – which makes each individual quiz valued at a very tiny amount of your course grade. Please see Canvas for access instructions and routine target deadlines (see Safety Nets section for how to ensure late completions are counted). **I'll count your best 10 out of 11**, giving you extra flexibility if you need to miss a week.

Each week throughout the term, complete the assigned Adaptive Mastery Quiz in the Smartbook. The algorithm adapts questions as you go, depending on whether you answered the last question correctly or not; keep working until you reach Mastery of those concepts. My understanding is that each take about an hour to complete, but different people will take different amounts of time. It also asks you to rate how confident you are, to help improve your metacognitive skills (i.e., how aware you are about what you know – and don't). Research shows greater long-term retention with multiple testing opportunities (Roediger & Karpicke, 2006) and enhanced meta-cognitive skills (Cromley & Kunze, 2020), making this a great investment in learning. I'll be monitoring the class's progress to inform our lessons each week.

4. Communicating Psychology Assignment

This short, written assignment offers you experience finding a pre-approved empirical journal article using the university's library system, identifying the major features of a study design, and communicating the most important findings in a compelling way. This assignment provides useful experience for your final paper, helps you develop skills communicating about psychological research, and is relevant wherever you take your psychology degree. Rather than taking the form of a single essay, I offer about a dozen specific open-ended questions for you to respond to using Canvas Quizzes. Please see the Communicating Psychology Assignment Guidelines page on Canvas for details.

5. and 6. Tests 1 and 2

Each test will be out of approximately 25 points and will be administered using Canvas with a 50 minute time limit, and Respondus Lockdown Browser. They will be open book/notes, and will randomly sample questions from a broader set so no two tests are identical. **You must complete a brief "Getting Ready for Test #" survey on Canvas in advance, to affirm when you are writing it, to ensure you are aware of the essential details, and to ensure you can use Respondus Lockdown Browser correctly.** If you cannot join us synchronously for a Test, you can register for special accommodation in advance on this "Getting Ready" survey.

Don't let the open book/notes nature of the tests and final exam mislead you into a false sense of security. Tests require thorough understanding of course material, including the ability to apply and integrate concepts across relevant units. **You will be challenged to push beyond memorization of facts and to integrate and apply course material.** Tests are *not* cumulative (in other words, they test only the material *since* the last test, but may out of necessity draw on understanding of earlier concepts). Question types will include a mix of multiple choice, fill-in-the-blanks, and written answers.

By default, tests will be valued at 10% each, but can range from 0-15% each. If you choose not to count tests toward your grade (declared at the start of the term; see instructions earlier), you can still write them for practice but they will not count. Either way, all tests are to be completed by you and you alone, using only materials authorized explicitly by me. Please see the section below called **Supporting Learning with Academic Integrity** for more information about expectations during testing.

7. Final Exam (Cumulative)

The final exam date will be set by the Registrar during the official final exam period. If the decision remains under my control, it will be administered using Canvas with a 2.5 hour time limit and Respondus Lockdown Browser. However, the University may require an in-person final exam; please read Canvas Announcements as we approach the final exam period. It will be open book/notes, and will randomly sample questions from a broader set so no two tests are identical. The final exam will test your thorough understanding of the entire course's material, including

the ability to apply and integrate concepts across chapters/units from the entire course. Question types will include a mix of multiple choice, fill-in-the-blanks, and written answers. By default, the final exam will be valued at 28%, but can range from 20-50% depending on your choice at the start of the term.

The final exam is to be completed by you and you alone, using only materials authorized explicitly by me. Please see the section below called **Supporting Learning with Academic Integrity** for more information about expectations during testing. [University policy](#) dictates that if you have 3 or more exams scheduled to *start and finish* within a 24-hour period you may request to write the second exam on a different day. You must give the instructor of the second exam 1 month's notice.

BUILDING OUR COMMUNITY: SUPPORTS, SAFETY NETS, AND POLICIES

Be kind. Be calm. Be safe.

– Dr. Bonnie Henry, Provincial Health Officer, British Columbia, Canada

We are *still* living in a time of global pandemic. Some of our classmates have joined us in Vancouver from around the world—maybe you're still on the way to us. Any of our circumstances may change at any time. I invite you to join me in taking inspiration from Dr. Henry as we begin to engage together.

I feel anxious about being so close to so many other people, when COVID19 is still present in our communities, and I suspect I'm not alone. I have designed this course to be *hybrid*, involving some elements online and some in person, if possible. Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively online. **Please show your respect for the health and well-being of our TFs, classmates, me, and all of our loved ones by wearing a mask over your mouth and nose for every in-person encounter, and by staying home if you do or may have COVID19.** By order of the Public Health Office, masking is required indoors. You will not be permitted to stay in class without one.

In this section, you will find...

- Supporting you (and me) through Personal Emergencies and Challenges
- Support through Learning Communities and Research Groups
- Supporting Each other in our Shared Spaces
- Supporting Learning with Academic Integrity
- Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility
- Psychology Department Policies

Supporting you (and me) through Personal Emergencies and Challenges

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. If you experience a personal emergency during this time, please seek the resources and support you need to cope with that emergency. Check <https://students.ubc.ca/health>, and reach out if you don't know how or which resources to access. I'll help as best I can.

Take care of yourself first. Then, reach out to me to check in about the course. I will bring patience, flexibility, and compassion as we work on a solution. You don't need to tell me what has happened. But at this point we can figure out if the built-in safety nets (see below) are sufficient accommodation; otherwise, I'll ask that you review the in-term concession criteria [available here](#), and complete the Self-Declaration form if applicable. In more complex or longer-term affecting situations, please seek [Arts Academic Advising](#).

Check out these support resources *before* an emergency. See <https://students.ubc.ca/health> and especially <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak> for ways to care for yourself during the pandemic and beyond. See also the Arts Student Support portal for wellness, academic, and broader support: <https://www.arts.ubc.ca/student-support/>.

What will happen if the Teaching Team experiences a personal emergency? It is possible that I or a TF will experience a personal emergency during this course. I will communicate with you immediately and as often as I can, using the Announcements feature in Canvas. We will invite you to continue as much as possible with the scheduled learning activities, and we will communicate with you any modifications (e.g., to availability, timeliness of feedback) that are impacted. We will ask for your patience, flexibility, and compassion, as well as continued dedication to your and classmates' learning during that time.

Support for Students with Accessibility Needs. “The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions.” If you have ongoing need for accommodation, please contact UBC's [Centre for Accessibility](#). I'll be happy to work with you on accommodations.

Support through Learning Communities (LC) and Research Groups

It is my hope and intention that you and every single student in our class will feel a sense of belonging (thereby supporting your experience of *relatedness*). We will engage as a “large” group, with discussions and activities aimed at connecting all of us as we learn.

Because our class is so large (almost 200 people across the two sections), we will be dividing into smaller groups, thereby supporting your *relatedness* as we build our community and as you develop *competence*. First, we will divide into **8 Learning Community (LC) groups of about 24 people, each led by a Teaching Fellow (TF)**. Your LC will be your primary go-to group for discussions and mini-assignments, and your TF will be there to support you. We will begin LC groups right away, making adjustments as our class roster shifts early in the term.

After the add/drop period is complete, we will divide LCs further into **Research Groups of 4-6 people**. You will be working with your Research Group throughout the term to complete the Lab Research Project, with the guidance of your TF. Your LC—and later, your Research Group—will appear in your *Groups* tab on Canvas, and will have its own space for discussion, wikis, and collaboration. I will encourage you to work together and resolve challenges together; if you need support, any team member is free to drop in Zoom office hours, or to complete the [Form to Request Team Mediation](#) for more formalized support.

I have carefully considered whether to assign groups. Somewhat surprisingly, there is little empirical research to help me out with this decision (let me know what you find!). Self-chosen groups support autonomy but *only among those students who are previously connected to other students*, which creates an inherent unfairness across groups and for individuals with(out) certain academic and social networks. Therefore, I have decided to randomly assign groups.

Option: If you would like an online space within Canvas or Microsoft Teams for an additional self-chosen group (e.g., for studying; see also Academic Integrity section on collaborative studying), we can help you set that up.

Supporting Each Other in our Shared Spaces

We are coming together in various ways, online and (we hope!) in person, to do this work of learning. We hold space with each other in our physical classrooms (AERL and our lab classrooms). Additionally, our Canvas home, including any links we add that connect in or out, is the space we hold for each other for this purpose of learning. These shared learning spaces are governed by and shaped by all of us.

In order to support all of our classmates, regardless of their personal circumstances, we will be recording all synchronous sessions that occur on Zoom, as well as those that occur in AERL. Zoom recordings will include the chat thread. **Recordings are not for sharing beyond our course's Canvas home** (see Academic Integrity, below). Nonetheless, if you have legal or other serious concerns about having your identity recorded in this way, please feel free to come to me to discuss options.

I've been holding space for learning in physical classrooms for about 15 years. From July 2020 (S202T2) through April 2021, I led 3 courses in a completely online space. This is the first time I am attempting to incorporate both online and face-to-face elements in a “hybrid” course. This might be your first time learning in a hybrid course—or maybe you have done this before. Let's all be patient and figure this out together.

One of the first things we will do together is set class engagement guidelines (supporting your experience of *autonomy* and *relatedness*). This [classroom guidelines](#) resource, as well as the UBC Values statement below, help us prepare for how we may want to engage together. Think about how you want us to engage respectfully together, and what that looks like.

I endorse UBC's Values Statement, and invite you to do the same:

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: <https://senate.ubc.ca/policies-resources-support-student-success>. (from [Senate Policy: V-130](#); emphasis added)

Supporting Learning with Academic Integrity

In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing our own and others' contributions in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. But academic integrity goes well beyond formal citation. **Welcome to the academic community. You are expected to act honestly and ethically in all your academic activities, just like the rest of us.**

Make sure you understand UBC's definitions of [academic misconduct](#), [consequences](#), and expectation that students must clarify how [academic honesty](#) applies for a given assignment. *Please ask if you're not sure.* (While you're checking out the calendar, you might want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)

What does academic integrity look like in this course? *At any time: if you are unsure if a certain type of assistance is authorized, please ask. If you have a need that is unmet by existing course materials, course structure, and/or our learning community members, please ask.*

DO your own work. All individual work that you submit should be completed by you and submitted by you. All assessments, large and small, are designed to help you learn Research Methods. It is *unacceptable* to use an editor (paid or unpaid) without my permission to revise, correct, or alter your work, because your submission is no longer your own work. It is *unacceptable* to buy/sell/swap/share assignment questions or answers on any platform. It is *unacceptable* to misrepresent your identity by using someone else to complete any portion of a course (e.g., comment on a discussion board, complete a quiz question). It is *unacceptable* to help someone else cheat.

AVOID collusion. Collusion is a form of academic integrity violation that involves working too closely together *without authorization*, such that the resulting submitted work gains unfair advantage over other students because it is a measurement of the *group/pair/others'* understanding rather than the *individual* understanding (definition adapted from [OpenLearn](#)). For example, collusion on an open book test includes working together to write answers or answering someone else's question in a WhatsApp chat. See more examples of collusion [here](#). Assignments that are explicitly the product of group collaboration *have authorization*, so don't count as collusion. Preparing to individually complete an assignment or test by studying together (e.g., discussing concepts, quizzing each other and giving feedback on each others' answers) doesn't count as collusion. In this course, **your final paper should be individually written**; you are presenting your own representation of the research project you previously developed in collaboration with others.

Can I work with a classmate to co-create study notes? Yes, you can create your own original collaborative notes (but see below). I recommend using the features in Canvas groups, or Microsoft Teams, to ensure your work remains protected. If using Canvas groups: send me a message using Canvas Inbox, and I'll create a Group just

for you so you can upload and share notes, and work collaboratively on Pages ([see this site for an introduction to these features](#)). If using Microsoft Teams, [see this site for information](#) and let me know if I can help. Once you've decided on a platform, I recommend starting your collaboration with a written agreement that addresses integrity issues, such as these: *Who else can see/use/contribute to these notes? How will we ensure we are not violating copyright?*

DO NOT share materials provided for you to use in this course. We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by the Teaching Team or in the textbook are for use in this course by students *currently* enrolled in PSYC 217 Sections 1 and 2. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow copyright law.

Can I share your materials with a classmate who is struggling and trying to get caught up? No, not directly. Please send them the link to where they can find the material in Canvas, after logging in with their CWL. Invite them to reach out to the Teaching Team for more support (e.g., financial need access to the textbook).

DO acknowledge others' ideas. Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic writing. In this course, you will learn and practice ways to acknowledge others' work. Citing our sources in both formal and informal ways will be essential, and appropriate, depending on the assignment. For example, much of the way I think and write about academic integrity has been influenced by the work of Dr. Laurie McNeill, including [her excellent wiki](#) that curated many of the above links, as well as Dr. Sarah Elaine Eaton, including her [webinar series](#). (*See what I just did there? In informal writing, such as discussion posts, we can use links and embed references to our fellow humans who informed our thinking. They're my ideas and written in my own words, but I'd be thinking differently if it weren't for my encounter with their scholarly work. When we write more formally, such as for the Research Report in this course, we psychologists use APA style conventions to cite and reference.*)

DO learn to avoid unintentional plagiarism. Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism, which can be challenging when first learning to paraphrase. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism). *Please feel free to ask (have I said that enough?).*

Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility

I trust that when you *can* make deadlines on time you *will* make deadlines on time. Several safety nets are built in to the course for everyone to use without question, explanation or appeal, thereby supporting your experience of *autonomy* and privacy. **If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion, and I expect honesty and flexibility in return.**

- **There is no penalty for missing synchronous learning work (e.g., because of caregiving or required isolation) if it is made up in another way.** For every synchronous class meeting, I will strive to make recordings and activities available for those who need this accommodation. For example, Lesson "Clicker" style quizzes on Canvas will provide opportunities to answer questions posed/discussed during class, and will continue to be available for those watching the recording. *If you have other ideas about how I can best support you, please let me know.*
- **Flexible weighting of Learning Assessments.** You choose how much you can engage with this course from the start. Please see Learning Assessments for instructions on how and when to do this.
- **Late Communicating Psychology Assignment or APA-Style Report:** You will receive TWO 1-Day-Late Passes. Use them all at once (2 days for one assignment), or separate (e.g., 1 day for 2 assignments). After those two days have been used, standard 10% per day deductions will apply (except in emergency circumstances).

- **Smartbook Adaptive Mastery Quizzes:** If you miss the deadline, the Smartbook system will say “Start Recharge” rather than “Start Assignment.” That’s ok. Just catch up as soon as you can. I have to manually record completion grades, so if completion grades have already been recorded on Canvas before you have caught up, please let me know so I can check and then update your score.
- **Project engagement, Weekly Learning Activities:** If you miss routine asynchronous or synchronous work, please catch up by completing it as soon as you can. If the missed work was time-sensitive and doesn’t make sense to catch up, the alternative assignment is this: Submit to me a brief synthesis of your Learning Community’s discussion on that week’s topic, along with a brief reflection on how you have made progress on that Week’s learning objectives (posted at the start of the Lesson).
- **Re-grade request process.** If you feel strongly that a question on any quiz or your paper was graded unfairly, you may submit the [Re-Grade Request Form](#). To qualify, you must submit the form within 2 weeks of the date grades were posted on Canvas. I will consider your request carefully and will respond via email as soon as possible. Re-grading may result in an increase or decrease. That re-grade is final.

Psychology Department Policies



Grading

Department-wide policy for 2021: “In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. **However, in the spirit of flexibility and compassion in light of the ongoing COVID-19 pandemic, those departmental norms have been adjusted upwards by 5% for 2021W.** According to these adjusted norms, the average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes will be 75, 73, and 71, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student’s academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students’ responses. In addition, the Department subscribes to *Turnitin* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in Turnitin’s own proprietary databases. The results of these comparisons are compiled into customized “Originality Reports” containing several, sensitive measures of originality that flag instances of matching text suggesting possible plagiarism; instructors receive copies of these reports for every student in their classes. During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student’s transcript. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

SUPPLEMENTAL READING LIST

Ethics and Values Units

Neuroskeptic. (2012). The nine circles of scientific hell. *Perspectives on Psychological Science*, 7, 643-644. DOI:10.1177/1745691612459519

Madigan, R., Johnson, S., & Linton, P. (1995). The language of psychology: APA style as epistemology. *American Psychologist*, 50, 428-436. DOI: 10.1037/0003-066X.50.6.428

Replication Unit

Pashler, H., & Wagenmakers, E.-J. (2012). Editors' introduction to the special section on replicability in psychological science: A crisis of confidence? *Perspectives on Psychological Science*, 7, 528-530. DOI:10.1177/1745691612465253

Hamlin, J. K. (2017). Is psychology moving in the right direction? An analysis of the evidentiary value movement. *Perspectives on Psychological Science*, 12, 690-693.

REFERENCES

Throughout this syllabus I have cited many journal articles. I include them here (1) to model responsible, APA style citation and referencing practices we will be using in this course, and (2) to show you some of the many ways I use research to guide the decisions I make in my teaching practice and course design. These are not required reading, but you may find some of them interesting (e.g., Dunlosky et al., 2013).

American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major 2.0*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

Ceynar Rosell, M., Beck, D. M., Luther, K. E., Goedert, K. M., Shore, W. L., & Anderson, D. D. (2006). The pedagogical value of experimental participation paired with course content. *Teaching of Psychology*, 32, 95-99. DOI: 10.1207/s15328023top3202_3

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14, 4-58. DOI: 10.1177/1529100612453266

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

Glass, A. L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*, DOI: 10.1080/01443410.2018.1489046

Kliegal, R., & Bates, D. (2011). International collaboration in psychology is on the rise. *Scientometrics*, 87, 149-158. DOI: 10.1007/s11192-010-0299-0

Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30, 159-167. DOI: 10.1152/advan.00053.2006

Rideout, C. A. (2018). Students' choices and achievement in large undergraduate classes using a novel flexible assessment approach. *Assessment & Evaluation in Higher Education*, 43, 68-78. DOI: 10.1080/02602938.2017.1294144

Roediger, H. L., III, & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17, 249-255. DOI: 10.1111/j.1467-9280.2006.01693.x

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. DOI: 10.1016/j.cedpsych.2020.101860

OUR CLASS SCHEDULE

Everything will be prepared and organized for you in Canvas. **All you'll need to do is go to the Week Module and follow the directions there. If you ever get lost, please revisit the Course Introduction Module.** Of course, please feel free to reach out and ask for help! *In case of emergency (e.g., provincial stay at home orders, Dr. Rawn needing to quarantine), classes will be held on Zoom until further notice. Watch Canvas announcements for updates.*

Week	Dates 2021	Theme	Mondays <u>ZOOM CLASSES</u> (See Canvas for link)	Wednesdays Classes in AERL 120	Fridays Classes in AERL 120 EXCEPT LAB DAYS	<i>Things to be doing on your own and in your group to keep on track for Labs:</i> (See Your Weekly Guides in Canvas Modules for additional reminders, assessments, links)
1	Sept 8, 10	Begin	Labour Day. No classes.	Course introduction, begin Ch1 & Ch2	Course introduction, Ch1 & Ch2	Read Syllabus. Complete Course Introduction Module
2	Sept 13, 15, 17	Design	Continue Ch1 & Ch2 Ch1 Scientific Understanding Ch2. Where to Start	Begin Ch4 Research Design Fundamentals	Continue Ch4	Complete Introduction to Labs Module this week or next
3	Sept 20, 22, 24		Begin Ch8 Experimental Design Learning Assessments Weighting Requests due tomorrow	Continue Ch8 <i>with minimal risk concept from Ch3</i>	Continue Ch8 <i>with minimal risk concept from Ch3</i>	[Optional Modules to complete anytime: Exploring Citation and Referencing Practices in APA Style; Introduction to Avoiding Plagiarism]
4	Sept 27, 29, Oct 1		Continue themes from Ch1, 2, 4, 8	Continue themes from Ch1, 2, 4, 8	Lab 1 (Scarfe Building room # depends on TF)	Before Friday Start Lab 1 Module on Canvas
5	Oct 4, 6, 8		🔄 TEST #1 ONLINE (Ch 1, 2, 4, 8)	Begin Ch3 Ethical Research	Continue Ch3	Complete Lab 1 Module Start Lab 2 Module on Canvas
6	Oct 13, 15		Thanksgiving Day. No classes.	Continue Ch3	Lab 2 (Scarfe Building room # depends on TF)	Continue Lab 2 Module
7	Oct 18, 20, 22	Present and Refine	Ch7 (Selection: Survey question design)	Ch5 Measurement (Reliability & Validity)	Continue Ch5 🔄 Communicating Psychology Assignment due	Complete Lab 2 Module Start Lab 3 Module
8	Oct 25, 27, 29		Begin Ch 9 Conducting Studies	Continue Ch9	Lab 3 (Scarfe Building room # depends on TF)	Continue Lab 3 Module
9	Nov 1, 3, 5		Continue themes from Ch3, 5, 9, 7 selection	Continue themes from Ch3, 5, 9, 7 selection	Lab 4 (Scarfe Building room # depends on TF)	Complete Lab 3 Module Start Lab 4 Module
10	Nov 8	Analyze, Interpret, and Prepare to Report	🔄 TEST #2 ONLINE (Ch3, 5, 9, 7 selection)	Midterm Break. No classes.	Midterm Break. No classes.	Complete Lab 4 Module Start Lab 5 Module
11	Nov 15, 17, 19		Begin Ch12 Descriptive Statistics	Continue Ch12 Special reading: Neuroskeptic (2012)	Lab 5 (Scarfe Building room # depends on TF)	Complete Lab 5 Module

12	Nov 22, 24, 26	Disciplinary Context, Values, and Careers	Begin Ch6 Observational Methods	Continue Ch6 Special reading: Madigan et al. (1994)	Continue Ch6
13	Nov 29, Dec 1, Dec 3		Begin Ch14 Generalizing Beyond our Study (& Replication) 📌 Paper Due 11:59pmPT	Continue Ch14	Continue Ch14 Special readings: Hamlin (2017), Pashler & Wagenmakers (2012)
14	Dec 6, POSTER TUES DEC 7	Closing	Closing, Continue themes from Ch 6, 12, 14 and special readings	<i>Term ends on Tuesday Dec 7.</i> 📌 Poster Session TUESDAY December 7	

The **Final Exam** will be booked by the registrar during the period **December 11 to 22, 2021, including Saturdays and Sundays**. Do not book appointments during this time until you know when your exams are.

ACKNOWLEDGEMENTS AND COPYRIGHT

UBC Vancouver’s Point Grey Campus is situated on the traditional, ancestral, and unceded territory of the [Musqueam people](#). The work of redesigning this course in Summer 2020 occurred on the traditional territories of the Musqueam, Squamish and Tsleil-Waututh peoples. Thanks to the students from W2020 Term 1 for their engagement, [feedback, and insights](#) into the online adaptation, which formed the basis for the current hybrid W2021 Term 1 design.

The original design of this course and syllabus (in 2008) were critically informed by insights from a similar course designed by Dr. A. Carle (U. North Florida), whose peer-reviewed syllabus is available from the *Society for the Teaching of Psychology’s Office of Teaching Resources in Psychology* website, as well as syllabi from Dr. A. Perrino (UBC) and Dr. C. Cuttler (UBC). Annual revisions to this course and syllabus have been influenced by feedback from students in all my PSYC 217 Sections since Fall 2008, my Teaching Fellows and fellow instructors, American Psychological Association (2007/2013) and Fink (2003). Flexible assessment strategy and language was adopted beginning Fall 2020, drawing on Dr. Candice Rideout’s (UBC, Faculty of Land and Food Systems) scholarly research, advice, as well as her FNH 355 course syllabus (with permission). Academic Integrity language and approach has been greatly informed by the work of Dr. Laurie McNeill and Dr. Sarah Elaine Eaton.



PSYC 217 Sections 001 and 002 Research Methods in Psychology Course Syllabus 2021 by Catherine Rawn is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Recommended APA-style citation:

Rawn, C. D. (2021). *PSYC 217 Sections 001 and 002 Research Methods in Psychology Course Syllabus*. University of British Columbia, Vancouver Canada. Retrieved from <http://blogs.ubc.ca/catherinerawn>

PSYC 217: Lab Research Project Syllabus

- Overview..... 11
- Lab Summary and Attendance Policy 12
 - LAB MEETING 1 – RESEARCH DESIGN:..... 12
 - LAB MEETING 2 – PROPOSAL PRESENTATION:..... 12
 - LAB MEETING 3 – DATA COLLECTION:..... 13
 - LAB MEETING 4 – DATA SUMMARY: 13
 - LAB MEETING 5 – WRITING AN APA STYLE RESEARCH REPORT: 13
- On Teamwork 13
- Ethical Considerations 13
- Communicating your Results..... 14
 - Poster Session (10%): 14
 - Individual Research Report (25%): 15
 - Format: 15
 - Submission: 15
 - Grading: 15
- Psyc 217 APA Style Lab Report Grading Criteria..... 16
- Optional Research Project Pre-registration..... 17

Overview

The purpose of this project is to give you—and everyone who takes PSYC 217—an opportunity to apply what you are learning in class to a real research project. You will work in a team to generate and test a hypothesis about human behaviour, and you will report these results in professional written and poster formats. This project has been designed to incorporate as many elements as possible of the process in which psychological scientists engage to gain insight into human behaviour.

This document serves as a Lab Syllabus, common across all sections of this course. If you find any information in this document that conflicts with something your section instructor has said or included in their syllabus, please ask your instructor for clarification as soon as possible.

Lab Summary and Attendance Policy

You will receive guidance from your Teaching Fellow at each stage of the process. Lab Meetings, led by a Teaching Fellow, will take place during class time, but in a smaller room, **five times throughout the course (see the course schedule in your section’s syllabus for dates).**

Attendance at all Lab Meetings and the Poster Session is required.

If you are unable to attend any lab meeting or the poster session, you must complete the **Request for Excused Absence Form**, available on Canvas or [directly here](#), and send documentation to the 217 Course Coordinator, currently Dr. Andrew Rivers (amrivers@psych.ubc.ca). This form must be submitted at **least 10 days** before the session to be missed. *In case of emergency*, the form must be submitted within 3 days of missing the event (*or as soon as possible*). If the 217

course coordinator approves your documentation for missing a Lab, you will still be responsible for communicating with and contributing to your team but you will not lose points for missing lab. If your documentation is approved for missing the poster session, typically you will be expected to schedule a meeting with your Teaching Fellow or Instructor and orally present your poster on your own. You will then receive your group's grade for the poster. *An unexcused absence from the poster session will result in a loss of 10% of your course grade.*

LAB MEETING 1 – RESEARCH DESIGN: You will meet with your team in your lab break-out room to brainstorm a research question and design a brief, simple, minimal risk **experiment** to address the question. The experiment must not require more than 5 minutes of each participant's time. Your Teaching Fellow will be present to assist and guide you. Come to the meeting prepared with some ideas so you can maximize your time together. You will be able to start posting ideas in advance on Canvas as soon as teams are established. *See Lab 1 Module on Canvas for guidance and tips, as well as Cozby & Rawn textbook Appendix A for ideas.*

LAB MEETING 2 – PROPOSAL PRESENTATION: Your team will give a 5-minute presentation of your proposed research question and design. During this presentation you should: i) state your research question and why it is interesting, ii) clearly describe the independent variable and how it will be manipulated (2 conditions only), iii) clearly describe the dependent variable and how it will be measured, iv) discuss any controls you plan to implement, v) state your hypothesis. Each presentation will typically be followed by a brief discussion period where your classmates and Teaching Fellow will ask questions and provide suggestions for improving your study design. Deductions may apply in cases where there is clear evidence a team member has not contributed to this proposal (see the course instructor). *See Lab 2 Module on Canvas for further guidance and tips.*

Option to Pre-Register your Study. Predict the results of your experiment in advance and make them public! Once you've finalized your research methods by addressing your classmates' and TF's feedback and, you can join the pre-registration movement **prior** to collecting data in Lab Meeting 3. See the end of this document for an explanation of the importance of pre-registration and instructions on how to pre-register your predictions at AsPredicted.org.

LAB MEETING 3 – DATA COLLECTION: You will collect data for your experiment using your classmates as participants. Your team must arrive to this meeting with all of the materials needed to conduct your experiment, including consent forms for your participants. Use the template Consent Form available for download on Canvas. This meeting is the primary (and required) opportunity to collect data.

Your team may also opt to collect data (along with other teams across all sections) on the Bonus Data Collection day (BDCD). Collecting data on BDCD is optional, but will increase your sample size, impress your TF, and, importantly, make you eligible for the prestigious Best Poster Award!! To participate in BDCD, at least 3 members of your team must present. The time and location of BDCD will be posted on Canvas.

Collecting data outside these two meeting times and/or with individuals other than your 217 classmates and Teaching Fellows is not covered by our ethics approval certificate (H13-01648) and will result in a major deduction from your lab component grade. While some team members are collecting data, you are invited to participate in all other teams' studies. See Lab 3 Module on Canvas for further guidance and tips.

LAB MEETING 4 – DATA SUMMARY: Your TF will help you learn how to meaningfully summarize your data, including calculating descriptive statistics and creating graphs using Microsoft Excel. Come prepared with your raw data and a plan for summarizing it that you can discuss with your TF. *See Lab 4 Module on Canvas for further guidance and tips.*

LAB MEETING 5 – WRITING AN APA STYLE RESEARCH REPORT: Your TF will help you learn how to write an APA style research report. You may wish to come prepared with a rough draft of your paper as well as specific

questions and challenges you are having with its preparation. See *Lab 5 Module on Canvas*, as well as *Cozby & Rawn textbook Appendix A* for further guidance and tips.

On Teamwork

The vast majority of research conducted in psychology is collaborative. Reflecting this trend, you will work closely in teams of 5-6 on this project. Teams will be assigned immediately after the add/drop period. We encourage you to **work together in the spirit of collaboration**. We also know that **team work can sometimes be challenging**. To help you achieve excellence in your projects, each team will have a **private discussion thread on Canvas** to collaborate with each other throughout the term. Using this thread provides a permanent record of your team collaborations, and might be helpful if a team dispute arises. You are always welcome to **seek your instructor and/or TFs out for help and advice** on your team dynamics. If your team is having great challenges, there is a form on Canvas (or available [directly here](#)) that you can submit a **formal request for mediation**. In the past, such mediation has typically led to positive team progress. In extreme cases of non-participation, the group poster grade may be decreased for an individual student.

Ethical Considerations

This class project has received ethical clearance by UBC's Behavioural Research Ethics Board (BREB). All Research Projects must adhere to Minimal Risk guidelines in terms of topic, methods, and operational definitions. It is our responsibility on the teaching team and as classmates to interpret these guidelines conservatively, so that this class project does not harm a vulnerable classmate. Please ask your course instructor if there is any ambiguity here whatsoever.

All students must be familiar with the Tri-Council Policy Statement, which is a document outlining various ethical considerations and the obligations of researchers conducting research with human participants. Because you'll be using your fellow classmates as participants in your study, you need to complete and pass the TCPS2 ethics tutorial. The tutorial takes about 2 hours to complete and can be found at <https://tcps2core.ca/welcome>. After successfully completing the tutorial you will receive a certificate of completion which should be saved as a PDF and submitted to Canvas/your TF. **Students who submit their certificate of completion will receive 1% toward their course grade (consult your Section's syllabus for the specific deadline)**. Students who do not submit a certificate by the start of Lab 3 will not be permitted to experiment on classmates, will serve only as participants for others' research, and may incur a deduction on their participation grade.

Communicating your Results

After conducting research and generating conclusions, psychological scientists (like all scholars) need to communicate their methods and findings to the scientific community. For your research projects, we consider our class as well as all sections of PSYC 217 as our common scientific community. You will be asked to communicate your research findings in written form (one APA Style Report per person), and in poster form (one per team) to be presented at the *Annual Psychology 217 Research Methods Poster Session*.



Poster Session (10%): LAST WEEK OF CLASSES, 5-6:30PM, WEST ATRIUM OF UBC LIFE SCIENCES INSTITUTE (2350 Health Sciences Mall) Approximately 600-700 students, 16 Teaching Fellows, and 5 Instructors from all 8 sections of Psychology 217 will meet to share and learn about everyone's research projects. You will prepare, as a team, a poster that summarizes your research project's hypothesis, method, results, and conclusions. This kind of presentation is common at professional scientific conferences; all of us on the teaching team have presented our research at this kind of poster session. During the poster session, you will be asked to evaluate your peers' posters (from a different section). Your poster grade will be a combination of your Teaching Fellow's rating and the average of five peers' ratings. Each group member should be prepared to discuss their research project in detail, and answer any questions attendees (and evaluators) may have. More details about how to prepare for the poster and presentation, as well as how to evaluate others' posters will be provided later in the term. **NOTE: TO ACCOMMODATE ALL SECTIONS, THE POSTER SESSION IS IN THE EVENING ON THE LAST OFFICIAL DAY OF THE TERM. IT IS A MANDATORY COURSE EVENT; MARK YOUR CALENDAR NOW.**

Individual Research Report (20%): Due Monday of the last full week of classes, 11:59pm

The most important step in the research communication process for researchers is to clearly document their research and the contribution it makes to understanding human behaviour in a written manuscript. These written manuscripts are then reviewed by their peers, and (hopefully!) published in a journal. This individual report is designed to give you experience with a part of this process.

Reports are to be prepared independently; each team member must prepare a report separately from other team members. Evidence of collaboration or co-writing the reports will result in major deductions from your lab component grade and in severe cases may result in a grade of zero on the lab component.

Format: Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph), Discussion and References (at least 2). See Appendix A of your Cozby and Rawn text, the Publication Manual of the American Psychological Association (6th ed.), Lab 5 Module on Canvas, for guidance in writing APA style reports.

Reports must be between 5 and 7 double spaced 8.5 x 11 inch pages (approximately 1500-1700 words). This page limit does NOT include a cover page, references, graphs, tables (or appendix, if you are choosing to add one). You must use 12-point Arial, Times New Roman, or Calibri font and margins must be set to 1 inch all around. Your paper should

integrate into the introduction section at least 2 references to related empirical journal articles (e.g., to set up a foundation for your hypothesis). Articles can also be used in the discussion section to help put results into context.

Submission: Reports are due on the Monday of the last week of classes by 11:59pm. If you fail to do either submission by the deadline, your report will be considered late. You will lose 10% for each day the report is late. **In addition, please submit a physical copy of your paper on the Wednesday of the last week of classes.** This will help our Teaching Fellows grade papers more efficiently.

1. Convert your paper to a single .pdf file. Submit this .pdf on Canvas in the relevant Assignment by 11:59pm on the due date.
2. Print out a copy of this paper and bring it to class to submit on Wednesday.
3. Remove identifying information from the cover page of the electronic file, and convert your paper to a single .pdf file. Submit this anonymized .pdf on TurnItIn by 11:59pm on the due date. Go to turnitin.com, create an account (if you do not yet have one), enter your course ID and password, specific to your Section.

The content of both copies must match each other, with the exception of the identifying information. We will use TurnItIn to cross-check your paper with an enormous database of websites, past submissions, and published works. To learn more about TurnItIn and UBC's policies about it, see <http://vpacademic.ubc.ca/academic-integrity/turnitin-at-ubc/>.

Grading: The lab report is worth 20% of your grade, and marked using a rubric common across all sections. You will be graded on the following: Abstract and Introduction, Method, Results (including Figure), Discussion, proper use of APA format and writing style. Please see the next page for key components to include for each category. In addition to your TF and instructor, Lab 5, Lab 5 Module, and Cozby & Rawn Appendix A are all helpful resources for preparing your paper.

Psyc 217 APA Style Lab Report Grading Criteria

1. ABSTRACT AND INTRODUCTION
- Abstract clearly summarizes the paper within the word limit (100-150 words)
- Introduction flows from more general topic area to specific hypothesis
- Clearly describes the relevant details for one past published research study.
- Clearly describes the relevant details for a second past published research study.
- Clear purpose for the study is discussed in relation to the past research and/or observed phenomenon
- Clear description of hypothesis
2. METHOD
- Brief description of participant characteristics
- Clear enough description of materials & procedures to permit replication
- Complete description of how independent variable was manipulated
- Complete description of how dependent variable was measured
- Discussion of experimental controls implemented (e.g., random assignment, avoiding confounds)
3. RESULTS AND FIGURE
- Clear explanation of how variable(s) was (were) calculated
- Appropriate descriptive statistic(s) clearly provided/described (e.g., mean and standard deviation for each group)
- Graph is appropriate and features data relevant to hypothesis test
- Data and labels on the graph are correct and are coloured/patterned uniquely from the rest of your group
4. DISCUSSION
- Clear and correct summary of results
- Evaluation of result in context of hypothesis
- Comparison or connection to research findings or theory (typically those from the introduction)
- Discuss one limitation to the study's internal validity
- Discuss one limitation to the study's external validity
- Discuss and justify one concrete idea for future research (e.g., address a limitation, extend the theory)
- Discuss one meaningful contribution and/or implication of the study (e.g., tied to original purpose)
5. WRITING STYLE AND APA FORMAT
- Written clearly, concisely, and grammatically
- Proofread: No typos or spelling errors
- Content organized using APA style (IMRD) paper structure and headings
- Used APA style for citation and references
- Paper formatted correctly (title page, double spaced, 1" margins, reasonable 12-point font)