



PSYCHOLOGY 217-005/006: Research Methods in Psychology

Fall 2022

ABOUT PSYC 217

Psychologists use the principles of science to conduct research in order to better understand human behaviour. The purpose of this course is to introduce you to the commonly used research methods of the psychological sciences. The course also provides you with the opportunity to conduct your own research as a novice scholar. You will learn to design and conduct a basic experiment to test a hypothesis about human behavior, analyze your data, interpret your results and communicate your findings to a scholarly community in written, oral, and visual forms.

In-Person Lectures: Tuesdays & Thursdays
Buchanan A203
005: 9:30-10:50
006: 11:00-12:20

YOUR INSTRUCTIONAL TEAM

Instructor: Dr. Mark Lam
mlam@psych.ubc.ca

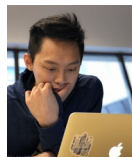


Teaching Fellows:



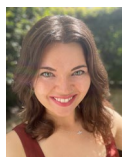
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Joseph Liang
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Teams 516-520; 616-620



LEARNING GOALS

By the end of this course you should be able to:

1. Describe the scientific approach used by psychologists to generate knowledge.
2. Understand, describe, evaluate, and compare research designs commonly used in the psychological sciences.
3. Design, conduct, and interpret findings of a basic experiment examining human behaviour.
4. Use and interpret basic descriptive statistics and graphs
5. Present and discuss your research in both written and oral modes of communication.
6. Locate, understand, and critically evaluate empirical journal articles.
7. Work collaboratively with peers to complete a research project within a given timeframe.

COURSE MATERIALS

Required: Cozby, P. C., Mar, R. & Rawn, C. D. (2020). *Methods in Behavioural Research* (3rd Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson.

Please note: Lectures and exams are based upon the Third Canadian Edition. Information presented in older **Canadian** editions may still be sufficient.

From time to time, this text may be supplemented by other readings or videos to facilitate your understanding of the course materials. Please attend class and check Canvas to obtain more information about these additional readings and videos.

Financial Hardship: If you are experiencing serious financial hardship and are unable to purchase the textbook, please email me to discuss the situation.

See Canvas for details on our [office hours](#) and more!

| Assessments | Course Value | Deadline(s) |
|-------------------------------------|--------------|---|
| 1. Collaborative Research Project | | |
| a. Project Engagement | 3 | Throughout the term |
| b. Ipeer Evaluations (2x1%) | 2 | Oct 23 rd & Dec 11 th |
| c. TCPS2 Ethics Tutorial | 1 | Sept 25 th |
| d. Individual APA Paper | 20 | December 1 st |
| e. Group Poster Presentation | 10 | Dec 7 th |
| 2. Intro to Empirical Articles | 5 | Nov 6 th |
| 3. In-class engagement via iClicker | 3 | Throughout the term |
| 4. Research Experience Component | 4 | Dec 7 th |
| 5. Exams | | |
| Midterm 1 | 13 | Oct 6 th |
| Midterm 2 | 13 | Nov 15 th |
| Final (cumulative) | 26 | Dec. 11 th – 22 nd |
| Total | 100% | |

1. Collaborative Research Project

The heart of PSYC 217 is the Lab Research Project. You gain experience working in a team of 5-6 students 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 an independently 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 team will be guided throughout this process, with a series of labs embedded throughout this course. Labs will replace classes on five Thursdays during the term and will be led by one of our four Teaching Fellows. All instructions, tips, strategies, and deliverables are embedded as Canvas modules, and your TF will be there to support you along the way. Please see Lab Syllabus on pages 12-19 (below) and the Lab Modules on Canvas the completed details about the Labs.

a. Project Engagement (3%)

The vast majority of research conducted in psychology is collaborative. Reflecting this research approach, you will work closely in group of 5-6 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 your experiment's design in your own words, creating a graph). All of your contributions, will be combined into this score.

b. iPeer peer-evaluations (2%)

Working in a team can be both rewarding and challenging. Students are required to complete two peer-evaluations through which they will provide anonymous feedback to their team members, to indicate what is working well, and what could be improved. Peer-evaluations are graded for **thoughtful completion**. TFs will review the first peer-evaluation (following Lab 2), to identify any groups that may be facing substantial challenges and require support. Following the Poster Session, students will complete a second peer evaluation, which may be used by the instructor to adjust group grades if it is clear that specific team members are more or less than deserving of the average group grade. Access iPeer using your CWL login at <https://ipeer.elearning.ubc.ca/login>. If you are finding that team dynamics are becoming difficult at any point during the term, you are welcome to discuss the situation with me and/or your TF.

c. Tri-Council Policy Statement 2 Tutorial (1%)

Before planning the design of your experiment, which will be conducted on human participants (your classmates), you'll be required to complete the Tri-Council Policy Statement (TCPS2) tutorial. This tutorial will introduce you to key ethical guidelines to be considered when conducting research with human subjects.

d. Individual Research Report (20%)

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. (Please see the Lab syllabus on pages 12-19 for additional details)

e. Poster Session Presentation & Participation (10%)

This year, approximately 900 students from across all ten sections of Psychology 217 will meet to share and learn about everyone's research projects, 160 posters in total! 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. (Please see the Lab syllabus on pages 12-19 for additional details)

2. Intro to Empirical Journal Articles in Psych (5%):

The goal of this assignment is for students to gain experience locating, reading, understanding and summarizing an empirical research article in Psychology. Specifically, you will be asked to relate key concepts discussed in lecture with a research article of your choice.

3. In-Class Engagement via iClicker (3%)

Active participation and engagement will promote better comprehension and retention of the material you are learning. During class, I will post multiple choice, true or false, and/or short answer questions for you to answer via iClicker Cloud, using your laptop or mobile device. This allows both you and I to gauge your understanding of the concepts being taught and provides you with practice answering questions in preparation for exams. For each class, students will receive 1 mark for answering 75% of the questions, and 1 mark for answering at least 1 question correctly (max 2 points per class). Not to worry if you miss a few days, you can still receive 100% (details to be provided in class).

**** No Questions Asked** assignment extensions:** Life happens! In the spirit of flexibility, we offer two 4-day extensions on the 'Individual Research Report' and/or 'Intro to Journal Articles' assignments above. If for whatever reason you are unable to meet the deadline for an assignment, please complete a "[No Questions Asked 4-day Extension Request](#)" form. Please note that your request must be made before the deadline or within four days following the deadline. If you require an additional extension (ie need more than 4 days extra) or have used both extension requests, please contact Dr. Lam. Depending on the situation, you may be asked to contact your faculty advising office (e.g. Arts Advising) to request a concession.

4. Research Experience Component (4%):

Psychology is an active and exciting scientific discipline. Many of the research designs that you will learn about in this course are utilized by researchers in our own Psychology department! As part of this course, you will be asked to complete the Research Experience Component (REC) as an opportunity for you to participate in research and relate your experiences to key concepts learned in class. This REC will be worth 4% of your grade in the class and you are free to choose from one or more of following three options:

i. Complete a brief post-lab survey following each lab and at the end of the course. We would like to gather information about students' experience of the labs and are asking for your feedback after each lab session. Complete all six surveys and receive 1% towards your course grade. Completing 3-5 surveys will count towards ½ a credit.

ii. Participate in the Psychology Department Human Subjects Pool. Most students will choose to earn their REC by spending four hours participating in psychology studies (worth 1% for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can create an account, locate and sign up for studies by going to <https://ubc-psych.sona-systems.com>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available time slot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long before the last week of class. Further instructions on how to use the HSP online system can be found at [here](#) in the document entitled "HSP Participant Information - 2022."

iii. The Library Option. As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing a research article from the peer reviewed journal *Psychological Science*. You will receive 1% for each article summary. Summaries must be submitted by the last day of class and should include your name, student number, course, section, instructor and email address. Please note that you are not permitted to summarize any articles related to the assignments in this course.

Further instructions on the Library Option can be found at [here](#) in the document entitled "HSP Participant Information - 2022."

5. Exams (52%):

There will be three exams administered in class: two non-cumulative midterm exams will be written during scheduled class time, and a cumulative final will be written during the exam period at a time designated by the Registrar's Office. You must be available to write at any time during the December exam period, which includes evenings and weekends. **DO NOT MAKE TRAVEL ARRANGEMENTS UNTIL THE EXAM SCHEDULE HAS BEEN RELEASED!!**

Notes on the Exams:

- There will be no makeup midterm examinations. If you miss a midterm exam, please contact me as soon as possible to discuss the situation. The final exam will be reweighted to account for a missed midterm only for students with an approved absence.
- If the final exam is missed, you must contact your faculty advising office (e.g. Arts Advising) as soon as possible to request academic concessions which would allow you to write a make-up exam at a later date. They will probably require medical or other documentation. Please refer to the UBC Calendar for details of '[academic concession](#).'
- There will be topics covered in class that are not in the readings and topics in the readings that are not covered in class. You will be responsible for both. **That is, all readings and all class materials are examinable.**

- Exams may be composed of multiple-choice, fill-in-the-blanks and short-answer questions.
 - Note that the instruction on all multiple-choice questions will be to “select the single best response.”
 - Once exams have been marked, grades will be available on Canvas.
 - You are strongly encouraged to review your exam with your teaching fellows. Most requests for grade adjustments can be settled directly with your teaching assistant. In cases of a dispute that cannot be satisfactorily resolved, please complete the “Request to Review Grading” survey found [here](#).
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COURSE POLICIES

Grading. Your grade for each exam and assignment will be posted on Canvas.

The Department of Psychology reserves the right to **scale** grades in order to maintain equity among sections and conformity to departmental norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the department. Grades are not official until they appear on a student’s academic record. With regards to this policy, the Department of Psychology has adopted the following target grade distributions in 100- and 200-level courses, and reserves the right to adjust final grades in this course if the distribution deviates substantially from the target.

| Class Performance | Mean | Standard Deviation |
|-------------------|------|--------------------|
| Strong Class | 72% | 13% |
| Average Class | 70% | 13% |
| Weak Class | 68% | 13% |

ADDITIONAL NOTES

Withdrawal Dates

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **Sept 19th**. If you wish to withdraw after September 19th, please discuss the possibility with me as your absence will be missed by the members of your research team. Any such withdrawals must be completed by October 28th and will result in a “W” on your transcript.

Grade Bumps

When computing final grades, the instructor carefully analyzes every single student to determine whether a grade bump is deserved. Bumps may be awarded for consistent performance at a major grade boundary or for marked improvement from the midterms to the final (10%+ at minimum). Bumps are not guaranteed and are **not** awarded for non-academic reasons (i.e., student is graduating and/or involved in sports or other extracurricular activities). **DO NOT send the instructor an email asking for a grade bump.**

Diversity & Inclusion

Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)

Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TF know.

ETHICAL & RESPONSIBLE CONDUCT

Statement on Academic Integrity

In the Department of Psychology, and with the UBC and the scholarly community at large, we share an understanding of the ethical ways in which knowledge is produced. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. It also means that we produce our own contributions that add to the scholarly conversation. We don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course. Because it is so important that research be done ethically, we expect students to meet these expectations. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in receiving at minimum grade of zero for the assignment, and these cases will be reported to the Department Head, and the Faculty of Arts Associate Dean, Academic. 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 the student's transcript. See the UBC Calendar entries on "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)," and check out the [Student Declaration and Responsibility](#). See "[Tips for Avoiding Plagiarism](#)" from the Chapman Learning Commons, and bookmark the OWL website for how to use APA citation style.

Group Collaboration & Independent Learning

For much of the Collaborative Research Project component of the course you will be working with your peers. Throughout this project, you will be working together to submit a number of common assignments (e.g. the group poster, and many small tasks along the way). This is not a violation of academic integrity because submitting group work is permitted for such components of the course. However, in this course, many assessments must be completed independently: all exams, quizzes, reflections, papers, REC, & peer-evaluations). Working together on these assessments is cheating, and is a violation of academic integrity. If you have questions or concerns about when—or in what capacity—you can collaborate with peers in this course, please discuss with me or your TFs before starting the assessment.

Avoiding Plagiarism

Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

Sharing Course Materials

Please DO NOT share materials provided to you in this course. This includes exam questions and answers, assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you. Please do not post any materials on file-sharing websites (e.g., CourseHero, GoogleDrive), or 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.

SUPPORTING EACH OTHER: TEACHING & LEARNING DURING COVID-19

While we're back in the classroom, learning and teaching in person, COVID-19 can still impact each of us in so many different ways. Given this, our hope is that we will support one another with compassion as we navigate the semester together.

COVID Safety: For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and the safety and comfort of everyone else in the class. If you have not yet had

a chance to get vaccinated against COVID-19, vaccines are available to you, free (see <https://covid19.ubc.ca/> for more information). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. You are an important part of the UBC community. Please arrange to get vaccinated if you have not already done so.

Student well-being (both mental and physical) is critical to, and should take priority over work in this course. Learning during COVID may be particularly more challenging given a student's learning environment and responsibilities (e.g. self-care, family responsibilities, work, etc.). If you find yourself struggling to balance these priorities with the demands of this class, please discuss the situation with myself or your Teaching Assistant.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action—which may include discussions with your faculty's advising office.

If you're sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other). This precaution will help reduce risk and keep everyone safer. If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine: You can do a self-assessment for COVID symptoms here: <https://bc.thrive.health/covid19/en>

If you do miss class because of illness:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. We will post all the slides, readings, & lecture recordings each class day.
- Use the discussion forum for help
- Come to office hours (they're online, so you can join from anywhere).

If you are sick on a midterm exam day, please email the instructor as soon as you are confident you should not come to the scheduled exam. We would strongly prefer that you contact us to make an alternate arrangement than for you to come to the exam while you are ill. If you do show up for an exam and you are clearly ill, we will make alternate arrangements with you. It is much better for you to email ahead of time and not attend (see page 4 for the missed exam policy).

If you are sick on the final exam day, do not attend the exam. You must apply for deferred standing (an academic concession) through your faculty advising office (e.g. Arts Advising) as soon as possible. Students who are granted deferred standing write the final exam/assignment at a later date. (see page 4 for the missed exam policy)

If I (the instructor) am sick: I will do my best to stay well, but if I am ill, develop COVID symptoms, or test positive for COVID, then I will not come to class. If that happens, here's what you can expect:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may have an online session or two. If this happens, you will receive an email and an announcement in Canvas telling you how to join the online lecture. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.
- If I am not well enough to teach, class will be cancelled, and I may or may not create a recorded lecture to replace the cancelled class (depending on the severity of my condition). Again, I will communicate this via email and Canvas announcement.

Despite our best intentions, please be patient with us if there are a few bumps along the way (e.g. a cancelled class, delays in grading assignments, technical challenges, etc). We too have lives beyond this course, with other responsibilities for our work, our families, and our own self-care. We thank you in advance for *your* understanding and compassion.

WELLNESS RESOURCES

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

Student Health Services:

<https://students.ubc.ca/health/student-health-service>

604- 822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Counselling Services:

<https://students.ubc.ca/health/counselling-services>

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

Centre for Accessibility (Access & Diversity):

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

604-822-5844

CFA provides accommodations for students living with physical or mental disabilities.

BC Crisis Center:

<https://crisiscentre.bc.ca/>

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line:

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

UBC Sexual Violence Prevention & Reporting Office

<https://svpro.ubc.ca/>

604-822-1588

A safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without consent. All gender identities, expressions and sexualities are welcome.

SASC

<https://www.ams.ubc.ca/student-services/sasc/>

604-822-2101

The AMS Sexual Assault Support Centre is here to educate, support, and empower people of all genders who have experienced sexual violence as well as their friends and family.

SpeakEasy:

<https://www.ams.ubc.ca/student-services/speakeasy/>

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

UBC Wellness Centre:

<https://students.ubc.ca/health/wellness-centre>

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Mood Disorders Clinic UBC:

<http://ubc-mooddisorders.vch.ca/>

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Health & Wellbeing:

<https://students.ubc.ca/health>

This website is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club:

<http://blogs.ubc.ca/ubcmhac/>

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Community Health Centre:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential services for youth and young adults up to the age of 24. Services include Adult Counselling, access to an Addiction Physician - including usage of a methadone maintenance program - and a Drug Education Series.

AMS Food Bank:

<https://www.ams.ubc.ca/student-services/food-bank/>

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic:

<https://clinic.psych.ubc.ca/>

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

The Kaleidoscope: <http://the-kaleidoscope.com/>

A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general.

September

Course Calendar (changes posted to Canvas)

| | Tuesday | Thursday | Deadline Sunday | Lab |
|--------|--------------------------------------|--|--|----------------------------|
| Week 1 | Imagine Day! 6 | Course introduction 8 | Suggested: - Read this syllabus! - Create iClicker Cloud account - Register for HSP 11 | Lab 0: Intro to Labs |
| Week 2 | Ch1: Principles of Science 13 | Ch2: Theories & Hypotheses 15 | 18 | |
| Week 3 | Ch4: Research Design Fundamentals 20 | Ch4: Research Design Fundamentals 22 | - Lab 0: TCPS2 - Intro: Brainstorming as a researcher - Lab 1.1 Group Introduction 25 | Lab 1 |
| Week 4 | Ch 8: Experimental Designs 27 | Lab 1: Brainstorming (no lecture) 29 | - Lab 1.1 Group Report - Lab 1.1 Individual Reflection - Lab 1.2 Division of Duties Oct 2 | |

October

Course Calendar (changes posted to Canvas)

| | Tuesday | Thursday | Deadline Sunday | Lab |
|--------|---|---|--|-------|
| Week 5 | Ch9: Conducting Studies Ch7: Surveys 4 | **Midterm 1** 6 | - Lab 1.2 Submit PowerPoint Slides 9 | Lab 2 |
| Week 6 | Ch3: Ethics 2.1 Submit Lab 2 video 11 | Lab 2: Study Design Presentations (no lecture) 13 | - 2.2 Reflecting on Research Proposals 16 | |
| Week 7 | Ch5: Measurement 18 | Ch11: Complex Research Designs 20 | - iPeer – Peer Evaluation #1 - 2.3 Review your feedback - 2.3 Submit your consent letter 23 | Lab 3 |
| Week 8 | Ch11: Complex Research Designs 25 | Lab 3: Data Collection (no lecture) 27 | - Lab 3.2 Participation Reflection 30 | |

November

Course Calendar
(changes posted to Canvas)

| | Tuesday | Thursday | Deadline Sunday | Lab |
|---------|----------------------------------|---|--|---------------------|
| Week 9 | 1 Ch12: Descriptives | 3 Lab 4: Data Analysis (no lecture) | 6 - Lab 4.2 submit your Descriptives - Lab 4.2 submit your Graph - Intro to Psych Articles | Lab 4 |
| Week 10 | 8 Ch12: Descriptives | 10 No Classes – Reading Break! | 13 - | Lab 5 |
| Week 11 | 15 **Midterm 2** | 17 Lab 5: APA Research Reports (no lecture) | 20 - Lab 5.2 In-text Citations Quiz - Lab 5.2 In-text References Quiz | |
| Week 12 | 22 Ch6: Observational Methods | 24 Ch10: Developmental Designs Ch7: Sampling | 27 | Paper & Poster Prep |
| Week 13 | 29 Ch14: Generalizing Results | Dec 1 Ch14: Generalizing Results **APA Paper Due** | Dec 4 | |

December

Course Calendar
(changes posted to Canvas)

| | Tuesday | Wednesday | Deadline Sunday | Lab |
|---------|-------------------|--|---|-----|
| Week 14 | 6 Epistemology | 7 Wednesday 7 Poster Session: 5:00-6:30pm!!! Drop off your poster 12-2pm! Submit your poster to Canvas! Last day for HSP & Library (REC) | 11 iPeer – Peer Evaluation #2 | |

Final Exam Period

Dec 11 - Dec 22

Happy Holidays!!

PSYC 217: Lab Research Project Syllabus

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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. **You will lose 2% of your course grade for each Lab meeting that you miss** (e.g., if you miss 2 of the meetings, you will lose 4% of your course grade, simply for not showing up). If you are staying home due to illness, but are able to attend via Zoom, you will not be considered absent.*

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. Mark Lam (mlam@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, Mar, & Rawn textbook Appendix A for ideas.*

LAB MEETING 2 – PROPOSAL PRESENTATION: **Before Lab 2:** Your team will record and submit 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. **During Lab 2:** Each group's recorded presentation will be shown and followed by a brief discussion, in which your classmates and Teaching Fellow will ask questions and provide suggestions for improving your study design. Deductions may be applied 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,

you can join the pre-registration movement **prior** to collecting data in Lab Meeting 3. See Lab Module 3 on Canvas to learn more about pre-registration.

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, and Appendix 2 for examples.*

LAB MEETING 5 – WRITING AN APA STYLE RESEARCH REPORT: Your TF will help you learn how to write an APA style research report. You'll be provided with a past 217 research paper to evaluate, using same criteria on which your paper will be graded. You may also wish to come prepared with a rough draft of your paper and specific questions and challenges you are having with its preparation. *See Lab 5 Module on Canvas, as well as Cozby, Mar, & 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%): Wednesday December 7th, 5-6:30PM, EAST & WEST ATRIA OF UBC LIFE SCIENCES INSTITUTE (2350 Health Sciences Mall) Approximately 900 students, 20 Teaching Fellows, and 5 Instructors from all 10 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 11:59pm, Thursday December 1st

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, Mar & Rawn text, the Publication Manual of the American Psychological Association (6th ed.), and 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, abstract, references, graphs, tables (or appendix if you choose to add one). *Exceeding the page limit gives one an unfair advantage over other students, therefore we must stop reading after 7 pages.* 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 Thursday December 1st, 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.

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. Remove identifying information from the cover page, 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.
3. Please consult with your Section Instructor to find out whether you need to submit a hard copy.

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, the Lab 5 Module on Canvas, and Cozby, Mar, & Rawn Appendix A are all helpful resources for preparing your paper.

Psyc 217 APA Style Lab Report Grading Criteria

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| 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 controls implemented (e.g. random assignment, avoiding confounds) |
| 3. RESULTS AND FIGURE |
| - Clear explanation of how each variable was 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 1- point font) |