

RESEARCH METHODS IN PSYCHOLOGY

PSYC 217 SECTIONS 001 AND 002 – WINTER 2024/25 TERM 1
 SYLLABUS VERSION 2: 30 AUGUST 2024



CLASS MEETINGS



five labs, all on Fridays (check Schedule/Canvas). Click for [Map](#) and [Room View](#).

Where?

Usually in Buchanan A203, except for

When?

Most Mondays, Wednesdays, Fridays; Section 1: 9-9:50; Section 2: 10-10:50 PLUS the All-Sections Poster Session on **Wed Dec 4, 5-6:30**. See *Course Schedule* for detailed dates. **I'll be masking, at least initially.**

Why?

To build a community of scholars who learn with more complexity and depth than what we can each learn alone. Your engaged attendance is important.

I'M READY! HOW DO I START?

1. Read the rest of this document.
2. Complete the *Introduction Module* on Canvas.
3. In Canvas, check your Account >> Notification settings to ensure you receive announcements.
4. Commit to coming to all classes in your schedule.



MEET THE TEACHING TEAM

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

I welcome you to come chat with me **before or after class**. Drop-in **Student Office Hour Wednesdays 1-2, my office Kenny 2523 (with mask)** for discussions about the course and/or how it fits in your life. Other options: **general questions to Canvas Course Q&A Discussion Board**, and for **questions specific to you, message me on Canvas Inbox for the fastest response** (M-F, approx. 8-4). [Here's a link](#) to provide me with anonymous feedback, anytime. For more about me, please see my [website](#).

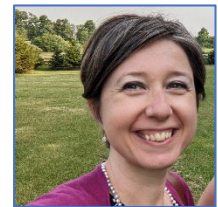


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TEACHING FELLOWS (TFs) TFs are here to help you learn and to help me to evaluate your learning. They will lead your research Lab sessions, grade papers and tests, offer advice and feedback to your Research Group, respond to brief questions. **Lab sessions for Section 1 are in BUCH Block D, and for Section 2 are in SWNG – which unfortunately will be a challenge for our TFs. If you arrive before your TF, please use that time wisely to work with your team.**

Lucas CALDERHEAD
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 Groups 201-204 in [SWNG 105](#)

Brandon FORYS (he/him)
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 Groups 105-108 in [BUCH D207](#)
 Groups 205-208 in [SWNG 110](#)

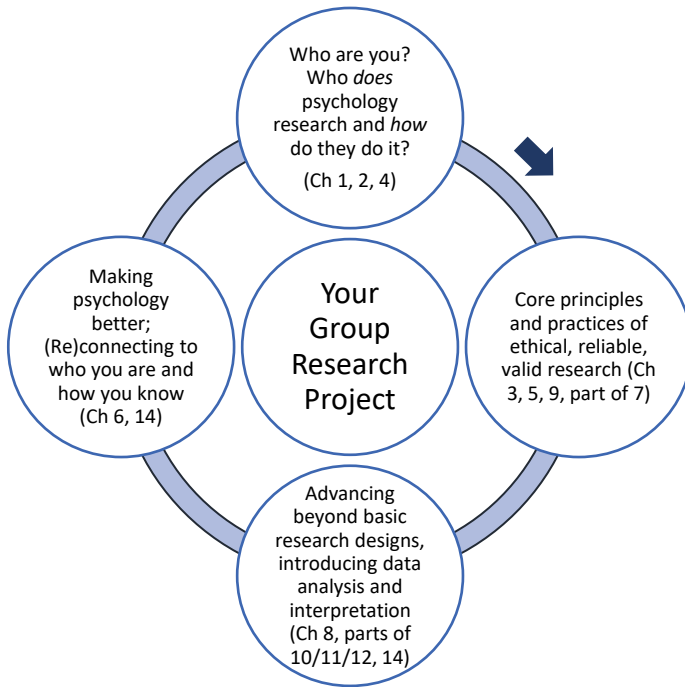
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WHAT IS THIS COURSE ABOUT?

Join me as we get to know the discipline of psychology from the inside out—and in the process, get to know ourselves better too. Modern psychology uses the scientific method to investigate behavior. Together we will explore common research designs and principles, and you will gain first-hand understanding of the whole process through your research project. We will critically question this endeavour, exploring questions such as: What opportunities and limitations does this approach place on what we know and how we know it? What are the roles and responsibilities of the researcher as they engage in this process, and what impact does that have on the other humans involved (including participants)? How are equity, inclusion, and Indigenization situated and being prioritized in psychology? How does this research approach intersect with your own personal values and perspectives on knowledge? We will build a community to explore these questions and grow as researchers, together (yes, me too!).

Typically, this course is arranged like the diagram below, starting at the top. Your Group Research Project is the heart, and the course is structured to scaffold your applied learning through that project.



MATERIALS FOR SUCCESS

1. Cozby, P.C., Mar, R., & Rawn, C. D. (2020).



Methods in Behavioural Research (3rd Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson. **Including Connect with eBook access.** Please purchase through the UBC bookstore to enable your access to Connect and the eBook (Bookstore:

Digital only \$89.00, Print + Digital \$127.95).

Keep your proof of purchase, and follow access instructions on Canvas. There are 2 weeks of free access if you need to defer your purchase.

FINANCIAL HARDSHIP? Please contact me for how we can arrange free access for you. (*As a first-generation undergrad who relied fully on student loans, I understand. Please reach out!*)

2. **Required supplemental readings.** See the Schedule in this syllabus for the article list. All are available for download from library.ubc.ca (and linked through Canvas). **FREE.**

3. **Our PSYC 217 001/002 2024W1 Canvas Course**, on canvas.ubc.ca. All resources such as modules, assignment details and submissions, the Lab Project guide, Gradebook, and Weekly Announcements. Use the Canvas Inbox to reach me. **FREE.**

4. **iClicker Cloud.** Follow the link within our Canvas course to set up an account (if you don't already have one) and link to our course. Find more instructions in the [Student Guide for UBC Students](#). Will be used every class period. **FREE.**

5. **Microsoft Word and Excel.** You will be analyzing your data using Excel, and you must complete your paper using Word (.pages files don't work). Please download [MS Office 365 from UBC IT](#). **FREE.**

6. **In class tools:** Laptop or mobile device, loaded with the ebook and iClicker. Pen/pencil, paper. Physical book and articles if possible.

POSITIONING OURSELVES IN THIS COURSE

Land Acknowledgement

Throughout this course we will gather at UBC Vancouver’s Point Grey Campus, which is situated on the traditional, ancestral, and unceded, territory of the hə́nq̓əmiṇə́m speaking Musqueam (xʷməθkʷəy̓əm) people, who have been learning and living here for thousands of years. [Learn more about Musqueam here.](#)

Why?

About 100 years ago, colonialism was baked right into the discipline we’re studying and into the institution that brings us here on this land. What does this mean for us today? There are no easy answers, except one: It’s our responsibility to continually open ourselves up to learning. Join me on this journey.

Dr. Rawn’s Positionality Statement

I’m a white settler, descended from Scottish, British, and Northern Irish immigrants (in the 1800s and 1900s), and German Palatine refugees (in the 1700s). I was born and raised in Guelph Ontario, unknowingly on the traditional territory of the Mississaugas of the Credit First Nation of the Anishinaabek Peoples. My extended family is large and complicated. I was the first in my close family network to attend university, and although we always had food we experienced great financial hardships. I attended St. Jerome’s (Catholic) University within the University of Waterloo, where I majored in Psychology, minored in Human Resources Management, and met my future husband. I ended up at UBC, on Musqueam territory, for graduate school in social psychology, thanks to a long history of excellent teachers who encouraged and taught me how to keep pursuing education. My commitment to teaching grew from a desire to help others learn things I had struggled with (like statistics). Education has changed me and my family relationships, in helpful and hurtful ways. I am currently a Professor of Teaching in UBCV’s Psychology Department (hired in 2009 immediately on graduation, tenured in 2014). My journey through this course re-design has been inspired by some massive shifts, globally, locally, professionally, and personally, concentrated over the past three or so years.

I was trained as a social psychologist, and have long been interested in motivation and learning. Self Determination Theory of motivation ([Ryan & Deci, 2000](#)) often informs my teaching practice. I strive to create conditions that support your experience of autonomy, competence, and relatedness. *Where can you spot [applications](#) of this theory in this course design? What additional ideas do you have for how to apply this theory?* For more information: <https://selfdeterminationtheory.org>.

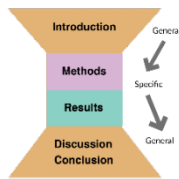
Why?

As we will explore together, understanding positionality is about identifying the social roles and lived experiences that shape the perspective you uniquely bring to learning, research, teaching, and your life more broadly. I share with you here a sample of my working understanding of who I bring to you in this course, while we understand how knowledge is created in psychology. Sharing this information makes me feel vulnerable, but it also feels true and transparent—part of what it means to be taking this course with me this year.

I recognize the power I have as a Professor of Teaching, with tenure, to model my positionality so openly. I will invite you to consider your positionality in relation to what we are learning about research in psychology, and to write about it in your Researcher Notes. But I will not ask you to share anything you do not want to share, and I will not expect you to share your writings with peers if you do not wish to do so.

COURSE GOALS: WHAT ARE WE HERE TO LEARN?

By the end of this course, you will be able to...	Why?
<ol style="list-style-type: none"> 1. Identify, discuss, and critically examine the typical ways knowledge is made and reported in psychology from its (post-)positivist traditions. 2. Critically examine the positions of researchers and participants in the ways psychological research is conducted and reported, including drawing on your own experiences and identities. 3. Discuss and demonstrate ways to act ethically in all aspects of scholarly work (e.g., literature search, design, data collection, analysis, interpretation, reporting). 	<p><i>I draw on various perspectives within and beyond our discipline, including what I am learning about Indigenous ways of knowing, to inform how we will look at our discipline. We can be more honest and accurate in our quest for knowledge when we avoid pretending that we can be truly objective. I link this to integrity: let's represent ourselves honestly, transparently. When I think of ethics, I think of caring for the humans involved, for striving for truth with honesty and transparency.</i></p>
<ol style="list-style-type: none"> 4. Engage with a variety of published journal articles to discuss examples of concepts (e.g., hypothesis, experimental design, validity, reliability, operational definitions), practices, and values core to conducting and writing about psychological research. 5. Independently write a scholarly article using the traditions of APA style to summarize your group research project, situated in the context of some relevant published scholarship. 	<p><i>I want us to build competence in going to the literature to learn what has been learned before—and how it has been learned. I want us to see the humans and the process behind the passively voiced articles, and be able to produce them as a strategic skill (play the game, if you will).</i></p>
<ol style="list-style-type: none"> 6. Critically discuss issues of inclusion and diversity from a psychological perspective, including in how knowledge is made in psychology. 7. Contribute effectively in a team to (a) design and conduct a basic experiment with human participants to address a research question in psychology, (b) create a poster to summarize this knowledge-making work. 8. Reflect on your own positionality, your values and perspectives, and how they might influence how you engage with psychology's research processes. Discuss what skills, methods, values, perspectives you want to take with you beyond this course, which to leave behind, and which you might continue to try out or perhaps continue to question. 	<p><i>I propose that psychology and its impact will be better when we include more people who bring a diversity of perspectives. Therefore, I want us, in our classroom, to build relations, community, and collectively make psychology a little bit better. I want everyone to feel welcome in this quest—yes especially you! I also want you to be the author of your own story and create space for you to choose what you might take from psychology and its way of knowing.</i></p>



ASSESSMENTS: HOW WILL WE PROMOTE AND MEASURE LEARNING?

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 pathways), *competence* (e.g., in-class learning activities, REC, Smartbook adaptive mastery quizzes, Researcher Identity Integration Paper, tests), and *relatedness* (e.g., research project engagement, in-class learning activities, Poster Presentation, Researcher Identity Integration Paper).

Everyone starts out on Pathway 1, but you have a choice. *You can opt out* of the Researcher Identity Integration Paper (Pathway 2), the Smartbook Adaptive Mastery Quizzes (Pathway 3), or both (Pathway 4), by weighting your tests a little higher. Read the following information about these assessments and deadlines, and choose the Pathway that is right for you this term. **To choose Pathway 2, 3, or 4, send me a message using [Canvas Inbox](#) before 11:59pm on Wednesday 18 September 2024. No changes will be permitted after that date**, except in cases of academic concession involving Arts Advising. Pathway 1 is the default. If you choose to stick with Pathway 1 and miss an assessment without grounds for concession, you will receive a zero for that assessment. See below for late policies for each assessment.

Learning Assessments	Due Date(s)	PATHWAY 1: Accountable Learning with Supported Reflexive Growth	OR Option Pathway 2: Accountable Learning	OR Option Pathway 3: Independent Learning with Supported Reflexive Growth	OR Option Pathway 4: Independent Learning
<i>Everyone completes 1-5. Pathways 1 and 2 also include #6. Pathways 1 and 3 also include #7.</i>					
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%)	A. Ongoing B. Ongoing C. Sun Nov 24, 11:59pm D. Wed Dec 4, 5-6:30pm	40% (Requirement across all 217 Sections)			
2. In-Class Learning Activities (iClicker, on paper <i>Researcher Notes</i> reflections)	Every class	3% Engaging in class will be essential for everyone. These points are here primarily as a motivator for those toughest days.			
3. Article Application Test 1	Wed Sept 25	5%	5%	7%	7%
4. Article Application Test 2	Wed Oct 30	12%	15%	15%	20%
5. Final Exam (Cumulative)	TBD	23%	30%	25%	30%
6. Smartbook Adaptive Mastery Quizzes on Connect, via Canvas (almost weekly online quizzes, about 1hr each, 10-12h total)	Throughout, see schedule	7%	7%	0%	0%
7. Researcher Identity Integration Paper	Friday December 6	10%	0%	10%	0%
Total		100%			

1. Lab Research Project

What do I need to do?

Essentially, work in a group to design an experiment and collect data in class from classmates.

Then, *write your own* APA style paper (20%). Then, work in your group to prepare and present a poster (10% - group grade). The Research Experience Component (5%)

	<p>includes completing and submitting your TCPS Certificate (1%), plus up to 4% in Psychology Human Subject Pool credits or library equivalent.</p> <p>Project Engagement (5%) involves smaller components completed throughout the term, including peer evaluation of your groupmates, twice, using iPeer (linked through Canvas).</p> <p>Please see the Lab Syllabus, at the end of this Course Syllabus for more details about each of these components. The Lab Syllabus is common to all sections of PSYC 217.</p>
<i>Why are you asking me to do it?</i>	<p>To inspire and measure your learning of Course Goals 4, 5, and 7, and to support progress toward 1, 2, 3, 4, 6, and 8.</p> <p>Since its pilot year in 2009, every single section of PSYC 217 has included this project (the Term 1 poster session has been included since 2010). This course is the heart of the Psychology Major, and the department invests a lot in you!</p>
<i>How should I prepare?</i>	<p>There are many components to this project, so part of success is keeping track of all the small and large deadlines. The small deadlines (e.g., posts on Canvas) are meant to keep you on track for the large ones—so they matter too.</p> <p>Start your paper early (e.g., around Lab 3), and set aside a couple of hours each week to work on it (more toward the deadline). Ask Teaching Team members for advice, and follow the recommendations announced in Canvas and class.</p>
<i>Dr. Rawn, how will you support my success?</i>	<p>Like all sections, 5 times instead of coming to our class, you'll attend Lab, where your Teaching Fellow will guide you the next phase of that project. I'll be supporting the Teaching Fellows in this work, from behind the scenes.</p> <p>All in-class article-related activities and the Article Application Tests will help you prepare to write your own journal-style article. Textbook readings and other in-class activities will also help you prepare to apply that material.</p> <p>With your Teaching Fellows, I'll be available in my office hours to help answer questions, offer some advice about the project and group dynamics. You have the option to submit the Request for Team Mediation form as soon as you think your group might be running into challenges.</p>
<i>What do I do if I miss a deadline?</i>	<p>As a group of PSYC 217 course instructors, we agree on policies about deadlines related to this project. Please see the Lab Syllabus at the end of this syllabus for more information and common policies across sections. Note that information includes penalties for missing labs.</p>

2. In-Class Learning Activities

<i>What do I need to do?</i>	<p>Come to class on time and ready to engage with the material, your peers, and the Teaching Team. Submit responses using iClicker and on paper, as prompted in class.</p> <p>Write a response to Researcher Notes Reflections prompts, which will take about 10 minutes each, about 5-6 times through the course.</p>
<i>Why are you asking me to do it?</i>	<p>To inspire and measure your learning of Course Goals 1, 2, 3, 4, 6, 8; and to prepare you for 5, 7.</p>

<i>How should I prepare?</i>	Set your alarm early enough to arrive on time. Bring materials (iClicker Cloud access on a device, pens/pencils and paper). Keep up with the readings so you are ready for discussion and building from what you learn (Smartbook Mastery Quizzes can help with this). Connect with a classmate to help you catch up if you must miss a class.
<i>Dr. Rawn, how will you support my success?</i>	<p>While planning each lesson, I thoughtfully write Learning Objectives that act as our compass for the day’s lesson (and your study guide for later on), and create activities (e.g., mini-lectures, guiding questions, worksheets, examples, Researcher Notes prompts) to help you learn.</p> <p>Each class morning, I will arrive early to class to set up any visual aids and iClicker, and to welcome you and your peers. I will lead you through the lesson plan responsively and with enthusiasm, and adapt it spontaneously in response to what I am learning from you.</p> <p>I have designed the Researcher Notes Reflection prompts using the lens of the Researcher Development Framework (specifically <i>self-confidence</i>), to help guide how you understand your identity and positionality in relation to research processes.</p> <p>I will track every student’s activity completion using iClicker and Canvas Gradebook. You can earn up to 2 points per class for the regular small Learning Activities (e.g., clicker questions), <i>plus an additional 2</i> points on the days we complete a Researcher Notes Reflection exercise. At the very end of the term, I will convert the total score out of 3 (e.g., if you submit 24/36, you’ll receive 2/3).</p>
<i>What do I do if I miss a deadline?</i>	<p>There isn’t really a way to make up the iClicker points, logistically. So I will provide everyone with a week’s worth of <i>grace space</i>: You can still receive full marks if you miss up to 3 classes. Because these activities are designed to help you learn, I encourage you to complete them all, regardless.</p> <p>If you miss a Researcher Notes Reflection exercise, submit that to me as soon as possible.</p> <p>If you miss class, I recommend booking 40-50 minutes in your calendar to spend with our slides for that period. Have all handouts ready, and write a written response to all the questions I ask (they’ll be written on the slides). Give yourself permission and time to fully engage in the activities and exercises on your own, as if you were right there in class. You’ll get at least some of the learning benefits! Then, reach out to your Research Group or notetaking partner, for a discussion to see if you’re on the right track (perhaps they’d share notes with you, but a discussion might be more fruitful for both of you). Then, come see me in my student hours if there’s anything you want to follow-up on with me.</p>

3 & 4. Article Application Test (x 2)

<i>What do I need to do?</i>	<p>You will be given a copy of a published journal article, and 2-3 pages of questions that prompt you to discuss how course concepts relate to the research that is summarized in the article, and/or the article itself.</p> <p>Use the questions and your understanding of course concepts to read only the brief sections of the article that are relevant. You will <u>not</u> be expected to read the whole</p>
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	article. Write your answers to the questions independently, by hand, during class time in the space provided.
<i>Why are you asking me to do it?</i>	To inspire and measure your learning of Course Goals 1, 2, 4, 6; and to prepare you for 5, 7, 8.
<i>How should I prepare?</i>	Answers will be marked for accuracy and thorough completion. Coming to class and engaging in all class activities is essential preparation for success. Practice the in-class exercises with our target journal articles as well as find new ones to extend your understanding. Your “study guide” is each class period’s learning objectives (LOs), class activities (questions I pose to you during class) and the Key Terms and chapter headers from the textbook. Write responses to each LO, question, chapter header, and key term in a way that integrates what you are learning from class and the textbook. Practice describing how these concepts are evident (or not evident) in the research written up in published journal articles.
<i>Dr. Rawn, how will you support my success?</i>	<p>Because this test format is new to many of us, Test 1 is weighted very little, to allow us space to improve after some feedback.</p> <p>Before the Test, in class we will complete practice exercises (on your own and in groups) with different journal articles and prompting questions similar to the in-class practice quizzes. I will provide broad feedback about the quality of work I’m seeing as we go, to help you consider how to improve your own work.</p> <p>I'm going to give you back your Tests for study purposes. It's yours to keep, for private use in our course only (i.e., not for posting online, sharing, selling to any company). See the Canvas Announcement for when test will be available to pick up from your Teaching Fellow.</p>
<i>What do I do if I miss a test (or know I have to miss a test)?</i>	<p>Review the Faculty of Arts self-declaration form for in-term concession. If you do qualify or you are not sure if you qualify, submit the form using Canvas Inbox to me <i>as soon as possible</i>, typically within a day of the scheduled test. (If you have trouble attaching the file, email it to cdrawn@psych.ubc.ca, and then message me in Canvas Inbox to let me know).</p> <p>There will be one make-up test date per test, held in person with a Teaching Fellow. You are expected to act honestly and avoid communicating with other students about the test before writing it. The target journal article and some of the questions may be <i>different</i> from the rest of the class; I will do my best to make them as equivalent as possible.</p> <p>Typically, your form should be submitted in advance in order to qualify to write the make-up test, but an exception may be possible under your circumstances so please ask. If you miss the make-up test, but <i>do</i> qualify for concession, your points will be allocated to the cumulative final exam (I strongly recommend you write the test instead, as it will prepare you for the final). If you do not qualify for in-term concession, you take a zero and move on (there are lots of points left!).</p>

5. Final Exam (Cumulative)

<p><i>What do I need to do?</i></p>	<p>You will be given copies of two published journal articles, and approximately 5-6 pages of questions that prompt you to discuss how course concepts <u>from across the whole course</u> relate to the research process summarized in the article, and the article itself. Use the questions and your understanding of course concepts to read only the brief sections of the articles that are relevant. A few additional questions will require integration of your learning across the whole course.</p> <p>Write your answers to the questions independently, by hand, during the final exam time in the space provided.</p>
<p><i>Why are you asking me to do it?</i></p>	<p>To inspire and measure your learning of Course Goals 1, 2, 3, 4, 6, 8.</p>
<p><i>How should I prepare?</i></p>	<p>Build your “study guide” (with Learning Objectives, Chapter Headers, and Key Terms) through the term as you prepare for each Article Application Test then expand on it for the final exam. Try working with different journal articles using the exercises we do in class. Be sure to consider the whole course content.</p>
<p><i>Dr. Rawn, how will you support my success?</i></p>	<p>I have designed the Article Application Tests, in class exercises, and reflections as direct practice for this final exam.</p>
<p><i>What do I do if I miss the final exam?</i></p>	<p>Apply for Standing Deferred Status with the Faculty of Arts (see Academic Concession). If Arts Advising determines that you <u>do</u> qualify, there will be one make-up exam date in Summer 2025 as scheduled by the Registrar. You are expected to act honestly and avoid communicating with other students about the exam before writing it. The target journal articles and some of the questions will be <i>different</i> from the rest of the class; I will do my best to make them as equivalent as possible. If you <u>do not</u> qualify for Standing Deferred Status, you take a zero on this exam and move on.</p>

6. Smartbook Adaptive Mastery Quizzes

<p><i>What do I need to do?</i></p>	<p>Complete all multiple choice style quizzes I have assigned in Connect. Each quiz (for Chapters 1, 2, 3, 4, 5, 6, 9, 14) will take approximately 1 hour, but that might be shorter or longer depending on how deeply you engage with the material. Quizzes will be very short selections for chapters 7, 12. Choose any two from these three advanced experimental design chapters: 8, 10, and 11. But if you missed one earlier in the term, you can make it up by doing all three of these.)</p> <p>To access the quizzes, follow the link from our Canvas course. When you sign in the first time, the system will give you the option to be anonymous. Please use this anonymous option only if absolutely essential; it makes assigning your marks to you logistically difficult for me (it’s not automatic).</p>
<p><i>Why are you asking me to do it?</i></p>	<p>To inspire and measure your learning of Course Goals 1, 4.</p> <p>To help you stay on track. It’s easy to fall behind on readings. If you think you could benefit from a little more structure and accountability, this option is for you!</p>

<p><i>How should I prepare?</i></p>	<p>You can begin by reading the chapter, or you can just dive right in to the quiz and learn as you go, back and forth between the questions and the sections of the ebook. The automated system considers you to have “mastered” a piece of material when you have answered at least two questions correctly.</p> <p>After completing the quiz, it’s a good idea to go back and skim the whole chapter and check the key terms, to make sure you caught all the relevant material. You’re Smarter than Smartbook.</p>
<p><i>Dr. Rawn, how will you support my success?</i></p>	<p>I will set up the quizzes to correspond to the material we are engaging with, and de-select parts of chapters that are not relevant for us. Note: your scores will not appear in Canvas. At the end of the term, I will manually export your grades from Smartbook, do the required math, and incorporate the total into your course grade. Please keep track of your progress in Smartbook.</p> <p>I have arranged for financial need access with the publishing company, contact me for details.</p>
<p><i>What do I do if I miss a deadline?</i></p>	<p>Complete the Mastery Quiz as soon as possible after the deadline. I will provide up to one-week extension to those who need it—and you do <i>not need to ask for this</i>. I will just accept it as completed if it is done on the due date +7 days (e.g., if the due date is 11:59pm on Wednesday April 10, I will accept through 11:59pm on Wednesday April 17).</p>

7. Researcher Identity Integration Paper

<p><i>What do I need to do?</i></p>	<p>This paper creates space for you to dive deeper into your own positionality, your values and perspectives, as they relate to knowledge-making practices in (and perhaps beyond) psychology. Write a paper that integrates and evaluates what you have learned from the Researcher Notes Reflection exercises throughout the course. More information, including the grading criteria, will be provided on Canvas. The paper should be approximately 5-7 pages (double spaced, 12-point font). Submit your original, hand-written reflections along with the paper.</p> <p><i>No additional sources or resources should be used, beyond your own reflections, the instructions I provide, and your critical thinking.</i></p>
<p><i>Why are you asking me to do it?</i></p>	<p>To inspire and measure your learning of Course Goals 2, 3, 6, and especially 8.</p>
<p><i>How should I prepare?</i></p>	<p>First, come to class and complete all Researcher Notes reflection exercises thoughtfully. If you miss one, submit it by the next class. Be sure to save your Reflections when they are returned to you, to attach to your paper.</p> <p>In advance, book some time in your schedule during the last couple of weeks of the term to work on this. (Yes, it’s a busy time of year! Not sure how to work around that for this assignment. If you would like some advice for managing your time, please come chat in student hours.)</p>

<p><i>Dr. Rawn, how will you support my success?</i></p>	<p>Throughout the course I will encourage critical evaluation of how personal identity informs psychology research, as it happens within our classroom and more broadly across the discipline. Researcher Notes Reflection exercises will provide you with an opportunity to personalize these lessons.</p> <p>I will collect your reflections throughout the term, and return them to you at least a few weeks before this paper is due. I will provide a longer document with guiding questions to consider, which will also serve to guide me in the paper grading. I will be available to answer your questions and discuss the paper with you.</p>
<p><i>What do I do if I miss a deadline?</i></p>	<p>I trust you will do your best to get it in on time. You may submit the paper late if you need to—through to the end of the exam period. However, if you submit late, your grade may not be submitted to Workday until January, to accommodate my time needed to mark the paper (plus holidays). <i>This plan is subject to change... because Workday.</i></p>

BUILDING OUR COMMUNITY: SUPPORTS, SAFETY NETS, AND POLICIES

Support 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](#). *If you have already submitted the Self-Declaration form for one thing in this course, please seek in-term concession from Arts Advising.***

Check out these support resources *before* an emergency. See <https://students.ubc.ca/health> and especially <https://students.ubc.ca/health/health-topics/understanding-stress> for ways to care for yourself. See also the Arts Student Support portal for wellness, academic, and broader support: <https://www.arts.ubc.ca/student-support/>. And join the [Psychology Student Guide](#) community today!

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](#). Once registered there, please ensure you register each of our tests that you are writing. I'll be happy to work with you on accommodations. If you are in the process of registering at the Centre, please come to student hours to work out a plan.

Supporting Each Other in our Shared Spaces

We are coming together to do this work of learning. We hold space with each other in our physical 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.

Classes will *not* be recorded. This was a tough decision. *Of course* I want all students to have as much access as possible. However, the success of this entire course redesign rests on the quality of the community we build while we're together. **We need to create a space here where every single one of us can feel welcome to grapple openly with complex and sometimes personal topics. And I believe that adding a video recording and online posting of what we do and say will hinder the quality of that community.** In case you must be absent, I will be helping you find a couple of classmates who can help provide you with notes. I will also provide PowerPoint slides after class (not before, to accommodate changes that we make together during class), as well as handouts before class on Canvas.

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, can 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](#), potential [consequences](#), and expectation that students must clarify how [academic integrity](#) 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 test question). It is *unacceptable* to help someone else cheat. **It is generally unacceptable to use Generative Artificial Intelligence (GenAI, e.g., ChatGPT) tools when you are preparing your written work for submission in this course (including quizzes, tests, reflections, papers), as the work you are presenting should be your own.** However, I understand this is new ethical technological territory, and we may critically engage with these tools during class time together. Our understanding of uses may evolve; if you are unsure, come have a discussion with me.

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 a 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 (e.g., Poster) *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, test/quiz questions and answers, discussion questions, announcements, PowerPoint slides, 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.

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 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, psychologists often 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 or results from Generative Artificial Intelligence (GenAI) tools, 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.

Please see each learning assessment's description for what to do in case of missed deadlines. 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.

Re-grade request process. If you feel strongly that a question on any test 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, or once you have taken your test out of your TF's office—whichever happens first. **Once you take your test outside your TF's office, you can no longer submit that form.** You can absolutely leave the test with them and re-visit if you need more time. 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. In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): **B- (68-71%) in Introductory 100-level and 200-level courses;** B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students 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 the UBC Calendar (<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct/3-academic-misconduct-ubc-students>).

OUR CLASS SCHEDULE				
Any changes will be announced using Canvas Announcements.				
Week	Reading Focus	Dates 2024	Class Activity/Topic/Guiding Question	Keep on track for Labs:
1	Course Syllabus Cozby text Chapter 1 Scientific Understanding of Behaviour	Mon Sept 2	<i>Labour Day. No classes.</i>	
		Wed Sept 4	<i>What does it mean for us to learn Psychology Research Methods here at UBCV in 2024?</i>	
		Fri Sept 6	<i>Who creates knowledge in psychology?</i>	
2	Cozby text Chapter 1 continued, Chapter 2 Where to start	Mon Sept 9	<i>What does it mean to create knowledge in psychology?</i>	Complete Introduction to Labs Module this week or next
		Wed Sept 11	Covarrubias, R., & Fryberg, S. A. (2015). Movin' on up (to college): First-generation college students' experiences with family achievement guilt. <i>Cultural Diversity and Ethnic Minority Psychology, 21</i> (3), 420-429. https://doi.org/10.1037/a0037844	

		Fri Sept 13	<p><i>Linking key terms from Chapters 1, 2, 4 to research article</i></p> <ul style="list-style-type: none"> ☛ Researcher Notes 1 (complete and submit in class) ☛ Smartbook Chapters 1 and 2 (11:59pm) 	
3	<p>Cozby text Chapter 4 Research Design Fundamentals</p>	Mon Sept 16	<p>Drop/Add Deadline <i>Correlational and Experimental Methods</i></p>	<p>[Optional Modules to complete anytime: Exploring Citation and Referencing Practices in APA Style; Introduction to Avoiding Plagiarism]</p>
		Wed Sept 18	<p><i>Correlational and experimental methods... through an Article Application Practice Quiz!</i> Cortland, C. I., Craig, M. A., Shapiro, J. R., Richeson, J. A., Neel, R., & Goldstein, N. J. (2017). Solidarity through shared disadvantage: Highlighting shared experiences of discrimination improves relations between stigmatized groups. <i>Journal of Personality and Social Psychology</i>, 113, 547-567. https://doi.org/10.1037/pspi0000100</p> <ul style="list-style-type: none"> ☛ Assessment Pathway Decision day (11:59pm tonight) 	
		Fri Sept 20	<p><i>Key concepts in Correlational and Experimental Methods</i></p> <ul style="list-style-type: none"> ☛ Smartbook Chapter 4 (11:59pm) 	
4	<p>No new readings this week.</p> <p>Review Chapter 1, 2, 4 to prepare for Quiz.</p>	Mon Sept 23	<p><i>Catch-Up and Review</i></p> <ul style="list-style-type: none"> ☛ Researcher Notes 2 (complete and submit in class) 	<p>Before Friday Start Lab 1 Module on Canvas</p>
		Wed Sept 25	<ul style="list-style-type: none"> ☛ Article Application Test #1 	
		Fri Sept 27	<p>Lab 1: Designing your group's study Sec1 in BUCHD, Sec2 in SWNG; See page 1 for room numbers according to your group. Please make use of all time with your group members, even if your TF has not yet arrived.</p>	
5	<p>Cozby text Chapter 9 Conducting Studies Selection from Chapter 7 Survey Research</p>	Mon Sept 30	<p><u>Truth and Reconciliation Day</u> (Sept 30, <u>observed</u> today). No classes. <i>Consider attending a related event.</i></p>	<p>Complete Lab 1 Module</p> <p>Start Lab 2 Module on Canvas</p>
		Wed Oct 2	<p><i>How do we turn a research idea into an actual study design?</i></p>	
		Fri Oct 4	<p><i>How do we improve our operational definitions?</i> <i>Asking participants questions effectively</i></p> <ul style="list-style-type: none"> ☛ Smartbook Chapter 7 selection (11:59pm) ☛ Smartbook Chapter 9 (11:59pm) 	
6	<p>Cozby text Chapter 3 Ethics</p>	Mon Oct 7	<p><i>What are our ethical responsibilities to participants?</i></p>	<p>Continue Lab 2 Module</p>
		Wed Oct 9	<p><i>Ethics across the research process</i></p>	
		Fri Oct 11	<p>Lab 2: Presenting your group's study Sec1 in BUCHD, Sec2 in SWNG; See page 1 for room numbers according to your group.</p> <ul style="list-style-type: none"> ☛ TCPS 2: CORE Certification due ☛ Smartbook Chapter 3 (11:59pm) 	
7	<p>Cozby text Begin Chapter 5 Measurement</p>	Mon Oct 14	<p><u>Thanksgiving Day</u>. No classes.</p>	<p>Complete Lab 2 Module</p> <p>Start Lab 3 Module</p>
		Wed Oct 16	<p><i>Learning from Indigenous research paradigms</i> Joseph, L., Cuerrier, A., Matthews, D. (2022). Shifting narratives, recognizing resilience: New anti-oppressive and decolonial approaches to ethnobotanical research with Indigenous communities in Canada. <i>Botany</i>, 100 (2), 65-81. https://doi.org/10.1139/cjb-2021-0111</p>	
		Fri Oct 18	<p><i>Reliability & Validities</i></p> <ul style="list-style-type: none"> ☛ Smartbook Chapter 5 (11:59pm) ☛ iPeer midterm group feedback (11:59pm) 	

8	Cozby text Continue Chapter 5 Measurement	Mon Oct 21	<i>Reliability & Validities</i> 🌀 Researcher Notes 3 (complete and submit in class)	Continue Lab 3 Module 🌀 TCPs due before Lab 3
		Wed Oct 23	<i>Article Application Practice Quiz!</i> Krumrei-Mancuso, E. J., & Rouse, S. V. (2016). The development and validation of the comprehensive intellectual humility scale. <i>Journal of Personality Assessment</i> , 98(2), 209-221. https://doi.org/10.1080/00223891.2015.1068174	
		Fri Oct 25	Lab 3: Data Collection Day! Sec1 in BUCHD, Sec2 in SWNG; See page 1 for room numbers according to your group.	
Week	Reading Focus	Dates 2023	Class Activity/Topic/Guiding Question	Keep on track for Labs:
9	No new readings this week. Review Chapter 3, 5, 9, selection from 7.	Mon Oct 28	<i>Catch-Up and Review</i> Bonus Data Collection Day (BDCD; 5:00-6:30pm in SWNG 121 and 122) optional , but at least two group members must attend if you wish to collect more data beyond Lab 3	Complete Lab 3 Module Start Lab 4 Module
		Wed Oct 30	🌀 Article Application Test #2	
		Fri Nov 1	Lab 4: You have data! Now what? Sec1 in BUCHD, Sec2 in SWNG; See page 1 for room numbers according to your group.	
10	Cozby text Selections from Chapter 12 Descriptive Statistics Chapter 14 Generalizing Results	Mon Nov 4	<i>Introduction to data analysis strategies</i> 🌀 Researcher Notes 4 (complete and submit in class)	Complete Lab 4 Module Start Lab 5 Module
		Wed Nov 6	<i>Revisiting early articles: Data analysis, getting ready to write, external validity</i> Covarrubias & Fryberg (2015); Cortland et al. (2017)	
		Fri Nov 8	Generalizing Results, continued 🌀 Smartbook Chapter 12 brief selection (11:59pm)	
11		Mon Nov 11	<u>Remembrance Day</u> . No classes.	Complete Lab 5 Module Review Cozby, Rawn, Mar Appendix A
		Wed Nov 13	Midterm Break. No classes.	
		Fri Nov 15	Lab 5: Writing your APA Style Paper Sec1 in BUCHD, Sec2 in SWNG; See page 1 for room numbers according to your group. 🌀 Smartbook Chapter 14 (11:59pm)	
12	Cozby text Chapter 6 Observational Methods	Mon Nov 18	<i>Using data to inspire disciplinary change</i> Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. <i>Perspectives on Psychological Science</i> , 15(6), 1295–1309. https://doi.org/10.1177/1745691620927709	
		Wed Nov 20	<i>Disciplinary change in the recent past: The Replication Crisis</i>	
		Fri Nov 22	<i>Observational methods from various perspectives</i> 🌀 Smartbook Chapter 6 (11:59pm)	
13	Cozby text	Mon Nov 25	🌀 SUNDAY 24 Nov 11:59pm APA STYLE PAPER DUE <i>Researcher identity and career building</i> 🌀 Researcher Notes 5 (complete and submit in class)	

	Chapter 8 Experimental Design, Chapter 10 Research Designs for Special Circumstances, Chapter 11 Complex Experimental Designs	Wed Nov 27	Research inspiring change! We will engage with this study to explore more advanced research designs Dwyer, R., Palepu, A., Williams, C., Daly-Grafstein, D., & Zhao, J. (2023). Unconditional cash transfers reduce homelessness. <i>PNAS</i> , 120(36), e2222103120. https://doi.org/10.1073/pnas.2222103120	
		Fri Nov 29	Advanced research designs, continued ✪ Researcher Notes 6 (complete and submit in class) ✪ Smartbook Chapters 8, 10, 11 (choose two of three, 11:59pm)	
Week	Reading Focus	Dates 2024	Class Activity/Topic/Guiding Question	Keep on track for Labs:
14	No new readings this week.	Mon Dec 2	Catching up and Zooming out (Time to complete Student Experience of Instruction)	✪ Poster Session WED 5-6:30pm
		Wed Dec 4	Practice Final Exam De Souza, L., & Schmader, T. (2022). The misjudgment of men: Does pluralistic ignorance inhibit allyship? <i>Journal of Personality and Social Psychology</i> , 122(2), 265-285. https://doi.org/10.1037/pspi0000362 ✪ Poster Session 5-6:30pm	
		Fri Dec 6	Final Exam Preparation ✪ Researcher Identity Integration Paper due ✪ iPeer end-of-term group feedback (11:59pm)	
The Final Exam will be booked by the registrar during the period December 10 to 21, 2024, including Saturdays and Sundays . Do not book appointments or travel during this time until you know when your exams are.				

GRATITUDE AND COPYRIGHT

Since 2008 I have taught **2530 students** across 24 sections of this course, including through the pandemic (fully online fall 2020, and hybrid fall 2021), with approximately **57 Teaching Assistants/Fellows**. I am grateful to all of these people for their engagement and feedback that have shaped this course and my thinking over the years. Thanks also to the team of fellow course instructors, especially **Dr. Mark Lam** who has been the Course Coordinator for many years, and others who have stepped into that role. Thanks to **Dr. Natasha Pestonji-Dixon** and **Dr. Kyle Gooderham** for their crucial help on the evaluation of labs and development of the online lab structure in 2019-2020 especially in preparation for online teaching. Thanks to the team at **McGraw-Hill Ryerson**, who empowered me to author the first two Canadian editions of the Cozby textbook, and to Dr. Raymond Mar for taking over the 3rd. I also thank **Dr. Laura King** for the inspiration to donate textbook royalties to students through scholarships (most recently the [Psychology Inclusive Excellence Student Fund](#) and [Indspire](#)).

Beginning Fall 2020, I adopted a flexible assessment strategy, 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**.

Many people and resources informed my Fall 2023 redesign. Special thanks to **Victoria Wardell**, one of my past PSYC 217 students and current departmental EDI consultant (and graduate student), for your enthusiastic feedback and ideas. Thanks to my past Teaching Fellow **Lucy DeSouza** for opening my eyes to positionality and critical race theory in psychology through her guest lesson in 2021, and to SoTL Specialist **Martin Dammert** for guiding me through my first truly qualitative research project 2022-2023, which has forever changed my perspective on psychology and ways of knowing. For their guidance, patience, and inspiration, I thank the April 2023 facilitators and cohort of the **Indigenous Initiatives Design Series (CTLT)**, as well as Scholarship of Teaching and Learning scholar extraordinaire **Dr. Andrea Webb**. And I send eternal gratitude to my first and most central teacher, my dear **Gran** (1940-2023).



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COURSE REDESIGN: SELECTIONS FROM MY READING LIST

These are some of the scholarly articles and books that informed the way I approached my 2023 course redesign. They are here to offer some insight for curious readers, including students and colleagues. I do not claim to have this figured out, and will continue to learn how to implement these and others' important insights in our classroom—including making mistakes and learning from them.

Colley, B. M., Bilics, A. R., Lerch, C. M. (2012). Reflection: A key component to thinking critically. *The Canadian Journal for the Scholarship of Teaching and Learning*, 3(1), Article 2. <https://doi.org/10.5206/cjsotl-rcacea.2012.1.2>

Hogan, K. A., & Sathy, V. (2022). *Inclusive Teaching: Strategies for promoting equity in the college classroom*. West Virginia University Press: Morgantown.

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COMMON RESEARCH LAB 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](#). The 217 Course Coordinator, currently Dr. Mark Lam (mlam@psych.ubc.ca), will then render a decision regarding your requested absence. 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 the group poster grade (ie. up to 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 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 (H24-01255) 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 4-6 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 know that **team work can be rewarding but sometimes challenging**. To ensure that each student understands their contributions to their group, 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, and each worth 1%. 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. After each iPeer deadline, your groupmates' anonymized ratings and comments of your contributions will be published for you to review. Access iPeer using your CWL login at <https://ipeer.elearning.ubc.ca/login>.

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 4th, 5-6:30PM, EAST & WEST ATRIA OF UBC LIFE SCIENCES INSTITUTE (2350 Health Sciences Mall) Approximately 1100 students, 24 Teaching Fellows, and 6 Instructors from all 11 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 different sections). 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: THIS IS A MANDATORY COURSE EVENT; MARK YOUR CALENDAR NOW. IF YOU HAVE A WORK CONFLICT OR A CONFLICT WITH ANOTHER CLASS, PLEASE DISCUSS WITH YOUR SECTION INSTRUCTOR AS SOON AS POSSIBLE.**

Individual Research Report (20%): Due 11:59pm, Sunday November 24th

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 Sunday November 24th, by 11:59pm. If you fail to submit 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. Please consult with your Section Instructor to find out whether you need to submit a hard copy.

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

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 12 point font)