PSYCHOLOGY 501 – Honours Thesis – Syllabus
2025 - 2026

TEACHING TEAM

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COURSE INFORMATION

General Course Information

Course: Psyc 501
Course title: Honours Thesis
Pre-requisites: PSYC 202, PSYC 203, PSYC 301 and PSYC 302
Semester and year: Fall 2025/Winter 2026
Number of credits: 9
Learning hours: 325
Modality: On campus
Classroom accessibility: *Section 1* - North (level entry) and south (ramp) entrances are accessible (both entrances have automatic door opener)*. Section 2* - North (rear) entrance is accessible (ramp and powered door opener). Lecture rooms are both wheelchair accessible.

Course Description

Each student will, under supervision, formulate and present an original research proposal involving the collection and analysis of data, carry it out, and submit a thesis based on the results. Proposals must be approved by relevant Ethics Review committees. This course is optional for students completing a major in psychology, but all students are advised that admission to a graduate program in psychology normally requires the completion of an honours thesis.

Topics/Schedule

Class Time: Fall term/2025: Tuesday's, 2:30 pm – 5:30 pm
           Winter term/2026: Monday's, 11:30 – 1:00 pm (note: no in-person classes are scheduled for the winter term; online and/or in-person tutorials TBA)

Week	Date	Topic
1	September 2	Introduction to 501
2	September 9	Ethical Use of Generative AI in Education and Research
3	September 16	Workshop on Writing Critically
4	September 23	
5	September 30	
6	October 7	**THESIS PROPOSALS due at the end of this week: Sunday, Oct 12, 11:59 PM at onQ (*see section on due dates below)**
		FALL TERM BREAK (Oct. 13 –18)
7	October 21	
8	October 28	**Proposal evaluations due from Readers at the end of this week: Sunday, Nov 2, 11:59 PM at onQ**
9	November 4	Proposal Presentations #1
10	November 11	Proposal Presentations #2
11	November 18	Proposal Presentations #3
12	November 25	Proposal Presentations #4
13	December 2	Proposal Presentations #5 (if needed)
	Feb - TBA	Thesis Writing/Poster Presentation: Online Tutorial
		PSYCHOLOGY RESEARCH DAY – Poster Presentations **April 7, 2026** **THESIS IS DUE ON RESEARCH DAY; 11:59 PM at onQ**
		Final version of thesis due by May 1 to Ms. Wilke/Undergraduate Office

Course Learning Outcomes – Discuss these with your supervisor!

On successful completion of this course, students will be able to:

1. Apply the Scientific Method to Construct a Research Question
   - formulate research hypotheses
   - design a study
   - collect/analyze data
   - discuss the implications and limitations of their findings
2. Demonstrate Knowledge/Research Skills
   - build a research study based on existing theory and extend beyond previous research
   - design a viable research question and formulate testable hypotheses.
   - demonstrate and apply the principles of experimental design
   - identify the ethical principles related to their research
   - produce an appropriate means of analyzing their data and solve the difficulties involved in data collection and management
   - assess the implications of their own research
   - critique the limitations of their own research
   - effectively communicate the results of their research in written form
   - effectively communicate and defend the results of their research in oral form
3. Demonstrate Professional Skills
   - successfully work as part of a research team
   - manage a project from start to finish, seeking help appropriately to solve problems as they arise
   - work independently
   - accept and provide feedback professionally

ASSESSMENTS

Weighting and Alignment with Course Learning Outcomes (CLOs)

Assessment	Aligns with CLOs	Weight	Grade provide by:
Proposal and proposal presentation	1, 2, 3	10%	thesis coordinator
Lab work throughout the year	1,2,3	25%	supervisor
Final poster defense	1,2,3	20%	poster examining committee
Written thesis	1,2,3	45%	thesis examining committee
Total		**100%**	

Assessment Flexibility

To build in flexibility and promote accessibility and inclusion for all students, this course has been designed with built-in grace periods where possible. However, submissions in this course feed into other activities by other course participants. For example, your proposals will be read/evaluated by your fellow classmates, and the entire Department of Psychology is engaged in Research Day and evaluating the Honours theses. Thus, <u>deadlines in this course are, for the most part, hard deadlines.</u>

Assignment Due Dates (also see Topics/Schedule, above)

Proposal: Sunday, October 12/2025, 11:59 PM at onQ. Should you need it, there is a 7-day universal extension on this assignment (and this assignment only). We encourage you to meet the Oct.12 deadline, as this will let you take a well-earned break over the fall-term break. You do not need to notify us if you need to take advantage of the universal extension, which moves the proposal final due date to **October 19, 11:59 PM at onQ. The latter (Oct 19) is a hard deadline. No further extensions or accommodations are possible, except for unexpected events beyond the student's control.**

Reader Proposal Evaluation: <u>Sunday,</u> November 2/2025, 11:59 PM at onQ. This is a hard deadline because it is linked to the scheduling of proposal presentations.

Poster Presentation: Research Day – April 7/2026. Your poster needs to be ready to hang on the morning of Research Day (typically at 8:00 AM). **The poster presentation cannot be moved or deferred to accommodate employment, travel/holiday plans, or flight reservations.**

Thesis: Research Day – April 7/2026, 11:59 PM at onQ. This a hard deadline. Late thesis submissions may result in missing the Degree List for the Spring Convocation.

Any unanticipated delays occasioned by problems in completing research should be reported in writing to the supervisors and course coordinators as soon as they occur so that we can support the timely completion and submission of the poster and written thesis. Automatic or advance authorization for delays in submitting the written thesis will not be given. **Extensions can lead to grade submission delays which jeopardize you making the Registrar's degree conferral deadlines.**

Assignment Submission Policy

The maximum penalties that can be levied for unexcused delays in submitting the written thesis are shown below. It will be in your best interest to minimize any delay.

Unexcused Delay	Maximum Grade that can be Awarded
1-7 days past due date	A-
8-21 days past the due date	B
22 or more days past the due date	C

COURSE MATERIALS

Students are responsible for getting their Research Day posters printed and covering the cost. We recommend you use Staples or DigiGraphics (their prices are ~ 40–50$). Typically, commercial providers require a minimum of 24hrs to print a poster. "Rush" jobs cost more so plan on getting your poster file to the printers well in advance of the Poster Research Day. There are printing options on campus but they experience a high volume of requests around the end of term and thus may require a few days to complete your order (https://guides.library.queensu.ca/posters/printing). The key is to plan ahead.

DESCRIPTIONS OF LEARNING ACTIVITIES AND ASSESSMENTS

Distribution of Contributions and Responsibilities

Please familiarize yourself with the different roles and responsibilities that students, supervisors, course coordinators, and teaching assistants (TAs) will assume for the purpose of this course.

Students

- Different projects require and hone different skills, but scientific research generally requires curiosity, initiative, dependability and hard work.
- Affirm through their work the values of honesty, scientific rigour, cooperation, and the ethical principles of respect, fairness, and concern for the welfare of others. This includes obtaining permission and engaging in transparent communication and documentation of any use of generative AI in the course.
- Complete research and seminar work on time and at a high level of quality.
- Communicate promptly any problems encountered in the research with supervisor.
- Communicate promptly any issues that may affect thesis progress with supervisor and coordinator.
- Respond within reasonable time to queries by supervisor and coordinators.

Supervisors

- Propose a thesis topic or area in which they are willing to supervise the honours student, that is of appropriate scope given the timeframe of the course and prior experience level of the student.
- Obtain ethics clearance for the thesis project. The ethical conduct of research is ultimately faculty responsibility, thus the continuous training and supervision of trainees in this area is imperative. Please reach out to the 501 coordinators if you have any questions about this.

- Guide the student in developing the research question and methods, implementing the study, collecting and analyzing the data, the write-up of the project and poster preparation in a timely manner.
- Provide or make arrangements for the resources needed for the student to carry out the research.
- Clearly communicate their expectations with respect to the basic mechanics of the student's participation in the lab, their attendance at lab and supervisory meetings, project timeline milestones, the use of generative AI, and so forth. All of this is critical to establishing how students will achieve the learning outcomes for the course through their project.
- Grade student's lab work and written thesis.
- Respond within reasonable time to queries by students and coordinators.
- Participate in grading of other 501 students' theses and posters.
- Participate in Psychology Research Day (poster session).

PSYC 501 Coordinators and TAs

- Provide organizational structure supporting students' thesis work and their achievement of the learning outcomes associated with Psyc 501.
- Approve project proposals and changes to the initial thesis project plans.
- Coordinate proposal, thesis, and poster grades.
- Read and grade proposals and written theses.
- Organize Psychology Research Day.
- Adjudicate awards.
- Mediate student-supervisor interactions, on either side's request.
- Organize student-faculty matching for the following year.
- Respond within reasonable time to queries by students and supervisors.

PSYC 501: GUIDELINES FOR STUDENTS

These Guidelines have been prepared to help you negotiate your way through the course with a minimum of stress and confusion. You should study them before you begin work on your thesis and consult the appropriate sections as you move through the year. Students usually find that there is a great deal for them to learn in the course because for most of you this will be your first experience in carrying a research project through all of its stages. Learning how to do this presents both opportunities and challenges.

It is important that you are aware that not only must you complete your thesis successfully, but you must also do so within fairly stringent and unavoidable time constraints. The deadlines are unavoidable because all of the work (e.g., formulation of research plan, gathering data, analysis of the results and preparation of the written report, and the examination) must be completed in time to allow submission of marks to the Faculty Office in late April. As a result, you not only

have a great deal to learn but you also have to do it on a fairly tight schedule.

Remember that the grade deadline for graduates is tighter than for other students, because they not only have to be recorded but also must be used to calculate eligibility for graduation and class of degree. If you expect to graduate at the end of the academic year there is very little leeway -- should you become delayed, you seriously jeopardize your chance of graduating on schedule. Moreover, you will find that most stages of your research take considerably more time (about 3 times more!) than you might anticipate. Once you fall behind it is very difficult to catch up. Thus, strict deadlines have been established in order to keep students on track. Adherence to the schedule is very much in your best interest, as it is established to facilitate completion of your thesis work on time.

The role of the 501 Course Coordinators is to assist you in making your thesis a rewarding and educational experience. If you have problems or questions, your first resource should be your supervisor, but if he/she can't answer or help in every way necessary, do not hesitate to consult us - the sooner the better! It is important and in your best interest that you let your supervisor know of your progress regularly. Problems can and do arise, but they can be handled far more easily if there is advanced warning.

I. The Honours Thesis: Scope and Approval Criteria

1) The Department of Psychology does not have firm rules on what sort of a research question constitutes a valid topic for an honours thesis other than the restriction that the thesis must be **empirical**, that is, students must deal with data at some level.

Archival studies, in which students did not actually collect the data they used, are allowed. By their very nature, archival studies are different than projects where students collect the data themselves. Thus, supervisors and students should take particular care to ensure that such projects meet the learning objectives for the course.

2) In addition, the honours thesis should require on average about 15 hrs/week **time commitment** from the student. Significant deviation from this expectation will be a concern.

3) We expect that **each thesis constitute work that is unique and substantially the student's own.** In some circumstances, a group of students may each conduct parts of a larger investigation. For example, students may use different experimental manipulations but share control groups. This is acceptable but the projects need to be sufficiently independent to allow substantive intellectual contribution by each student.

Approval criteria

1) Proposals need to demonstrate that the learning objectives of the course will be met

2) the project is feasible, i.e., can be accomplished within the course time frame.

All research conducted by Queen's students and faculty has to undergo ethical review and receive ethical clearance from HREB, GREB, or Animal Research Ethics.

II. Steps in Your Honours Thesis Research and Psyc 501

> If you have not done so already, you should contact your supervisor **immediately.** You should learn as soon as possible:
>
> - the area and potential topic of your honours research (it's a good idea to do some readings)
> - the expectations of your supervisor about your contributions to and presence in the lab
> - how often you will meet and who will provide direct guidance to you
>
> Should problems arise, you should contact your course coordinator immediately**.**

Step 1: Preparing and Submitting a Research Proposal

Proposal

You have a few weeks to generate a clear and definite proposal for your research project. This is done in close consultation with your supervisor and ordinarily takes several revisions before submission to your course coordinator. Proposals should be ***no more than 10 double-spaced pages, including tables and figures, but excluding the title page, references or attachments such as questionnaires to be used***. Proposals must contain adequate information for a judgment to be made on the rationale, methodology and proposed analysis of results. The specific format used to write the proposal is available on OnQ in the "Thesis Proposal and Ethics Handout" document.

We suggest that you ask your supervisor for some examples of previously accepted proposals in your area. Examples of a well-written proposal from recent years will also be posted on OnQ. Make sure you discuss with your supervisor the timeline for completing your thesis and the specific learning outcomes you will be working towards.

Once you and your supervisor are both satisfied with your proposal, you should submit your proposal on onQ prior to the deadline stated above (see Schedule).

Please see the Thesis Proposal Handbook (available on onQ) for specific directions on how to submit your proposal and what to include with your submission.

Ethics Training

Students are expected to complete ethics training and submit documentation of completion of this training with their proposal.

For students who are working with animals, you will complete three mandatory courses: WHIMIS, the Online Animal Research Ethics course (QACS 799) and the hands-on animal training offered by the University Animal Care Services. Please consult with your thesis supervisor for further information on these mandatory courses.

All other students will complete the Tri-Council's online ethics module if you have not done so already: http://tcps2core.ca/welcome. This module takes a total of approximately two to four hours to complete. You need not complete the module in one sitting, as you are able to save frequently and return to the module when you are able. A confirmation page will appear when you have successfully completed the module. You are required to include this page in your proposal.

Ethics Clearance

Your project needs to have ethical clearance by GREB, HREB, or the Animal Research Ethics Committee. It is your supervisor's responsibility to ensure that your project has ethics approval, and they will provide you with documentation of that approval when it is time to submit your thesis proposal.

If your project is part of an already approved protocol, then your supervisor must add you as a team member to the approved protocol. In this case, you will submit with your proposal a copy of the clearance letter from GREB showing that you are added as a team member.

If your project is a new project (involving new data collection or archival data), your supervisor must seek clearance through the appropriate Ethics committee (GREB or HSREB). They will then provide you with the clearance letter, which you will append to your thesis proposal when it's time to submit it. If the project has not been cleared by the deadline for submitting the proposal, that's okay. Just please include a page explaining this in place of the clearance letter. Please be aware, however, that you cannot conduct research until you receive that clearance letter – if you do not have it by the time the proposal must be submitted you may be at risk for falling behind on your timeline. Make sure that you're keeping track of this as you proceed through your timeline and make adjustments proactively. Finally, once you do receive the letter, you must submit the clearance letter on OnQ so it is in our records.

You do not have to be added as a team member if you are conducting archival research that falls within the scope of the original terms of participant consent. However, you still need to provide the ethics clearance letter for the original project.

Project Approval

To be approved, a proposal needs to demonstrate that the learning objectives of the course will be met and be feasible, i.e., can be accomplished within the course time frame by the student. Course coordinators may request clarification or changes to a proposal to ensure that these criteria are met. **Note that the ethical clearance of a project IS NOT THE SAME as the approval of an honours thesis proposal.**

Should a change in the proposal become necessary after the initial approval, it is both the student's and the supervisor's responsibility to notify the coordinators of the changes. Note that trivial changes, such as the wording of instructions, do not need approval, but any substantive changes (e.g., that substantially change the research design, the amount of work involved, or target population) should be discussed. Your thesis might be unacceptable if you bypass this procedure, so check in doubtful cases. **Amendment to the ethics clearance may also be required.**

Step 2: In-Class Research Proposal Presentations

As part of Psyc 501, all students are required to both present their research project to their section and provide feedback to other students' proposals. This allows students to learn from each other how to deal with a variety of different research problems. This will be invaluable experience for your own poster defense in April.

You will be assigned as a reader for one other presentation. This information will be posted on OnQ.

As a Speaker:

Each student will prepare an oral presentation of their proposal, which they will present for comments and discussion. You may use whatever aids you wish, (e.g., flow charts, diagrams, etc). We strongly recommend that you use PowerPoint, Prezi, etc. to present your material.

You will be allowed 10 minutes for your presentation. You should present the substance of the proposal, i.e., the problem with its background and rationale, research design and methods, and proposed data analysis.

Your proposal presentation is an opportunity for you to get feedback, as well as practice in preparing for your final defense. The proposal will be graded by the thesis supervisor, who will also provide written feedback.

As a Reader:

Each student will act as a reader for one proposal presentation. Readers will be e-mailed a copy of their assigned proposal and it is their responsibility to read and evaluate it in advance of the presentations. A "Proposal Evaluation Worksheet" is available at onQ. In addition to briefly

answering the worksheet questions, write out at least 5-6 of your own well thought out questions that you will ask the presenter at the end of their presentation. You might only ask a portion of these questions.

You will hand in your written comments/questions via OnQ in the "Readers' Comments/Questions" folder (see Schedule for deadline).

Please title your document as: PSYC501Reader_ProposalAuthorLastName_ReaderLastName. For example, if Sally Smith reviewed John Jones' proposal, the file name should be "PSYC501Reader_Jones_Smith".

As an Audience Member:

All students are expected to be present at each proposal presentation session – even if you are not a presenter or a reader. All students are also encouraged to honor their colleagues' presentations by engaging with the presentation, asking questions, and providing thoughtful constructive comments. Audience members' feedback is probably the most valuable source of information for students when it comes to what needs more explanation, what is clear, what works, and what needs some attention.

Please note: Your performance as a presenter, reader and an audience member will be part of the proposal grade.

Step 3: Conducting Your Research

The kinds of research that are undertaken as honours theses are so wide-ranging that few generally applicable rules can be suggested. It should be clearly understood, however, that whatever the topic, you should aim to complete your research *as soon as possible*. (It always takes longer than anticipated!) As a general guideline, start collecting data as early as possible. Preferably, you should begin piloting if required by your project before the end of the first term.

Although you will be working closely with your supervisor and possibly with others in the lab, please remember that the thesis research that you conduct is supposed to be your own. That is, you have primary responsibility for developing your research question, collecting your data, conducting the relevant analyses, and writing your thesis manuscript. Your supervisor will grade your lab work in terms of your independence, and although you must work closely with others, you need to take the initiative to make your thesis happen.

A few other important points:

1. *Equipment and Funds*: Supervisors are responsible for providing materials, equipment, animals, etc. for the research. As part of developing the proposal, students and supervisors should make sure that these resources are available.

2. *Poster Printing:* Students are responsible for getting their Research Day posters printed and covering the cost. We recommend you use Staples or DigiGraphics (their prices are ~ 40–50$ in 2024). Typically, commercial providers require a minimum of 24hrs to print a poster. "Rush" jobs cost more so plan on getting your poster file to the printers well in advance of the Poster Research Day. There are printing options on campus) but they experience a high volume of requests around the end of term and thus may require a few days to complete your order (https://guides.library.queensu.ca/posters/printing). The key is to plan ahead.
3. *Human participants*: If your study involves recruiting human participants from the Psychology Participant Pool then you must first obtain permission to do so (see Participant Pool website on the Department page for information on how to do so).
4. *Dedicated time for work on your thesis:* We cannot stress enough the importance of finding consistent time for dedicated work on your writing (both proposal and thesis). Please set aside regular times to allow you to work on these course components.

Step 4: Thesis Report Writing

501 culminates in the thesis manuscript. It's a (surprisingly) big job, but there is lots of support for it. First there are templates and examples posted online. Second, we encourage you to not wait until the last minute to start! You can do much of the writing before data collection is complete. For example, the way your data turn out is unlikely to affect your introduction, so the draft of the final introduction to the work may be started almost as soon as the proposal is accepted. The method for your study can be written up as soon as you have completed piloting and started data collection. We recommend that you keep in close touch with your supervisor concerning the progress of your research and writing. We also recommend that you allow time for many drafts before your supervisor is satisfied with it.

Please see the Thesis and Poster Handbook (available on onQ) for specific instructions on formatting and what information should be included in your thesis.

Much of the mark for your thesis is based on the quality of your written work. This will be read by your supervisor, your thesis coordinator, and another faculty member in the department who may not know very much about the work you've done. If you have to rush your written work, it's unlikely that you'll make as compelling a document as you might if you plan to take the time.

The model for the written report should be a thesis rather than a journal article. The thesis format is briefly outlined in the current (7th) edition of the APA Publication Manual. You should follow APA formatting as outlined for theses in the current manual – this includes the use of APA formatting for pagination, headers, figure notes and referencing style.

IMPORTANT: *An honours thesis is usually around 20 pages long, excluding appendices. Theses longer than 50 pages, excluding the reference list and appendices, will not be accepted.* For a description of material suitable as appendices, see the APA Manual.

Before it will be read by your thesis coordinator and additional faculty member, the thesis must be approved in its final form by your supervisor. **When submitting your thesis, you must attach an approval letter/email from your supervisor.** Again, remember to allow enough time before your submission deadlines for your supervisor to read the thesis and suggest revisions. The time during which you will be writing is a busy time for academic work and you should plan for some delays in your supervisor's response. Schedule the interim time for minor tasks, such as the compilation of references or table of contents. It may also take more time than you expect to make revisions. The secret of good writing is rewriting.

Step 5: Handing in Your Thesis

A copy of your thesis, approved by your supervisor, must be submitted on onQ by the end of Psychology Research Day (poster day): April 7, 2026, 11:59 PM.

Your written thesis will be examined and graded by your thesis coordinator, your supervisor, and an additional examiner/second reader. We will schedule the additional readers by the end of March.

If you must submit late, you must notify your coordinator that you are going to be late *AND* obtain their agreement. Follow the accommodation guidelines in the syllabus when applicable. Note that a delay in submitting your thesis may make it impossible for us to submit your grade on time to meet the graduation deadlines.

Step 6: Poster Presentation and Defense

There will be a tutorial to help prepare you for the poster presentation and defense**.** In the unlikely event you have an exam conflict with the Psychology Research Day, it is your responsibility to contact your course coordinator <u>within a week</u> after the dates of final exams are announced.

Please see the Thesis and Poster Guidelines (available on onQ) for information on formatting and what should be included in your poster.

The poster defense format is designed to simulate a poster symposium at a professional conference. The poster day will last from 9:00 am – 4:00 pm, and each student will be assigned a 3-hour block during which they will need to be by their poster. Each student's poster presentation will be examined and graded by two (2) faculty members who will not have read the written thesis. At their poster, students will meet with each of the two faculty members separately for ~20 minutes over the course of their 3-hour block. During each meeting you will provide a ~3-5-minute summary of your poster and then answer questions for ~10-15 minutes.

You will be judged on how well you demonstrate mastery of your research problem and of the area generally. Some questions will be very specific, and others may be very general. You will not be able to tell from the questions how any given committee member evaluates the thesis—

sometimes examiners will save the toughest questions for the best theses. You can bring a copy of your thesis to the defense for reference.

III. Sample Timeline for Research Involving Data Collection

Literature review/Project Conceptualization: September
Proposal: mid-October
Ethics clearance: received by mid-October and included in the proposal
Piloting (if necessary): end of October, beginning of November
Data Collection: as soon as possible but by Mid November
Data analysis: by mid-February
Writing (Introduction/Method): by January
Writing (Results/Discussion): by late Feb or early March
Poster: by the end of March

You are required to submit a timeline for your research as part of your research proposal. The above timeline is meant to be used as a guideline only, both at the level of detail and the level of dates. The more you can break down the tasks involved in your research with your supervisor and specify concrete deadlines for yourself, the more helpful the process of creating a timeline will be. Research based on archival data may unfold quite differently.

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IMPORTANT UNIVERSITY DATES

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

INCLUSION

Land Acknowledgement

Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualties are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today.

To read more about the history of the land, see the <u>Queen's Encyclopedia</u> and to learn more about land acknowledgements, see the <u>Office of Indigenous Initiatives</u>.

Equity, Diversity and Inclusivity

Equity in an educational institution is achieved when all members of our society have fair and equal opportunity to participate in and enjoy the benefits of an education, including the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as leaders and citizens in society. Queen's is committed to the values of equity, diversity, and inclusivity. I will work to promote an environment where everyone feels welcome. Every member of the class is asked to show respect for every other member.

Building a Classroom Community

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:
:
- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

<u>Class Attendance:</u> Your presence and participation in the seminar meetings contribute to the knowledge and skills that you will develop throughout this course.

Fostering Accessibility

All of us have a shared responsibility for reducing barriers to learning and fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:
- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,

- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings.

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the

appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

POLICIES

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:
- Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.
- Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.

- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking ***Access Ventus*** button at **[Ventus | Accessibility Services | Queen's (queensu.ca)](#)**

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students

Specific to 501 students: Please note that, due to the nature of the Ventus accommodations platform, your individual faculty supervisors will *not* have direct access to your Letter of Accommodation. Instead, your QSAS advisor should be able to provide your Letter of Accommodation to your supervisor if you request that they do so. If you have questions about this policy, you can send an e-mail to our department's Accommodations Assistant, Tara Karasewich, at psyc.accom@queensu.ca.

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's Academic Consideration website. ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

QUEEN'S POLICY STATEMENT ON ACADEMIC INTEGRITY

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the Senate Academic Integrity Policy, gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("The Fundamental Values of Academic Integrity", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("The Fundamental Values of Academic Integrity", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Use of Generative Artificial Intelligence (GenAI) Tools in PSYC 501

The use of GenAI in research and education offers exciting possibilities but is also fraught with ethical issues and may entail tangible harms. Recognizing that Psyc 501 is in the nexus of education and research, two principles define the permissible use of GenAI tools in *all* of students' 501-related work: 1) education and dialogue and 2) openness and transparency about GenAI use.

Supervisors will establish for you initial boundaries of GenAI use in your work (e.g., writing, lab work, data analyses, etc.). You are required to seek and obtain your supervisor's permission for any tools and any use beyond these initial boundaries. You are advised to document and confirm agreements and how they evolve in writing and to bring up disagreements to your section coordinator. You will be asked to report on the use and projected use of GenAI in your Proposal and again in your thesis write-up. Additionally, you may be asked to respond to a GenAI use survey.

Use of GenAI will not affect your grade. However, a departure from the procedure outline above will be considered a departure from Academic Integrity.

Should you and your supervisor agree to use GenAI tools, their use needs to be also reported in your proposal, poster, and thesis following the guidelines of APA and APS:
   APA - https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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