

PSYCHOLOGY 299

INTRODUCTION TO DIRECTED RESEARCH IN PSYCHOLOGY

COURSE DESCRIPTION: Laboratory course to be arranged in consultation with individual faculty members of the Department of Psychology

INSTRUCTIONS: This form is to be filled out by the faculty supervisor and the student and serve as the course syllabus. The form will be reviewed by the Undergraduate Chair of the Department of Psychology to ensure consistency and equity of learning experience across laboratories before the student is enrolled in the course.

STUDENT NAME:

STUDENT SIGNATURE:

STUDENT NUMBER:

COURSE SUPERVISOR:

SUPERVISOR SIGNATURE:

TERM:

ESTIMATED TIME PER WEEK: 10 hours *(Students are expected to spend approximately 10 hours per week on this course, including preparation and writing that may occur outside of the laboratory.)*

LEARNING OUTCOMES:

To complete this course, students will demonstrate their ability to:

1. Identify and display ethical research behaviours when conducting research tasks
2. Articulate the rationale and research methods associated with the research project
3. Responsibly enter and manage data as relevant for the research project
4. Describe current research findings within the context of the existing research literature

COURSE TOPIC: *(Please provide a brief overview of the research topic.)*

COURSE CONTENT: *(Please describe the assignment/activity details, grading, and due dates as appropriate. Examples common for this course have been provided for guidance.)*

COURSE CONTENT	ASSIGNMENT/ACTIVITIES	GRADING	DUE DATE
<p>EXPERIMENTAL DESIGN</p>	<p><i>Example:</i> <i>In order to learn about experimental design, this project will involve [creating, learning about, etc.] a research design on Topic X. The student will be expected to read assigned papers prior to lab meeting and/or meetings with the supervisor and contribute to discussion.</i></p>	<p><i>Examples:</i> <i>Lab meeting participation (10-20%)</i></p> <p><i>Meetings with the instructor (10-20%)</i></p>	<p><i>Example:</i> <i>Weekly (2-3 hours/week)</i></p>
<p>DATA COLLECTION</p>	<p><i>Example:</i> <i>Consistent with the research design, students will be involved in data collection in the following ways:</i></p> <ul style="list-style-type: none"> • <i>Completion of CORE or animal user ethics training</i> • <i>Training in X methodology</i> • <i>Contacting participants to schedule participation</i> • <i>Collection of data</i> 	<p><i>Examples:</i> <i>CORE or animal user ethics training (10%)</i></p> <p><i>Working to develop proficiency in data collection, including attendance at scheduled sessions (10%)</i></p>	<p><i>Example:</i> <i>Weekly (6-7 hours/week)</i></p>

<p>DATA ANALYSIS</p>	<p><i>Example:</i> <i>To learn about data analysis, students will:</i></p> <ul style="list-style-type: none"> • <i>attend lab meetings where statistical issues related to the research question are discussed</i> • <i>be supervised and trained in the coding and entering of research data</i> 	<p><i>Example:</i> <i>Analysis training (20%)</i></p>	<p><i>Example:</i> <i>Weekly (concurrent with lab meetings and data collection)</i></p>
<p>COMMUNICATION OF FINDINGS</p>	<p><i>Examples: (assignments may include some combination of the following)</i></p> <ul style="list-style-type: none"> • <i>Student will complete a [proposal, written lab report, etc.] including [an introduction, methods, expected results, and general discussion section] regarding the project</i> • <i>Student will present this research project in a lab meeting</i> 	<p><i>Examples:</i></p> <p><i>Oral presentation at lab meeting (20%)</i></p> <p><i>Final paper (20%)</i></p>	<p><i>Example:</i> <i>Last day of classes in the semester</i></p>

GRADING METHOD:

This course will use the Queen's Official Grade Scale

STATEMENT ON ACADEMIC INTEGRITY:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

ACCOMMODATIONS FOR DISABILITIES:

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016: <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senate-andtrustees/ACADACCOMMPOLICY2016.pdf>

If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>