

INTRODUCTORY PSYCHOLOGY RESEARCH REQUIREMENT PSYC 1000 Fall-Winter 2016-2017

Scientific knowledge about people depends on empirical research. In this course you will participate in research studies you choose or review relevant psychology papers. The studies cover various areas of Psychology, including memory, personality, emotions, and attitudes. Participation promotes deeper understanding of course content and the scientific process, and is much appreciated by Faculty and by Honours students who must complete research projects to graduate. Students present their research in April at our Undergraduate Research Conference. You are welcome to attend and see the results.

Briefly, you must obtain a number of research participation credits (these are not the same as course credit hours) that will be tracked and recorded in a program called SONA. More information is provided below and in the Nexus link to the Introductory Psychology Research Requirement. We want your participation to be an interesting learning experience and are interested in your feedback. Feedback and questions or concerns about this requirement can be directed to the coordinator, Karen Barkhouse, not your professor.

Karen Barkhouse, office 4L35, 786-9744, k.barkhouse@uwinnipeg.ca.

THREE WAYS TO OBTAIN CREDITS

1. **Be an active participant in a research study:** Choose from a list of studies in SONA and sign-up for an appropriate time slot (*not during your PSYC 1000 class time*). Read the description and requirements carefully noting pre-requisites and eligibility (e.g., some studies may require only females). Research studies vary in credits. Studies taking less than 30 minutes are worth .5 of a credit and those between 30 and 60 minutes are worth 1.0. Occasionally, longer or two-part studies are worth more than 1.0 credit. The credit value will be stated in the study description. Also, some studies occur on campus and others on-line that you can do anywhere on a computer. A maximum of 3.0 credits can be on-line studies and SONA will not allow you sign up for another on-line study if your account would exceed the 3.0 maximum. An article review credit is not counted as on-line credit. Please cancel any sign-up that you cannot attend, even if it is an on-line survey, so another participant can take your space.

2. **Journal Article Review:** Read and answer questions about a pre-selected journal article (from the list shown at the end). Articles are available at the Library and on the Research Requirement Nexus site. Follow the instructions on the Article Review Form. Reviews are subject to the same rules as other course assignments regarding academic misconduct such as plagiarism and unauthorized collaboration. Your review should show that you understood the research in the article and are graded on a PASS/FAIL basis. Acceptable reviews are worth 1.0 credit. Deposit them in the drop box outside of 4L41 or use the electronic drop box method in Nexus. An article review credit is not the same as an on-line study credit.

3. **Observer Status:** The observer-only option is for students who want to participate in a study but prefer to not have their results used. Observers do everything that regular participants do; however, in addition, must inform the researcher in advance that they opt for observer status. The researcher will then not use the results. Although this option is available for most studies, some studies cannot accommodate observers.

Your credits can be any combination of studies and/or article reviews; for example, 3.0 participation credits and 1.0 article review totals 4.0 credits.

MORE ABOUT THE RESEARCH STUDIES

Studies are conducted by Psychology Faculty or students doing research under the supervision of a professor. Studies are reviewed and approved by an Ethics Committee to ensure fairness and concern for participant well-being. If a study makes you uncomfortable once it has been explained, you may leave and still receive credit. Following each study, you will receive a full explanation and debriefing of the

study. In the not too distant future you could very well be one of these researchers. One significant study and opportunity to earn your first on-line credit is the Fall Mass Testing in September.

INITIAL SETUP

At the start of term you will receive an email about how to register your SONA account. On your first log-in you will be asked to change the temporary password. You will also receive a 5 digit Identity Code that you must enter for every study to get credit. For anonymity, you will always be identified to researchers by a unique 5 digit SONA Identity Code. To obtain any type of research credit you must register your account and complete an initial pre-screen. Pre-screen questions are used for eligibility in future studies. This is your only opportunity to complete the screening and it will affect your ability to participate in all studies. ***If you do not receive an e-mail with your user ID by the end of September, contact the coordinator, not your professor!***

MISSED APPOINTMENTS

To respect people's time, and to not disadvantage other students, please cancel appointments that you cannot attend -- ***even on-line ones*** – you do not need to give a reason. Researchers will do the same. Appointment reminders are always e-mailed to you the night before. If you have not cancelled in the time stated in the study description, you will receive a no-show penalty, and will have to make up more credits. Cancelling in SONA is easy or let the coordinator know by e-mail or telephone k.barkhouse@uwinnipeg.ca or 204-786-9744.

CALCULATION OF CREDITS AND PENALTIES

The 'Credits Earned' number shown on your SONA profile is your running total, including any credit penalties assessed against you. The 'Credits Needed' number is the total credit requirement not the amount of credits that you still need. The number of credits you still need is the difference between credits earned and credits needed. A credit-penalty is the loss of that study's credit value due to a no-show. For example, if you signed up for a study but you didn't show up and you didn't cancel in SONA, then the result is two-fold, no credit is earned for that study, *plus* the credit value for that missed study is ***deducted*** from your account.

WHEN TO START AND FINISH

Studies will begin in September, but the majority will be in second term and continue until shortly after the end of class in April 2017. But start checking SONA as soon as possible. If you log into SONA and don't see studies, then none are available or the timeslots of recent studies are full ... keep checking. Through the year you will also receive emails when a new study is posted. If at the end of term you find yourself short of credits you can make them up by doing article reviews. If you drop this course and SONA is still sending you messages, just send a quick reply or note to the coordinator to remove you.

HOW THIS ASSIGNMENT AFFECTS YOUR GRADE

To PASS this assignment, students in the daytime sections must earn a net total of 6.0 research credits in SONA, with a maximum of 3.0 on-line credits. Evening students need a net total of 4.0 research credits, with a maximum of 2.0 on-line credits. Your ending participation credits are reported to your professor. If you fail to complete the research requirement, your final mark in the course is reduced by one letter grade; for example, from B+ to B, C to D, or D to F.

SELECTION OF JOURNAL ARTICLES TO REVIEW

1. Cervone, D., Shoda, Y. (1999). Beyond traits in the study of personality coherence. *Current Directions in Psychological Science*, 8, 27-32.
2. Gauvain, M., (1998). Cognitive development in social and cultural context. *Current Directions in Psychological Science*, 7, 188-192.
3. Goldstein, I., and the Working Group for the Study of Central Mechanisms in Erectile Dysfunction (2000, August). Male sexual circuitry. *Scientific American*, 70-75.
4. Krauss, R. M., (1998). Why do we gesture when we speak? *Current Directions in Psychological Science*, 7, 54-60.
5. Melzack, R. (1992, April). Phantom limbs. *Scientific American*, 120-126.
6. Nelson, C. A. (1999). Neural plasticity and human development. *Current Directions in Psychological Science*, 8, 42-45.
7. Ramachandran, V. S. (1992, May). Blind spots. *Scientific American*, 86-91.
8. Rodier, P.W. (2000, February). The early origins of autism. *Scientific American*, 56-63.
9. Steele, C. M. (1999, August). Thin ice: "Stereotype threat" and black college students. *The Atlantic Monthly*, 44-54.
10. Tsien, J. Z. (2000, April). Building a brainier mouse. *Scientific American*, 62-68.