

PSYCHOLOGY 501
2023 - 2024

Learning Outcomes – discuss with your supervisor!

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

Apply the scientific method to construct a research question, formulate research hypotheses, design a study, collect/analyze data, and discuss the implications and limitations of their findings.

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

2. Lab work throughout the year (25%): grade provided by supervisor
3. Written thesis (45%): grade from thesis examining committee (supervisor: 20%; second reader: 40%; thesis coordinator 40% for this grade component)
4. Final poster defense (20%): grade from poster examining committee *

This course has no final exam. However, students have to present their project as a poster on the PSYC 501 Research Day, held during study period. The exact date will be announced by February. **The poster presentation will not be moved or deferred to accommodate employment, travel/holiday plans, or flight reservations.**

Grading Method

In this course, some components will be graded using numerical percentage marks.

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.

Student

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.

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

Supervisor

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 at all.

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 student they are supervising

and supervisory meetings, project timeline milestones, and so forth. All of this is critical to establishing how students will achieve the learning outcomes for the course through their project

Respond within reasonable time to queries by students and coordinators

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Participate in Psychology Research Day (poster session)

PSYC 501 Coordinators and TAs

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- s request

Organize student-faculty matching for the following year.

Respond within reasonable time to queries by students and supervisors

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

students collect the data themselves. Thus, supervisors and students should take particular care to ensure that such projects meet the learning objectives for themselves.] T

Step 3: Conducting Your Research

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 lecture to help prepare you for the poster presentation and defense. The poster day will be scheduled after the end of classes and prior to the final exam period. If you have a conflict with the poster day, it is your responsibility to contact your course coordinator right away.

The poster defense format is designed to simulate a poster symposium at a pr4S.

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.

A Note of Encouragement

In the past, most honours theses have been of very high quality, and we expect the same again this year. Problems do arise but most students proceed through on ar03.7oost s76(e)-

Principles and Priorities

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

In-Class Discussion Guidelines

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. Engage with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.