**UNDERGRADUATE LABORATORY COURSE GUIDELINES**

The following guidelines are intended for all undergraduate courses in the Department of Psychology that are listed as directed lab courses - PSYC 299/3.0, PSYC 570/3.0 and PSYC 575/3.0.

These are lab courses are intended to be used by students who wish to do an in-depth study of an area in psychology for which there is no formal course. The course is to be arranged in consultation with individual faculty members of the Queen’s Department of Psychology.

An undergraduate lab course will typically educate students on the following four components: (1) experimental design, (2) data collection techniques, (3) data analysis techniques, and (4) communication of research findings. Of course, each lab course will emphasize these components differently, and each component might not be evident in all lab courses. Lab courses should also be experiential whenever feasible to facilitate understanding of the practical aspects of research.

Supervisors are responsible for ensuring that ethics protocols are being followed per Queen’s requirements.

Students cannot receive payment for work on a PSYC570/575 project, including from sources such as fellowships or awards (e.g., NSERC USRA, Queen’s ASURF stipends, Queen’s USSRF stipends)

**Working with the same supervisor**

Students are encouraged to work in different labs during their undergraduate studies for breadth—this can be helpful both for experience, and building professional relationships with professors who may be able to write letters of reference. A student may not complete any special directed lab or reading course and the PSYC 501/9.0 Honours Thesis course concurrently with the same supervisor. Students are limited to a total of 2 courses from PSYC 550/3.0, PSYC 555/3.0, PSYC 570/3.0, or PSYC 575/3.0. Students can take a maximum of 3 of 299/550/555/570/575/501 with the same supervisor.

1. **Experimental Design**
Whenever possible, the students should be involved in the development of experimental designs, and should be introduced to the issues that play a role in determining appropriate design.
2. **Data Collection Techniques**
Whenever possible, the students should be involved in the data collection process, should be introduced to the practical issues of data collection, and should be introduced to different techniques that could be used for data analysis.
3. **Data Analysis Techniques**
Whenever possible, the students should be involved in the data analysis process, and should be introduced to different techniques for data analysis. The pedagogical principle to be achieved in this step is an understanding of how to organize and present data in a meaningful way.
4. **Communication of Findings**
Students should provide at least one report to help teach them how to communicate research findings. These reports could be completed in a variety of formats (e.g., written report, oral presentation, poster presentation).

**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

**UNDERGRADUATE LABORATORY COURSE OUTLINE**

**INSTRUCTIONS**: This form is to be filled out by the faculty supervisor and the student and serve as the course syllabus. Please sign at the bottom. 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.

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| --- | --- |
| **Lab Course**: 299/3.0 570/3.0 575/3.0*(please circle applicable course # and term)* |  Fall Winter Spring |
| **Student Number:** [Insert here] | **Student Name:** [Insert here] |
| **Course Supervisor:** [Insert here] |
| **Estimated Time per Week:** [Insert course hours here] *(Students are expected to spend approximately xx hours per week on this course, including preparation and writing that may occur outside of the laboratory.)* |
| **Course Topic:** [Insert here] *(Please provide a brief overview of the research topic e.g., “Exploring the effect of source credibility on persuasion in the context of medical advice”.)* |

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| **COURSE CONTENT** | **ASSIGNMENT/ACTIVITIES** | **GRADING** | **DUE DATE** |
| **EXPERIMENTAL DESIGN** | [Insert here]*Example:**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.* | *Examples: Lab meeting participation (10-20%)**Meetings with the instructor (10-20%)* | *Example: Weekly (2-3 hours/week)* |
| **DATA COLLECTION** | [Insert here]*Example:**Consistent with the research design, students will be involved in data collection in the following ways:** *Completion of* CORE or animal user *ethics training*
* *Training in* X *methodology*
* *Contacting participants to schedule participation*
* *Collection of data*
 | *Examples:**CORE or animal user ethics training (10%)**Working to develop proficiency in data collection, including attendance at scheduled sessions (10%)* | *Example: Weekly (6-7 hours/week)* |
| **COURSE CONTENT** | **ASSIGNMENT/ACTIVITIES** | **GRADING** | **DUE DATE** |
| **DATA ANALYSIS** | [Insert here]*Example:**To learn about data analysis, students will:** *attend lab meetings where statistical issues related to the research question are discussed*
* *be supervised and trained in the coding and entering of research data*
 | *Example: Analysis training (20%)* | *Example: Weekly (concurrent with lab meetings and data collection)* |
| **COMMUNICATION OF FINDINGS** | [Insert here]*Examples: (assignments may include some combination of the following)** *Student will complete a [proposal, written lab report, etc.] including [an introduction, methods, expected results, and general discussion section] regarding the project*
* *Student will present this research project in a lab meeting*
 | *Examples:**Oral presentation at lab meeting (20%)**Final paper (20%)* | *Example: Last day of classes in the semester* |

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 ex- change 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-](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1) [regulations/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/policies/senate/academic-accommodations-students-disabilities-policy>

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: <https://www.queensu.ca/studentwellness/accessibility-services>

**PLEASE SIGN AND DATE BEFORE SUBMISSION TO UG OFFICE:**

1. Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_