

Alternate Assignment for Research Participation Credits

- **Submission Deadline:** The deadline for submitting alternate assignments is **Monday, April 12th at 5 PM.**
- **Grading:** Assignments will receive a pass or fail (each assignment is worth one course credit).
- **Grading Deadline:** Assignments will be graded and credits posted to Sona by **Thursday, April 15th at 5 PM.**
- All inquiries about alternate assignments should be addressed to ppadmin@uoguelph.ca. **YOUR COURSE INSTRUCTOR AND TAs DO NOT READ NOR GRADE ALTERNATE ASSIGNMENTS.**

Participation in research studies has been an important part of the Psychology Department's curriculum for decades. Participating in a research study gives you first-hand experience of the research process and the science of psychology. Participation also enables you to actively contribute to the success of ongoing research at the University of Guelph.

Participation in research should be voluntary. If you do not want to participate in research, you have the option of completing alternate assignments to satisfy the research-participation component of your course. Completing alternate assignments involves reading one of the research articles from the [Approved Article List](#) below, and then sending a 400-500 word written summary and critique of the article to the Participant Pool administrators at ppadmin@uoguelph.ca. You may have to log onto the university's online library services (<https://www.lib.uoguelph.ca/>) to access the articles. Each alternate assignment you complete satisfactorily is equivalent to a 1 credit research experiment. You may complete as many assignments as needed to fulfill the research participation component of your course, although you must select a new article from the approved list each time. You are also welcome to fulfill the research participation component of your course using a combination of alternate assignments and participation in studies.

Your summary and critique should describe:

- The background and purpose of the study.
- The methods used in the study, making sure to note the specific hypotheses tested, and any independent and dependent variables.
- The key findings and implications of the study. We do not expect you to fully understand all of the statistical tests as many of these tests are only taught in upper year courses. Based on the authors' discussion of their results, however, you should be able to identify the key findings and how this article contributes to the field of psychology.
- Your personal assessment of the article. Were there any aspects of the research that you found particularly interesting or well executed? Were there any aspects that seemed weak or strange to you?

Mandatory formatting of your assignment:

- Microsoft Word 2003 format (i.e., .doc) **OR** Portable Document Format (.pdf).
- 400-500 words.
- Double spaced, 12-point Times New Roman font, with 1 inch margins.
- **Assignments that do not meet the formatting requirements will not be graded.**

Submitting your summary and critique:

- E-mail your summary and critique to ppadmin@uoguelph.ca
- The subject line must read “Alternate Assignment [Article title], course and section number”
- Late assignments will not be accepted. The submission deadline is **Monday, April 12th** at 5 PM.
- You will receive a confirmation of receipt within one week of submission.

Grading

- The summary is graded by the administrators of the participant pool as being either satisfactory or unsatisfactory (i.e., pass/fail). If your assignment is graded as satisfactory you will receive 1 participation credit (i.e., equivalent to participating in a 1-credit research experiment). No credit is awarded for unsatisfactory assignments.
- To receive a grade of satisfactory, the writing in your summary must be clear and easy to understand and the summary must address all of the points listed under the section “Your summary and critique should describe” above.
- **Late assignments will automatically be graded as unsatisfactory.**
- Once we receive your alternate assignment, you will receive a confirmation e-mail and a grade posted on Sona within one week.
- **PLEASE NOTE THAT YOU WILL NOT BE ABLE TO RE-DO ALTERNATE ASSIGNMENTS IF THEY ARE GRADED AS UNSATISFACTORY.**

Approved article list

- Ben-Ezra, M., Essar, N., & Saar, R. (2006). [Post-traumatic reactions among rescue personnel before and after exposure to trauma: A brief report](#). *Stress and Health: Journal of the International Society for the Investigation of Stress*, 22(5), 337–340.
- Hahn, E. J., Rayens, M. K., Kirsh, K. L., & Passik, S. D. (2006). [Brief report: Pain and readiness to quit smoking cigarettes](#). *Nicotine & Tobacco Research*, 8(3), 473–480.
- Lo, J. Y. T., & Shum, K. K.-M. (2020). [Brief report: A randomized controlled trial of the effects of recall \(reading to engage children with autism in language and learning\) for preschoolers with autism spectrum disorder](#). *Journal of Autism and Developmental Disorders*. Advance online publication.
- Ludwin-Peery, E., Bramley, N. R., Davis, E., & Gureckis, T. M. (2020). [Broken physics: A conjunction fallacy effect in intuitive physical reasoning](#). *Psychological Science*, 31(12), 1602-1611.
- Ma, T.-L., Zarrett, N., Simpkins, S., Vandell, D. L., & Jiang, S. (2020). [Brief report: Patterns of prosocial behaviors in middle childhood predicting peer relations during early adolescence](#). *Journal of Adolescence*, 78, 1–8.
- Metzler-Baddeley, C., & Snowden, J. S. (2005). [Brief report: Errorless versus errorful learning as a memory rehabilitation approach in Alzheimer's disease](#). *Journal of Clinical and Experimental Neuropsychology*, 27(8), 1070–1079.
- Patalano, A. L., Lolli, S. L., & Sanislow, C. A. (2020). [Brief report on the relationship between temporal discount rate and error related negativity for immediate versus future choice options](#). *International Journal of Psychophysiology*, 151, 1–6.

- Ramachandra, V., Meighan, C., & Gradzki, J. (2012). [The impact of musical training on the phonological memory & the central executive: A brief report.](#) *North American Journal of Psychology*, 14(3), 541–548.
- Rudkovska, A., Sui, W., & Irwin, J. D. (2020). [Assessing the prevalence and severity of smartphone addiction in postsecondary students: A brief report.](#) *Journal of American College Health*. Advance online publication.
- Sun, Y., Li, Y., Bao, Y., Meng, S., Sun, Y., Schumann, G., Kosten, T., Strang, J., Lu, L., & Shi, J. (2020). [Brief report: Increased addictive internet and substance use behavior during the covid-19 pandemic in china.](#) *The American Journal on Addictions*. Advance online publication.