

Alternate Assignment for Research Participation Credits

- **Submission Deadline:** The deadline for submitting alternate assignments is **Friday, April 8th 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 **Monday, April 11th at 5 PM.**
- All inquiries about alternate assignments should be addressed to ppadmin@uoguelph.ca. **YOUR COURSE INSTRUCTOR AND TEACHING ASSISTANTS DO NOT READ OR 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 with 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 alternative 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. 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?

Mandatory formatting of your assignment:

- Microsoft Word 2003 format (i.e., .doc) and 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 **Friday, April 8th 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

1. Chen, N., & Watanabe, K. (2021). Color–shape associations affect feature binding. *Psychonomic Bulletin & Review*, 28, 169–177. <https://doi.org/10.3758/s13423-020-01799-4>
2. Dash, S., Bourke, M., Parker, A.G, Trott, E., & Pascoe, M. C. (2021). Mindfulness is associated with reduced barriers to exercise via decreasing psychological distress in help-seeking young adults: A cross-sectional brief report. *Early Intervention in Psychiatry*, 2021, 1-6. <https://doi.org/10.1111/eip.13249>
3. DeViva J. C., McCarthy, E., Southwick, S. M., Tsai, J., & Pietrzak, R. H. (2021). The impact of sleep quality on the incidence of PTSD: Results from a 7-Year, nationally representative, prospective cohort of U.S. military veterans. *Journal of Anxiety Disorders*, 81, 2021, 102413. <https://doi.org/10.1016/j.janxdis.2021.102413>
4. Forsberg, A., Guitard, D., & Cowan, N. (2021). Working memory limits severely constrain long-term retention. *Psychonomic Bulletin & Review*, 28, 537-547. <https://doi.org/10.3758/s13423-020-01847-z>
5. Galbraith, N., Boyda, D., McFeeters, D., & Galbraith, V. (2020). Patterns of occupational stress in police contact and dispatch personnel: Implications for physical and psychological health. *International Archives of Occupational and Environmental Health* 94, 231-241. <https://doi.org/10.1007/s00420-020-01562-1>
6. Johnson, D. S., Johnson, A. D., Crossney, K. B., & Devereux, E. (2021). Women in higher education: A brief report on stress during COVID-19. *Management in Education*, 1-8. <https://doi.org/10.1177/089202062111019401>
7. Joseph, H. L., & Kuperminc, G. P. (2021). A brief report on peer influence in group mentoring: A source of peer contagion or prosocial behavior change? *Journal of Community Psychology*, 2021, 1-14. <https://doi.org/10.1002/jcop.22743>

Gain access through the library ([see below for instructions](#))

8. Meshi, D., Elizarova, A., Bender, A., & Verdejo-Garcia, A. (2019). Excessive social media users demonstrate impaired decision making in the Iowa Gambling Task. *Journal of Behavioural Addictions*, 8(1), 169-173. <https://doi.org/10.1556/2006.7.2018.138>
9. Peter, S. C., Whelan, J. P., Pfund, R. A., & Meyers, A. W. (2021). Can motivational messages engage individuals at-risk for gambling disorder in an online assessment? *Psychology of Addictive Behaviours*, 35(1), 124-131. <http://dx.doi.org/10.1037/adb0000591>

Gain access through the library ([see below for instructions](#))

10. Vaillancourt, T., Brittain, H., Krygsman, A., Farrell, A. H., Pepler, D., Landon, S., Saint-Georges, Z., & Vitoroulis, I. (2021). In-person versus online learning in relation to students' perceptions of mattering during COVID-19: A brief report. *Journal of Psychoeducational Assessment*, 40(1) 159-169. <https://doi.org/10.1177/07342829211053668>

To Gain Access Through the Library

1. Go to www.lib.uoguelph.ca
2. Copy the citation into search bar
3. Ensure you are signed into your Guelph account using your SSO ID in the top right corner
4. Click on the "Available Online" button below the article
5. This will take you to the links of the article,
 - a. for *Peter, et al., (2021)* click the second link then open the PDF document in the top left corner of the new page
 - b. for *Joseph & Kuperminc (2021)* click the second link and look for the PDF document under the title of the article on the new page that opens