

## Alternate Assignment for Research Participation Credits

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- **Submission Deadline:** The deadline for submitting alternate assignments is **Monday, April 10<sup>th</sup> 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 CourseLink by **Monday, April 17<sup>th</sup> at 5 PM.**
- All inquiries about alternate assignments should be addressed to [ppadmin@uoguelph.ca](mailto: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](mailto: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](mailto: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 10<sup>th</sup> 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. Asl, N. R. H. (2022). A randomized controlled trial of a mindfulness-based intervention in social workers working during the COVID-19 crisis. *Current Psychology*, *41*(2022), 8192–8199. <https://doi.org/10.1007/s12144-021-02150-3>
2. Bersani, F. S., Barchielli, B., Ferracuti, S., Panno, A., Carbone, G. A., Massullo, C., Farina, B., Corazza, O., Prevete, E., Tarsitani, L., Pasquini, M., Biondi, M., & Imperatori, C. (2021). The association of problematic use of social media and online videogames with aggression is mediated by insomnia severity: A cross-sectional study in a sample of 18- to 24-year-old individuals. *Aggressive Behavior*, *48*(2022), 348-355. <https://onlinelibrary.wiley.com/doi/10.1002/ab.22008>
3. Clay, G., Mlynski, C., Korb, F., Goschke, T., & Job, V. (2022). Rewarding cognitive effort increases the intrinsic value of mental labor. *Proceedings of the National Academy of Science*, *119*(5), 1-8. <https://doi.org/10.1073/pnas.2111785119>
4. Dumas, T. M., Tremblay, P. F., Ellis, W., Millett, G., & Maxwell-Smith, M. A. (2023). Does pressure to gain social media attention have consequences for adolescents’ friendship closeness and mental health? A longitudinal examination of within-person cross-lagged relations. *Computers in Human Behaviour*, *140*(2023), 1-8. <https://doi.org/10.1016/j.chb.2022.107591>
5. Furtak, M., Mudrik, L., Bola, M. (2022). The forest, the trees, or both? Hierarchy and interactions between gist and object processing during perception of real-world scenes. *Cognition*, *221*, 1-7. <https://doi.org/10.1016/j.cognition.2021.104983>
6. Graben, K., Doering, B., & Barke, A. (2022). Receiving push-notifications from smartphone games reduces students learning performance in a brief lecture: An experimental study. *Computers in Human Behaviour Reports*, *5*(2022), 1-7. <https://doi.org/10.1016/j.chbr.2022.100170>

7. Hsu, H., Chen, K., & Belcastro, F. (2021). The effect of music interventions on chronic pain experienced by older adults: A systematic review. *Journal of Nursing Scholarship*, 54(1), 64-71. <https://doi.org/10.1111/jnu.12712>
8. Jones, E. J., & Schreier, H. M. C. (2023). First-generation college students have greater systemic inflammation than continuing-generation college students following the initial college transition: A brief report. *Annals of Behavioral Medicine*, 57(1), 86-92. <https://doi.org/10.1093/abm/kaac008>
9. Stanley, M. L., Whitehead, P.S., Marsh, E. J., & Seli, P. (2022). Prior exposure increases judged truth even during periods of mind wandering. *Psychonomic Bulletin & Review*, 29, 1997–2007. <https://doi.org/10.3758/s13423-022-02101-4>
10. Wulff, A. N., & Hyman Jr, I. E. (2022). Crime blindness: The impact of inattentive blindness on eyewitness awareness, memory, and identification. *Applied Cognitive Psychology*, 36(1), 166-178. <https://doi.org/10.1002/acp.3906>

To gain access through the library please see below for **instructions**, however, you can search these articles on google scholar or click the links provided under each.

### To Gain Access Through the Library

1. Go to [www.lib.uoguelph.ca](http://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