

## Fall 2024

### Alternate Assignment for Research Participation Credits

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- **Submission Deadline:** The deadline to submit alternate assignments is **Friday, November 29<sup>th</sup> at 5PM**
- **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 **Friday, December 6<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 that you have personally written 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 in your own words:

- 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 own 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 format and Portable Document Format (.pdf). Do not send the document as a shareable link, we need a copy attached to the email.
- 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”.
- **Do not submit multiple assignments in one email or one document.** We receive a large volume of assignments, meaning submitting multiple assignments in one email, or one document, can lead to the assignment being overlooked.
- Late assignments will not be accepted. The submission deadline is **Friday, November 29<sup>th</sup> at 5PM.**
- 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 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. Barcaccia, B., Medvedev, O.N., Pallini, S., Mastandrea & Fagiolo, S. (2024). Examining Mental Health Benefits of a Brief online mindfulness intervention: A randomised controlled trial. *Mindfulness*, 15, 835–843. <https://doi.org/10.1007/s12671-024-02331-8>
2. Glomb, K, Piotrowski, P., & Romanowska, I. A. (2024). It is not real until it feels real: Testing a new method for simulation of eyewitness experience with virtual reality technology and equipment. *Behaviour Research Methods*, 56: 4336 – 4350. <https://doi.org/10.3758/s13428-023-02186-2>
3. Li, J., Zong, H., Wu, E., Wu, R., Peng, Z., Zhao, J., Yang, L., Xie, H., & Shen, B. (2024). Exploring the potential of artificial intelligence to enhance the writing of english academic papers by non-native english-speaking medical students – the educational application of ChatGPT. *BMC Medical Education*, 24, 1-8. <https://doi.org/10.1186/s12909-024-05738-y>
4. Li, Y., Koning, I. M., Finkenauer, C., Boer, M., & van den Eijnden, R. J. J. M. (2024). The bidirectional relationships between fear of missing out, problematic social media use and adolescents’ well-being: A random intercept cross-lagged panel model. *Computers in Human Behavior*, 154: 1-9. <https://doi.org/10.1016/j.chb.2024.108160>
5. Park, J., Lee, I., Lee, S., Kwon, R., Choo, E., Nam, H., & Lee, J. (2023). Effects of music therapy as an alternative treatment on depression in children and adolescents with ADHD

- by activating serotonin and improving stress coping ability. *BMC Complementary Medicine and Therapies*, 23, 1-14. <https://doi.org/10.1186/s12906-022-03832-6>
6. Peel, N., Nguyen, K., & Tannous, C. (2023). The impact of campus-based therapy dogs on the mood and affect of university students. *International Journal of Environmental Research and Public Health*, 20, 1-14. <https://doi.org/10.3390/ijerph20064759>
  7. Stojanov, A., Halberstadt, J., Bering, J. M., & Kenig, N. (2023). Examining a domain-specific link between perceived control and conspiracy beliefs: a brief report in the context of COVID-19. *Current Psychology*, 42, 6347-6356. <https://doi.org/10.1007/s12144-021-01977-0>
  8. Tsai, C., Wang, L., Hsiao, R. C., Yen, C., & Lin, C. (2024). Psychological distress and related factors among caregivers of children with attention-deficit/hyperactivity disorder during the COVID-19 pandemic. *European Child & Adolescent Psychiatry*, 33, 1197-1200. <https://doi.org/10.1007/s00787-023-02220-w>
  9. van Vliet, C., Bautrenaite, P., Yavari, M., McCracken, A., Palmbachs, N., Fontaine, B., & Put, C. (2024). The Safer Driver app decreases mobile phone induced distracted driving: Evidence from a randomized controlled trial. *Journal of Road Safety*, 35(2), 3–13. <https://doi.org/10.33492/JRS-D-24-2-2133200>
  10. Wang, A., Reyes, A., Urkmez, B., McGuire, A., Lee, B., & Umucu, E. (2024). The Association between PTSD, Gratitude, Academic Adjustment, and Dropout Decisions in Veteran Students with Disabilities: Brief Report. *Journal of Veterans Studies*, 10(1), 40–47. <https://doi.org/10.21061/jvs.v10i1.499>

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.

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