**SENIOR SEMINAR: RESEARCH IN PSYCHOLOGY**

Psychology 472

Spring 2022

Wed: 9:30 – 12:20

Harbert 304

Professor: Shane Pitts, Ph.D. You know how to find me. Do so as often as you like.

**Course Description**

In PY 472, you are asked to conduct the research you proposed in PY 499 and to present the results in a formal APA-style research paper, and in a formal presentation. As was the case in PY 499, my role is to serve as a research mentor, to provide feedback on your ideas and written work, and give you incentives (i.e., deadlines) to make sure you pace your work appropriately.

*As you know, PY 499 and PY 472 are two of the most time- and effort-intensive courses that you will take as an undergraduate. If you are not finding that they are, that’s a big hint to you that you are not working up to your potential or up to expectation. These courses require persistence in the face of difficulty and ambiguity. Academics call these “desirable difficulties,” an empirically supported learning pedagogy.*

**Learning Outcomes for PY 499**

1. Successfully obtain IRB approval to conduct your research.
2. Design a step-by-step procedure for collecting data, recruit participants, and collect those data.
3. Prepare a data analysis plan, analyze your data using SPSS or Jamovi, and correctly interpret the results.
4. Write a high quality, complete APA-style research manuscript.
5. Provide feedback to peers on written work and presentations of their work.
6. Present a clear, concise, and professional-grade research presentation.

This also course also fulfills the Senior Capstone Connections requirement in the Explorations Curriculum.

Students with academic accommodations should make individual appointments with me to discuss use of these accommodations. Requests for deadline extensions for students with this particular accommodation must be arranged with me *prior to* the originally scheduled deadline.

**Evaluation.** The following assignments and activities will be used to evaluate the success of progress toward mastering our learning outcomes.

**Attendance (5%)**: We meet only once a week. I hope it goes without saying that attendance is mandatory, right? Unless you have COVID or COVID symptoms or are in the hospital or have been abducted by a pack of wild hyenas, I expect you in class. Exhaustion doesn't count. Get used to it. I reserve the right to deduct whatever I deem appropriate from your final grade for missing any class(es). **NOTICE:** *Because we meet only once per week, it is highly likely that I will need to meet with each of you individually at other times during the week in addition to our weekly class meeting.* Please carve out a consistent one-hour block of time in your schedule and send that to me ASAP.

**Class Engagement (5%):** Engagement means being prepared for class (readings and assignments completed, etc.), staying alert and on-task during class, asking good questions of me and/or your peers, contributing good ideas, and proactively planning what needs to be done next. **NOTICE:** You will need to continue to read literature in your topic area throughout most of the term. Don't let up on that front. You need to become an expert on your topic, which will require reading far more articles than you think is necessary or that will ever appear in your paper. Whenever you feel you’ve read enough, read at least 10 more articles, and that’s still not enough. Please pipe up occasionally throughout the term about new things you’ve read.

**IRB Submission (5%):** Please turn in a draft of your IRB application to me and revise it given my feedback. I will then submit your full IRB application to BSC’s Institutional Review Board. This component of your grade will be based on your attention to detail when completing the application form, and when compiling the various materials you will need to include in your submission. IRBs can be rather persnickety! They will return poorly written or incomplete submissions, or those with misplaced commas, dangling modifiers, etc.

**Study Procedure (15%):** Please turn in a draft of the exact materials you will use for participant recruitment, and the materials participants will be presented with, including instructions, scenarios, questions and response options, debriefing – basically, *every single piece of information participants will see/read/hear, in the order in which they will see/read/hear them*. After getting my approval on a revised version of these materials, please put them into a form that participants will see (paper copies, programmed online experiment or survey, etc.). Please, please, please *proofread it many times*. If your procedure does not look and sound professional, clear, and carefully done, your participants will not give you high quality data.

**Pilot Test (3%):** I ask that you conduct a pilot test of your project. Run a handful of people through your complete study and have them document answers to question such whether the instructions were clear, was the procedure clear, what they think the hypothesis may be, and any other information they can share about their perceptions of the experience. If you have a manipulation check, you may also want to try it out on them. Complete this and turn in their responses to me anytime *before* you begin running actual participants. I’ve included a tentative due date in the schedule.

**Data Preparation and Analysis Plan (10%):** Please take your data preparation and analysis plan from Outline V3, update it as needed (given your actual study procedure and any revisions to your hypothesis since then), and add to it as needed. You will use this plan as a guide when you analyze your data.

**Fully labeled SPSS or Jamovi file with data (3%):** After you collect your data into SPSS/Jamovi, please turn in a copy of your data file, which must be fully and intuitively labeled. Getting data ready to analyze in SPSS can be tedious and time-consuming involving steps such as hand entering data or importing data files which may then need to be transformed, aggregated, and/or re-coded, along with the computation of new composite variables. In your SPSS file, all variables must have sensible names, question labels, and labels for response options. This entire process has to be done with extreme attention to detail. The simplest of oversights can force you to have to start over from the very beginning. It can be maddening.

**Writing Center visit #1 (1%):** Please schedule an appointment with the Writing Center for your Introduction draft. Also discuss with them any feedback I provided that you still need to integrate into your introduction. The Writing Center will forward me the names of students who visited, and the date they visited.

**Polished Draft of INTRODUCTION section of Manuscript (6%)**: Please upload on Moodle a carefully constructed, polished draft of *only* the Introduction section of your research report (well, and References page). If you wish to receive a grade and feedback on this draft, you must upload it by the deadline.

**Polished Draft of METHOD section of Manuscript (4%)**: Please upload on Moodle a carefully constructed, polished draft of *only* the Method section of your research report. If you wish to receive a grade and feedback on this draft, you must upload it by the deadline.

**Polished Draft of RESULTS section of Manuscript (3%)**: Please upload on Moodle a carefully constructed, polished draft of *only* the Results section of your research report. If you wish to receive a grade and feedback on this draft, you must upload it by the deadline.

**Polished Draft of GENERAL DISCUSSION section of Manuscript (5%)**: Please upload on Moodle a carefully constructed, polished draft of *only* the General Discussion section of your research report. If you wish to receive a grade and feedback on this draft, you must upload it by the deadline.

**Peer Reviews of each manuscript section and the presentation draft (n=5) (5%, 1% each).** Peer review is integral to any scientific endeavor and learning how to edit and provide feedback on others’ work is an important aspect of many jobs, in and outside of psychology. Thus, I ask that we emulate real peer-reviews by providing colleagues double-naïve, detailed, critical written feedback on their draft written work and presentation drafts**.** *Peer reviews are always due 24 hours after receipt of the paper.*

**Oral Presentation (10%):** I ask that you present your research project in a manner befitting a professional conference. Your grade for this presentation will be based on how well you followed the presentation guidelines, your presentation skill, and how you answer questions. Remember, the Gilbert abides!

**Conference Poster (4%):** Please create a conference poster based on your project.You may have it printed if you like, but that’s not required. Your grade will be based on adherence to guidelines, the quality of the writing, and of the aesthetics of your poster.

**Writing Center visit #2 (1%):** After receiving my feedback on any other section of your paper other than the Introduction, please bring your original draft, along with the feedback, to the Writing Center to discuss your approach for revising the section. You may choose any section to discuss with your Writing Center peer tutor but are welcome to discuss more than one or all of them if you would like. The Writing Center will forward me the names of all students who visited, and the date they visited.

**Final Version of Manuscript (15%)**: The final version of your manuscript should follow APA-style publication guidelines perfectly, which also means being free of grammar and spelling errors and should include all sections of such a report (e.g., title page, abstract page, references, appendices as necessary, etc.). In a separate document, please include a detailed description of the changes you made to your document based on all the feedback you have received and/or reasons why you did not make suggested changes.

**Psychology Major Field Test:** Before graduating, psychology majors take the ACAT, a standardized psychology subject test, as well as a critical thinking test. These tests will be administered outside of regular class time, possibly with extra time allotted. The tests are difficult to study for. They rely on your accumulated knowledge of the field of psychology, and your ability to think critically about research methods. The best strategy is to take the tests seriously, take your time, answer every question, and make careful educated guesses for questions you do not know the answer to. Your score on these exams *do not* influence your personal course grade, but it does influence the standing of our psychology department in relation to other colleges’ psychology departments. Make us proud!

**Exit Interview/Survey:**  As a soon-to-be graduate with a degree in Psychology, the department *greatly values* your input on the academic program. We, therefore, need to hear from you about your experiences here, what you found compelling and interesting about the program, what you feel you have learned, and what you think we can reasonably do to improve the program in the future. This is **not** a part of your grade for this course. I include it here merely as a point of reference so that you know it is expected.

**Academic Honor Code**: At this point, I assume I don't have to remind any of you to fully abide by the BSC Honor Code. Don't cheat, lie, plagiarize, or do anything else dishonest or sketch. I must report suspicions of violations to the Honor Council, and so do you if you have them.

**Professionalism**

**Mutual Respect:** I respect your time and ask that you respect mine and your classmates’. Please try your hardest to arrive early or on time. *Please turn cell phones to silent and put them in your bag as opposed to on your lap, in your pocket, or on the desk where you may be tempted to use them.* This was a problem I endured through with gritted teeth in PY499, so I’d like to not see it repeated, *please*!

**Preparation for Class:** Duringmany class periods you will work on your project, and I will be available to answer questions. If it is possible to bring a laptop to class, please do so. If you cannot, think about how you might prepare for class in a way that allows you to still make progress during the class period.

***Deadline Policy:*** *As you well know (!), the task you will undertake in this course is large, complex, and for many, overwhelming; you need my feedback to make progress at each step. I cannot give feedback if you do not turn in assignments by the deadlines. Turning things in late creates much more work for me to keep track of everything and to have to mentally back up after I’ve already provided others feedback. Please don't do that to me. I’m quite busy too. I kinda like my kids, you know. For these reasons, I must maintain a zero-tolerance policy for late work. I may allot a zero for late work and/or not provide any feedback on it. Please plan ahead to prevent unexpected events (e.g., internet outages, computer problems, flat tires, zombie attacks) from hurting your ability to turn in work on time.*

Anything in this syllabus is subject to change at any time by me. For example, surprise zombie attacks, outbreaks of prolonged, uncontrollable laughter, etc., may necessitate slight alterations. You will be notified, or brainless from the attacks… As usual, I am open to the class’s suggestions for helpful modifications.

**Note on the Schedule/Pacing.** Meeting once per week requires a certain discipline, motivation, and maturity on your part. You will need to pace yourself, spreading work for that week’s meeting throughout the week. I suggest setting your work schedule for the class as if you will need to devote some time almost every day to work for this class – you know, a senior level, capstone course. It is difficult to predict the pace of real research. Snags can occur at any time. For example, programming and the pace of data collection can be notoriously difficult to predict. When we get to that part of the schedule, I ask for your good humor and patience. You will need to be very flexible and not uptight about knowing precisely when things will happen or even when some things are due. Consider that part of the schedule a best-guess scenario, highly subject to modification. My goal with the schedule was to front-load much of work and tasks so as to avoid last-minute large tasks, which often creates unnecessary stress. I realize the pace may be optimistic.

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| **Week** | **Date** |  | **Plan** | **Readings** |
| Week 1 | 2-Feb | Topics | IRB, Formal Presentation | Syllabus  Guidelines for Procedure Document |
| Due | Completed IRB (end) |
| 5-Feb | Due | \*\*Based on my feedback, revised IRB due by 2/5, noon\*\* | |
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| Week 2 | 9-Feb | Topics | Power Analysis; Conducting Online Research; Writing Clearly; Finalize Procedures/Materials | Power Analysis Videos (on Moodle) Heath Ch. 13  Grootswagers (2020) *OR*  Buchanan & Scofield (2018)  Silvia Intro, Ch. 2  Kail Chs. 1-3 |
| Due | Power Analysis for your project (end);  Study Procedure Draft (midnight) – This is *exactly* what the study will look like to Ps |
| 11-Feb | Due | \*\*Based on my feedback, revised study procedure draft due by 2/11, noon\*\* | |
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| Week 3 | \*\*Very likely during the coming week 3, 2/13 – 2/20, we will need to schedule individual programming appointments\*\* | | | |
| 16-Feb | Topics | Writing Introductions  Sona Introduction  Programming (as needed) | Silvia: Ch. 4  Kail: Chs. 4-5  Fallon (2018)  Landrum: Chs. 4-5 (optional) |
| Due | Updated Detailed Intro Outline / V3 from 499 |
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| **NOTE:** Sometime preferably this week (#4) you will run a pilot test of your study. See the syllabus for details\* | | | | |
| Week 4 | 23-Feb | Topics | Programming (if needed)  Writing Methods Sections  Statistics – Yea! | Silvia: Ch. 5  Landrum: Ch. 6 (103-110, optional)  Normile et al., (2019) to p. 165  Calin-Jageman (2017)  How to Peer Review |
| Due | Introduction: Writing center visit (well before class)  **GOAL:** Programming is done, studies are posted, data collection has ensued! |
| 25-Feb | Due | \*\*Polished Introduction draft due by 2/25, noon\*\* | |
| 26-Feb | Due | \*\*Intro Peer Reviews by 2/26 noon\*\* | |
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| Week 5 | 2-Mar | Topics | Graduate School 101  Wrapping any other necessary details  Work on Method Section (perhaps) | [What I wish I knew in grad school](https://psychcentral.com/lib/what-i-wish-i-knew-in-grad-school-current-and-former-students-share-16-tips#1)  <https://tinyurl.com/2p8b6jm2>  \*I’ll add more here after I get feedback on interests |
| Due | Bring your vita to class if you would like feedback on it (create one if you don't have one) |
| 3-Mar | Due | \*\*Methods polished draft due 3/3, noon\*\* |  |
| 4-Mar | Due | \*\*Methods Peer Reviews due 3/4, noon\*\* |
| *\*\*\*Preferably sooner, but if not, data collection should begin no later than 3/4\*\*\** | | | |
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| Week 6 | 9-Mar | Topics | Writing Results  Creating Graphs  Data Analysis Work | Silvia: Ch. 6  Kail: Ch. 6 |
| Due | Data Preparation and Analysis Plan (end)  Sample Graphs for Feedback (if you like) (end) |
| **Week** | **Date** |  | **Plan** | **Readings** |
| Week 7 | 16-Mar | Topics | Data analysis (if we’ve enough data)  If not, Writing Discussions will be the focus | Silvia Ch. 7 & 8  Kail Ch. 7  Landrum Ch. 6 (optional) |
| Due | Mid-term Self Evaluation |
|  | 23-Mar | Spring Break | | |
| Week 8 | 30-Mar | Topics | Data Analysis! | Review relevant Jamovi/SPSS videos; Your Data Analysis Plan |
| Due | Initial Data Analysis (if ready) |
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| Week 9 | 6-Apr | Topics | Data analysis (wrap-up, final)  Writing Results and Discussions | Silvia Ch. 6-8 (review)  Kail Ch. 6-7 (review) |
| Due | Completed data analysis – no stones left unturned |
| 9-Apr | Due | \*\*Results section due 4/9, noon\*\* |  |
| 10-Apr | Due | \*\*Results peer reviews 4/10, noon\*\* |
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| Week 10 | 13-Apr | Topics | Presentation and Poster work | Creating Posters  Gilbert (review) |
| Due | Presentation PPT draft for talk (end) |
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| Week 11 | 17-Apr | Due | \*\*Discussion polished draft due 4/17, noon\*\* |  |
| 18-Apr | Due | \*\*Discussion peer reviews due 4/18, noon\*\* |
| 20-Apr | Likely no class – Away at MPA Conference | |
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| Week 12 | 27-Apr | Topics | Presentation Practice/Reviews;  Writing Workshop | Gilbert (review) |
| Due | Poster Draft  Presentation Peer Reviews (end)  Any updated drafts for which you want more feedback |
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| Week 13 | 4-May | Topics | Final Presentation |  |
| Due | Final Presentation PowerPoint  Any paper drafts for final feedback |
| 5-May | Due | Final Self Evaluation by 5/5 midnight  Exit Interview by 5/5 midnight |
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| Week 14 | 11-May | Due | Final papers due by noon. Research Glory Abounds!  \*Take the ACAT prior to graduation. A time will be scheduled. | Michelle and I cordially invite you all to a celebratory dinner at our home, Saturday, May 14th. Details to follow. |