

HURON UNIVERSITY COLLEGE at
WESTERN UNIVERSITY
LONDON CANADA
Department of Psychology
Winter 2019

Psychology 3760G Section 550
Special Topics: Dynamics of Mentorship in Psychology Research

1.0 CALENDAR DESCRIPTION

This seminar considers psychological theory and research relevant to successful mentorship in the research process. Students will apply their knowledge about mentorship through engagement with first-year students in a research project.

Antirequisite(s): none

Prerequisite(s): By permission of the Department of Psychology at Huron.

Extra Information: 3 lecture hours, 0.5 course. (Huron)

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

2.0 COURSE INFORMATION

Instructor: Dr. Christine Tsang
Email address: ctsang33@huron.uwo.ca
Office & Phone Number: HUC-V119; 519-438-7224 ext 260
Office Hours: Tuesday 10:30-11:20 and Wednesday 3:30-4:30
Course Website: Access via <https://owl.uwo.ca/portal>

Instructor: Dr. Irene Cheung
Email address: icheung5@uwo.ca
Office & Phone Number: HUC-V117; 519-438-7224 ext 225
Office Hours: Wednesday 2:30-3:30 and Thursday 12:30-1:30
Course Website: Access via <https://owl.uwo.ca/portal>

Time & Location of Lectures: Monday 12:30-2:30 in Room V107.

It is recommended that you check OWL and your Western email at least once a day to ensure that you do not miss any important class announcements, messages, or emails from the instructor.

3.0 COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

- apply psychological research skills to manage a group research project
- communicate complex research problems and solutions to different audiences
- learn to collaborate in small groups to produce concrete deliverable outcomes
- learn to reflect on the process of collaboration and project management

3.1 Lab Schedule and Project Deliverables

Week	Facilitator	Topics to Cover	Mentor Project Deliverables
Jan 7	Lab Instructor & Mentor	<ul style="list-style-type: none"> • Discuss plans for the winter term (e.g., learn about correlational design) • Chapter 3 (pp. 29-31) • Correlational design • Correlations as statistics: direction & strength • Example of correlational study 	<ul style="list-style-type: none"> • Provide brief introduction • Administer a short study at the end of the lab to generate data for how to calculate correlation coefficient
Jan 14	Mentor	<ul style="list-style-type: none"> • Review correlation designs and correlations as statistics 	<ul style="list-style-type: none"> • Icebreaker • Review the features of correlation designs and statistics • Demonstrate how to calculate correlation coefficient using an example
Jan 21	Mentor	<ul style="list-style-type: none"> • Discuss theme for main project • Learn how to generate research questions 	<ul style="list-style-type: none"> • Introduce theme for main project • Design an activity to help students brainstorm research questions • Discuss possible research questions • Narrow down the number of research questions
Jan 28	Mentor	<ul style="list-style-type: none"> • Discuss research questions • Review hypothesis testing • Identify and operationalize constructs 	<ul style="list-style-type: none"> • Review research questions and discuss hypotheses • Select research question and identify the variables that are being tested • Discuss how variables can be operationalized • Conduct literature review for research question, gather possible research articles and ideas for operationalization of variables (mentor will review and select final article, decide on what measures to use)
Feb 4	Mentor	<ul style="list-style-type: none"> • Review operationalization of constructs • Learn about issues related to the reliability and validity of measures 	<ul style="list-style-type: none"> • Review research question and specific variables being studied • Make final decisions about how to operationalize variables • Discuss reliability and validity of measures • Assign key reading
Feb 11	Mentor	<ul style="list-style-type: none"> • Discuss key reading and how it relates to the main project • Learn about the importance of ethics in the research process 	<ul style="list-style-type: none"> • Discuss the key reading • Explain the procedure of the lab project • Discuss the importance of ethics (ethics will be reviewed by the lab instructor)

			<ul style="list-style-type: none"> • Provide data for students to practice calculating correlation coefficient and create answer key • Remind students to bring computer to class to complete survey
Feb 18	READING WEEK – NO LABS		
Feb 25	Mentor	<ul style="list-style-type: none"> • Complete main project study • Learn how to use psychology databases to conduct literature review and select an additional reading for the main project 	<ul style="list-style-type: none"> • Provide time for students to complete questionnaires for main study • Show students how to find a second reading for their paper • Discuss what kinds of articles would be appropriate • Remind students of the practice correlation data • Set-up data from project in excel to distribute the following week
Mar 4	Mentor	<ul style="list-style-type: none"> • Review correlation calculations • Discuss second article findings from literature review 	<ul style="list-style-type: none"> • Discuss second readings from literature review • Review how to calculate correlation from practice data • Explain how the collected data should be used for the main project (go through set up of the excel data file and refer to correlation work sheet)
Mar 11	Mentor/Lab Instructor	<ul style="list-style-type: none"> • Review sections of an APA paper relevant to main project 	<ul style="list-style-type: none"> • Review introduction, method and results of paper • Lab instructor will be present
Mar 18	Mentor/Lab Instructor	<ul style="list-style-type: none"> • Review sections of an APA paper relevant to main project 	<ul style="list-style-type: none"> • Review discussion (addressing issues of reliability and validity), cover page, abstract, & references • Review referencing and plagiarism • Review submission procedure and late penalties • Lab instructor will be present
Mar 25	No Labs		
April 1	Report Due at 12:00pm, noon		

4.0 DESCRIPTION OF CLASS METHODS

This course will focus on the development of communication skills and application of research skills through collaboration on a semester-long research project with a small group of first-year students. Students will be assessed in a variety of methods, including written reflection, oral presentations and class discussion participation.

5.0 READINGS AND OTHER SOURCES

The reading list for the course will be posted on OWL. The readings will be posted on OWL on the Monday before each weekly Thursday class meeting.

6.0 SCHEDULE OF DATES FOR COURSE WORK

More details for each method of evaluation will be provided in class.

Course Component	Value
Weekly Reflections (9 reflections)	55%
Class Facilitation	20%
Weekly Lesson Plans (pass/fail x 10 weeks)	10%
End of Project Reflection	15%

6.2 METHOD OF EVALUATION

1. **Weekly Reflection Papers (55%).** Each week, you will be required to write a 1000 word critical reflection paper. This paper must address three issues: 1) reflection on successes and challenges of your weekly lab meetings from the previous week and relation to your weekly lesson planning; 2) application of the assigned weekly reading to your lesson planning and group collaboration; 3) a general reflection on your perception of whether you are meeting project goals, what is working, what needs to be improved. More details will be provided on OWL and in class.
2. **Paper Facilitation Leader (20%).** You will be required to facilitate a discussion on a topic of your choosing related to leadership, mentorship or collaboration. You will be responsible for selecting the reading which must be approved by Dr. Tsang and Dr. Cheung no later than Thursday at 12:00 pm before your scheduled discussion on Monday. The facilitation will provide you with an opportunity to lead the class through a discussion of the reading, which is different than simply participating in a discussion.
3. **Weekly Lesson Plans (10%).** Each week, you will be required to submit a weekly lesson plan by Friday 12:00pm. Plans will be reviewed by Dr. Tsang and Dr. Cheung before class meets on Monday. Revisions to the plan may be requested or recommended before labs begin on Tuesday. The Lesson Plan will also be shared with your assigned lab instructors and will form the basis for your post-lab meeting discussions. The Weekly Lesson Plan will be graded on a pass/fail basis and each plan is worth 1% each.

4. **End-of-Project Reflection (15%).** At the end of the term, you will be required to write a 1500-2000 word reflection paper. This reflection should encompass the experience of the entire semester, and should discuss the evolution of your learning process with reference to the course readings, your weekly lesson plans and reflections. More information will be provided in class and on OWL.

6.3 SUBMISSION OF WORK AND LATE PENALTIES

Submission of work. Please note that ALL written work must be submitted electronically through the OWL course website.

Late penalties: Work submitted after the due date and time will be penalized 2% per day (including weekends). After 14 days, the written work will receive a grade of zero. Late penalties will be calculated based on the date and time the work was submitted on OWL. Any extension for legitimate reasons (see Appendix) must be requested BEFORE the due date. **Please note that late reflections will NOT be accepted after the due date and receive a grade of zero.**

8.0 POLICY ON GRADING

Students at Huron University College should consider a grade in the range from 76-79 to be evidence of satisfactory performance in a 3000-level Psychology course. Grades in the A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the third-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal

growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning

policies and procedures may be found at:
http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>