



UNIVERSITY OF
CALGARY

Undergraduate Student Research Handbook

DEPARTMENT OF PSYCHOLOGY

2019 – 2020

Department of Psychology

**Undergraduate Student
Research Handbook**

2019-2020

The Department of Psychology recognizes that many students want to acquire research experience during their undergraduate degree. Research experience provides students with valuable learning opportunities and a more thorough understanding and appreciation of the scientific process. Students who acquire research experience are better prepared for graduate and professional programs and will be more competitive in the admissions process. In addition, participating in the research process can enable students to learn valuable and employable skills. Faculty are often looking for students who can assist them with their research programs, and there are several ways for students to get involved in this research.

This handbook offers information and resources for the different types of research involvement opportunities available within our department.

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General Information on Research Opportunities

Volunteering

Students can acquire research experience by volunteering to be a part-time research assistant (RA). Faculty and their graduate students will often place a notice in the Monday Memo seeking volunteers, so be sure to check the Monday Memo each week if you are interested in these opportunities (the Monday Memo is emailed to all psychology majors and is posted on the Psychology website). You can also contact faculty you are interested in working with directly to learn if they have any volunteer RA opportunities available. Faculty may want to review your transcripts and resumé/CV before they meet with you to determine if you are a good fit for a position. Although faculty's expectations for volunteer RAs may vary substantially, most will require a commitment of 5-10 hours a week, for at least one session (fall or winter typically, although students can volunteer during the spring and summer). The time commitment for volunteer RAs is flexible, however, and takes into account your other academic deadlines and responsibilities. Students who serve as volunteer RAs receive valuable training in a specific research area (e.g., neuroscience, clinical psychology, industrial-organizational psychology, etc.). Typical activities undergraduate RAs perform include conducting literature searches, recruiting and running participants (i.e., collecting data), scoring tests and measures, coding of responses to open-ended questions, record keeping, entering and organizing data, and using SPSS to perform statistical analyses.

Volunteering in a research lab is a great opportunity to find out whether or not you enjoy doing research. It also allows you to connect with other researchers to see whether you like the type of research that they conduct, and volunteering in a lab also allows both you and the researcher to see whether you would be a good fit for future research opportunities. Many students will start by volunteering in lab before committing to do a 499, 504/505, or Honours research project.

Attending Lab Meetings

Most researchers hold regular lab meetings throughout the year. Some meet with their research team on a weekly basis, and others do so less regularly. During lab meetings, researchers and their graduate and undergraduate students often discuss ongoing research projects, topics of interests, or present recent research findings. Most researchers welcome undergraduate students who are interested in their research area to attend and contribute to those meetings.

If there is a researcher in the department whose research particularly interests you, we encourage you to contact that researcher to find out whether they hold lab meetings and whether or not they let undergraduate students attend. This opportunity also allows you to connect with other researchers to see whether you like the type of research that they conduct. If you are doing a 499, 504/505, or Honours project, attending lab meetings will likely be part of your tasks.

PSYC 499 (Research Experience in Psychology)

Students who have completed PSYC 300/301 may wish to consider gaining research experience by taking PSYC 499. PSYC 499 is a course that allows you to obtain research experience while earning academic credit. PSYC 499 is a quarter course (1.5 units), which means that students must complete two PSYC 499 courses to receive credit equivalent to one 400-level half-course. All work in the course is graded as “pass” or “fail” and there are no exams or papers. Students are responsible for finding a supervisor before they can register for the course, so check the Monday Memo and contact faculty directly to learn about opportunities in different labs. See the “Psychology People” page on our website for a complete list of our faculty and adjunct members (<https://psyc.ucalgary.ca/contact-us>).

Supervisors determine the kinds of tasks and activities students will complete during the course and these requirements may vary substantially across supervisors and for different students (i.e., different supervisors may ask you to complete different kinds of tasks, and you may complete different tasks than other 499 students, even 499 students supervised by the same supervisor). Examples of tasks may include (but are not limited to) conducting literature search, preparing materials for studies, data collection (i.e., running participants), and/or organizing, managing or analyzing data.

PSYC 499 is a good alternative for students considering a volunteer RA position, because you receive academic credit for similar work, the course appears on your transcript (“Research Experience in Psychology”), and the commitment is limited to the terms in which you take 499 (i.e., once you complete your two half-courses, your commitment is complete). Students are expected to work six hours per week in the Fall and Winter sessions. In the Spring and Summer sessions, this is pro-rated over the number of weeks of those terms (i.e., 12 hours per week).

Pre-requisites for this course:

- (1) Psychology 300 and 301
- (2) Completion of 18 units in Psychology
- (3) Admission to the Psychology major or Honours program
- (4) Consent of the department

****You cannot register for this course on-line. First, you have to find a supervisor. Sometimes, you will find information about opportunities in the Monday Memo, but you can also email individual faculty who you would like to work with and ask if they are interested in supervising you for PSYC 499. When you find a supervisor, the supervisor will create a course outline and submit it. The department’s Undergraduate Programs Advisor will then register you in the course. Outlines must be received one week prior to courses starting in any semester. THIS COURSE IS NOT INCLUDED IN YOUR GPA. STUDENTS ARE ALLOWED TO TAKE A TOTAL OF TWO 499 COURSES IN THEIR DEGREE.**

Supplemental materials for 499 (i.e., application form, example of a previous course outline, evaluation form, and the PSYC 499 policy) can be found in Appendix A and E.

PSYC 504 or PSYC 505 (Research in Psychology)

PSYC 504 or 505 are research courses in which students complete a formal research project for academic credit. The project is supervised by a faculty member (and may be co-supervised by a graduate student); students are responsible for securing a supervisor before they can register for the course. The primary research course supervisor must be either Psychology faculty or hold an Adjunct appointment with the Department of Psychology. See the Psychology People page for a complete listing (<https://psyc.ucalgary.ca/contact-us>).

Keep in mind that most faculty will only be interested in supervising projects related to their own research program, so be sure that you are committed to a particular area of study. Depending on the complexity of the project and the length of time required to complete it, students will register in PSYC 504 or PSYC 505. PSYC 504 is a full-course (6 units) and PSYC 505 is a half-course (3 units). PSYC 504 is typically completed over two semesters (e.g., Fall and Winter) whereas 505 is confined to one semester, so the determination as to the right option for you may depend on the amount of time you have to put towards the project or remaining in your degree. The major course requirement is a written report that follows APA format and organization (with an abstract, introduction, method, results, and discussion). PSYC 504 and 505 are excellent ways to obtain research experience for students not in the Honours program (including students thinking of applying to the Honours program in a subsequent year).

It is important that you contact the potential supervisor well ahead of the start of classes of the term in which you would like to take the research course. For instance, if you wish to take a research course in the Winter term, you should find a supervisor early in the Fall term. A research course must be approved by the Department of Psychology before a student may be enrolled in it. The outline you have negotiated with your potential supervisor must first be approved by the Department of Psychology. Revisions may be necessary, so it is crucial that this process be initiated well in advance of the start of the term in which the course is slated to be offered.

Pre-requisites for this course:

- (1) Psychology 300 and 301
- (2) Admission to the Psychology major OR Honours program
- (3) Consent of the department

Fall course outlines for PSYC 505 or 504 are due **July 31st** and Winter course outlines are due **November 30th**. Late submissions will not be accepted. **THIS COURSE IS INCLUDED IN YOUR GPA AND IT CAN BE REPEATED FOR CREDIT.**

Supplemental materials for 504/505 courses (i.e., application form, example of a previous course outline, supervisor and second reader feedback form, and 504/505 policy) can be found in Appendix B, D, and E.

PSYC 598 (Honours in Psychology)

The BA and BSc Honours degree programs are popular with students preparing for graduate studies in psychology (M.Sc./Ph.D.) and after-degree professional programs (e.g., law, medicine, speech pathology, social work, education, etc.), although it is a great opportunity for all eligible students. Students complete the Honours program in their final year of studies. Please review the application process here: <https://psyc.ucalgary.ca/undergraduate/degree-programs/honours/application-process>. Applications are due on the January 23 prior to your final year. Note that due to a limited number of spots and the demands of the Honours program, admission is competitive and has a minimum GPA, among other requirements, listed below.

Students in the Honours program complete a research project and write a thesis under the supervisor of a faculty member. Students are responsible for securing a thesis supervisor, and you cannot be admitted to the Honours program unless a faculty member has agreed to be your thesis supervisor. Remember that most faculty will only be interested in supervising projects related to their own research program, so check their publications and research interests carefully to be sure that there is a good match with your interests (some flexibility in what you are willing to study may be useful in securing a supervisor; some faculty are very popular supervisors and you may need to be prepared to look beyond your top choice). Students who meet the requirements but do not have a willing supervisor are not admitted to the Honours program, so it is important you meet with several potential supervisors and do so well in advance of the deadline.

Honours students must register in PSYC 598 (Honours Thesis and Seminar). The class meets twice a week during the Fall and Winter sessions. The major requirement is a written thesis that follows APA format and organization (with an abstract, introduction, method, results, and discussion). Students also give presentations about their research in the PSYC 598 seminar and at the Annual Student Research Conference, normally held at the end of April. The Honours program requires a serious commitment to research during your final year and is the Department's most intensive research opportunity. VIEW LAST SECTION

Honours requirements

- (1) A minimum GPA of 3.4 on last 7 FCEs
- (2) A minimum GPA of 3.4 on the psychology courses included in last 5 FCEs
- (3) A minimum cumulative GPA of 3.3 for all psychology courses
- (4) Completed 12.0 FCEs at the time of application
- (5) B+ average between 300 and 301 OR B+ in 411 or 415
- (6) Able to fulfill all remaining graduation requirements for your degree by the end of your honours year
- (7) Must have a faculty member willing to act as your thesis supervisor

MORE INFORMATION ABOUT THE HONOURS PROGRAM CAN BE FOUND IN THE "HONOURS PROGRAM" SECTION OF THIS HANDBOOK (p. ##).

Applications for honours are due **January 23** of the year before you graduate. If you have any specific questions about applying to the honours program you can contact Michelle: psycugrd@ucalgary.ca or 403-220-5561. You can also set up a 15-minute advising appointment by going here: <https://msnyder.youcanbook.me/>

Resources for Research Courses

How to Find a Supervisor (for PSYC 499, PSYC 504/505, or PSYC 598) (Adapted from York University's Psychology Honours Handbook)

It is your responsibility to find a supervisor. This process is similar to a job interview, and preparation on your part will go a long way toward facilitating this process. Many faculty members enjoy supervising students. However, students must show initiative, persistence, and ingenuity in getting a supervisor, as there are a limited number of available supervisors. Your prospects for getting a supervisor will be enhanced if you follow the tips listed below:

Do your homework. It is best to be familiar with faculty's areas of interest before you approach them. In this regard, there is a list of Potential Supervisors and Faculty Research Interests available on our website (<https://psychology.ucalgary.ca/undergraduate/degree-programs/honours/potential-supervisors>). This list will give some idea of the lines of research our faculty pursue as well as who is available to supervise (not all supervisors will be available to supervise students in a given year). Finally, check out their publications using PsycINFO or google scholar. You should note that most faculty prefer students to work on topics that are closely related to their own research interests so they can provide appropriate supervision.

Be flexible. It is important for you to study a topic that you find interesting. However, you should realize that you will dramatically increase your chances of landing a supervisor if you are willing to be flexible in terms of your research project. This is the best way to end up with a project that is tailored to both your interests and the faculty member's interests. It is not necessary that the topic be related to what you want to study in the future; gaining high quality research experience is the most valuable part.

Timing. It helps to start seeking potential supervisors as soon as possible. For honours, you should begin contacting potential supervisors in the months before the January application (e.g., September or October of the Fall term) to gauge if they are available to supervise students for the following year.

Be Respectful. You should try to be sensitive to the fact that faculty may be busy when you first approach them. If you use e-mail, which is probably the best first contact approach, you should provide a brief description of yourself and your research interests, ask if they are taking on undergraduate research students, and ask if they could suggest an appropriate time for a meeting in the coming weeks. It is generally not favourable to give them an idea of what is convenient for you, as you are the one asking for the meeting.

Checklist of Expectations

for UNDERGRADUATE RESEARCH STUDENT and SUPERVISOR

Student Name: _____

Supervisor Name: _____

Program (check one): honours _____ independent study (e.g., 504, 505) _____

The aim of this checklist is to define the expectations and responsibilities of the undergraduate student and the thesis/independent study supervisor. A completed copy of this form should be returned to the Director of Undergraduate Studies at psychdir@ucalgary.ca by **September 29** (or, for 505 courses beginning in the Winter term, **January 26**). Students and supervisors should retain separate copies for their records.

Checklist to be completed by both Undergraduate Student and Supervisor

	Student	Supervisor
I will attend regular (weekly/biweekly) group or individual student-supervisor meetings and I expect to be able to arrange additional meetings as needed.		
Supervisors are expected to make themselves available to meet with the student on a regular basis and accommodate additional meetings as needed.		
We have discussed expectations regarding student attendance and presentations at seminars or journal club meetings.		
We have discussed access to resources (e.g., library, printing, computer access, measurement/laboratory needs) and appropriate training required for successful completion of my thesis.		
We have discussed the tasks I must complete to finish my thesis research project and thesis document, including expectations, timetable, and due dates.		
I will work to meet previously established deadlines. I understand, however, that meeting dates/deadlines may be subject to change as a result of unanticipated circumstances.		
I am aware that ethics approval is needed before data collection can begin. We will prepare appropriate ethics applications and obtain necessary certifications. Documentation of ethics certification (with the student listed as Student Investigator) must be provided to the Director of Undergraduate studies as		

per the deadline in the PSYC 598 course outline.		
I understand that editorial feedback on written work (e.g., research proposal if required, thesis, scholarship applications,) is expected from the supervisor, and that a reasonable length of time should be permitted for this feedback.		
Supervisors are expected to provide timely feedback on written work (e.g., research proposal if required, thesis work, scholarship applications).		
Supervisors are expected to provide assistance/guidance with data analysis.		
We have discussed intellectual property issues that may arise in the course of my thesis project and afterward, e.g., requirements for authorship on publications (should any result from my thesis research), order of authorship, ownership of data/results, etc.		
We have discussed what constitutes academic and non-academic misconduct, and their consequences. For example, plagiarism or misrepresentation of data in course work, presentations, thesis proposal, publications or thesis is considered academic misconduct. Students and supervisors are expected to be fully familiar with misconduct regulations as listed in the University Calendar.		

Signatures:

Student _____ Supervisor _____

Print Name:

Student _____ Supervisor _____

Date _____

*adapted from the University of Calgary Faculty of Graduate Studies Checklist of Expectations for GRADUATE STUDENT and SUPERVISOR

Formatting Guidelines for Honours thesis or 504/505 thesis-like document

The thesis or thesis-like document should be written in APA Format, 6th Edition. The thesis must include the following sections (or equivalents): introduction, method, results, and discussion. It should also include a title page and abstract, references, any tables or figures required to present your results, and an appendix that contains the key measures used in the thesis (or the full set of measures if preferred).

There is no set page minimum or maximum. However, the typical thesis is between 25 and 30 pages in length including tables and figures but excluding references and appendices. Theses much longer than this should generally be avoided (although some theses involving qualitative analyses will be much longer). Economy of expression is valued and a thesis need not be a comprehensive report of all of your findings, especially in cases where you are working on part of a much larger project. **In any case, be sure to consult with your supervisor regarding their preferences with respect to length.**

It is often useful to consult one or more previous theses for use as a reference or model in writing your thesis (e.g., to see approximately how long each section should be). If your supervisor cannot share such a model with you, please contact the Undergraduate Program Advisor at psycugrd@ucalgary.ca and request a copy of a recent thesis.

Research Conferences Participation

Being involved in research at the undergraduate level also signifies that you may be eligible to present your research and collaborations at scientific conferences. Participating in conferences allows you to learn how to talk about your data and network with other researchers in your field. It also enables you to learn about the most current research in your field. Lastly, research conferences also help build your CV. The following are a sample of the research conferences where past undergraduate students' research was accepted:

- **Annual Department of Psychology Undergraduate Research Conference** (University of Calgary)
 - Each year, at the end of April, the Department of Psychology holds a 1-day conference where undergraduate students from the department who completed their Honours research or other (PSYC 504/505) research courses are invited to present their work. Applications to present a poster or an oral presentation at the conference are normally due **mid-February**.
- **Arts Undergraduate Research Symposium** (University of Calgary)
 - For Arts undergraduate students only. Together, the Arts Undergraduate Research Symposium (AURS) and the Mini-Mentorship Conference (MMC) provide insight into the work conducted both by current and graduated students of the Faculty of Arts as well as a great networking opportunity. This conference is normally held in March and applications are due **####**.
- **Annual Student Union Undergraduate Research Symposium** (University of Calgary)
 - URS is an opportunity for undergraduate students from all faculties to showcase their exceptional research alongside their peers to the broader campus community. It is an accessible, multidisciplinary event for students to acquire academic presentation experience while providing exposure to all types of research and resources at the University of Calgary. URS is normally held in November and applications can be submitted starting in August.
- **Alberta Children's Hospital Research Institute Summer Student Research Day** (Calgary)
 - The annual ACHRI Summer Student Research Day is aimed at undergraduate students who are engaged in research for the summer under the supervision of ACHRI members. The event provides an opportunity for our summer students to present their research projects. It features numerous oral and poster presentations by ACHRI summer students, and a keynote talk by an ACHRI member. This event is normally held near the end of August and applications are due on August 1st.
- **Canadian Psychological Association Annual National Convention** (Changes every year)
 - The Canadian Psychological Association (CPA) hosts an annual national convention that averages between 1,600 – 1,900 scientists and practitioners of psychology. Undergraduate students are more than welcome to participate and present. The

convention is held at the end of May/early June and applications are normally due in December.

- **Connections: Humanities and Social Sciences Conference** (University of Lethbridge)
 - The conference is open to students from any educational institute at any point in their educational career doing research in the humanities and social sciences. The conference is normally held at the end of April/early May and applications are due ####.

Note: Different conferences will have different costs associated with them. While on-campus conferences may not have a cost associated with them, there may be costs associated with poster printing if being presented in that format. Similarly, conferences that are off-campus, such as CPA, may have travel costs associated with them. It is important you discuss up front with your supervisor their ability to cover these costs. While some supervisors may have resources to help with conference attendance and costs, others may not, so transparency is important up front.

Writing Your CV

Some supervisors may require you to send them a CV before agreeing to take you on as a research assistant (volunteering or 499 student) or as a 504/505/honours student. If ever you need reference letters from faculty (i.e., if you are applying for graduate school), your referees may also ask you to send them your CV.

Here are a few tips on how to prepare your CV. Start working on your CV now, it will take longer than you expect. Talk to others about your experiences and have them read through your CV. Chances are there are more experiences you can add that you have not thought of, or that you have forgotten about.

Formatting

- Be consistent (e.g., list everything from most recent – oldest)
- Put dates on everything so people can follow a timeline of what you have done and when (list from most recent – oldest)
- Use headings (see below for list of possible headings)

Describe, don't list

- Describe what you did, don't just list it and highlight what you have learned
- Highlight the most important skills used or activities in each position (e.g., explained consent to participants, trained volunteers, responsible for scheduling participants)
- Focus on skills and activities that are relevant and important for the research opportunity you are applying for

List of potential headings (note that this is just a list of "possible" headings and you likely will not have many of these. This is merely a more comprehensive list).

- Education
 - List all degrees, starting with the most recent
 - Include your GPA, location of degree (e.g., Mount Royal University), years you were enrolled in that degree, name of degree, any honours, thesis title (if applicable)
- Research experience
- Publications
 - Use APA format
 - Conference presentations and posters
 - Community presentations
 - Academic talks and presentations
- Teaching experience
- **Relevant** work experience (i.e., relevant to the program / area you are applying to)
- **Relevant** volunteer experience (i.e., relevant to the program / area you are applying to)
- Professional affiliations (e.g., student member of CPA)
- Academic service (e.g., PSYCHS, other organizations) *see below for more suggestions
- Media Releases
- Awards/ scholarships
 - List the dollar amounts for scholarships, awards, and bursaries and any other special awards

- List them even if they don't have monetary value (e.g., Deans Honours List)
- List scholarships, awards, and bursaries that were awarded to you, even if you were unable to accept them
- Supervision/ mentoring experiences
- Program experience
- List all statistics classes you have taken
- List any computer programs you are capable of use
- Workshops attended
- Assessment and therapy training
- References

Leadership skills

Leadership skills are particularly important to highlight and can be developed in a variety of settings, through a variety of experiences. Below are two lists: first, is a list of some potential experiences that can lead to the development of leadership skills; second, is a list of specific leadership skills¹.

Potential Leadership Development Experiences

Personal achievement:

- Impactful involvement and achievement in professional programs/associations such as sports, arts, science, business, etc.
- Entrepreneurial achievement (start-up company)
- Foreign travel and study

Involvement in academic life:

- Mentoring/teaching
- Supervisory experience
- Involvement in student government and in the institution community, including committees, teams, senate, boards, ethics committees, etc.
- Project management
- Roles in academic/professional societies
- Organization of conferences, meetings, courses, etc.

Volunteerism/community outreach:

- Community involvement in charity or not-for-profit organizations.

Civic engagement:

- Parliamentary page positions and internships;
- Political activity; and/or
- Elected positions.

¹ Lists were taken from: http://www.vanier.gc.ca/en/selection_committee_guide-comite_selection_lignes.html#3 Potential Leadership Experiences

Potential Leadership Skills

Goal achievement:

- A clear vision of what you want to accomplish
- A developed personal vision for the future that defines a impactful/meaningful change for the community or a group, cause or organization; and
- Strategizes on how to achieve desired outcomes and has specific, realistic and timely goals

Self-management:

- Knows how to prioritize and complete tasks to reach the desired outcome and is confident of success
- Establishes learning goals and tasks
- Reaches goals in an efficient, organized and innovative way
- Constantly working on self-improvement

Integrity:

- Acts consistently with core ethical and personal values and convictions
- Accepts personal accountability for the consequences of their actions/decisions

Social skills:

- Knows how to develop positive relationships with a diverse range of people
- Cares about and listens to what others say and gives feedback
- Knows how to motivate individuals
- Is persuasive
- Is supportive of peers
- Is able to negotiate
- Is viewed as trustworthy, ethical and dependable
- Is well-respected
- Displays mastery of presentation skills and public communications

Other characteristics:

- Is creative and takes initiative
- Is curious
- Deals well with complexity
- Has a strong sense of reality
- Is courageous
- Is strategic, a big-picture thinker
- Focuses on solutions, not problems
- Is capable of producing extraordinary results
- Is able to solve real problems and create real products

Resources for Applying to Graduate School

Is Graduate School for you?

(Developed with the help of Dr. Melissa Boyce)

What do you want to do after your undergraduate degree and does it require a graduate degree? With an undergraduate degree in psychology, you do have career options that don't require a graduate degree. For example, past students have accepted jobs as mental health technicians, social work assistants, probation or parole officers, community or social service specialists, case managers, market researchers, or lab managers following their degree.

That said, many other careers, especially those in psychology, do require graduate or professional degrees. For example, to become a clinician, a researcher, a faculty member, or a counselor, a graduate degree in psychology is required. Bachelor's graduates can also venture off to other disciplines for their graduate education. Some of our past undergraduate students have been accepted to education, law, medicine, veterinary medicine, dentistry, social work, physiotherapy, occupational therapy, and speech therapy programs/schools.

An important question to ask yourself in determining whether graduate school in psychology is for you is: Do you like research? Most grad programs are thesis-based, and will involve a research component (with some exceptions). This is another reason why gaining research experience at the undergraduate level is important.

Another question to ask yourself is whether graduate school is a realistic goal. Graduate schools are highly competitive. A minimum of a B+ in the last 2 years of your degree is generally required. This average is typically higher for clinical programs. Research experience including an Honours or PSYC 504 research project is also required. Generally, acceptance rates to graduate psychology programs tend to be quite low in Canada (24% for experimental, 9% for clinical, and 21% for counselling; CPA, 2009).

Another important question to ask yourself is what type of program interests you the most. For example, experimental psychology programs focus on conducting research whereas clinical and counselling programs typically focus on both conducting research and treating clients (except for PsyD programs which focus mainly on treating clients), and Industrial-Organizational psychology programs aim to train for working with businesses in an applied setting. In pursuing an experimental, clinical, or counselling graduate degree, you will need to decide which subarea of psychology interests you the most (e.g., cognitive psychology, neuropsychology, social psychology, developmental psychology, industrial/organizational psychology, etc.) and find/secure a supervisor doing the type of research that interests you.

Life as a Grad Student

Typical demands of graduate school include: course work, thesis research (and often other research projects as well), teaching assistantships, regular meetings with supervisor and lab, applying for grants/awards, attending and presenting at conferences in your research area, and publishing. Depending on your program, you may have to do service roles within the department or the university (e.g., Graduate Students' Society) and mentor/supervise undergraduate students. Additionally, for clinical and counselling programs, practicum and internships are required.

As a graduate student, you can expect to be taking fewer courses (except for clinical students), which will often involve papers and presentations instead of exams. The majority of your time will be spent conducting research and, in general, your workload will be fairly consistent throughout the year with some very busy periods. You can also expect to work on research/studying through the spring and summer months (unlike in your undergraduate program). Graduate cohorts are also much smaller than undergraduates' and graduate students can sometimes feel isolated.

The most important decision you can make in applying to graduate school is to be wise in choosing your supervisor. Relationships with supervisors vary greatly in terms of: frequency of contact, availability, professional distance, feedback and support, and expectations of you. Ultimately, you want the values/supervision style of the supervisor you end up with to align with what you need as a graduate student.

Psychology Mentoring Program

What is the PMP? The Psychology Mentorship Program (PMP) is a graduate to undergraduate student mentorship program. Undergraduate students looking to pursue graduate school in psychology can obtain mentorship by a current graduate student in one of the psychology programs on campus (i.e., clinical, counselling, experimental, industrial/organizational, and school and applied child psychology). Undergraduate students of any year who are interested in the PMP can email psycmentor@ucalgary.ca beginning in September. That said, PMP will prioritize matching students indicating that they are graduating and applying to graduate school as soon as possible. As more mentors become available, students in earlier years will be matched. An email inviting undergraduate students to apply to the program will also be sent out through the department in September. Additionally, in order to keep improving the program in future years, students taking part in the PMP will be asked to complete evaluation surveys before, during, and after completing the program.

How does the PMP work? Prior to the matching process, undergraduates and graduates will be asked to provide some information (e.g., program of choice, research and clinical interests, etc.). Following this, the PMP tries to match according to mentees' preferred graduate program and whether mentors in that program are available. Next, the PMP pairs mentees and mentors through loosely associated research interests. The nature of the mentor-mentee relationship will differ based on the mentee's needs. Mentees can learn about the mentor's graduate school experience and can receive help with preparing their CV, application, funding package, and GRE, as well as finding a supervisor and a graduate program that is a right fit. Pairs may meet in person or communicate via email, Skype, etc.

What is the purpose of the PMP? First, the PMP was designed to create a sense of community, both at the graduate and undergraduate level. Second, through graduates students' own experiences, the PMP hopes to increase undergraduates' knowledge of graduate school, graduate programs, and the application process. Third, the PMP desires to support graduate students in paying forward the expertise that they have amassed through their own journeys.

Applying to Graduate School

(Developed with the help of Dr. Melissa Boyce)

The process to apply for graduate schools typically begins 6 to 9 months prior to application deadlines (which are usually due in December if the program starts in September, but it depends on the university).

Step 1. Research Schools/Programs/Potential Supervisors

This is typically done 6 – 9 months in advance of when applications are due. You will need to research schools (by going on university websites and checking out their Psychology department page). Look up faculty who have published in the research areas you are interested in and talk with faculty that you know about the people and places they recommend.

The most important consideration in choosing which schools/programs where you want to apply is the potential supervisor you would be working with at that school and not the location or the prestige of the school. Ask yourself: “Are you interested in their research?”; “What is their supervisory style?”; “Where do their students end up?”; “How long does it take their students to complete the program?”. It can be helpful to email grad students who work with that supervisor.

You should also consider what the program(s) you are applying for is/are like. For example, how big is it (i.e., how many faculty and students), how established is it, and what are the degree requirements? The number of schools/programs you will apply to should also be considered. The more school you apply to, the more chances you have of being accepted. That said, applications can be costly and the more schools/programs you apply to, the more it will cost you.

Step 2. Email Potential Supervisors

This is typically done 3 – 6 months in advance of when applications are due. You should express interest in their work and have read at least one or two of their recent publications. You can briefly describe yourself (e.g., “I’m a psychology major in my final year at the U of C with a cumulative GPA of 3.6 conducting research on language development in Dr. Suzanne Curtin’s lab”) and it can be useful to attach a current CV. Lastly, you should ask whether they are accepting any grad students for the following year and indicate what topic you would be interested in working on with them.

Step 3. Schedule Graduate Record Exams

Most graduate programs will require you to take and submit your results from your Graduate Records Exams (GRE) at the same time as your application. Students typically take this exam 3 – 6 months in advance of when applications are due. It includes the general (verbal, quantitative, and analytical) and subject (psychology) exams. You will want to check if the programs you are applying to require the general or subject GRE. Information on booking the GRE may be found at www.gre.org and you will want to book early as spaces can fill up fast. Studying for the GRE will increase your chances of getting a better score on the exams and many apps and books to help you study are available.

Step 4. Write Statement of Interest

Most graduate school applications require a statement of interest and you should research what each of the universities you are applying to requires. Students typically start writing this 2 – 4 months in advance. Generally, you should include the name(s) of supervisor(s) you are applying to work with, your own research interests, how you came to be interested in the area, how your interests align with your proposed supervisor(s), and why you are applying to grad school (i.e., what are your future career interests?). Be sure to outline any relevant research (or clinical) experience you have to date and how it has strengthened your research/clinical interests.

Step 5. Contact (Potential) Referees

Graduate school applications require 2-3 reference letters. These are statements written by faculty members who have worked with you and can speak to your potential in graduate school. You should ask potential referees 1 – 3 months in advance of when applications are due. You should first ask your Honours' supervisor, followed by a faculty member that you have conducted research with, and lastly an instructor you took a class from. If you choose to ask a faculty member that you have taken a class with, your odds of getting a good reference letter are better if it was a small class, a more senior class (400 level and up), a class in which you got a good grade, with an instructor that taught you more than once if possible.

You will need to provide the faculty member with as much info about you as possible to help them write the letter. You should include your transcript, your statement of interest, and (if possible) a sample of work that you submitted in taking a course from them. You should also include a recent resumé or CV, which should include your education, Honours/awards, publications, presentations, relevant research, volunteer, and work experience, and any professional memberships that you hold (i.e., member of the CPA).

If you are applying to multiple schools/programs, you may want to create a table for your referees that includes the following info for each school: 1) Program and supervisor(s) you are applying to work with, 2) How the letter should be submitted (i.e., online link to be emailed by the program once application is submitted, mailed via hard copy, mailed by you), 3) Application deadline (or date you need letter by), and 4) Whether any other forms need to be submitted at the same time.

(See reference letter request form in Appendix F)

Step 6. Order Official Academic Transcripts

Transcripts from all colleges or universities that you have attended are typically ordered 1 month in advance of when applications are due. For most universities (including U of C), this can be done online through your student centre.

Step 7. Email Reminder to Referees

If you have not heard from your referees and application deadlines are a week or two away, it is fine to email your faculty to confirm that they have sent your letters (but make sure to be polite and appreciative!). Once you receive confirmation that the letters have been sent, do not forget to thank them! They also appreciate knowing whether you have been accepted or not and where you will be going!

Step 8. Submit Application

Applications for graduate schools/programs are often due in **early December**, but this depends on the university. You generally complete and submit the application directly online and will have to pay an application fee. Don't forget to submit supporting materials (information on what is required can be found on school websites) and allow enough time to process if you are sending materials by mail. Supporting materials generally required: GRE scores, official transcripts, statement of interest, and reference letters. Some universities (e.g., U of C) require a research proposal as well. A couple of weeks after you have submitted your application, you can usually check online to ensure that all of your materials have been received by the school.

TIPS TO STAND OUT FROM THE COMPETITION:

- 1. Apply for external funding (SSHRC, NSERC, CIHR).** Deadlines tend to be late fall. You should check with the Psychology Department's Graduate Programs Administrator for exact dates (Christine Goodwin at psycgrad@ucalgary.ca).
- 2. Get research experience.** Through the Honours' program, independent research courses (PSYC 505, 504), lab experience, volunteering, work, or course credit (PSYC 499).
- 3. Get volunteer experience.** Do something that relates to your interests and that involves helping others (particularly if you want to apply to clinical/counseling programs).
- 4. Be willing to move!** You will have more opportunities to get in somewhere and it can be a good life experience too!

If at first, you don't succeed... Do try again!

Build up your application over the year by gaining more research experience and improving your marks. Volunteer and/or work in a lab. Volunteer and/or work in the community.

GRE Study Tips

Books

- Manhattan prep (8 books)
 - Each book covers a specific section in the GRE and has a series of questions
 - Topics: Algebra; Fractions, Decimals, & Percents; Geometry; Number Properties; and Word Problems, Quantitative Comparisons & Data Interpretation
- ETS (the company that makes the GRE)
 - Specific books based on each section (verbal and quantitative)
 - Has a CD with practice questions
 - Good for the essays for the analytic section (gives examples of how the essays should be structured and the scoring)
- Princeton
- Kaplan
- General tip
 - Start with a general book and then see where your weakness are and then buy more books based on your needs
 - Also learn the types of GRE questions that you struggle with

Online

- Search for sample GRE tests
- GRE website has a list of all the potential essay questions. They can pick any essay from this list!
 - Good to look over to see the types of questions they can ask
- Magoosh
 - *have to pay for it
 - Will generate practice tests with the exact number of questions that are found on the GRE tests and it will time you
 - Offers essay questions but they are not scored

Other Resources

- Apps that have cue cards with words (e.g., Kaplan)
- Khan Academy
 - Quantitative
 - Vocabulary
- Flashcards for vocabulary (e.g., Kaplan)
- Essay marking software (about \$20) that will score your essays
 - ETS uses this software
 - It will give you a good idea of how you score on essays, otherwise you won't know

Other Study Tips

- Study with someone
- Important to practice the GRE format before writing the test
 - Available through practice exams
- If you are very anxious about the test center procedures, you are able to book a trial run

appointment with the testing center before your actual appointment to familiarize yourself with the location and testing rules

The Honours Program

Why do Honours?

(from York University's Psychology Honours Handbook)

One of the biggest questions that students have is whether it is necessary to do a thesis if they plan to apply to graduate school. Doing a thesis may be very helpful for at least two reasons:

First, if you want to go to graduate school, you will need letters of recommendation from faculty who know you well enough to comment on your ability, motivation, knowledge of psychology, research experience, and so on. Your thesis supervisor would be in a better position to appraise your efforts and write you a recommendation letter than would one of the instructors in your other courses.

Second, and more importantly, doing a thesis will provide you with some information about yourself. Almost every graduate program in psychology requires that you do a research-based thesis of some sort. Psychology graduate students spend 2-7 years in graduate school doing master's research and often complete research-based doctoral degrees. Your honours thesis experience should give you some indication of whether you enjoy this type of work and whether you would ever want to do it again. It also provides intensive experience in the conduct of research.

The honours thesis must be completed in the final year of a student's degree program in the fall and winter terms, and also requires that students submit their application the previous January, which may change the course of an individual's degree. Other options such as an independent research seminar may be more suitable for students wishing to finish their degrees more quickly.

In summary, you are not disqualified from applying to graduate school if you don't do a thesis. However, it may be helpful to do a thesis for the reasons outlined above, and many graduate supervisors indicate that they prefer students who have completed honours degrees. In addition, certain graduate programs specify that an honours degree (or equivalent) is preferred, so it may be beneficial to check out prospective graduate programs prior to making a decision. Alternatively, certain professional programs (e.g., law school) and course-based graduate programs may not have a strong preference for honours degrees in comparison to research-based graduate programs.

General Information

About the Psychology Honours Program

The BA and BSc Honours degree programs in Psychology are designed for students preparing for graduate studies in psychology or in other professional programs (e.g., law, medicine, speech pathology, social work). Honours students complete a specialized set of degree requirements including a thesis research project conducted under the supervision of a faculty or adjunct faculty member in the department. Students apply to the Honours program for the last year of their degree program.

Advice to Students Considering the Honours Program

Students intending to apply to the Honours program should contact the Psychology Department Undergraduate Program Coordinator (psycugrd@ucalgary.ca) in the Fall session prior to their formal application to determine their eligibility for the program.

Admission Requirements

Academic excellence is the main requirement, but to be successful, students must also be self-motivated and hard working. The thesis research project requires students to work relatively independently and to commit the time needed to satisfactorily complete the project. Many students enjoy this opportunity to develop their research skills.

The admission requirements for the Honours Program are listed on this webpage by September 1st each year. The criteria for applications due January 23 are:

- At least 72 units or 12.0 full-course equivalents (FCE) completed at the time of application
- Minimum grade-point average (GPA) of 3.4 over the most recent 42 units (7.0 FCE)
- Minimum GPA of 3.4 over all Psychology courses included in the most recent 30 units (5.0 FCE)
- Minimum grade of B+ averaged across PSYC 300/301 (or in 411 or 415)
- No F's over the most recent 5.0 FCE
- All remaining graduation requirements for the BA/BSc Honours degree can be completed during the following Fall/Winter registration period;
- eligible thesis supervisor willing to supervise the honours thesis and resources available to complete the thesis
- minimum cumulative GPA of 3.3 over all courses applicable towards the completion of the degree requirements to graduate with honours.

Application Process

The deadline to apply to the Honours program for Fall 2020 admission is January 23. The honours application form, transcript(s), statement of interest, and academic CV must all be sent as attachments via email to psycugrd@ucalgary.ca by the January 23 deadline.

Admission Decisions

The Department attempts to make decisions and to notify students of the success of their applications by the beginning of March. This means that the GPA calculated for purposes of admission does not include the grades from the Winter session in which the application is made. If there is space in the honours class, applicants who do not meet the GPA requirements based on

their Fall grades may be reconsidered in after Winter grades are available and providing there is a supervisor available to supervise them.

The honours application package consists of:

- a) Honours Application and Program Checklist Form. Fill out the Honours Application & Program Checklist Form, save it to your computer, and send it as an attachment, along with the other components of the application in one email to psycugrd@ucalgary.ca
- b) Transcript(s). You may or may not need to include transcripts, depending on whether you are a:
 - i. Direct Admit High School Student. Students admitted directly from high school DO NOT need to send in their UofC transcript. Direct admit high school students who have taken courses using Letters of Permission at other institutions are required to submit transcripts from each external institution attended.
 - ii. Transfer Student. Students who transferred to UofC from an external post-secondary institution are required to submit a transcript from all post-secondary institutions attended. The UofC transcript does NOT need to be included.
 - iii. After-Degree (Second Degree) Student. After-Degree students admitted to Psychology as their second undergraduate degree are required to submit a transcript from all post-secondary institutions attended. In addition, it is important that After-Degree students submit a copy of their After-Degree Assessment Form that you received from the [Arts Students' Centre](#). If you do not have this form, please make an appointment with an advisor at the Arts Students' Centre. The UofC transcript does NOT need to be included.

NOTE: Your file names should read "Lastname UCID Transcript (name of institution)"

- c) Curriculum Vitae. A Curriculum Vitae is similar to a Resume that you might create to find summer employment, but it is more academically oriented. Highlight relevant education, work, and volunteer experience. Include any academic awards or honours that you have received (i.e., scholarships or medals). UofC's [Career Services](#) has detailed information on how to write a CV. Check out their website or drop by their office in MacEwan Student Centre, room 188. You can also find information online or at your local library.

NOTE: Your file name should read "Lastname UCID CV"

Calendar Information (See section 4.54 Psychology)

Admission to Honours

Psychology Majors are eligible to apply for Honours upon completion of at least 72 units (12.0 full-course equivalents).

Due to high demand, the qualifying grade point average for eligibility for admission to Honours Psychology is typically set higher than the minimum 3.30 level for the Faculty of Arts. When this is the case, the qualifying average for the following year is announced on the Department website by October.

1. For the purpose of admission to Honours, a student's grade point average is calculated over the most recent course work to a maximum of 60 units (10.0 full-course equivalents) inclusive of courses from other institutions as well as the University of Calgary.
2. Psychology Majors must apply for admission to the Honours program no later than January 23 of the year prior to their final year. Admission is contingent on the availability of an eligible thesis supervisor, as well as the availability of the resources (laboratory space, equipment, etc.) needed to complete the thesis. Students are encouraged to consult with the Psychology Advisor well before the January 23 deadline to determine their eligibility.

BA Honours Psychology

A. FACULTY OF ARTS REQUIREMENTS

Students must adhere to the applicable Faculty of Arts requirements in 3.4 Graduation

B. MAJOR-FIELD WITH HONOURS REQUIREMENTS

Students must successfully complete a minimum of 60 and a maximum of 72 units (10.0 and a maximum of 12.0 full-course equivalents) in the [Field of Psychology](#) while fulfilling the following requirements:

1. *Introduction*: [Psychology 200](#) and [201](#).
2. *Research Methods and Statistics*: [Psychology 312](#).
3. *Foundation Courses*: 15 units (2.5 full-course equivalents) from [Psychology 345, 351 or 353, 365](#) or [369, 375](#), and [383](#) or [385](#).
4. *History of Psychology*: [Psychology 305](#) or [405](#). [Psychology 405](#) can also be applied to fulfill the requirements listed in 8 below.
5. *Advanced Research Methods*: one of [Psychology 407, 411](#), or [415](#). The course used to satisfy this requirement cannot be used toward requirement 8.
6. *Honours Seminar*: [Psychology 501](#), which must be completed during the final year. This course cannot be used toward requirement 8.
7. *Honours Thesis and Seminar*: [Psychology 598](#), which must be completed during the final year. This course cannot be used toward Requirement 8.
8. *Upper-Level Courses*: At least 18 units (3.0 full-course equivalents) at the 400 or 500 level from the [Field of Psychology](#) in addition to those used to fulfill requirements 5-7.

9. *Laboratory Component*: Of the courses used to fulfill requirement 8, at least 6 units (1.0 full-course equivalent) must have a laboratory component. Students who complete more than one of [Psychology 407](#), [411](#) and [415](#) may apply other courses from this list toward this requirement.

BSc Honours Psychology

A. FACULTY OF ARTS REQUIREMENTS

Students must adhere to the applicable Faculty of Arts requirements in [3.4](#) Graduation.

B. MAJOR-FIELD WITH HONOURS REQUIREMENTS

Students must successfully complete a minimum of 60 and a maximum of 72 units (10.0 and a maximum of 12.0 full-course equivalents) in the [Field of Psychology](#) while fulfilling the following requirements:

1. *Introduction*: [Psychology 200](#) and [201](#).
2. *Research Methods and Statistics*: [Psychology 312](#).
3. *Foundation Courses*: 15 units (2.5 full-course equivalents) from [Psychology 351](#) or [353](#), [365](#), [369](#), [375](#), and [345](#) or [383](#) or [385](#).
4. *History of Psychology*: [Psychology 305](#) or [405](#). [Psychology 405](#) can also be applied to fulfill the requirements listed in 8 below.
5. *Advanced Research Methods*: one of [Psychology 407](#), [411](#), or [415](#). The course used to satisfy this requirement cannot be used toward requirement 8.
6. *Honours Seminar*: [Psychology 501](#), which must be completed during the final year. This course cannot be used toward requirement 8.
7. *Honours Thesis and Seminar*: [Psychology 598](#), which must be completed during the final year. This course cannot be used toward Requirement 8.
8. *Upper-Level Courses*: At least 18 units (3.0 full-course equivalents) at the 400 or 500 level from the [Field of Psychology](#) in addition to those used to fulfill requirements 5-7.
9. *Laboratory Component*: Of the courses used to fulfill requirement 8, at least 6 units (1.0 full- course equivalent must have a laboratory component. Students who complete more than one of [Psychology 407](#), [411](#) and [415](#) may apply other courses from this list toward this to requirement.

C. OTHER REQUIREMENTS

Science Courses: [Biology 241](#) and [243](#); [Chemistry 201](#) or [211](#) and [203](#) or [213](#); [Mathematics 249](#) or [265](#) and one of [211](#), [213](#), [253](#), [267](#); and [Physics 211](#) or [221](#) or [227](#).

Supplemental material for Honours (i.e., application form, example of course outline, evaluation forms, supervisor and second reader feedback form, and 598 policy) can be found in Appendix C, D, and E.

Appendix A

PSYC 499 Resources

(Application form, course outline example, mid-session/final evaluation form)



PSYC 499.xx

Research Experience in Psychology

TERM [XX]

Research
Supervisor:
Date:

Student Name:
Student ID:

MID-SESSION/FINAL EVALUATION

Research supervisor: please check one of the boxes below to indicate your evaluation of the student's progress to date:

<input type="checkbox"/>	PASS
<input type="checkbox"/>	FAIL

In the box below, please provide feedback on the student's progress in PSYC 499 (completion of duties, meeting of deadlines, quality of work, etc.). If the evaluation is "Fail", you must provide a remediation plan (i.e., what the student will need to accomplish to receive a final grade of "Pass"). You may attach additional pages as necessary. If the evaluation is "Pass", your feedback need not be extensive. Note: A copy of this form must be provided to the student and to the Director of Undergraduate Studies (psycugrd@ucalgary.ca).

Write your evaluation here

Appendix B

PSYC 504/505 Resources

(Application form, course outline example, peer feedback forms and grading rubrics, fall presentation grading rubric, winter presentation grading rubric, poster feedback form supervisor/second-reader feedback form)

Appendix C

PSYC 598 Resources

(Application form, course outline example, peer feedback forms and grading rubrics, fall presentation grading rubric, winter presentation grading rubric, poster feedback form supervisor/second-reader feedback form)

PSYC 598B**Honours Thesis & Seminar****Winter 2019**

Instructor:	Dr. Susan D. Boon	Lecture Location:	ST 128
Phone:	403-220-5564	Lecture Days/Time:	TR 15:30-16:45
Email:	sdboon@ucalgary.ca	TAs	Mélanie Paulin Timothy Wingate
Office:	AD 231C		
Office Hours:	By appointment		

Course Description

This course is required of all honours students and is intended to facilitate completion of the honours thesis and the development of research-related skills. The major goals of this course are to 1) develop your presentation skills, 2) increase your knowledge of the different areas of psychological research, 3) enhance your understanding of how psychological research is conducted, 4) increase your understanding of the ethical issues involved in psychological research, 5) learn about applying for scholarships and graduate programs, and 6) help prepare you for graduate and professional level training.

The fall session seminars will consist of presentations on important information related to the honours thesis (e.g., the process of applying for ethics approval), information on graduate scholarships and programs, and instructions on how to prepare both a 3 Minute Thesis presentation and a proposal presentation. Each student will deliver two presentations in the fall session: a 3 Minute Thesis presentation and a proposal presentation (the details of both of which are described below). The winter session will include several information seminars (e.g., how to prepare an effective scientific poster, how to write a thesis) and each student will deliver another presentation on their thesis research (the research presentation). Students will also prepare a research poster (not for grade) and secure feedback on that poster from two of their peers. All students will present their research at the Student Research Conference April 29, 2019.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Conduct and/or analyze the results of a research study under the supervision of a faculty member	thesis	3, 2	A, A
Prepare a detailed written report that describes, interprets, and draws appropriate conclusions from the results of a research project	Thesis	5, 4, 3, 2, 1	A, A, A, A, A
Critically evaluate others' research presentations in a constructive and professional manner	N/A (ungraded)	2	A
Deliver effective presentations accessible to a broad audience	Oral presentations	5, 4, 2, 1	A, A, A, A
Answer questions about his/her own research presentations in an intelligent, thoughtful, and professional manner	Oral presentations	5, 4, 2, 1	A, A, A, A
Prepare a poster presenting key findings of his/her own research and secure feedback from two peers on that poster	N/A (ungraded)	5, 4, 2, 1	A, A, A, A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Restricted to students registered in the Psychology honours program.

Required Text

None.

Assessment Methods

Component	Proportion of grade	Due date
Honours project and written thesis	85%	April 12, 2019
3-minute thesis (3MT) presentation	2%	Completed (fall term)
Fall proposal presentation	6%	Completed (fall term)
Winter presentation	7%	TBD
Peer feedback surveys**	0	Throughout term
Poster and peer feedback on poster	0	March 29, 2019
Attendance at undergraduate	0	April 29, 2019

conference**		
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There are two components to the evaluation in PSYC 598: the honours project and written thesis, worth 85% of the final grade, and seminar participation, worth 15% of the final grade, which includes 3 graded presentations and 2 ungraded components

Detailed information on both of these requirements is provided below.

The Honours Thesis (85% of the final grade)

Students will complete a thesis research project under the supervision of a full-time faculty member or an adjunct faculty member. Graduate students may be involved in supervision, but they are not formally considered to be supervisors or co-supervisors. The thesis must involve original data collection and/or data analysis. Students should clarify supervisor's expectations for the thesis project before the course begins.

The thesis supervisor must arrange a second reader for the student's thesis. If the supervisor is an adjunct faculty member, then the second reader must be a full-time faculty member in the Department of Psychology. The supervisor must email the name and email address of the second reader to sdboon@ucalgary.ca by November 2, 2018.

The completed honours thesis is to be submitted no later than midnight Friday, April 12, 2019. Identical copies of the thesis must be submitted to the supervisor, the second reader, and the Psychology Department. To submit your thesis to the Department, email an electronic copy in PDF format to psycugrd@ucalgary.ca no later than 12:00 am (midnight). Students should consult with their supervisors and second readers to determine whether they prefer to receive a hard copy of the thesis, an electronic copy, or both.

Students seeking an extension for completion of the thesis beyond April 12, 2019 must complete an Application for Deferment of Term Work and submit it to the Dean of the Faculty of Arts for approval (see the University of Calgary Calendar for regulations). A signed Physician/Counselor Statement will be required to confirm deferral for health or personal reasons.

The thesis will be evaluated on the quality of the written document, calibre of the research project (e.g., originality, appropriateness, sophistication of method/design, potential impact of the findings, and contribution to the discipline) ,and research effort (e.g., your contributions to the design/method, data collection, analysis, interpretation; skills/training acquired during the project).

Ethics certification must be in place by February 1, 2019 or the student may be required to withdraw from the Honours program due to lack of satisfactory progress. Supervisors are responsible for forwarding appropriate documentation to Dr. Boon on or before this date to demonstrate that ethics certification has been obtained. Documentation of ethics certification should be emailed to sdboon@ucalgary.ca.

Seminar participation (15% of the final grade)

Dr. Boon will assign this portion of the grade based on students' 3 Minute Thesis, proposal, and research presentations. More information on these and additional mandatory components of seminar participation is provided below. The supervisor will be informed of the student's presentation feedback at or before the end of each term.

3 minute thesis presentation (2% of final grade)

Students will deliver a short, 3-minute presentation that outlines the goals and importance of the research they will be conducting for their honours project. Information on how to prepare the 3MT presentation will be provided in class on September 27. Peers will provide brief written feedback on the content and delivery of the 3MT. 3MT presentations will be graded on the basis of delivery/communication style, engagement (did the presentation make the audience want to know more?), and comprehensibility (e.g., did the presenter clearly outline the nature and aims of the research, did the presentation follow a logical sequence?).

Proposal presentation (Fall; 6% of final grade) and Research presentation (Winter; 7% of final grade) Students will give two 12-minute oral presentations using PowerPoint. The Fall proposal presentation will outline the proposed thesis research (background research, research question, proposed methods, predictions). The Winter research presentation will describe the entire honours project (including results and interpretation, limitations, and ideas for future research). Each presentation will be followed by a question and discussion period. Dr. Boon will provide feedback on both the content (e.g., quality of rationale for study, clarity of the description of the method, anticipated contribution to the literature) and delivery (e.g., enthusiasm, clarity of speech, eye contact, etc.) of your presentations and assign a letter grade. Students will use the scale "Excellent", "Very Good", "Good", "Satisfactory", "Needs improvement" to rate other presenters. They will also provide brief written feedback on each presentation via a survey on D2L. The honours seminar will provide extensive information and guidance to prepare for these presentations.

Although no grades are assigned for the following three components of the course, they are all compulsory.

Seminar participation (ungraded)

Participation during the seminar is required. Students will provide feedback on each other's presentations (including the 3MT presentations) and will contribute to discussions and seminar activities. As presenters are graded in part on their ability to respond to questions, students will be expected to ask questions during question periods, as well.

Poster and peer feedback on poster (ungraded)

Each student will prepare a poster describing the results of his/her thesis research. The poster must be submitted electronically to the D2L Dropbox no later than March 29, 2019. If a student has not completed data collection and analysis by that point in time s/he should base the poster on whatever data have been collected to date (i.e., there must be some data analysis and results discussed even if the analyses presented do not reflect the final results to be reported in the thesis proper). Posters are to be prepared according to the guidelines presented in class in the sessions on poster presentations to be scheduled in January. Students will receive feedback on their posters. **It**

is expected that students electing to present a poster at the Undergraduate Research conference will incorporate that feedback in the design of the poster they prepare for that date. In addition to submitting your poster, please submit poster evaluations from two peers in the class.

Department of Psychology Student Research Conference (ungraded)

Each student will present a paper or poster at the Student Research Conference on Monday, April 29, 2019. Due to program constraints, the number of paper presentations will be limited. Paper presentations will be 12 minutes. Students giving poster presentations will be responsible for creating and printing their own posters (examples of posters can be found in the halls of the Administration Building). This conference is an important milestone in students' academic careers and an excellent opportunity to share their research with a receptive audience.

Department of Psychology Criteria for Letter Grades

Psychology faculty use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%

A- 85-89% B- 72-75% C- 59-62% F 0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule FOR WINTER

Date	Topic/Activity/Readings/Due Date
W Jan 2	Winter term begin.
R Jan 10	Winter Lectures Begin Welcome back/Planning and Writing an Honours Thesis
T Jan 15	Personality traits (Dr. O'Neill)
R Jan 17	Conflict management styles (Dr. O'Neill) Last day to drop Winter Term half-courses.
F Jan 18	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.
T Jan 22	Creating an Effective Poster for Scientific Conferences (L. Wenger)
R Jan 24	"Talking to Humans" (sharing your research with the public) class discussion. READING ON D2L****
F Jan 25	Tuition Fee Deadline
T Jan 29	Effective Research Presentations Part 1
R Jan 31	Effective Research Presentations Part 2
T Feb 5	No class
R Feb 7	No class
T Feb 12	No class
R Feb 14	No class
Feb 17-24	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.

M Feb 18	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Feb 26	No class
R Feb 28	3 Presentations
T Mar 5	3 Presentations
R Mar 7	3 Presentations
T Mar 12	3 Presentations
R Mar 14	3 Presentations
T Mar 19	3 Presentations
R Mar 21	3 Presentations
T Mar 26	3 Presentations
R Mar 28	3 Presentations
F Mar 29	Poster and peer feedback on poster due in D2L Dropbox by midnight
T Apr 2	3 Presentations
R Apr 4	3 Presentations
T Apr 9	3 Presentations
R Apr 11	3 Presentations
F Apr 12	HONOURS THESIS DUE to psycugrd@ucalgary.ca and your supervisor and second reader by 12:00 midnight Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.
Apr 15-27	Winter Term Final Examinations.
Apr 19	Good Friday
Apr 29	Student Research Conference (attendance/participation is mandatory)
Apr 30	Winter Term Ends

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at:

ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exam>. Students with an exceptional circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and still receive a tuition fee refund is January 17, 2019. Last day for registration/change of registration is January 18, 2019. The last day to withdraw from this course is April 12, 2019.

Peer Feedback Forms and Grading Rubrics

3MT peer rating form rater name _____ date _____

presenter 1 _____

strength(s)

area(s) for improvement

Psychology 598 Presentation
Evaluation Sheet Date: _____
Evaluator's name: _____

Presenter:					
Rating of Content:	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Rating of Delivery:	Excellent	Very Good	Good	Satisfactory	Needs Improvement

Comments:

FALL PRESENTATION GRADING RUBRIC

Student Name: _____

Grader Initials: _

Fall Presentation Title: _____

1 - Unsatisfactory	2 - Bare minimum	3 - Moderate	4 - Strong	5 - Outstanding
--------------------	------------------	--------------	------------	-----------------

DELIVERY	1	2	3	4	5
-----------------	---	---	---	---	---

- | | | |
|---|---|--|
| <input type="checkbox"/> Rate of Speech | <input type="checkbox"/> Speech Clarity (annunciates) | <input type="checkbox"/> Appropriate Volume |
| <input type="checkbox"/> Appropriate pauses | <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Eye contact |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Body language | <input type="checkbox"/> Transition/Filler Words |
| <input type="checkbox"/> Lay language | <input type="checkbox"/> Clear Organization | <input type="checkbox"/> Handled questions well |

INTRO	1	2	3	4	5
--------------	---	---	---	---	---

- | | | |
|--|--|--|
| <input type="checkbox"/> Engaging Hook/Story | <input type="checkbox"/> Defines Terminology | <input type="checkbox"/> Research Q defined |
| <input type="checkbox"/> Hypotheses defined | <input type="checkbox"/> Rational explained | <input type="checkbox"/> 1-2 Key Studies described |

METHOD	1	2	3	4	5
---------------	---	---	---	---	---

- | | | |
|---|--|---|
| <input type="checkbox"/> Sample defined | <input type="checkbox"/> Clear Methodology | <input type="checkbox"/> Measures explained |
|---|--|---|

CONCLUSION	1	2	3	4	5
-------------------	---	---	---	---	---

- | | | |
|---|--|--|
| <input type="checkbox"/> Clear Implications | <input type="checkbox"/> Future directions | <input type="checkbox"/> Take home message |
|---|--|--|

SLIDES	1	2	3	4	5
---------------	---	---	---	---	---

- | | | |
|--|--|---|
| <input type="checkbox"/> Appropriate font size | <input type="checkbox"/> Judicious use of text | <input type="checkbox"/> Effective slide titles |
| <input type="checkbox"/> Simple/Clean slides | <input type="checkbox"/> Effective use of images | <input type="checkbox"/> Cited sources |

Comments:

WINTER PRESENTATION GRADING RUBRIC

Student Name: _____

Grader Initials: _

Winter Presentation Title: _

1 - Unsatisfactory	2 - Bare minimum	3 - Moderate	4 - Strong	5 - Outstanding
--------------------	------------------	--------------	------------	-----------------

DELIVERY	1	2	3	4	5
-----------------	---	---	---	---	---

- | | | |
|--|--|---|
| <input type="checkbox"/> Rate of Speech | <input type="checkbox"/> Clarity of speech | <input type="checkbox"/> Appropriate Volume |
| <input type="checkbox"/> Lay language | <input type="checkbox"/> Enthusiasm/Confidence | <input type="checkbox"/> Eye contact |
| <input type="checkbox"/> Transition/Filler Words | <input type="checkbox"/> Clear Organization | <input type="checkbox"/> Body language |
| <input type="checkbox"/> Simple/Clean Slides | <input type="checkbox"/> Effective use of images | <input type="checkbox"/> Handled Questions Well |

INTRO	1	2	3	4	5
--------------	---	---	---	---	---

- | | | |
|--|--|--|
| <input type="checkbox"/> Engaging Hook/Story | <input type="checkbox"/> Terminology defined | <input type="checkbox"/> Compelling rationale |
| <input type="checkbox"/> RQ & Hypotheses defined | <input type="checkbox"/> Cited Sources | <input type="checkbox"/> 1-2 Key Studies described |

METHOD	1	2	3	4	5
---------------	---	---	---	---	---

- | | | |
|---|--|---|
| <input type="checkbox"/> Sample defined | <input type="checkbox"/> Clear Procedure | <input type="checkbox"/> Measures explained |
|---|--|---|

RESULTS	1	2	3	4	5
----------------	---	---	---	---	---

- | | | |
|---|--|--|
| <input type="checkbox"/> Explained type of analysis | <input type="checkbox"/> Effective Graphs/Tables | <input type="checkbox"/> Clear interpretations |
|---|--|--|

DISCUSSION	1	2	3	4	5
-------------------	---	---	---	---	---

- | | | |
|--|---|---|
| <input type="checkbox"/> Related to "bigger picture" | <input type="checkbox"/> Relevant Limitations | <input type="checkbox"/> Clear Implications |
| <input type="checkbox"/> Future Directions | <input type="checkbox"/> Take Home message | <input type="checkbox"/> Summary |

Comments:

POSTER PEER FEEDBACK FORM

60-Second Poster Evaluation

George Hess - NC State University - Forestry Department

Rating Criteria - Circle rating that applies.

Overall Appearance

- 0 **Cluttered or sloppy** appearance. Gives the impression of a solid mass of text and graphics, or pieces are scattered and disconnected. Little white space.
- 1 **Pleasant** to look at. Pleasing use of colors, text, and graphics.
- 2 **Very pleasing** to look at. Particularly nice colors and graphics.

White Space

- 0 **Very little**. Gives the impression of a solid mass of text and graphics.
- 1 **OK**. Sections of the poster are separated from one another.
- 2 **Lots**. Plenty of room to rest the eyes. Lots of separation.

Text / Graphics Balance

- 0 **Too much text**. The poster gives an overwhelming impression of text only. **OR Not enough text**. Cannot understand what the graphics are supposed to relate.
- 1 **Balanced**. Text and graphics are evenly dispersed in the poster. There seems to be enough text to explain the graphics.

Text Size

- 0 **Too small** to view comfortably from a distance of 1-1.5 meters.
- 0.5 Main text OK, but **text in figures too small**.
- 1 **Easy to read** from 1-1.5 meters.
- 2 **Very easy to read**.

Organization and Flow

- 0 **Cannot figure out** how to move through poster.
- 1 **Implicit**. Headings (Introduction, Methods, etc) or other device implies organization and flow.
- 2 **Explicit** numbering, column bars, row bars, etc.

Author Identification

- 0 **None**.
- 1 **Partial**. Not enough information to contact author without further research. This includes missing zip codes on addresses.
- 2 **Complete**. Enough information to contact author by mail, phone, or e-mail without further research.

Research Objective

- 0 **Can't find**.
- 1 **Present**, but not explicit. Buried at end of "Introduction", "Background", etc.
- 2 **Explicit**. This includes headings of "Objectives", "Aims", "Goals", etc.

Main Points

- 0 **Can't find**.

- 1 **Present**, but not obvious. May be imbedded in monolithic blocks of text.
- 2 **Explicitly labeled** (e.g., "Main Points", "Conclusions", "Results").

Summary

- 0 **Absent.**
- 1 "Summary", "Results", or "Conclusions" section **present.**

Appendix D

(Feedback form for Honours thesis and research courses)

Department of Psychology



Honours Thesis and Research Course Feedback Form

This form must be completed independently by both the supervisor and second reader. **Please save this completed file to your computer. The supervisor must email both the supervisor and second reader's forms as an attachment to both psychdir@ucalgary.ca and to the student by April 27, 2018.**

Student name:

Form completed by:

My role (Supervisor/Second Reader):

Date:

1. Written document (e.g., quality of student's writing/organization, extensiveness of revisions required, appropriateness of literature review, sophistication and

originality of interpretations). Rating: choose from pull down

menu

Comments:

2. Research project (e.g., originality, appropriateness, and sophistication of project design/method; potential impact of findings and contribution to the discipline).

Rating: choose from pull

down menu Comments:

3. Research efforts (e.g., student's contributions to the design/methodology, data collection, analysis, interpretation: skills/training acquired during project). Note: Second Readers can choose "Unable to judge" for this criterion from the pull-down menu.

Rating: choose from pull

down menu Comments:

Appendix E

(Policy on Research Courses/Honours supervision)

Created: December 1, 2011

Last Edited: March 11, 2015

This document establishes policies for Research in Psychology courses (PSYC 504 and PSYC 505).

Supervision and Evaluation:

Students must be supervised by a Department of Psychology faculty member, adjunct faculty member, or a Red Deer College (RDC) Psychology faculty member. Co-supervision is permitted, but one person shall be designated the primary supervisor. Unless approved by the Head of Psychology, the maximum number of research courses that can be supervised each academic year is two.

The second reader must be a faculty member, an adjunct faculty member, or otherwise hold an appointment at the University of Calgary. The second reader must be a faculty member in the Department of Psychology in any case where the supervisor is not a faculty member. The supervisor is responsible for arranging the second reader. The second reader must be named before the course can be approved.

Graduate students and postdoctoral fellows may assist with supervision duties, but they cannot be the primary supervisor nor may they serve as second readers.

The supervisor is expected to mentor the student through all aspects of the research project, including (where applicable) the research ethics application, research design, data collection, data analysis, and preparation of the written document (including feedback on written work). The second reader must be involved in the evaluation process, including reading the student's document, providing written feedback to the student (e.g., using the Department's Honours Thesis and Research Course Feedback Form), and consulting with the supervisor regarding the student's final grade.

A student's final grade is determined by the supervisor and the second reader, and should include consideration of the quality of the written document, effort, independence, responsiveness to feedback, and the meeting of expectations and deadlines. In cases where the supervisor and second reader cannot agree on a final grade, the Undergraduate Program Director will be consulted and will adjudicate.

Course Requirements

1. These courses are expected to involve the collection and analysis of original data, or original analysis of previously collected data. Research courses must include a substantial written document similar to an Honours Thesis

POLICY ON HONOURS SUPERVISION

Created: December 1, 2011

Last Edited: March 11, 2016

This document establishes policies for the Honours Thesis in Psychology

Policy:

1. Students must be supervised by a faculty member or an adjunct faculty member in the Department of Psychology. Co-supervision is permitted, but one person shall be designated the primary supervisor.
2. Unless approved by the Head of Psychology, the maximum number of honours students that can be supervised each academic year is two.
3. The second reader must be a faculty member, an adjunct faculty member, or otherwise hold an appointment at the University of Calgary. The second reader must be a faculty member in the Department of Psychology in any case where the supervisor is not a faculty member.
4. Graduate students and postdoctoral fellows may assist with supervision duties, but may not serve either as the primary supervisor or as second reader.
5. The supervisor is responsible for arranging the second reader and communicating the name of the second reader to the Director of Undergraduate Studies via email by the deadline specified in the PSYC 598 course outline.
6. The supervisor is expected to mentor the student through all aspects of the research project, including (where applicable): the research ethics application, research design, data collection, data analysis, and preparation of the written thesis (including feedback on written work). Supervisors who are planning on being on sabbatical for part or all of the academic year in which they will undertake the supervision of an honours student must submit a written plan to the Director of Undergraduate Studies that describes how they will manage supervision during their sabbatical. They must also furnish written documentation demonstrating that the student is aware of and approves this plan.
7. The second reader must be involved in the evaluation process, including reading the student's thesis, providing written feedback to the student (e.g., using the Department's Honours Thesis and Research Course Feedback Form), and consulting with the supervisor regarding a recommended grade for the written thesis.

Procedures:

1. The supervisor is responsible for submitting the recommended thesis grade and the written feedback from the second reader and the supervisor to the Director of Undergraduate Studies.
2. In cases where the supervisor and second reader cannot agree on a recommended thesis grade, the Director of Undergraduate Studies will be consulted and will adjudicate.
3. A student's grade is determined by the Director of Undergraduate Studies, who is the instructor of record of Psyc 598. The final grade will be based on the recommended grade for the written thesis combined with the grade for the seminar (see the Psyc 598 course outline for details). In evaluating the thesis, the supervisor and the second reader should include consideration of the quality of the written thesis, effort, independence, responsiveness to feedback, and the meeting of expectations and deadlines.

Course Requirements

1. An honours thesis is expected to involve the collection and analysis of original data, or original analysis of previously collected data. Theses that do not involve any data collection and/or data analysis are not normally permitted and must be approved by the Head.
2. Ethics certification must be in place by the date specified on the PSYC 598 course outline or the student may be required to withdraw from the Honours program due to lack of satisfactory progress.
3. A written thesis must be submitted for the Honours Thesis and Seminar course (PSYC 598)

Appendix F

(Reference letter request form)



UNIVERSITY OF
CALGARY

**Student Records
Reference Letter Request Form**

This form is to be retained by the referee as confirmation of the request for a reference. It should not be returned to the student or sent to the graduate program to which the student is applying or to potential employers.

I, _____ request that _____ write a
(name of student) (name of referee)
letter of reference or respond to a reference check on my behalf.

I understand that in order to write the letter of reference, _____
(name of referee) will need to comment on grades and personal characteristics relating to my academic performance and /or employment history.

I agree to this disclosure of my personal information:

Only to the following schools or potential employers

A signature on this form does not give the University authorization to provide the Referee with any information regarding the Student's record. The Student must provide the Referee with a Program Summary or Transcript if comments regarding overall performance (e.g., GPA or ranking) are to be included in the reference.

To all requests for references

This consent will be effective for one year past the signature date.

Signature: _____ Date: _____
(Student signature)

(If this form is not signed, a reference will not be provided.)

This information is collected under the authority of and in response to the *Freedom of Information and Protection of Privacy Act*. It is required to respond to the request. If you have any questions about the collection or use of this information, contact the Information and Privacy Co-ordinator at the University Archives, MLT 1218, 220-3602.

March 19, 2001

