
**Faculty of Health
Department of Psychology
PSYC 4001 6.0
SPECIALIZED HONOURS THESIS
Thursdays from 11:30-2:30 in DB0015 (Dahdaleh Bldg)
Fall/Winter 2018-2019**

Instructor: Dr. Jill B. Rich

Office: BSB 248

Email: jbr@yorku.ca

Course Time & Location: Thursdays 11:30-2:30 in DB0015 (Dahdaleh Building, formerly known as the TEL building)

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2020 6.00 (Statistical Methods I and II) or substitutes
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 3010 3.00 (Intermediate Research Methods)
- HH/PSYC 3031 3.00 (Intermediate Statistics Laboratory)
- Students must have been accepted into the Specialized Honours Program in order to enrol in this course.

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course Website: <https://moodle.yorku.ca/>

Course Description

Throughout this course, each student will carry out an independent piece of psychological research, supervised by an individual faculty supervisor, resulting in a final written thesis. Students will also attend a seminar designed to provide additional resources and experience. Students will practice presenting their ideas and research results to others and will learn more about how to do so effectively. Students will also have the opportunity to learn more about how to broaden their interest in psychology through postgraduate studies. We will discuss how to create a strong graduate school application to increase the chances of being accepted and excelling in graduate school.

Importantly, a goal of this course is also to create a community where students can learn from each other and become socialized regarding what it means to be a graduate student in psychology. The requirements of this seminar course are relatively minor; however, the opportunities for individualized learning are great. To some degree it is up to each student to make use of this seminar to fully reap the potential benefits. Students are encouraged to

ask questions, make suggestions, and request material to be covered to ensure that their individual needs are met to the greatest extent possible.

Program Learning Outcomes

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

1. Use data analytic software for analysis of psychological data.
2. Design, execute, analyse and interpret results from a study examining a specific research question.
3. Express in written form psychological findings using APA style.
4. Express in written form a research study in psychology.
5. Recognize limits of conclusions based on inferential statistics.
6. Critically identify limitations of individual research endeavors.
7. Apply ethical principles of the CPA code of ethics to their own research.

Specific Learning Objectives

At the end of this seminar, students will demonstrate

1. Enhanced presentation skills
2. Increased research skills
3. Increased knowledge of how to excel in graduate school

By the end of this course, students will have demonstrated the ability to conduct research, to present research findings (both verbally, in writing, and in a poster format), and to critically evaluate other's research ideas. In addition, students will demonstrate an advanced knowledge of what is required to create a strong graduate school application and ultimately to excel in postgraduate studies.

Strongly Recommended Text:

1. **Publication manual of the American Psychological Association (6th Edition)**



Other Texts to Consider:

2. Zinsler, W. (2006). *On writing well: The classic guide to writing nonfiction*. 30th Anniversary Edition. New York, NY: Harper Collins.
3. Duarte, N. (2010). *Resonate: Present visual stories that transform audiences*. Hoboken, NJ: John Wiley & Sons.
4. Duarte, N. (2008). *Slide:ology: The art and science of creating great presentations*. Sebastopol, CA: O'Reilly Media.
5. Reynolds, G. (2008). *Presentation Zen: Simple ideas on presentation design and delivery*. Berkeley, CA: New Riders.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

If you have a reason for missing a deadline or presentation (e.g., illness), which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>), you may request accommodation from me and/or your thesis supervisor. This might require that you take deferred standing (<http://myacademicrecord.students.yorku.ca/deferred-standing>). Further extensions or accommodation will require students to submit a formal petition to the Faculty. If you do not have data collected in time to present on poster day or do not have a thesis ready to provide to a second reader, you will receive a grade of '0'. Please make your thesis supervisor aware of this and plan accordingly. If you have any concern that you might not meet these deadlines, please contact me immediately to set up a meeting.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2018-19 - Important Dates](#)

	YEAR (Y)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 23
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Feb. 8
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Feb. 9 - Apr. 3

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York](#)

[University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4001 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Requirements and Assessment:

Thesis Proposal:	10%	Due to supervisor by December 20
Poster Day:	5%	Monday April 8, 10:30-12:30 pm draft of poster needed for class on Mar 28
External Thesis Evaluation:	20%	Full thesis due by Mon April 15 @ 4:00 (feedback within 1 week)
Supervisor Thesis Evaluation:	50%	Due to supervisor by Wed April 24 @ noon
Seminar Participation:	15%	Details provided below

A ***Thesis Proposal*** which includes the Introduction (literature review) and Method sections must be **submitted to your supervisor no later than Thursday December 20** or by another date coordinated with your thesis supervisor (no later than January 14). This work is graded by the thesis supervisor and is worth 10% of the final course grade. This deadline will ensure that you begin writing in the first term and that progress is made in your methods; it also will allow you to receive feedback from your supervisor. It is highly recommended that some or all of the thesis data be collected by the end of the Fall Term.

Poster Day participation is mandatory. The course director will assess a pass (5/5) or fail (0/5) grade. Poster Day is tentatively scheduled for Monday April 8th from 10:30 am-12:30 pm. The poster presentation will provide an opportunity to receive feedback about the thesis before submitting the thesis draft.

The ***External Thesis Evaluation*** will be provided by another faculty member, sometimes referred to as the “second reader,” who evaluates the final product (the written thesis) and not the process (e.g., the amount of work and/or thought that was involved in getting to the final product). The Thesis Coordinator will be responsible for assigning a second reader to each thesis, and that grade will be worth 20% of the final grade. In order to give the second reader enough time to evaluate the work and provide his/her grade to the supervisor, you will be required to submit a full draft of the thesis by **Monday April 15th** at 4:00.

The ***Supervisor Thesis Evaluation*** accounts for 50% of the final grade and reflects an evaluation primarily of the final product, with consideration also being given to the student’s contributions to the process (ideas, creating stimuli, recruiting and running participants, etc.). The final version of your thesis is due to the undergraduate office and your supervisor no later than **12:00 on Wednesday April 24th**.

Seminar Participation is a required component of the Specialized Honours Thesis course. As such, the instructor will contribute 15% towards the student’s final grade. Students’ oral presentations (2 – worth 5% each) as well as their attendance and contributions

during class discussions (5%) will be graded. If you must miss a class, please let me know in advance.

CLASS SCHEDULE (Fall)

Thursday September 6 - Introduction / Orientation

We will meet one another and have an open discussion as a group about how this seminar course can best meet your needs. We will talk about getting started into your thesis research and the thesis write-up. We will also start talking about: pre-registration of studies and replicability as well as thinking about graduate programs, preparing to apply for graduate programs (personal statements and GREs), and funding post-graduate studies.

Thursday September 13 - Day in the life of a clinical graduate student

In this class, graduate students from the clinical area here at York University will come and speak about their experiences applying to and being in graduate school in psychology. Topics to be covered include: becoming a competitive applicant, writing the GREs, deciding on programs/schools, applying for funding, as well as interviewing and ultimately accepting a position in a research intensive graduate program in Clinical Psychology. They will also talk about their experiences as students in our clinical program. **Please come prepared with any questions.** The majority of these topics will also be relevant to those applying to non-clinical graduate program.

Thursday September 20 - Preparation of Personal Statements and CVs

The personal statement that accompanies your grad school application is one of the most important part of your application. It's a given that most applicants will have good grades, positive reference letters, and research experience. The personal statement is the place where you get to make your pitch for why you should be accepted into a given program. It is your chance to let the committee know something about you and how you got to where you are. In this class, we will talk about the difference between strong and weak personal statements and things to do to ensure that yours is a strong one. We will also go over the elements that should be included in your CV and will review some sample CVs.

Thursday September 27 - Getting Started with the Introduction

During this class we will talk generally about how to write clear, effective Introduction sections that will hook the reader and provide a rationale for your study. We will also review the format of both the thesis proposal and the final thesis at this time.

Thursday October 4* - Completing Scholarship Applications (*optional)

This class is targeted to those who are applying to grad school this year or want to get some tips for next year. We will review the process of applying for a scholarship, including the

logistics of the application as well as tips for writing a successful research proposal. We will also have an open discussion about any general questions related to grad school applications.

*****Many scholarship applications are due December 1st (tri-council agencies). These take time to put together and should be started in October or November at the latest. Please see the moodle site and/or visit the Graduate Office (2nd floor of the BSB) for more information.***

Thursday October 11 – OFF (Reading Week)

There will be NO CLASS THIS WEEK. Instead, please take the time to read and prepare for your thesis project. This is also a good time to work on your CV so you can submit it to me for feedback.

Thursday October 18 – Formulating good research questions

During this class each student will be asked to discuss their thesis with the class for 5-10 minutes. What is your main research question? What data will you collect to answer this question? The goal is to begin thinking about how to best explain your work to others, to learn what questions others have about your topic, and to get suggestions about your research project and how to present your work succinctly.

Thursday October 25th - OFF (Reading Day) note: library workshop offered from 11:30-1:00 by Amy Poon in Scott Library, Room 530.

Students can register for a workshop at the following page:

<http://researchguides.library.yorku.ca/c.php?g=679411&p=4792504> in the Psychology Research Guide. The workshops covers the following topics: Literature reviews; Reference sources; Books & Journals; Advancing searching in PsycINFO (including the use of the thesaurus and subject headings); Cited reference searching; Psychological tests; APA style and Zotero

*****Please be sure to submit the requested ethics information, including the (1) TCPS2 certificate, (2) HPRC approval letter, and (3) first page of Form 2 all in in ONE email to psyugres@yorku.ca and jbr@yorku.ca by November 1st if ethics approval has been obtained, and if not, as soon as possible. Please see the Moodle site for more information.***

Thursday November 1 – NO CLASS

Thursday November 8 - Research Presentation (Worth 5% of your final grade)

During this class 1/4 of you will be asked to do a 10-15 min presentation outlining your thesis proposal and we will spend another 15-30 minutes asking questions and making suggestions.

Thursday November 15 - Research Presentation (Worth 5% of your final grade)

During this class 1/4 of you will be asked to do a 10-15 min presentation outlining your thesis proposal and we will spend another 15-30 minutes asking questions and making suggestions.

Thursday November 22 - Research Presentation (Worth 5% of your final grade)

During this class 1/4 of you will be asked to do a 10-15 min presentation outlining your thesis proposal and we will spend another 15-30 minutes asking questions and making suggestions.

Thursday November 29 - Research Presentation (Worth 5% of your final grade)

During this class 1/4 of you will be asked to do a 15 min presentation outlining your thesis proposal and we will spend another 15-30 minutes asking questions and making suggestions.

Thursday December 20 – Thesis Proposal Due (Worth 10% of your final grade)

Please provide your thesis proposal (including the introduction and methods sections of your thesis) to your thesis supervisor by this date.

CLASS SCHEDULE (Winter)

No Classes in January and February - Individual meetings are available during class time when requested

Thursday February 28 - How to present research results.

In this class we will talk about how to share your findings. We will review how to create a great poster presentation. We will also discuss how to best present your results visually and how to discuss null findings.

Thursday March 7 - Research Presentations (Worth 5% of your final grade)

During this class 1/3 of you will be asked to do a 10-15 min presentation on the results and interpretation of your findings.

Thursday March 14 - Research Presentations (Worth 5% of your final grade)

During this class 1/3 of you will be asked to do a 15 min presentation on the results and interpretation of your findings.

Thursday March 21 - Research Presentations (Worth 5% of your final grade)

During this class 1/3 of you will be asked to do a 15 min presentation on the results and interpretation of your findings.

Thursday March 28 – Draft Poster Presentations and Feedback from Class

Please come with your poster presentation as a one-page handout for the class. Be prepared to answer the question “So, what is your research about?” in both a two-minute summary and a five-minute summary. Time yourself. You will want to start by stating your research question (a) In this study, I(we) was(were) interested in examining XX; next explain how you did this (b) We had x participants complete..., and finally (c) explain what you found, how this fit with your hypotheses, and why this is important. To move from a shorter to a longer explanation, you might provide more information on the methods, results, theory behind the study and/or implications of the findings.

Monday April 8th – Poster Day from 10:30-12:30 in Vari Hall

Monday April 15th – Thesis due to Second Reader by noon (worth 20% of your final grade) - Ideally your thesis supervisor will have provided feedback on *at least* one draft of your thesis before the thesis is submitted to the second reader.

Thursday April 25th – FINAL thesis due by 12noon (worth 50% of your final grade)

A hardcopy of your thesis is due to the Undergraduate Office (BSB 292) by 12 noon. A final softcopy should also be submitted to your supervisor.