

Winter 2025

Alternate Assignment for Research Participation Credits

- **Submission Deadline:** The deadline to submit alternate assignments is **Friday, April 4th at 5PM**
- **Grading:** Assignments will receive a pass or fail (each assignment is worth **one course credit**).
- **Grading Deadline:** Assignments will be graded, and credits posted to CourseLink by **Friday, April 11th at 5 PM**.
- All inquiries about alternate assignments should be addressed to ppadmin@uoguelph.ca. **YOUR COURSE INSTRUCTOR AND TEACHING ASSISTANTS DO NOT READ OR GRADE ALTERNATE ASSIGNMENTS.**

Participation in research studies has been an important part of the Psychology Department's curriculum for decades. Participating in a research study gives you first-hand experience with the research process and the science of psychology. Participation also enables you to actively contribute to the success of ongoing research at the University of Guelph.

Participation in research should be voluntary. If you do not want to participate in research, you have the option of completing alternate assignments to satisfy the research-participation component of your course. Completing alternative assignments involves reading one of the research articles from the [Approved Article List](#) below, and then sending a 400-500 word written summary and critique of the article that you have personally written to the Participant Pool administrators at ppadmin@uoguelph.ca. **Each alternate assignment you complete satisfactorily is equivalent to a 1 credit research experiment.** You may complete as many assignments as needed to fulfill the research participation component of your course, although you must select a new article from the approved list each time. You are also welcome to fulfill the research participation component of your course using a combination of alternate assignments and participation in studies.

Your summary and critique should describe in your own words:

- The background and purpose of the study.
- The methods used in the study, making sure to note the specific hypotheses tested, and any independent and dependent variables.
- The key findings and implications of the study. We do not expect you to fully understand all of the statistical tests as many of these tests are only taught in upper year courses. Based on the authors' discussion of their results, however, you should be able to identify the key findings and how this article contributes to the field of psychology.
- Your own personal assessment of the article. Were there any aspects of the research that you found particularly interesting or well executed? Were there any aspects that seemed weak or strange?

Mandatory formatting of your assignment:

- Microsoft Word format and Portable Document Format (.pdf). Do not send the document as a shareable link, we need a copy attached to the email.
- 400-500 words.
- Double spaced, 12-point Times New Roman font, with 1 inch margins.
- **Assignments that do not meet the formatting requirements will not be graded.**

Submitting your summary and critique:

- E-mail your summary and critique to ppadmin@uoguelph.ca
- The subject line must read “Alternate Assignment [Article title], course and section number”.
- **Do not submit multiple assignments in one email or one document.** We receive a large volume of assignments, meaning submitting multiple assignments in one email, or one document, can lead to the assignment being overlooked.
- Late assignments will not be accepted. The submission deadline is **Friday, April 4th at 5PM.**
- You will receive a confirmation of receipt within one week of submission.

Grading

- The summary is graded by the administrators of the participant pool as being either satisfactory or unsatisfactory (i.e., pass/fail). If your assignment is graded as satisfactory you will receive 1 participation credit (i.e., equivalent to participating in a 1-credit research experiment). No credit is awarded for unsatisfactory assignments.
- To receive a grade of satisfactory, the writing in your summary must be clear and easy to understand and the summary must address all the points listed under the section “Your summary and critique should describe” above.
- **Late assignments will automatically be graded as unsatisfactory.**
- Once we receive your alternate assignment, you will receive a confirmation e-mail and a grade posted on Sona within one week.
- **PLEASE NOTE THAT YOU WILL NOT BE ABLE TO RE-DO ALTERNATE ASSIGNMENTS IF THEY ARE GRADED AS UNSATISFACTORY.**

Approved article list

1. Cawley, A., Tejeiro, R. Brief virtual reality mindfulness is more effective than audio mindfulness and colouring in reducing stress in university students. *Mindfulness* 15, 272–281 (2024). <https://doi.org/10.1007/s12671-024-02306-9>
2. Frinsel F. F., & Hartsuiker R.J. (2023). Planning scope in second language sentence production: Do bilingual speakers plan ahead more in L1 than in L2? *Bilingualism: Language and Cognition*, 26, 684–694. <https://doi.org/10.1017/S1366728923000068>
3. Kruger, T. B., Dixon, M. J., Oakman, J. M., & Smilek, D. (2024). Examining the effects of caffeine during an auditory attention task. *Consciousness and Cognition*, 124, 1-10. <https://doi.org/10.1016/j.concog.2024.103729>
4. Mazerolle, M., Rotolo, L., & Maquestiaux, F. (2024). Overcoming age differences in memory retrieval by reducing stereotype threat. *Memory and Cognition*, 52, 622–631. <https://doi.org/10.3758/s13421-023-01488-2>
5. Minnigh, T. L., Sanders, J. M., Witherell, S. M., & Coyle, T. R. (2024). Grit as a predictor of academic performance: Not much more than conscientiousness. *Personality and Individual Differences*, 221, 1-8. <https://doi.org/10.1016/j.paid.2024.112542>
6. Petzka, M., Zika, O., Staresina, B. P., & Cairney, S. A. (2023). Better late than never: sleep still supports memory consolidation after prolonged periods of wakefulness. *Learning & Memory*, 30, 245–249. <http://www.learnmem.org/cgi/doi/10.1101/lm.053660.122>

7. Philippot, A., Dubois, V., Lambrechts, K., Grogna, D., Robert, A., Jonckheer, U., Chakib, W., Beine, A., Bleyenheuft, Y., & De Volder, A. G. (2022). Impact of physical exercise on depression and anxiety in adolescent inpatients: A randomized controlled trial. *Journal of Affective Disorders*, *301*, 145-153.
<https://doi.org/10.1016/j.jad.2022.01.011>
8. Santarpia, F. P., Consiglio, C., & Borgogni, L. (2024). "On the roots of interpersonal strain at work: The role of burnout and social self-efficacy". *Personality and Individual Differences*. *231*, 1-10. <https://doi.org/10.1016/j.paid.2024.112825>
9. Simpson, K., & Adams, D. (2023). Brief report: Covid restrictions had positive and negative impacts on schooling for students on the autism spectrum. *Journal of Autism and Developmental Disorders*, *53*, 2921–2927, <https://doi.org/10.1007/s10803-022-05451-z>
10. Wheatley, K.A. (2023). Exploring the relationship between mindfulness and rock-climbing: A controlled study. *Current Psychology*, *42*, 2680–2692.
<https://doi.org/10.1007/s12144-021-01593-y>

To gain access through the library please see below for **instructions**, however, you can search these articles on google scholar or click the links provided under each.

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4. Click on the "Available Online" button below the article
5. This will take you to the links of the article