

SS21 SYLLABUS: PSY 101–004 H INTRODUCTION TO PSYCHOLOGY

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I welcome emails from students. Please be sure to include a subject header that concisely describes the topic of your email. It is always good etiquette to address instructors as Prof. in emails, even though they may reply just using their given names. **I will announce later the time for my weekly, synchronous office hour (via Zoom).**

A welcome note on this different format

Well, welcome to class and this Introductory course on Psychology. As we all know, we are all operating under very conditions this academic year and semester, and while we won't be interacting face-to-face as a group (a pity as we had team 'University Challenge' games throughout, and peer blogging assessments), these unique circumstances do feed well into our course material and the nature of this class. My course, as an honors option, has always been unique in its format as a modular-style, real-world application of the psychological processes we'll be covering. I have taught only half of last Spring semester in this online format (so please bear with me), but for this semester I have been able to re-jig some of the structure and assessments to best serve you, so that we shouldn't find ourselves at any disadvantage (I will outline these changes for you). I hope you will find by taking this course both enjoyable and valuable lessons, not only academically but also for your understanding about life, people and yourself overall. I appreciate that you may feel you are missing out on some of the experience of college life and taking this class (I too enjoy being with you all), however I want to reassure you that I'm confident and excited that you will not miss out in regards to this class. I aim to make it as interesting and relatable as possible.

Course overview

This course aims to provide a basic but comprehensive introduction to the study of psychology; defined as the science of mind and behavior. The focus of lectures will highlight principle topics relevant to five main branches of psychology: neuroscience (how the brain and mind interact), development (how the brain and mind change with age), cognitive (a computational approach to mental function), social (how humans interact with and influence one another), and clinical (disorders of mind and behavior). Textbook chapters and usual PSY101 classes are typically organized according to these branches (textbooks vary in which order they put them in, which particular parts of topics they focus on), but ALL have a one chapter-one topic format, and typical PSY101 classes go through the chapters in order (i.e., a lecture on each chapter).

This Honors class has a unique format – and is writing it's own textbook

In our honors class, these five branches of psychology will be integrated throughout the course and organized into four themes spanning 'hot' topics in psychology. This used to require my students to skip around the textbook; reading several parts of different chapters in the textbook for each lecture (i.e., bits from the front, middle, and back; rather than one full chapter as is

standard). We will still cover the majority of the textbook, just in a different way. By the end of the course you should be familiar with the main theoretical perspectives and concepts in psychology, how they differ and overlap and have a grasp of how mental processes and behavior are influenced by our biology and experience, within a real-world context.

I used to use the textbook, *Psychology* by Peter Gray (Sixth or Seventh Edition, 2011) Worth Publishers but this textbook, while you may be able to find relatively inexpensively (not on Amazon where is \$200+), is now harder to find. Given the modular nature and successful feedback from faculty and students about my course's design, I have been encouraged to write my own textbook and now seems a good time (given my dismay at the availability of my regular textbook for you). This textbook was always recommended and not required for my in-person class, and that remains the case, although I am suggesting that a textbook will not be necessary. Instead of recommending the textbook, I'll be providing weekly, written material (writing my own content which I then try and publish as a textbook later) and requiring you to read peer-reviewed articles (free and accessible via the MSU online library catalogue; as also required in an in-person class). The quiz and mid-term and final multiple-choice questions are drawn from an Instructors test-bank that accompanies the *Psychology* by Peter Gray textbook. I have always incorporated the relevant textbook material into my lecture slides (I will this textbook, along with other textbooks I can draw from, to create relevant chapters for each module that will send you weekly). **I expect you to learn and grasp all of the material that is presented to you on lecture slides and in the written 'Module' chapters that I will provide. This will comprise the material you will be tested on (and are the same topics as any PSY101 course—the basics are pretty standard). The peer-reviewed articles and any additional reading or videos to watch, you should consider supplemental but strongly recommended – these will help inform your understanding and give you deeper knowledge, which will be reflected in your written assignments.** I will also provide clarity questions (as a study guide for you to assess your grasp of the material) within the written mini-chapters I will be writing/sending.

Course design

Modular structure

This course is organized around four modules that are relevant to the study of Psychology — '*How other people influence us*', '*Consciousness & mental illness*', '*Addiction*' and '*Do animals think like us?*' Each of these modules will occupy approximately three weeks of classes, and we will cover two modules before, and two after the semester's middle (respectively, see next page). There will be an exam for the two first half of the semester modules (midterm), and another for the two second half of semester modules (final).

For each module, class-time will be composed of formal lectures that will be asynchronous (I have a chronic illness so this is easier for me), and at the end of each module there will be one synchronous class where I will moderate student discussion. This 'review' class at the end of each module, used to be designated for a 'University Challenge' (this serves as a practice session for the types of questions you will see in the exam), however to help you keep pace weekly with the class content (which I know can be tricky given this asynchronous format), I will be breaking this mammoth quiz down into smaller, weekly quizzes/assessments that will be individually

required to complete at the end of each week on D2L. I will have a synchronous office hour each week (XX) when I will be available to clarify any material or to ask any questions (or email me).

This section of the syllabus focuses on the content of the modules, and what we'll be covering, and how you'll be covering them. Information on which assessments count and grading can be found later in the syllabus ('grading').

How people influence us

- Research design and ethics
- Social development through the lifespan
- Attachment
- The social brain
- Self and self-esteem, and effects of a group
- Conformity, obedience & co-operation

Consciousness and mental illness

- Psychiatric disorders
- Personality disorders
- Visual and auditory sensation and perception
- Memory
- Consciousness, attention and dreaming
- Models of conscious and subconscious
- Biological treatments and psychotherapy for cognitive disorders

Addiction

- Learning: Classical & operant conditioning
 - The brain and neural control of behavior
 - Motivation, reward and hunger
- Retrieval cues and implicit/explicit memory
 - Attitudes and stereotypes
- Biological treatments and psychotherapy for behavioral disorders

Do Animals think like us?

- Research design and ethics
- Evolution, behavior & brain
 - Personality
 - Emotion
- Senses and perception of taste and smell
 - Language and communication
- Development of thought and cognition during human infancy and childhood

Course assessment

1. Quizzes, mid-term and final
2. Are you analyzing me? – Psychological assessment of a fictional character portrayed on film or page.
3. Human research participation (HPR)

1 ...to prepare and study for the quizzes, mid-term and final, you need:

Lectures are designed to highlight required information and to conceptually link how different aspects of psychology (learning and behavior, neuroscience, cognition, social, developmental and clinical) contribute to our understanding of the course material. You are missing out on in-class chat (and occasional ramble) by me, gestures and little bits of acting I usually use to maintain engagement. You will likely get a similar taste of this during my slide narrations, though I will try and be as succinct as I can. I do make heavy use of personal anecdotes and real-world examples of material we will be covering, this is intentional, as I believe as an Instructor it makes the material easier to grasp, integrate and remember for my students. I encourage you to think about the material in ways that may relate to your own understanding and personal interests in psychology, and daily life—this will help you to retain it (as you will come to learn!).

What you'll be given:

- You will be provided with **individual lecture handouts** of the slides (which are not good substitutes for listening to the lecture!). e.g., called 'Consciousness I'.
These provide: Key points are covered on the slides (usually in italic); e.g., definitions, keywords, videos to watch, diagrams/pictures.
- There will be a corresponding **pre-recorded Powerpoint lectures** uploaded onto D2L. This will have a voice commentary of me delivering the lecture, my commentary contains much information (you will have them to re-listen to if needed). It seems videos do not embed well in this slide presentation format (I make heavy use of them normally), so a lecture slide may have a box with 'Consciousness I—Video 1' and you will find the corresponding videos in a designated folder on D2L.
- **Weekly, written mini-chapters**, these will be a written companion to provide more detail and explanation about the topics discussed in lectures. This will have textbook-quality information and will accordingly function like a textbook. You should use these to accompany the slide handouts and/or your lecture notes as they will help to go through the material in more depth, and they contain all the topics/material that will be covered on the quizzes, midterm and final multiple-choice questions.
You are welcome, and encouraged to supplement this if you wish, with either the Gray, or any Introductory Psychology textbook (the topics are pretty standard, and this wider reading will further your understanding).
- I will provide **Crib notes** a week before each exam (mid-term, final). These function like 'cheat sheets' and help you to focus in on those topics which might focus more heavily on the exam (midterm or final)—we have a lot of material to cover!

- **Synchronous** office hours will be available each week (XXX) and there will be a synchronous class held at the end of each module for class discussion of the module topics and any questions.

What you need to do:

- **Attend** and take notes while you view the lectures, and avoid other distractions; texting, social media/web browsing! At least with this format you have the advantage of studying when suits you best, so you should make good use of that and choose a time when you can successfully focus your attention.
- **Make notes** about any other facts you know, personal examples or other ways that can help you conceptually make sense of the material (to integrate, learn, remember). *Good lecture notes include:*
 - Brief notes on your understanding of the material based on how it is being discussed that will assist you later when studying the material from the textbook, or thinking about the topic conceptually, and preparing your blog. Make a note or underline terms that are important and that you need to read up on in the weekly, mini-chapters, or which will guide your supplemental reading.*
 - Make notes on confirming and contrasting points of view in research, or conceptual notes on how different aspects within a module are related.*
- **Read** the weekly, written mini-chapters as a companion to the lectures. Review your lecture notes beforehand, and then read and consider the information in these mini-chapters. Try to make sure you grasp the concepts, terms and principles being discussed. These and your lecture notes/handouts are the things to revise. You are expected to understand the information contained in lectures and these chapters.
 - If you find you have any questions, or there are topics or questions you would like clarifying – make a note of that (and then email me, don't wait until the end of the module).
- **Complete the weekly quiz** (on D2L). You will be given a series of questions, drawn from the same test-bank as the mid-term and final, so they are useful for practice and for you to get feedback about your own grasp of the material as we progress through the course. A weekly mini-quiz will help us keep pace with this asynchronous format (they are the former University Challenge questions, so you are not missing out). This will comprise your Homework each week (there will be a couple of short answer questions too).

2 ...to prepare and study for ‘Are you analyzing me?’ – A psychological assessment of a fictional character portrayed on film or page:

I know this sounds like an exciting and somewhat daunting challenge, that I hope you're keen to accept, and before I tell you more about your mission (sorry, you have no choice but to accept it! ;). I'd like to tell you what I used to do, as I hope you will get a sense of the similarity in 'flavor' of the assignment (and what I'm looking for). I used to require students to write a blog for each of the four modules, requiring critical thinking about the topic more deeply and demonstration of an informed and considered opinion (there's no correct/incorrect answer, nor can you find them in a textbook). For example, [*Addiction* module – Is addiction a disease]; and for [*How*

other people influence us – The effects of social media on our psychology]. Unfortunately, this blogging assignment just isn't feasible with no in-person class time; yet this type of exercise, especially in critical thinking and application to the world around you (and even communication of hard science in a non-essay style format) has been extremely valuable and enjoyable for students. A word of reassurance, I will still talk about these topics given the modular and real-world focus of the course (the social blog for my former students last spring they found particularly timely, engaging, and I had several requests for extensions as opinions changed given our sudden and dramatic social isolation and reliance upon this form of technology!).

What you need to do:

Apply your knowledge gained from **lectures**, the **written material**, and recommended reading and watching (peer-reviewed articles, science videos), to a FICTIONAL character (depicted in a film or book). It doesn't matter whether I am familiar with this character or not, as you are essentially doing a character examination of their psychology for me (explaining what you think is driving their behavior, mental life based on what is seen/you report). You are expected to be able to identify and explore relevant areas we have covered (e.g., driving force of any additions, the influence of parenting style upon them <which requires course material>, any effects of psychological, social or cognitive difficulties they have faced, and supports and effective help they have found <which all has relevant course material that needs to be identified, thought about, and used to inform your considered opinion>. You need to include at least one topic from each of the four modules.

You are tasked with answering the most common question you get asked as a psychologist (usually at dinner parties, informal settings): 'A psychologist! Are you analyzing me? The answer is invariably a wry chuckle and "no", but in this case, the answer is "yes"!

I'm available for help via email if necessary when you're planning this out (due at the end of the semester). I hope it goes without saying that though this exercise is for academic purposes and for fun; I'm not trying to train you as character analysis wizards and I hope you will show your fictional character's mind the same kindness and respect as you should your fellow humans when dealing with their internal life.

What you will be given to help you:

Former great blogs so you can see the type of writing style that is preferred, and how to incorporate the class material into your own critical opinion/unique voice.

One aspect of my course which my former students have enjoyed (and which has inspired this assignment) is watching and discussing '*Three Identical Strangers*', a documentary about three boys separated by adoption (as a part of a secret psychological study on parenting styles, and nature vs. nurture) who unexpectedly met up while at college. The film follows their story as they form new bonds and identities as brothers. It is a 'real-world' embodiment of many of the topics we will cover: research ethics, nature vs. nurture, parenting style and child development, identity and social influence, mental health (and a few more). It is in this vein that I ask you to find something similar that sparks your interest (perhaps, the recent Joker movie, One Flew Over

the Cookoo's nest—maybe I'm showing my age here, the choice is yours but chose wisely—one that allows you to put some course material 'meat on the bones'.

What I'm looking for – how to get a good grade

You'll have a mock first. You will have to write up a mini analysis of 'Three Identical Strangers' which will serve as a practice for the real fictional analysis assignment. This will be more structured as we will cover the relevant areas of the course and discuss various opinions (to foster critical thinking). I will provide you with feedback on this mock assignment (in terms of writing style, content choice and discussion, critical thinking). This will help you to master the skills that I am looking for ...

It is the selection, clarity and accuracy of discussion, and scientifically-based justification of your considered opinion that I'm interested in for your graded assessment (not your opinion per se; or how 'cool' or popular your chosen character is—that part is mostly irrelevant). Use your chosen character as a backbone in the choice of what course content to cover; your identification and demonstrated understanding of this relevant course material, and evidence of independent wider reading, and critical thinking (your own considered opinion) is what is being assessed. Imagine you're like the fictional MD. 'Dr. House' (played by fellow Brit, Hugh Laurie; a physician who attempts to fathom the nature of various unusual medical case presentations) – as a budding 101 psychologist, what do you see in this character you have chosen? Try and dissect their psychology. For example, given what you will learn from this course about behavior and learning how might an individual's choices or behavior be explained, if known about the character, what kind of influences (including social) have they experienced (i.e., discuss what drives their motivations, choices, relationships, mental health) based on topics covered in the course material (based on what you observe and report about the character, what might you expect about any unknown aspects of their life based on what the course has covered). I

You are encouraged to explore the MSU library online catalogue for additional peer-reviewed articles, reviews and opinions, and online popular science sources to give breath and depth to your work (it will help inform your opinion; be critical, question your sources and be flexible with your judgments). You **MUST** keep a note of any sources you use and include them in a reference section at the end of your work (including obviously a reference for the film/book you have chosen).

3 ...to prepare and study for Human research participation (HPR)

This is a standard requirement of all Psych 101 students within the department. Under current times, all recruiting research studies will be online. You need to complete 7 hours research participation credits (see end of syllabus for details). This provides you with some 'hands-on' experience of real psychological research being undertaken at MSU and benefits the Psychology department and university as a whole. If you are under 18 or there are other extenuating circumstances for why you are unwilling/unable to participate in experiments, you can write a paper instead (please email me if this applies to you). Unless you are having problems finding online studies, all other questions or queries about this requirement should be directed to Audra

Jeffrey, the HPR student coordinator, jeffre22@msu.edu (Room 100 Psychology Building), and not me.

Grading

You will receive a standard grade at the end of the course. This will be weighted and based on four components of the course. Your final grade will be based on:

- Two timed exams (midterm and final), each covering two modules. Each exam will be composed of approximately 25 multiple-choice questions. Your highest scoring exam will contribute more than your lowest scoring exam to your final grade.
- Quizzes taken each week – your first attempt at each one counts (you may re-take for exam preparation as many times as you like, these will not be counted). You should take the quiz once you have attended to the pre-recorded lectures and read the mini-chapters that I will provide to accompany them (our textbook-in-progress).
- A written essay ‘*Are you analyzing me?*’ – *A psychological assessment of a fictional character portrayed on film or page* due at the end of the semester (the mock due before Spring Break, on ‘*Three Identical Strangers*’ will not contribute to your grade; used for practice/feedback).
- Completion of Human Research Participation (HPR) credits. You MUST email me ahead of time if you find difficulty finding studies and I will help, but I won’t do if you let me know after the deadline (I’ll assume it is an excuse for not bothering). Given this is an ‘easy’ requirement to get 100% for a portion of your final grade, the penalties are 10% for every credit missed. There are no extra grade credits for additional HPR credits.

Exams (midterm & final)	Highest score @ 30%	55% final grade
	Lowest score @ 25%	
Weekly quizzes	Averaged across module, each module 2.5%	10% final grade
Written assignment – ‘ <i>Are you analyzing me?</i> ’		30% final grade
(HPR)	7 hours = 100% score	5% final grade

Ironic that **Academic integrity** is the next to address, as this is important at all times, and especially when you are in the remote situation you are. All students (and people working in the department) are expected to adhere to professional standards in the workplace, particularly when it comes to ownership of work. You are not permitted to have other people attend lectures, complete assignments or tests in your name; confer with others or reference external sources of information (e.g., phones) to complete mid-term and final exams; and you are not permitted to pass off other people’s work as your own (this applies during your whole college experience). If you are suspected of any of these things (defined as cheating) you may receive a score of zero for the test or course as a whole, and the instructor will follow formal administrative procedures. All

students should be respectful, courteous and trustworthy of others when it comes to class activities (when online and interacting with others, and during the written assignment).

You are also not allowed to put any lecture handouts, nor written mini-chapters online, your own written assignments or that of another student, or sell (or commercialize) your notes or class materials (e.g., this syllabus and course design, lecture handouts, written chapters, etc.). Students who violate MSU regulations on Protection of Scholarship and Grades (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: <http://www.msu.edu/unit/ombud/>) may receive a penalty grade, including, but not limited to, a failing grade on an exam or in the course, and the possibility of further action.

"The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." Article 2.3.3 of the *Academic Freedom Report*

Course schedule, D2L uploads and timeline

Please bear with me, the asynchronous format hopefully will be clear. Rather than presenting individual class dates and the corresponding lecture as usual with an in-person format (e.g., 1/17 Social II), I will outline this by week/s, with the corresponding lectures and written, mini-chapters and quizzes.

The given week's handouts and the corresponding pre-recorded lectures (2-3 classes) will be posted on D2L at the beginning of the week, on each Monday (as will additional videos, readings). The quiz will also be posted on D2L on Monday and will be available until the end of the day Wednesday of the following week (remember your first attempt counts so make sure you've reviewed the material before attempting it). The written mini-chapter will be posted on D2L sometime beginning or mid-week – given the weeks' worth of lectures you have to go through, videos and suggested readings provided during the lectures, you should have enough to go on before you receive and read the consolidating and expanding written mini-chapter. Read this, then complete the quiz by Wednesday of the following week (I will remind you, and you will receive a score of zero if you don't take it – if there is a delay due to me posting materials I will adjust the deadline, but if I feel I've given you enough time then it stands). The instructor reserves the right to make any changes to the syllabus as deemed necessary. This may likely include the number and scheduling of pre-recorded lectures and written mini chapters. If changes are made, they will be announced via email and a revised syllabus will be posted on the D2L website.

Timeline for course

How people influence us

Week 1 (1/18 – 1/22). Introduction to the course (shorter lecture) & Lecture Social I (so, 1 synchronous class (time to be arranged), 1 lecture, no quiz, no written chapter)*.

*The university respectfully observes MLK day as a holiday and there will be no course information posted this day (Monday, as usual, so they will be posted on Tuesday).

Weeks 2- 3 (1/25– 2/5) Lectures **Social II – VI** (so, 5 lectures, 2 quizzes and 2 mini-chapters).

Week 4 (2/8-2/12) ‘**Three Identical Strangers**’ video, **synchronous class meet** (time to be arranged) to review Three Identical Strangers. Lecture **Consciousness & Mental illness I** (so, a movie, 1 synchronous class, 1 lecture, no quiz, no mini-chapter).

Consciousness and mental illness

Weeks 5- 6 (2/15 – 2/26) **Consciousness & Mental illness II-VII** (so, 6 lectures, 2 quizzes, 2 mini-chapters)

Midnight Sunday 2/28

‘Are you analyzing me?’ MOCK DUE: ‘THREE IDENTICAL STRANGERS’

Week 7 (3/1–3/5) **Consciousness & Mental illness VIII, synchronous meet for review of module**; to provide an opportunity for clarity, questions or discussions about the topics on the midterm. (so, 1 lecture, 1 synchronous class, no quiz, no mini-chapter –VIII will have already been included in previous mini-chapter)*

*There is a **University break on 3/2 and 3/3**

MIDTERM ON TWO MODULES

To complete online on D2L during end of week, dates to be announced

Addiction

Weeks 8- 10 (3/8- 3/26) **Addiction I – VIII** (so, 8 lectures, 3 quizzes, 3 mini-chapters).

Do animals think like us?

Weeks 11 – 12 (3/29 – 4/16) **Do animals think like us?** (so, 8 lectures, 3 quizzes, 3 mini-chapters).

WRITTEN ASSIGNMENT DUE: ‘Are you analyzing me?’ BY Midnight, Sunday 4/18
CHECK HPR deadline *

Week 13 (4/19 -4/23) **One synchronous class meet beginning of week (time to be arranged)** to provide an opportunity for clarity, questions or discussions about the topics on the final.

*MSU LAST DAY OF CLASSES IS Weds 4/21.

FINAL ON TWO MODULES

To complete online on D2L during week of 4/26, dates to be announced

Student Feedback

All students are encouraged to provide informal feedback of their experience during the course to me (via email) as the course instructor; I welcome hearing your thoughts on the course and my instruction. I especially welcome any feedback (positive and negative) about how the online course is going and how you feel about the content. Upon completion of the course, students are required to complete an evaluation of this course (university SIRS rating). Please take this seriously as this is my grade; student reviews are the backbone of my professor evaluation. There are department and college teaching offices (and staff to email given these current times) and external websites (e.g., rate my professor.com) where students may also leave feedback.

Students (and an Instructor!) with Special Needs

If you are a student who requires accommodations or who has certain needs, please reach out to me so that I can make sure this new online format is best accommodating to your needs. Given **you have an instructor with such needs**, I would like to thank you for your **patience with me also, as I also may require *some extra time in posting material or providing feedback*** (*I will always afford my students more time in such cases so they are not put out, though I understand and also feel any frustration*), ***my speech may sound a little hoarse or slurry*** (*no I haven't been drinking!*), **and I may be a little forgetful and lose my train of thought occasionally.**

. . . and if you care for people like me, PLEASE FOLLOW THE PUBLIC HEALTH RULES given the current COVID situation.

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For more information, call 884-7273 (voice), 355-1293 (TTY), or visit <http://rcpd.msu.edu>. If you require accommodations for exams, please notify the instructor as soon as possible. It is also your responsibility to reserve a spot for each exam at the RCPD office. Please feel comfortable in prompting me if I forget to contact you about any necessary accommodations.

Human Research Participation (HPR) requirement

As a requirement of all PSY101 students, the following content is provided by the department to all PSY101 students. Unless you are having problems finding online studies, all other questions or queries about this requirement should be directed to Audra Jeffrey, the HPR student coordinator, jeffre22@msu.edu (Room 100 Psychology Building), and not me. The content below is from my previous syllabus and I will make sure to amend the syllabus with any updated content about HPR if I receive any (i.e., some details about in-person studies may now not be relevant). I will communicate the deadline by which your HPR credits will be completed. Please bear with me as I find this information – also, in the past, many studies do not appear on the SONA system until typically later in January (this may or may not be the case under these circumstances). Please direct any questions to Audra (if you ask me, I'll likely ask her).

MICHIGAN STATE UNIVERSITY DEPARTMENT OF PSYCHOLOGY

Participation in Psychological Research: Information for Students

As part of your psychology course, you are encouraged to participate in research projects conducted or supervised by the faculty of the department. The purpose of such participation is to give you some direct experience with real experiments and to give you a better idea of how the work of psychology is actually carried out. Participation is a course requirement for all sections of PSY 101.

SPECIAL NOTE: Students under 18 years of age may not participate in any HPR/SONA experiments. Special options have been created for students under 18 to meet the 7 hours of participation requirement for PSY101 courses. Please contact Audra Jeffrey (jeffre22@msu.edu) for more information.

Steps in Research Participation: Registering as a Participating Student.

The purpose of this handout is to go over some of the things you will need to know before participating in psychological research. The first step is registering. This, like nearly all your scheduling activities, is handled through the Internet: <https://msu-psychology.sona-systems.com>.

If you have used SONA in a previous psychology class you do not need to set up another account but you do need to make sure you have the correct class listed for the current semester.

You will be asked to select the course and section number to which you wish to have your participation hours credited. It is **critical** that you select the correct course and section number. If you select an incorrect course or section, the participation hours that you earn will not be relayed to the proper instructor and will not be counted in calculating your course grade. **If you are enrolled in more than one participating class you will disperse the participation hours you earn between the classes. Hours cannot be shared between participating classes nor can they carry over to the following semester.** For example: You earn 10 Participation hours. You need 7 hours for one course and 5 hours for your second course. You can distribute the earned hours between the two classes and then continue to participate in the HPR/SONA research until you meet your requirement or extra participation hours.

Signing-up for research: You can sign up for experiments 24-hours a day on the website. For more information, please consult the document posted on D2L.

Canceling appointments: Experimenters have invested a great deal of time and money in preparing an experiment. This goes to waste if you fail to keep your appointment. In such cases, you can cancel your appointment 24 hours prior to the start time. If it is after the 24 hour deadline you need to e-mail the HPR coordinator, Audra Jeffrey (jeffre22@msu.edu).

Reporting for a research appointment: Please give yourself enough time to get to the building and to find the appropriate room for the experiment. **We recommend arriving 10 minutes**

before the experiment is scheduled to begin. If you are late, you could find the experiment in progress and the door locked. On rare occasions, an experimenter may not make his/her appointment with you because of unusual circumstances (e.g., a car breakdown, a personal emergency). If this happens contact Audra Jeffrey, the HPR coordinator in Room 100, Psychology Building or email her at: jeffre22@msu.edu to report it (email is preferred).

Rights of Students Participating in Psychology Research

Participation must be voluntary/optional activities. First, it is Department, University, and Federal policy that no student be compelled in any way to participate in research. If you participate in research, it must be done voluntarily. Therefore, even in classes where research participation is required, students must be offered one or more alternative activities to meet their requirement. If you want to avail yourself of such an alternative activity, you may get information from your professor. Note that on rare occasions there are more people interested in participating in experiments than there are openings in the experiments. If this occurs this semester, additional alternative activities will be provided later in the semester.

Participation should be educational. Second, participating in research should be a learning experience for you. You have a right to obtain information about the experiments in which you serve as a participant. You are entitled to have your questions about the experiment answered. Also, at least five minutes of every experimental session must be devoted to teaching you something about the experiment. You are entitled to receive a written summary of the experiment, including the name and phone number of the person in charge of the experiment, whom you may contact if you have additional questions.

The right to discontinue participation: Third, the Department of Psychology is highly concerned that no study be conducted that would in any way be harmful to you. Even so, it is possible that in rare cases you will feel uncomfortable about participating in a study for which you have volunteered. Just remember, you always have the right to leave any experiment. You don't have to explain or justify why you want to leave, and you can never be penalized for leaving.

The right to receive participation hours: Finally, if you complete a study, you have a right to receive the participation hours you've earned. For example: Even if an experimenter has an equipment breakdown, you're still entitled to receive credit for the **time** you've spent in the study. Participation hours are not automatically awarded and it may take researchers a few days to record attendance. The HPR does not penalize participants for missing studies but we do appreciate being notified if you cannot make your session.

Reporting problems: If you ever encounter some problem or feel that your rights have been violated, we want to know about it. Problems you have will be handled by Audra Jeffrey, the HPR student coordinator, jeffre22@msu.edu or come to Room 100 Psychology Building. They

will be investigated and appropriate action will be taken. You will need to know the name of the experiment and the date/time you signed up for.

Conclusions: We want to emphasize that negative experiences are very rare; most students who serve as participants in research at Michigan State find their participation interesting and enjoyable. When you serve as a participant, you benefit personally by learning more about what the science of psychology is really about, but you also benefit many others, such as the psychologists who are working to gain a better understanding of important behavioral questions, or people who will benefit when that knowledge is ultimately applied to everyday human problems like loneliness, depression, or divorce, or even future generations of students. Perhaps the research you participate in this semester will be featured in future psychology textbooks, just as some of the experiments you'll study this semester had their data supplied by previous generations of MSU students. We hope and expect that you'll put as much in and get as much out of research participation as they did.