

Psychology of Meaning in Life: PSYO 380O-101- 2019 Summer Term I

May 13 to June 20th, 2019

updated May 8th

Mondays and Thursdays, 8:30am to 11:50am

Instructor: Holli-Anne Passmore, M.A., PhD Candidate,
Sessional Lecturer
Director of the Nature—Meaning in Life Research Lab

Office: ARTS 353A

E-mail: Holli-Anne.Passmore@ubc.ca

Office Hours: Mondays & Thursdays, noon to 2:00pm
or by appointment- just email me – never a problem to meet with students!

Email: Holli-Anne.Passmore@ubc.ca

Course Description: Humans have been described as meaning-making creatures. The human need for meaning in life has been described as an innate will or fundamental motivational force, as well as one of the ten greatest psychological ideas of all time. As such, meaning in life is an important psychological construct to study, particularly with regard to individual well-being. This course explores the scientific study of the psychology of meaning in life through lectures, readings/research articles, class discussions, and assignments. Topics include: connections to existential philosophy and to many areas of psychology (e.g., existential, humanistic, social, positive); definitions and fundamental aspects of meaning; why meaning in life matters; sources of meaning; and measuring meaning in life. Various meaning-centered therapies will be also be considered.

Course Objectives: This course is designed to teach students about the science of the psychology of meaning in life. Students will learn about the roots of psychology's interest in meaning in life, why meaning in life is important to study from a psychological perspective, and various theoretical definitions of and

approaches to studying and measuring the construct of meaning in life. Students will learn about the latest research and academic discussions regarding meaning in life, including how to enhance meaning in life through interventions

and meaning-based therapy. Learning will occur through lecture presentation and discussion of published academic works on the topic, through self-reflection on meaning in one's own life and experiences, and through application and integration of concepts discussed in class to non-academic works outside the domain of psychology (e.g., classic literature, popular movies).

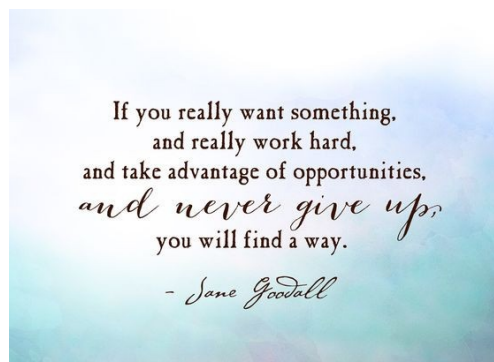
“For the meaning of life differs from man to man, from day to day, and from hour to hour. What matters, therefore, is not the meaning of life in general but rather the specific meaning of a person’s life at a given moment.” – Viktor Frankl

What is the Meaning of (Your) Life?

Assigned Readings: All Assigned Readings will be posted on Canvas.

Opportunities for Course Marks:

<u>Opportunity</u>	<u>Date</u>	<u>% Available Towards Course Grade</u>
In-Class Experiential Activity #1	on Thursday, May 23	2%
In-Class Experiential Activity #2	on Monday, June 10	3%
Contribution to Future <i>Psychology of Meaning in Life</i> Course	any date before Thursday June 20	2%
Short Online Quizzes on Assigned Readings		total of 8% (1% each quiz)
	Quiz #1: by Thursday, May 16	
	Quiz #2: by Thursday, May 23	
	Quiz #3: by Monday, May 27	
	Quiz #4: by Thursday, May 30	
	Quiz #5: by Thursday, June 6	
	Quiz #6: by Monday, June 10	
	Quiz #7 – Option 1 or Option 2: by Thursday, June 13	
	Quiz #8: by Monday, June 17	
<p>For the three opportunities to acquire course marks listed below, you can choose (within the percentages noted) the % towards your grade you want each to be worth. You need to inform me of your choice for % distribution by 2pm on Thursday, June 6th, which will be after you know your Mid-Term mark.</p>		
Mid-Term	on Monday, June 3	min. 20%
Lecture Integration Paper	on Sunday, June 16	min. 20%
Final	to be announced	<u>min. 20%</u>
		total of 85%
SONA participation	before SONA closes June 20	Bonus 2%



Attendance and Participation: Attending class is a critical component of this course. You will not have access to all the information presented and discussed in class unless you attend. Please contact me ahead of time, or as soon as possible, if an unavoidable situation arises that prevents you from attending class. **Class discussion is a critical component of this course. It helps everyone stay engaged and brings broader perspectives to the class we ALL can learn from!** Students are expected to read, and think about (the quiz), the assigned reading **prior** to each class, and to participate in class discussions. **Participation in class is HIGHLY encouraged and welcome.** Engaged students make for a more enjoyable class for everyone, and better learning for everyone – including your instructor! **Make comments! Question! Classrooms are meant to be interactive dialogues between the professor and students as much as possible.**



Two Classes in One: Each class is really two classes/lectures in one because this is the spring/summer condensed session. Generally speaking, each class will be divided into Lecture A, from 8:30am to 9:50am. Then we will have a 20-minute break – hopefully we can go outside for a few minutes to recharge. Lecture B will go from 10:10am to 11:30am. However, we still do have until 11:50am so I am reserving the right to use that time as best suits the lectures for that day if needs be. **Lecture A and Lecture B will be on two different topics** – they are **essentially two different classes**. One of those lectures will have an assigned reading and quiz so we all get the most out of class discussions.

Assigned Readings and Short Quizzes: There is an assigned reading for each class (see Lecture Scheduled below). All assigned readings will be posted on Canvas for easy access. The opportunity is there for you to earn **up to 8% course marks** by reading the assigned article and taking the Canvas-online quiz **before class**. The purpose of providing this opportunity to you is so that you can **become somewhat familiar with the material** ahead of time and we can have a **thoughtful class discussion based** on the material. The lecture for that part of the class will go over the article as well—so you don't have to *know* every detail about the material ahead of time – just be familiar with it. The quizzes are **designed to spark your thinking in this regard**.



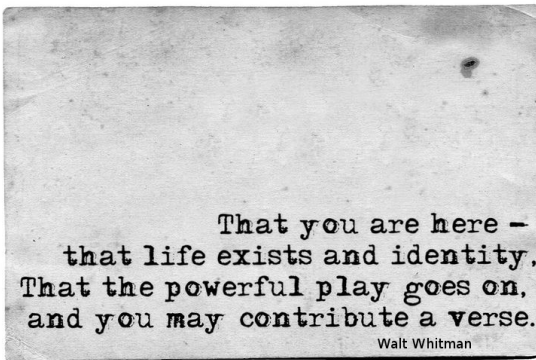


Lecture Slides. I will post slides for you HOWEVER know that lecture slides are meant to twig your recall when studying. They are not meant to be stand-alone study guides. So it's a **good thing to take notes in class and to ask questions**. I often add material to lecture that is not captured on the slides. I WILL provide you with reference material for the section of class that is not based on the assigned reading.

In-Class Experiential Activities: The purpose of this course is to not only provide you with intellectual knowledge about the scientific study of the psychology of meaning in life; I also want you to **experience how the content applies to your own life**. To that end, there are two experiential activities (nothing weird, don't freak) that we will do during class time as noted on the syllabus. These in-class experiential activities are worth 2% and 3% respectively (**total of 5%**). There are no do-overs or make-up activities for these opportunities to earn course grades.



Contribution to Future Psychology of Meaning in Life Course: It is always a difficult decision about what to include for this course. There's so much great work being done in the field! But, time doesn't allow me to include everything. And, new research comes out all the time. This opportunity to earn 2% course marks consists of you finding a **peer-reviewed article research or theory article** on some aspect of **meaning in life** that has been **published from 2017 onwards** and that is **not one of the assigned readings**. You will download the article via the www.library.ubc.ca site, and submit the article to me on Canvas (article = 1%) along with a half-a-page, single spaced, paragraph about why you think this would be important to include in a future version of this course (why = 1%).



Mid-Term and Final Exam: Exams will be based on the assigned readings, lecture materials presented in class, videos presented in class, and class discussions. Each exam opportunity to earn **between 20% and 28%** towards your course mark will consist **mainly of short answer questions, a few fill-in-the-blank questions, and a few multiple choice questions**. The **mid-term will cover** all material from Lectures 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B (i.e., the **first five classes** over the first 3 three weeks of this semester). The **final exam will cover** all material from Lecture 6B, 7A, 7B, 8A, 8B, 9A, 9B, 10A, 10B, 11A, 11B (i.e., **the next 6 classes** over weeks 4 to 6 of the this semester.) The final will include **some questions that are cumulative**, incorporating material from the first half of the course; HOWEVER **you will know ahead of time what aspects this will include**. Exams are meant as opportunities to demonstrate to yourself, and to me, your understanding of the content of this course. There will not be any surprises on the exams.



Lecture Integration Paper: This opportunity to earn **between 20% and 29%** towards your course mark consists of writing about **how a non-academic work or works outside of the domain of psychology exemplifies a few of the concepts of meaning in life presented and discussed in class.** (Examples of a non-academic work outside the domain of psychology include: classic literature, works of fiction, popular movies, TV series, documentaries, graphic novels.) This assignment will help you to **develop, integrate, and apply your knowledge** of the psychology of meaning in life. It is also meant to help you **develop an attitude of consilience towards learning**, that is, “the linking together of principles from different disciplines especially when forming a comprehensive theory”. Essentially, can you **see these academic constructs and concepts at play in the world!**

Note that is paper is to be **written in academic style using APA formatting, citing, and references.** You must specifically **cite and reference at least two of the assigned readings.** Of course you are free cite and reference as many of the academic readings and concepts presented in class as you like or academic other readings you find! **Additional requirements for this paper are as follows:** i) maximum 6 pages (not including references), ii) double-spaced, iii) Times New Roman 12-pt. font; iv) 1” margins; v) page numbers in the header; v) cover sheet listing your first and last name, student ID, date submitted, and course number. An abstract is not required. A running head is not required. **See below for a detailed Marking Sheet.**

I strongly encourage you to contact me ahead of time to discuss this paper and your choice of non-academic work to base the paper on.



Marking Sheet

Student name: _____ **Student ID:** _____

Cover Sheet:

ITEM	MARKS
Student name clearly indicated and Student ID:	_____ of .25
Date submitted clearly indicated:	_____ of .25
Course number clearly indicated:	_____ of .25
Submitted as a .pdf:	_____ of .25

Paper:

ITEM	MARKS
Was within the maximum length permitted:	_____ of 1
At least two of the assigned readings were cited and referenced:	_____ of 1
Non-academic works chosen were cited and referenced in sufficient detail:	_____ of 2
APA formatting: (2 errors permitted; additional errors are deducted from the 5 point total; repeated penalty will not be given for the the same error if made consistently throughout the paper)	_____ of 5
Language: correct spelling, punctuation, and appropriate grammar	_____ of 15
Flow: Clear, coherent flow of ideas.	_____ of 15
Appropriateness and clarity of analogies drawn between meaning in life concepts from class and comparison to non-academic work(s) chosen:	_____ of 30
Depth of concept integration and development:	_____ of 30
Total Marks	_____ of 100

Class policies – please note!

Electronic devices: Cell phones and other electronic devices **are to be turned OFF** during class and during exams (except under exceptional circumstances in which I have granted approval). **Laptop use is permitted ONLY for taking class notes.** These policies are in place out of **RESPECT FOR YOUR FELLOW**

STUDENTS. An abundance of **research consistently demonstrates** that when students **use** cell phones or laptops **for things**

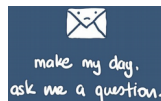
other than taking notes about the current lecture texting, social media, shopping on Amazon, browsing videos, etc., that it is **ENORMOUSLY DISTRACTING** to people around you. And research consistently demonstrates that it **negatively impacts the grades of people around** the “user” by a significant amount **EVEN THOUGH all those people say that it did not impact their grade.**

Respect for Others

Things You Can Do if you find yourself wanting to surf the net or text in class:



bring a fun book to read and read it;



ask a question;



think about meaningful experiences you have had;



put your head down and snooze for a couple minutes;



write a hand-written letter to someone you care about



quietly leave the class to get some fresh air for a few minutes.

There are lots of options! **I encourage you to try these or come up with one of your own!** (And tell me about it so we can share it with the class for others' benefit.)

Can you hear me now? It is expected that you will at all times demonstrate respect for others' opinions and use patience and common courtesy when others are speaking.

Please remember that some students (and the instructor!) may have difficulty hearing; side conversations by students exacerbate this difficulty to attend to and hear class discussion and instruction. If you have a good idea to share about the lecture or a question – share it with all of us so we can learn as well!



REPORT

For better learning in college lectures, lay down the laptop and pick up a pen

Susan M. Dynarski · Thursday, August 10, 2017

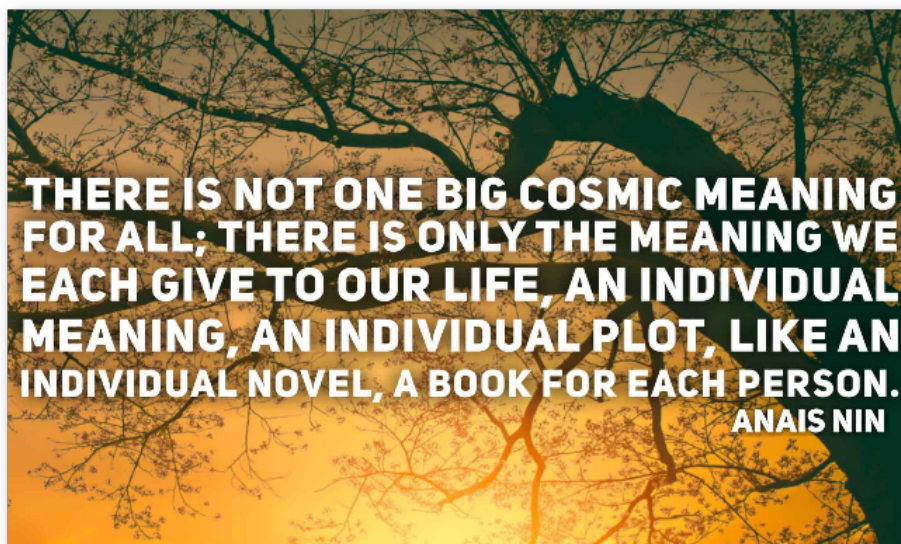
Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 3, 916-914.

Hembrooke, H., & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15, 46-64.

Kraushaar, J. M., & Novak, D. C. (2010). Examining the effects of student multitasking with laptops during lecture. *Journal of Information Systems Education*, 21, 241-251.

Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged in and zoned out: How laptop internet use relates to classroom learning. *Psychological Science*, 28, 171-180.

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.



Late or Missed Opportunities: Missed opportunities come with a cost. **The cost might be worth it to you in the larger scheme of things. It is your decision to make for what is best for you.**

There are no do-overs or make-up opportunities outside of the due dates noted above for: the In-Class Experiential Activities, the Canvas-Online Quizzes for the Assigned Readings, and the Contribution to Future Course. It just isn't feasible within the structure of the class to do.

The Lecture Integration Paper will incur a late cost of 5% per day past the deadline of 11:59pm, Monday, June 17th.

Mid-term: Except for institutional and religious observances reasons (**please notify me ahead of time**), there is no guarantee of being able to write the midterm exam out of time. I understand that **life emergencies** sometimes happen – **contact me before the exam start time** if this happens and we will discuss what to do. Out-of-time exams are covered by the UBC academic honesty policy, which means that you must not discuss the upcoming exam with anyone who has already taken the test, or discuss an exam you have taken early with classmates. I will usually ask for written proof of your reason to miss the mid-term, where possible. Students who do not write the exam or who do not contact me *before* the exam (except in exceptional circumstances) will receive a "0" on the exam.

If ill health is an issue, you are encouraged to seek attention from a health professional. [Campus Health](#) and [Counselling](#) will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>.

Course Grade Criterion

%	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

Final grades will be based on the opportunities listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

FINAL EXAM PERIOD: Monday, June 24 to Friday, June 28 inclusive

Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concessions can be found under Policies and Regulations in the *Okanagan Academic Calendar*

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>. Out-of-time examination forms can be found at (<http://ikbsas.ok.ubc.ca/students/undergrad/forms.html>) and must be sent to the Dean's office.

ACADEMIC INTEGRITY: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the policies and procedures, may be found at:

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0> . If you have any questions about how academic integrity applies to this course, please consult with your professor. A current version of the above integrity statement can be found as a pdf in the following link:
<http://web.ubc.ca/okanagan/ikbarberschool/facultystaff/forms.html>.

DISABILITY SERVICES: If you require disability-related accommodations to meet the course objectives, please contact the Coordinator of Disability Resources located in the Student Development and Advising area of the student services building. For more information about Disability Resources or academic accommodations, please visit the website at:
<http://web.ubc.ca/okanagan/students/disres/welcome.html>

EQUITY, HUMAN RIGHTS, DISCRIMINATION AND HARASSMENT: UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction.

If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity Office, your administrative head of unit, and/or your unit's equity representative.

Unit 4 Equity Representative: [Paul Gabias, paul.gabias@ubc.ca, 250-807-9383]

UBC Okanagan Equity Advisor: ph. 250-807-9291; email equity.ubco@ubc.ca

Web: www.ubc.ca/okanagan/equity

Unit Equity Representative:

<http://www.ubc.ca/okanagan/equity/programs/equityreps/unitcontacts.html>

Lecture topics with assigned reading are subject to change;
any changes will be announced in class and posted on the course website.

Lecture Schedule: Topics & Assigned Readings

Week 1: Classes 1 & 2

Monday, May 13

Lecture 1A: *Introduction and History*
- no assigned reading or quiz

Lecture 1B: *Definitions of Meaning*
- no assigned reading or quiz

Thursday, May 16

Lecture 2A: *Why Study Meaning in Life?*
- no assigned reading or quiz

Lecture 2B: *Meaning Compared to Happiness*

*** Assigned Reading and Online Quiz #1:**

Baumeister, R. F., Vohs, K. D., Aaker, J. L., & Garbinsky, E. N. (2013).
Some key differences between a happy life and meaningful life. *Journal of Positive Psychology*, 8, 505-516.



Week 2: Class 3

Monday, May 20

no classes – Victoria Day – May long weekend

Thursday, May 23

Lecture 3A: *Meaning and Positive Affect*

*** Assigned Reading and Online Quiz #2:**

King, L. A., & Hicks, J. A. (2012). Positive affect and meaning in life: The intersection of hedonism and eudaimonia. In P. T. P. Wong (Ed.) *The human quest for meaning: Theories, research, and applications* (pp. 125-141). New York, NY: Taylor & Francis.

Lecture 3B: *Measuring Meaning*

- no assigned reading or quiz

In-Class Experiential Activity #1



Week 3: Classes 4 & 5

Monday, May 27

Lecture 4A: *Meaning as Intuition*

*** Assigned Reading and Online Quiz #3:**

Heintzelman, S. J., & King, L. A. (2013). The origins of meaning: Objective reality, the unconscious mind, and awareness. In J. A. Hicks & C. Routledge (Eds.), *The experience of meaning in life: Classical perspectives, emerging themes, and controversies* (pp. 87-99). New York, NY: Springer.

Lecture 4B: *Meaning and Self-Control*

- no assigned reading or quiz

Thursday, May 30

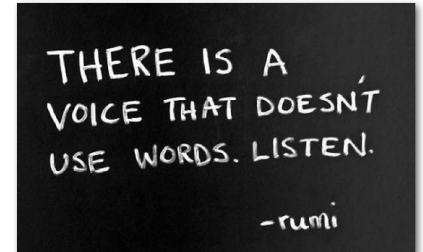
Lecture 5A: *Aspects of Meaning*

*** Assigned Reading and Online Quiz #4:**

Martela, F., & Steger, M. F. (2016). The three meanings of meaning in life: Distinguishing coherence, purpose, and significance. *Journal of Positive Psychology, 11*, 531-545.

Lecture 5B: *Meaning needs and meaning time perspectives*

- no assigned reading or quiz



Week 4: Classes 6 & 7

Monday, June 3

Lecture 6A: *Mid-Term*

Lecture 6B: *Presence, Search, and Sense of Being Alive*

- no assigned reading or quiz

Thursday, June 6

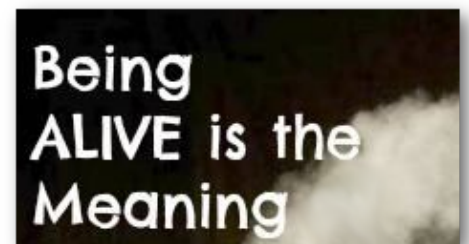
Lecture 7A: *Meaning in Life and Death*

- no assigned reading or quiz

Lecture 7B: *Existential and Positive Psychology Perspectives on Meaning*

*** Assigned Reading and Online Quiz #5:**

Kim, J., Seto, E., Davis, W. E., & Hicks, J. A. (2014). Positive and existential psychological approaches to the experience of meaning in life. In A. Batthyany & P. Russo-Netzer (Eds.) *Meaning in positive and existential psychology* (pp. 221-233). Washington, DC: American Psychological Association.

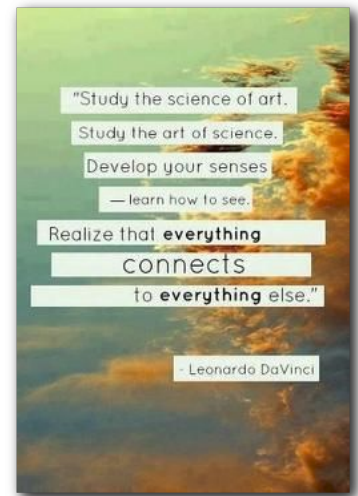


Week 6: Classes 8 & 9

Monday, June 10

Lecture 8A: *Daily Meaning and Prioritizing Meaning*
- no assigned reading or quiz
In-Class Experiential Activity #2

Lecture 8B: *Meaning as Interconnectedness*
*** Assigned Reading and Online Quiz #6:**
Delle Fave, A., & Soosai-Nathan, L. (2014). Meaning as interconnectedness: Theoretical perspectives and empirical evidence. *Journal of Psychology in Africa*, 24, 33-43.



Thursday, June 13

Lecture 9A: *Meaning and Religion*
*** Assigned Reading and Online Quiz #7 – Option #1:**
Newton, T., & McIntosh, D. N. (2013). Unique contributions of religion to meaning. In J. A. Hicks & C. Routledge (Eds.), *The experience of meaning in life: Classical perspectives, emerging themes, and controversies* (pp. 257-269). New York, NY: Springer.

OR

*** Assigned Reading and Online Quiz #7 – Option #2:**
Speed, D., Coleman, T. J. III, & Langston, J. (2018). What do you mean, "What does it all mean?" *Atheism, nonreligion, and life meaning*. SAGE Open. doi:10.1177/2158244017754238

Lecture 9B: *True Self, Authenticity, Personality, and Meaning in Life*
- no assigned reading or quiz

Week 5: Classes 10 & 11

Monday, June 17

Lecture 10A: *Sources of Meaning*
- no assigned reading or quiz

Lecture 10B: *Meaning Interventions and Therapies*
*** Assigned Reading and Online Quiz #8:**
Assigned Reading will be announced and posted at least two weeks ahead of class.



Thursday, June 20

Lecture 11A: *Meaning and ... bunch of things! ... Self-Determination, Work, Money, Sex*
- no assigned reading or quiz

Lecture 11B: *Wrapping the course up and tying it all together*
- no assigned reading or quiz

SONA INFORMATION SHEET FOR STUDENTS

SONA OPENS FOR STUDENT PARTICIPATION ON MAY 13TH, 2019

Accessing Sona:

- <http://ubco.sona-systems.com/>
- Or Google “UBCO Sona” and click the first link
- Login:
 - User ID = your student number
 - Password = The last password you remember using for Sona. If you do not remember your password, please use the “Forgot Password” feature on the Sona homepage.

PLEASE NOTE: If you have never used the Sona system before, please use the “Request Account” option on the Sona homepage to allow you to create an account and link it to your courses.

Getting your Credits:

- To receive the full credit, **at least 1** of the course credits must come from **on-site** studies (i.e., participating in person) and **at least 1** of the course credits must come from **online** studies

Assigning your Credits:

- Your registration on Sona links you to a course (e.g., PSYO 111, 121)
 - o After you complete an experiment, the credits you have earned will be assigned to that course automatically
- You may have to re-assign your credits under “My Schedule & Credits”
 - o E.g., If you are in both PSYO 111 and 121 in the same term
 - o If you switch your section (e.g., from PSYO 111-101 to PSYO 111-102) please notify Shirley

Cancelling Appointments:

- Go to “My Schedule & Credits” on Sona to view your appointments and cancel or change an appointment
- You are required to give at least 3 hours notice to cancel an appointment
- Failure to do so will result in ineligibility for the number of credits offered for that study
 - E.g., if it was a 0.5 credit study, you are now eligible to receive only 1.5% or 3.5% of the possible 2% or 4% class percent offered

Contact Info:

If you have questions about Sona or about the alternative research assignment, please contact Shirley at psyc.ubco.research@ubc.ca

SONA RESEARCH ACTIVITY

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities.

SONA Research Participation (Option 1)

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

Important Requirements

You may participate in more than one experiment in order to accrue credits. In order to ensure that a variety of research methodologies are experienced, ***at least one [1] of the credit hours must be earned by participating in online questionnaires and at least one [1] of the remaining credit hours must be fulfilled by participating in the university's on-site studies.*** In the event that you participate in a single listed study offering *more* than three credits for participation (for PSYO 111/121) or a single listed study offering *more* than 1.5 credits for participation (for 2nd year and higher courses), this regulation will be waived. A substantial number of both types of studies are typically hosted on Sona; therefore, you will have many different choices.

It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until late in the semester, all time slots may be taken.

Logging On To The System

Sona is only open for those students who are registered in a psychology course offering Sona credit. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

Missed Appointments & Penalties

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system, including unassigned bonus credits. Your professor does NOT have access to this information.

SONA Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

Important Requirements

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.
 - A “recent” article has been published within the past 12 months.
 - A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
 - A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.
2. You must choose an article published by one of the following agencies:
 - The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
 - The American Psychological Association - www.apa.org/journals/by_title.html has a full listing.
 - The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
 - The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6th ed.). The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.