Independent Study (I.S.) Handbook
Department of Psychology
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Part A: Rules and Procedures

I. General College Regulations Concerning Independent Study

Two copies of the thesis are due in the Registrar's Office by 5:00 p.m. on the first day of classes following Spring Recess or four weeks prior to the end of classes for Spring Semester, whichever date is sooner. Any delay in turning in the thesis automatically gives the student a grade of "I" for the thesis. The conditions for changing the "I" to a passing grade will be established by the Dean for Curriculum and Academic Engagement after consultation with the student's advisor. The "I" automatically becomes an "NC" two weeks after the deadline for the submission of the thesis unless prior approval for an extension of the "I" has been given by the Dean for Curriculum and Academic Engagement, after a formal petition by the student. No thesis turned in after the deadline will receive a grade of Honors without the unanimous vote of the department and the approval of the Dean of Curriculum and Academic Engagement.

Individual advisors may impose deadlines for the purpose of commenting and advising when the work is in progress. The student should not expect editorial comment, guidance, and advice on drafts of the thesis or versions of the project submitted after the eighth week of classes of the semester in which the student enrolls in PSYC 452. For example, advisors are not available during Spring Break.

In addition to the two bound copies of their thesis that they submit to the Registrar’s Office, students must also submit an electronic copy of their thesis to the Administrative Coordinator of the Psychology Department.

II. Human Subjects and Human Subjects Review Committee

All research with human subjects at The College of Wooster must be submitted to the Human Subjects Review Committee (HSRC) for approval. Research on animals must be reviewed by the Institutional Animal Care and Use Committee. The primary purpose of this review is to ensure that students develop and maintain an ethical framework for all research. Please refer to the HSRC web page: https://www.wooster.edu/academics/hsrc.

Students must receive HSRC or IACUC approval before beginning research. Research conducted prior to the senior year (e.g., during a semester abroad or during the summer preceding Senior Independent Study) must have received approval or it cannot be included in your Senior I.S.

Students should allow at least 3 weeks for HSRC to consider their proposal. Frequently HSRC will have questions on your initial submission and may require clarification and modification of the initial proposal. Make sure to consult your advisor throughout this process and in all communications with HSRC.

There are three levels of review employed by the HSRC – Exempt, Expedited, and Full Review.
Exempt from Review
If you are using existing data sets, documents, records or other information publically available or anonymously recorded, such research is typically considered exempt from HSRC review. You should still submit your project for review to HSRC to confirm this status.

Expedited Review
Much of the research students undertake in our department is considered expedited by HSRC. This includes research where your data are collected anonymously through surveys, interviews, or participant observation, and the data does not include information that could put the subjects at risk.

Full Review
If your research involves any of the following, it will most likely require a full review by the HSRC committee:

- individuals under the age of 18
- pregnant women
- prisoners
- seriously ill persons
- mentally or cognitively compromised adults
- behavior that could lead to criminal or civil liability (e.g., drugs, alcohol use, sexual behavior) and/or where your research could potentially damage your contributor’s financial standing, employability, and/or reputation

III. The Relationship between Junior I.S. and Senior I.S.

Officially, students fulfill their Junior Independent Study requirement when they complete a 300-level lab course in Psychology (321, 322, 323, 324, 325, 326, 327, 330, or 335). Ideally, your proposal for Senior I.S. will come out of a research proposal or topic you explored in one of these lab courses. It is in your best interest to select an I.S. topic that is grounded in existing psychological theories presented in these courses.

IV. Junior Year Proposal

Psychology majors taking 451 in the fall of their Senior year will be emailed a survey the spring semester of their junior year. The survey presents the following questions/prompts:

- What is the working title of your I.S. project?
- What area of psychology is most closely associated with this topic?
- Provide a description of the problem or the major purpose of your project (include theoretical background; no longer than 250 words).
- What is the value of this research (i.e., who cares?)
- With which psychology or neuroscience course (that you have taken) is this topic most closely related?
• Describe the proposed method for testing this hypothesis (e.g., experiment, correlational research).

This survey is typically due by the end of April. Your responses to this survey strongly influence the assignment of your I.S. advisor. Faculty members read all proposals and meet in early May to discuss I.S. advisor-advisee matches. We primarily match students with advisors based on the area of research of the proposal. However, the department must also consider each faculty member’s teaching/I.S. load. It is in your best interest to develop a proposal that falls within at least one advisor’s area of research or expertise. We encourage you to talk to your current advisor and Psychology faculty members for assistance in developing your I.S. proposal.

In some cases, your I.S. topic will change between the time you submit your proposal and the start of Senior I.S. This can happen because of a summer internship or summer research experience. Some students start to look into their proposed topic over the summer and realize it may not be the best fit for them. Your assigned I.S. advisor will remain the same and will guide you through the process of selecting a different topic from the one proposed. Please note that an I.S. advisor has the right to veto a topic if they find it unacceptable (e.g., offensive, unethical, too difficult to examine).

Please refer to the Psychology Web page for information about faculty research interests. https://www.wooster.edu/academics/areas/psychology/faculty-staff/

V. Advisors

Your I.S. advisor is considered the “first reader” of your thesis; a “second reader” will be assigned during the first six weeks of 451. The department chair makes second reader assignments. Students who are double majors completing a combined I.S. thesis do not have second readers.

Obligations of Students and Faculty

The responsibilities of the advisor are as follows:

• To encourage the student to attempt an inquiry or project of appropriate rigor and scope given the strengths and limitations of the student’s academic background, the time available, and the College’s and the student’s access to resources (e.g., library, computer, populations, contacts, etc.);

• To advise the student toward the successful completion of the chosen project, meeting the general College specifications as interpreted by the department.

• To assist with the editing of the thesis according to the following guidelines:

• On all drafts of the thesis, the advisor will indicate and describe to the student typical errors of logic, style, mechanics, etc. which may occur. The advisor is not required to
edit and proofread these drafts paragraph-by-paragraph or sentence-by-sentence. The editing of any draft by the advisor does not imply the ultimate acceptability of the thesis.

Please note, your advisor is not a proofreader, and it is not part of the advisor’s job to struggle through improperly prepared drafts. The drafts you submit to your First Reader must be carefully proofread, revised, drafts with complete and accurate source citations. We strongly suggest using online proofreading tools, such as Grammarly.com.

If you want your advisor to read a draft of your entire thesis before you submit it to the Registrar, you should check with your advisor for a due date. Most advisors require a final draft at least 2 full weeks before the beginning of Spring Break.

**Advisors are not available during college breaks. Summer is considered a college break.**

The responsibilities of the students are as follows:

- To take ownership of the I.S. process. We are there to guide and support you, but the final product is your own.

- To communicate with your advisor. If you have not completed the expected work during a particular week, you must still meet with your advisor. Missing I.S. appointments may be grounds for failure on the I.S.

- To follow through with agreed upon deadlines and expectations. Research is unpredictable and we recognize that deadlines may need to change. But it is the responsibility of the student to manage these deadlines and communicate when it is not possible to meet them.

- To carefully respond to advisor comments on drafts, and revise appropriately.

**Double Majors**

Students who are double majors will be assigned an advisor from each discipline. The nature of the meetings between advisors and the student will be determined jointly by both advisors, but it is crucial that the student be in frequent contact with both advisors. The two advisors will serve as both first and second readers of the I.S.

Students double majoring must complete a form with the Registrar outlining the requirements and expectations of both departments concerning the I.S. thesis/project. This form is due no later than week 4 of the semester in which the student takes 451. The Psychology Department also requires students to set up a joint meeting (including the student) between the Psychology Chair and the Chair of the other requested department to discuss process and possible topics. In some situations, it may be preferable to have a faculty member other than the Chair participate in the joint meeting.
The Department Chairs give final approval for agreeing to allow a student to double major.

### VI. Style


**Spacing and Pagination**
The finished thesis submitted to the Registrar should be double-spaced with pages numbered at the top and running continuously from Page 1 through the appendices and references. All pages before the Introduction should be in lower case Roman numerals.

**Margins and Font**
The margins should be no less than 1 inch and no greater than 1.25 inches (this 1.25 incorporates the space needed for binding the document). The font should be 12 point Times New Roman.

**Printing and Binding**
We encourage students to print on both sides of the paper, but remember that this means the page numbers should appear at the top right of the front page, and the top left on the back page of the paper. Please adjust your pagination accordingly. Many advisors prefer spiral-bound theses.

**Title Page**
According to APA guidelines, the title should be a concise statement of the main topic and should identify the relationship between variables examined in the research. The title should be typed in uppercase and lowercase letters, centered between the left and right margins, and positioned in the upper half of the page. It is NOT bolded. You must also include the statement, “Presented in Partial Fulfillment of the Requirements of Senior Independent Study Thesis” along with your advisor’s department and name. See Appendix A for a sample. **You should not include graphics on the title page such as the Wooster Arch.**

**Table of Contents**
The thesis should include a Table of Contents (including Acknowledgements and Abstract, in lower case Roman Numerals) and if more than two tables, charts or maps are used, a separate List of Tables and Figures should be added immediately after the Table of Contents. Along with the Acknowledgements, Abstract, and sections, the Table of Contents should also list any appendices, so that the Table of Contents provides a visual outline of the entire thesis.
VII. The Oral Defense and the Role of the Second Reader

**Purpose of the Second Reader**
The purpose of the second reader of the I.S. thesis is to have an additional faculty member in the department examine a completed senior project. The faculty member who serves as second reader will offer an examination of the student’s completed thesis. The second reader is expected to read the completed I.S. with fresh eyes and to develop questions and comments primarily on what the student has presented in the completed I.S. Although the second reader is not expected to be an expert in the topic area, they are expected to examine the project on the basis of the scholarly standards in psychology. This includes the use of APA-style, unless for double-majors when another style has been agreed upon.

**What to Expect in Orals**
As soon as possible after submitting the completed thesis, students should arrange with their primary I.S. advisor and the second reader a mutually convenient time for the oral examination. They then need to contact the Psychology Student Assistant to reserve a room (e.g., 117 or 119) for the oral examination. The student should send out a confirmation email to both the first and second reader with the day, time, and location of the oral examination. The last day for oral examinations is the Thursday before finals week.

The oral defense is an opportunity for students to demonstrate their expertise in the field, so students are encouraged to carefully re-read their thesis prior to the oral defense. The focus of the second reader’s questions can depend on the areas they believe will elicit the richest discussion during the oral examination and/or on areas they have questions about and would like for the student to elaborate on during the oral examination and/or on the second reader’s own scholarly interest and expertise.

The student is expected to attend the oral examination on time, alert, and fully prepared. Missed oral defenses may be rescheduled at the discretion of the I.S. advisor and second reader. While many students wear business casual attire to the oral defense, there is no specific dress code for this event.

**Length of Examination**
The oral examination will last for 45 to 50 minutes, during which there will be no interruptions. The primary I.S. advisor will begin the examination with a few introductory remarks and they will usually turn to the student to provide a brief preface of how they became interested in the project. We typically spend the first 30 minutes discussing the Introduction, with the rest of the time spent on Method, Results, and Discussion.

**Notification of Pass/Fail**
After 45-50 minutes of conversation about the I.S. project, the advisors will ask the student to step outside while they decide whether the student passed or failed the oral examination. There will be no other grade notification of the student’s performance at this time. See below for the evaluation and grading process of I.S. projects beyond pass/fail.
VIII. Evaluation and Grading of Senior I.S.

The two semesters of Senior I.S., PSYC 451 and 452, are graded separately using two distinct types of grades and two distinct grading processes.

**PSYC 451 Grades**
No letter grade is assigned for the first semester of Senior I.S. Only grades of Satisfactory (S) or Unsatisfactory (NC) are used. NOTE: An incomplete in 451 is rare and must be approved by the student’s I.S. advisor and Dean for Curriculum and Academic Engagement.

**PSYC 451 Grading Process**
The I.S. advisor alone is responsible for determining the student’s grade for PSYC 451. In order to earn an S for PSYC 451, students must:

- complete at least 20 pages of the Introduction and the entire Method section (does not count toward the 20-pages of Introduction) by 4:00pm on the Friday before Finals Week.
- have at least 25 references cited at this time.
- send an electronic copy to the Psychology Department Administrative Coordinator and the I.S. advisor.
- attend all weekly I.S. meetings and to arrive for these meetings prepared to discuss the progress they have made and their plans for future work on the thesis.

**PSYC 452 Grades**
The grades for PSYC 452 are Honors, Good, Satisfactory, and NC (No Credit).

**Honors:** Outstanding performance on all facets of the I.S. (see Grading Process below). The grade of Honors is reserved for truly exceptional work and is rarely awarded.

**Good:** Significantly above average performance on all facets of the I.S.

**Satisfactory:** Acceptable performance, in which weaknesses in certain facets of the I.S. are compensated by strengths in others.

**NC** - Seriously deficient, with no compensatory strengths in specific facets of the I.S. Students who receive a grade of NC on PSYC 452 will need to complete the work in the following semester. Summer is not an option, and you will need to return the following semester. You will be reassigned an advisor, which may not be the same advisor that you worked with previously.

**PSYC 452 Grading Process**
As mentioned above, students are notified whether they passed or failed PSYC 452 shortly after the oral defense. If the thesis satisfies the requirements for passing 452, the I.S. Advisor and second reader together determine a final grade of Good or Passing. In cases where the first and second reader cannot come to an agreement, the Chair will assign a third reader to resolve the grade.
To be considered for the grade of Honors, the first reader, in consultation with the second reader, will submit the student’s thesis to the department. The entire department will then vote on awarding the grade of Honors.

This grade is based on the form, content, method, and process of the written thesis, as well as the student’s performance in the oral defense. Students are notified of this grade in an email from their advisor, which is typically sent on the last Friday of classes in the spring semester, after all theses have been orally defended.

IX. Resources

Faculty as a Resource
While your I.S. advisor is your primary academic resource, you are encouraged to discuss with your advisor suggestions for faculty members whose interests are related to your topic, or who has special expertise that is relevant to your project (e.g., familiarity with database or specific statistical techniques).

Copeland Fund
The Copeland Fund is specifically designated to support the Senior I.S. research, and is available both to seniors who are conducting I.S. research (the Fall Program), as well as rising seniors who plan to begin I.S. research over the summer prior to the senior year (the Spring Program). These funds can be used to subsidize domestic and international travel expenses that will enhance the student’s project, such as travel to conduct interviews or surveys, or to attend appropriate conferences or meetings. The Copeland Fund can also be used to support the development of appropriate research tools, and the purchase of supplies and small pieces of equipment that will enhance the student’s project. Copeland Fund grants are highly competitive, and students who are interested in applying for these funds should discuss their needs carefully with their I.S. advisor. The Copeland application asks students to describe their senior project, explain how assistance from the Copeland Fund will aid in the successful completion of the project, and provide an estimate of your proposed expenses. Seniors who are interested in applying for Copeland Fund grants should begin the application process early in the fall semester; Fall Program applications are usually due early in October. Rising seniors should begin work on the application early in the spring semester of their junior year; Spring Program applications are usually due early in April.

Writing Center
Located in Andrews Library, the Writing Center is a resource that helps students to think critically about the writing process, and improve their writing skills. Students who are working on their thesis can use the Writing Center for help improving the form of the thesis (e.g., grammar, syntax, organization, and citation format), but it is the student’s responsibility to carefully edit and proofread the thesis. Students should not approach the Writing Center for assistance with questions concerning the content of the thesis, but should use the I.S. advisor, along with other faculty members of the department for help with such questions.
Learning Center
Located in APEX, the Learning Center functions as a support service for any College of Wooster student seeking academic assistance. Its central mission is to enrich, enhance, and support students' educational experiences, including the I.S. process. Students who are having difficulty managing their time and scheduling as they work on the I.S. should seek assistance from the Learning Center. The Learning Center staff works in scheduled sessions with individual students to develop and establish strategies that promote the principles of effective learning.

Senior Research Symposium
Each spring The College cancels classes on one Friday in April for the Senior Research Symposium. All seniors are encouraged to deliver an oral, poster, or digital presentation of their research at this event. Students, faculty, staff, parents, and community members are invited to attend these presentations to learn about the psychological research conducted by our seniors. This is a valuable opportunity for prospective majors to see the range of research done in our department, and to ask questions of our senior researchers. The Cooperative Research Experience (CoRE) in Andrews Library can help students develop these presentations.

Technology and Measurement Resources
Both the College and the Department maintain several resources to assist with research design and data collection. For example, the College has a site license for Qualtrics, an online survey construction tool. The Department has licenses for programs such as ePrime, DirectRT, and MediaLab. Finally, we keep a library of several psychological tests and measures. Talk to your advisor for more information about these resources.

Part B: Content

I. Selecting a Topic
There are many different things to consider when you are deciding on your topic:

1. Many students continue the topic they began researching in a 300-level lab course, but it is possible to begin a brand new project for your Senior I.S. We encourage you to choose a topic you find interesting and will engaged you for a full academic year. Do you have a burning question or passion for something you wish to learn more about?

2. We encourage you to think about how your project may relate to your future career goals and plans post-Wooster. For example, do you aspire to work for a particular organization after graduation? There are many ways in which you can craft your I.S. to include research with that organization or one like it to better prepare you for obtaining a job in that field when you graduate from Wooster.

3. Select a topic that contributes to or builds upon the existing literature in the field.

4. Your topic must be one in which you actually have access to the population you want to study. For example, while researching the effects of trauma on infants is a valid topic, your
access to this population may not be possible. Gaining access to a population for research may take longer than the time you actually have for your Senior I.S. project.

5. Select a topic in which you have the appropriate background to conduct research. For instance, do not select a topic that will require animal research if you have never worked with animals in a lab course. We encourage you to use the theories and research presented in your 200- and 300-level Psychology courses as the basis for your Senior I.S.

II. Crafting Good Research Questions and Hypotheses

Research Questions
Most students start the I.S. process with a topic—a general subject area of interest. For example, a person might be interested in acculturation process or memory. Topics are a great starting point, but a successful I.S. requires moving from a topic to a clearly defined psychological research question.

How is a topic different from a question? A research question is narrower and more specific than a research topic.

Questions to ask yourself when developing a research topic:

1. Does the question deal with a topic or issue that gets me excited and interests me enough that I have my own thoughts on the topic? Do I find that I want to talk about this topic with my friends and family? To see if you have a compelling question, try asking “So what?” This will force you to assess whether or not you really care about the answer to your question.

2. Am I so emotionally invested in the topic that I am unable to frame an objective question or consider data without too many preconceptions? If yes, you should probably avoid the topic. Being interested in a topic is great—being convinced of the answer prior to the research is not.

3. What type of information do I need to answer the research question? Will this type of information be accessible to me?

4. Is the scope of this information reasonable (e.g., can I really research this question in 6 months?)

5. What sources will have the type of information that I need to answer the research question (journals, books, Internet resources, government documents, people)? Can I access these sources?

6. Has my question already been answered? If yes, do I have a unique take on the question? A unique take could be doing research on a new population, or gathering more current data than is currently available.

7. Is my question psychological? Sometimes students are interested in questions that are more sociological, biological, or philosophical in nature.
8. Have I learned concepts, methods, or research findings in previous classes that are relevant to this question?

**Hypotheses**

Hypotheses involve using theory and existing research literature to make predictions about the relationships between the variables in your research question. Hypotheses help to direct a researcher’s attention, and they take advantage of prior research on a topic.

**III. Organization of Sections**

Your I.S. thesis must be clearly presented, and should include: the purpose of your I.S. project; the research questions you are asking; the theoretical and empirical literature which you are examining; the theoretical assumptions you are making; the methodology or approach to the topic you have chosen; your data and analysis; and your conclusion. To fulfill all aspects of the I.S., theses typically consist of four sections in the following order:

Introduction (at least 20 pages)
Method*
Results Descriptive and Inferential Statistics*
Discussion*
References*
*Page counts in the other sections will vary by project.

**IV. Writing the Introduction to the Independent Study Project**

**Purpose**

The introduction is the first impression the reader has of your project. This is where you draw the reader into your project and make them want to learn more. There are several acceptable ways to draw in a reader, which is called the “hook” (see below), but regardless of how you do it, you will need to state a clear thesis for your project in the introduction.

**The Research Question**

The research question can be in the form of a thesis statement, in which you state clearly what your project is about. For example:

This research project examines the psychological factors associated with motivation to study.

You should also clearly state the research hypothesis(es) near the end of your introduction, which might read like the following:

I predict lower levels of anxiety and higher levels of grit will be associated with stronger intentions to study for an exam.
The “Hook”
The “hook” is the way you grab the reader’s attention and make them want to read on. This device is almost invariably found at the beginning of the introduction, and it can be done in a variety of ways. Examples of hooks are provided below, but you should not feel limited by these examples. There are other ways to engage a reader, and we encourage you to work with your advisor to determine one that is most appropriate for your project. For example:

- A vivid example
- A description
- A striking statistic
- A quotation
- A short dialogue
- Questions

Obviously, there are many elements to writing well, most of which are not covered here. However, there are resources available on campus, online, and in the library that you may find helpful:

- **The Writing Center** is a wonderful resource with both trained peer tutors and master’s-level professionals. They are willing to set up regular appointments with you for I.S. feedback.
- **Purdue Online Writing Lab (OWL)** is one of the most respected online academic resources for writing, including up-to-date APA guides (NOT a substitute for the APA Style Manual), writing exercises, and writing checklists. [https://owl.purdue.edu/owl/purdue_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- **Popular Books** such as *Wired for Story* by Lisa Cron and *How to Write a Lot* by Paul Silvia (a Social Psychologist) are just a few of the many titles related to the craft of writing.

**Contribution of Your Research to the Discipline**
The introduction should also anticipate the “So what?” question. That is, you should explain clearly what is the point of your research, and how your research is relevant to the scholarly field of psychology. Do not assume that it is readily apparent to the reader why your research is important; you will need to make a case for its importance. For example, the purpose of your work may be to duplicate results from a published study with a population that is categorically different from the population(s) in the previous study. Or, you might set out to refute the findings of a previous study. You might also use your study to highlight an important gap in the literature that your work can help fill. Whatever the rationale, it must have scholarly merit, and it must be clearly and succinctly stated in your introduction.

**Sources**
The majority of your sources should be empirical studies in psychology. It may also be useful to include studies from another discipline such as sociology, political science, cultural studies, education, etc.

All psychology majors are required to include at least 25 sources in their final I.S. document.
V. Method

Determining the Appropriate Research Method for Your Project
The expectation is that a researcher’s question will drive their choice of methods, not vice versa. The fit between a research question and its methods is so important that we expect you to discuss it in the methods section of your I.S. Questions you will want to consider are: How did your methods follow from your research question? How were your methods more appropriate for answering your question than other methods? Have you considered the benefits and drawbacks of the methods you employ in your study?

At the same time that we urge you to choose your methods based on your research question, we also suggest EXTREME CAUTION in the use of any methods for which you do not have coursework or training. While faculty members are available for consultation, they cannot be expected to teach course material outside of the classroom. Students should think carefully about their course selection so that they have a broad range of methods training and are fully prepared to embark on their I.S. research, wherever it might take them.

A key challenge in I.S. research (or any research with humans) is negotiating access to a research site. In addition to getting clearance from Human Subjects at the College, you may have to apply for access (or further human subjects permissions) to conduct research in places like schools, inpatient treatment centers, and child care centers. This can take a long time. Some places do not require a formal application but it may still be very time consuming to get access or arrange logistics. Students should note that local institutions hold many possibilities for research, however they are often unable to accommodate requests because so many Wooster students have done research there before. Begin your access negotiations early and with careful consultation with your advisor. Be sure to include your advisor in any communications with potential field sites. Students should also remember that they are representing The College of Wooster and that their actions can have ramifications for future students who might want to access the same field sites.

In your 300-level lab courses you have learned about a wide range of psychological research methods. It is beyond the scope of the I.S. Handbook to describe these methods in any detail. Students should review their books and notes from their courses and consult with their advisors.

Ethical Considerations in Developing and Employing the Methodology
As described above (Part A, Section II), all students who use human subjects must receive HSRC approval prior to conducting any research. If there are changes to your methodology over time, you must request a “modification for your study” from the HSRC. The process of obtaining HSRC approvals (and modifications) should be described in the methods section of your I.S.

Ethics is a complex and ongoing process/conversation within psychology. It does not end with the HSRC process. Your method section should address any ethical issues that pertain to and are appropriate for your project. It should also describe any ethical challenges that emerged
and how you handled them. The protection of our research subjects is paramount. Think carefully about how to protect privacy and confidentiality—especially given the nature of a small liberal arts college in a small town. For example, you should not identify your contributors to anyone; to do so is a serious breach of research ethics. You should also not present data you collect on social media sites, like Facebook or YouTube; this may be a serious breach of research ethics and/or confidentiality/anonymity, unless you obtain permission to post such data in your consent form. If you plan to take photos, video, or audio recordings, this must be described in your HSRC application and you must describe all ways in which you plan to share the data with others. For further information on ethics in psychological research, please see Section 8 of Ethical Principles of Psychologists and Code of Conduct at the American Psychological Association website: http://www.apa.org/ethics/code/

Using Children as Subjects
The College has a long-standing relationship with Wooster City Schools. College of Wooster students and faculty members from multiple departments request access to teachers and classrooms in the Wooster City School district every year. To help manage these requests, the Superintendent of Schools has made a spreadsheet available to Department Chairs for students to complete. Please work with your advisor and the Psychology Department Chair to submit your request as soon as possible in the fall semester. The Superintendent makes the final decision regarding requests.

If you are interested in working with pre-school-aged children, the Psychology Department has a close connection to the Wooster Nursery School, across the street from Morgan Hall. Please set up a time to meet with the Director of the Nursery School for more information.

Finally, some I.S. projects have been conducted in schools outside of the ones listed above, such as schools within a student’s home district or parochial schools. All schools will require a copy of your HSRC application (including all materials that will be shown to children) along with the approval notification before you will be allowed to collect data.

VI. Results

It is important to summarize your data and demonstrate how you are making sense of the information.

1. Descriptive statistics (a description of data) are necessary but not sufficient for a passing grade in I.S. You should move beyond descriptive elements (e.g., mean, median, mode) to explanatory techniques (e.g., regression or ANOVA).

2. Inferential statistics (in which you consider whether you are able to draw conclusions statistically from your sample to your target population) are required.

Good examples of data presentation and analysis can be found in published, peer-reviewed psychological research.
VII. Discussion

The purpose of the discussion is to wrap up your project in a logical and cohesive fashion by bringing closure to the full scope of ideas presented in the report. This does not mean, however, that you should reword the introduction in the discussion. It must incorporate a summary of the major findings of your study. Additionally, you may want to include:

- An evaluation of the scholarly significance of your findings.
- A discussion of the limitations of the study (which you can also do in the methods chapter).
- A discussion of what you might do if you were to extend and/or expand the project.
- A discussion of possible implications of the study.
- Linkages to a current social issue or event.

The discussion of data must connect with the review of the relevant literature and theory. In addition, make it clear how your findings speak to broader issues within your discipline.
Appendix A: First Three Pages
Note that the title page is not numbered, it does not have a short title on the top of the page, and it does not have a running head, which is different from APA-style.

The Effects of Background Music on the Remembering of Short Stories

by
Marianne R. Kavanagh

Presented in Partial Fulfillment of the Requirements of Senior Independent Study Thesis

Supervised by
Claudia Thompson
Department of Psychology
2006-2007
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Acknowledgements

Thanks mom and dad.