

APPLICATION FOR THE PSYCHOLOGY RESEARCH HONORS PROGRAM

Email the completed application and your proposal as a single PDF with your name in the file name to Dr. Hannah Kramer (hkramer8@psych.rochester.edu) and Dr. Ron Rogge (ronald.rogge@rochester.edu) no later than August 1st before your senior year.

Note: You can (and are encouraged to) apply in the spring of your junior year. However, your acceptance into the honors program is contingent on your final junior year grades.

Student's Name:

Email Address:

Current GPA in Psychology courses only (minimum 3.3):

Overall GPA:

PSYC 219W Completion Date and Grade (minimum B+):

Date: Grade:

List all completed 300-level research courses (minimum of one required before senior year):

Course	Mentor	Semester (e.g., Fall 2023)	Grade
1.			
2.			
3.			

By signing this form, you are stating that you agree to complete the required components of the honors program (see below).

Student Signature:

Date:

To be completed by faculty advisor(s):

By signing this form, you are stating that you have thoroughly reviewed the student's proposal and timeline and that you approve of the proposal as meeting the quality expected of an Honor's thesis.

Faculty Advisor's Name:

Co-Advisor's Name (if applicable):

Department:

Department:

Email:

Email:

Signature:

Signature:

Date:

Date:

HONORS RESEARCH PROPOSAL INSTRUCTIONS

The honors research thesis proposal should describe the research you will conduct to fulfill requirements for the honors degree. The proposal should be written under the guidance of your faculty advisor. Thus, substantial planning and pre-review by your faculty advisor is expected and the submission of first drafts or proposals that have not been thoroughly vetted by your advisor is highly discouraged.

Your proposal should be two, single-spaced pages, with a minimum of .5" margins and 11-point font, containing the following, labeled sections: Background and Significance, Specific Aims and Hypotheses, Methods, Roles, and Timeline (see below). References should be provided in APA style on a separate, third page.

The proposal will be evaluated on the (a) scientific merit of the proposed project, (b) the feasibility of conducting the study within the time and financial constraints of honors projects and faculty research, and (c) the organization and writing style (i.e., clarity and accuracy) of the proposal.

Background and Significance

- *Briefly introduce the topic at hand.* The paper should open with a brief introduction to the big picture issue being studied and the specific question you will be investigating.
- *Describe the background and significance of your study.* Making reference to the literature, describe what we do and what we don't know about the issue being investigated in your study. Start broad and increasingly narrow your focus to cover research and theory that directly addresses the variables or constructs in your proposal. Make it clear why your project is important in terms of the significance of the issue, broader impacts (e.g., for treatment, public policy, education, etc.), and any areas of innovation.

Specific Aims and Hypotheses

- *Address the contribution of your study by describing your aim(s) and hypotheses.* Clearly state the aim(s) of your study and predicted outcome(s) (i.e., hypotheses) for each aim.

Methods

- *Describe the methodological approach to your aims.* Provide information about your participants (e.g., inclusion/exclusion criteria, recruitment procedures), an overview of the experimental design and the procedures (i.e., what you as the experimenter and the participants will do as part of the study), your measures, and your data analytic plan.

Roles

- *What will you specifically do as part of the project.* You are expected to demonstrate a high degree of independence in completing your honors project. That said, research is often conducted collaboratively in teams. Describe which aspects of the study will be conducted by you versus others.

Timeline

- *When will the necessary tasks be accomplished.* Describe with text, bullet-points, and/or a table the timeline of the project (e.g., when the RSRB protocol will be submitted, when data collection will start/end, when aspects of data collation, coding, and analysis will begin/end, when you will write specific components of the final thesis, etc.). The goal here is to show that the proposed work is feasible.

THE PSYCHOLOGY HONORS RESEARCH PROGRAM

Activities towards the Honors Degree

The 389/393 Honors Sequence are two separate, mandatory 4.0 credit courses towards the honors degree. As a credit bearing sequence, the expectation is that students will devote at minimum 10 hours per week (or 120 hours over the course of each semester) in activities related to their project. These hours must be independent from hours devoted to any other research based course (e.g., Independent Study Course). This work is not the same as a typical research assistant position, but requires substantially more independent effort by the student.

To summarize, to complete the Honors Degree, students must:

- Sign up for the 389/393 course sequence and receive a passing grade in the course each semester. Grades are based upon a) your completion of 389/393 activities outlined in the course syllabus and b) making sufficient progress on your project as determined by your advisor.
- Devote 10 hours per week of research activities related to the project in the fall and spring.
- Attend honors course meetings (held approximately 3-5 times per semester).
- Attend at least one research talk per semester and provide a written 200-word reflection on the talk to the director of the honor's program by the end of each semester.
- Complete a written thesis that is approved by the faculty advisor and rated acceptable by a second reader.
- Present the final thesis to the department at the end of the spring semester.

Identifying a Second Reader

Every student must have a second reader on their thesis. This is a faculty member, chosen by the student and faculty advisor, who would be well-suited to evaluate the quality of the project. The second reader is usually a faculty member in the Department of Psychology, but could be a faculty member from another department. The second reader can be identified at any time, but no later than mid-spring on the date specified on the 389/393 syllabus. Students are encouraged to identify a second reader early and can request meetings and/or feedback on early drafts of the thesis.

Co-Mentor

If the student's faculty advisor is not a faculty member in Psychology, a co-mentor must be selected. The co-mentor must sign off on the honors application, stay apprised of the project, and meet with the student as needed. When students have a co-mentor, that person serves the second reader role.