



Psychology Department Guidelines for the Supervision of Undergraduate Research

The aim of this checklist is to define the expectations and responsibilities of both the undergraduate student and the supervisor in the context of Directed Studies or Honours thesis research projects. The student and the supervisor are expected to go over the items listed below, and to check each box as that item is dealt with. Each item should prompt some discussion. Signatures at the end of this document indicate that these items have been discussed and agreed upon by both parties.

Checklist to be completed by both the Student and the Supervisor

	Student	Supervisor
<ul style="list-style-type: none"> We have discussed what level of responsibility the student will have (e.g., literature review, study design, data collection and analysis, report preparation) with supervision. 		
<ul style="list-style-type: none"> We recognize that undergraduate research projects are expected to involve independent research, enabling academic accountability and evaluation of each student’s work. When more than one student is involved in a project, the roles of each student should be specified in the course and research proposals so that some degree of independence can be assured. 		
<ul style="list-style-type: none"> We will have regular (weekly or biweekly or monthly) student-supervisor meetings and will arrange additional meetings as needed. 		
<ul style="list-style-type: none"> We have discussed if research time may be spent with graduate students and research assistants in addition to the supervisor. If applicable, the responsibilities of these co-supervisors are to be specified in each case and with the agreement of all parties involved. Such arrangements do not entirely substitute for direct student-professor contact. A student should have some regular direct contact with the primary supervisor and the scheduling of this contact should be made clear to all involved parties at the start of the course. 		
<ul style="list-style-type: none"> The intellectual property (e.g., journal articles, conference presentations, etc.) that is expected to result from, or is necessary for, the student’s thesis work should be discussed in advance and agreed upon between the student and the supervisor, including authorship if the work is to be published. 		
<ul style="list-style-type: none"> We have discussed the importance of acquiring professional skills of value to the student’s future career (e.g., communication, documentation), the responsibility of students to be aware of available resources, and the responsibility of supervisors to accommodate, within reason, these efforts. 		
<ul style="list-style-type: none"> We have discussed expectations for mode of address, professional behaviour (e.g., punctuality), when to seek assistance, response to constructive criticism, and academic performance expectations. We agree to provide a research environment that is safe and free from harassment and to manage conflict and differences among parties in a professional manner. 		
<ul style="list-style-type: none"> We have discussed program expectations regarding student attendance and presentations at seminars or meetings. 		
<ul style="list-style-type: none"> Both parties are aware that ethics approval is needed before data collection can begin when animals or humans are involved. We will prepare appropriate ethics applications and obtain the necessary certifications before conducting any data collection. 		



<ul style="list-style-type: none"> We have discussed that editorial feedback on written work (scholarship applications, proposal, thesis, publications) is expected from the supervisor and that a reasonable length of time should be permitted for this feedback (up to three weeks, depending on the size of the document and the timing of submission). Both parties agree that supervisors must have reviewed written work before students submit it for presentation (e.g., abstracts) or publication and/or grading. 		
<ul style="list-style-type: none"> We have discussed access to resources (e.g., library, printing, computer access, measurement/laboratory needs, laboratory space) and appropriate training required for successful completion of the research project. 		
<ul style="list-style-type: none"> We have discussed that the student is responsible for participating fully in course research seminars (if any) and lab meetings (if any) and meeting all deadlines for presentations and written assignments, both formal deadlines associated with the course and internal deadlines agreed upon between the supervisor and the student. 		
<ul style="list-style-type: none"> We have discussed what constitutes academic and non-academic misconduct, and their consequences. For example, plagiarism or misrepresentation of data in coursework, presentations, thesis proposal, publications or thesis is considered academic misconduct, which can lead to requiring the student to withdraw from the program. Students are expected to be fully familiar with misconduct regulations as listed in the University Calendar. 		
<ul style="list-style-type: none"> We have read UBC Policy SC17: Sexual Misconduct Policy and understand that sexual or intimate relationship between individuals where there is a supervisory role or where an individual influences a student’s current or future academic activities, working conditions, or career advancement are Prohibited Relationships, even if the relationship is claimed to be consensual. 		

To prevent student or supervisor disappointment based on miscommunicated expectations, supervisors, co-supervisors, and students must read and sign a copy of these guidelines and return this signed copy to the Psychology Department.

Student Name: _____ Signature: _____ Date: _____

Supervisor Name: _____ Signature: _____ Date: _____

Co-Supervisor Name: _____ Signature: _____ Date: _____