



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

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# Science

Faculty of Science  
School of Psychology

## PSYC 3361 Psychology Research Internship Semester 1, 2017

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1. Information about the Course			
<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	Psychology		
<b>COURSE CODE</b>	PSYC3361		
<b>COURSE NAME</b>	Psychology Research Internship		
<b>SEMESTER</b>	Semester 1	<b>YEAR</b>	2017
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	3
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	Minimum completion of 72 units of credit (WAM= 80+). Completion of one or more courses in chosen research subfield and PSYC 2001: Research Methods.		
<b>SUMMARY OF THE COURSE</b>	In this course, students will gain “hands-on” experience of the psychological research process, by undertaking an internship in a lab within the School of Psychology.		

2. Staff Contact Details			
TEACHING STAFF			
Name	Role	Email	Contact Time & Availability
Jenny Richmond	Course Coordinator	j.richmond@unsw.edu.au	By appt.
Damien Mannion	Programming sessions	d.mannion@unsw.edu.au	By appt.
Tom Beesley	Programming sessions	t.beesley@unsw.edu.au	By appt.
Lenny Vartanian	Presentation workshops	l.vartanian@unsw.edu.au	By appt.
Caitlin Cowan	Head Tutor	c.cowan@unsw.edu.au	By appt.

3. Aims of the Course
This course will introduce students to empirical research in a particular sub-field of psychology. Students will undertake a supervised research project, during which time they will gain advanced disciplinary knowledge, learn specialized research methodologies and analysis techniques, and develop critical thinking and scientific communication skills.

4. Student Learning Outcomes	
By the end of this course students will have:	
1. Demonstrate an advanced knowledge and understanding of their chosen research subfield with regard to:	1.1. the major objectives, themes and perspectives 1.2. the empirical literature that relates to their research question 1.3. the concepts, language and major theories relevant to the field
2. Exhibit an advanced knowledge of research methods used in their chosen research subfield, enabling them to:	2.1. Describe, apply and evaluate different research methods 2.2. Gain practical skills in data collection and analysis 2.3. Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data; interpret and communicate results. 2.4. Locate, evaluate and use information appropriately in the research process.
3. Gain enhanced critical thinking skills in Psychology, enabling them to:	3.1. Apply knowledge of the scientific method in thinking about research questions in their subfield 3.2. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.

	<p>3.3. Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in behaviour.</p> <p>3.4. Evaluate the quality of information, including differentiating empirical evidence from speculation</p> <p>3.5. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.</p> <p>3.6. Demonstrate creative and pragmatic problem solving.</p> <p>3.7. Take responsibility for and reflect on their own learning</p>
4. Gain a greater appreciation of values in Psychology, allowing them to:	<p>4.1. Use information (e.g., research data, published research) in an ethical manner.</p> <p>4.2. Exhibit a scientific attitude in critically thinking about, and learning about issues in their chosen subfield.</p> <p>4.3. Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines.</p> <p>4.4. Acknowledge and respect diversity in scientific opinion.</p>
5. Exercise enhanced communication skills in Psychology, including the ability to:	<p>5.1. Write effectively in a variety of formats (short reports, proposal, poster, essay) and for a variety of purposes (e.g., informing, arguing, evaluating).</p> <p>5.2. Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, research talk, poster presentation).</p> <p>5.3. Demonstrate effective interpersonal communication skills including: listening accurately and actively; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work.</p> <p>5.4. Collaborate effectively, demonstrating an ability to work with groups and to complete projects within reasonable timeframes in an ethical manner.</p>
6. Exhibit a greater understanding of psychology in a broader framework, allowing them to:	<p>6.1. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.</p> <p>6.2. Make conceptual links between the principles of different field within psychology, including the field of research and subfields studied in other courses.</p>

5. Graduate Attributes		
School of Psychology Graduate Attributes*	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Core knowledge and understanding	3	Students will gain discipline-specific knowledge from independent research and discussions with supervisors and other lab members. Students will be encouraged to integrate empirical and theoretical material that is key to their chosen research subfield.
2. Research methods in psychology	3	Students will gain expertise in relevant empirical methodologies by engaging with relevant literature and by deploying research methods as part of the research processes.

\* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

<b>3. Critical thinking skills</b>	3	Critical analysis, problem solving, and inquiry will be developed in discussions with supervisors and graduate students and required for the preparation of written/oral assignments.
<b>4. Values, research and professional ethics</b>	2	Experimental ethics will be discussed in the early stages of the internship. Students may prepare an ethics application as part of their project.
<b>5. Communication skills</b>	3	Students will develop and receive feedback on oral and written communication skills during the internship. Communicating scientific concepts to a lay audience and digital literacy will be emphasised.
<b>6. Learning and application of psychology</b>	1	Students will be encouraged to make connections between the empirical research questions addressed in the lab and personal, social, and societal issues.

## 6. Course Schedule

This course does not involve formal lectures or tutorials. The internship cohort will meet several times throughout the session to discuss course assessment, writing, and science communication. These workshops will be held on Tuesday mornings (10-12pm) in MAT231 in Weeks 1, 2, 4, 7, 10, and 11; Attendance at Tuesday AM workshops is mandatory.

Hands-on programming sessions will be held on Thurs 10-12pm in Mat209 and Fri 1-3pm in Mat 419 in Weeks 1-6; you must attend either the Thurs OR Friday session. Students will also be required to complete online Excel sessions before the end of Week 12.

In addition to workshop attendance, students can expect to spend approximately 6 hours per week engaged in research activities from Week 1 – 12. Students are required to undergo occupational health and safety (OHS) training before commencing research activities.

Week	Workshops MAT231	Research skills Mat209/419	Assessment due
1	Introduction	Coding 1	
2	Thinking and writing about learning	Coding 2	
3	-	Coding 3	
4	How to write a research proposal	Coding 4	
5	-	Coding 5	
6	-	Coding 6	Proposal draft (Fri April 7)
7	How to give useful feedback		
Midsession	-	-	Peer feedback (Fri April 21)
8	-	-	
9	-	-	Proposal final (Fri May 6)
10	How to give a great presentation	-	
11	Presentation practice/ feedback session	-	
12	-	-	
13	-	-	Mini-conference (Mon May 29th)

7. Assessment								
Assessment Task	Weight	LO Assessed	GA Assessed	Date of		Feedback		
				Release week	Submission week	Who	When	How
Research proposal	30%	1 2 3 5	1 2 3 5	1	6+9	Peers/ Caitlin/Jenny	Week 8+11	Written comments
Research skills	16%	2 3	2 3	1	NA	Damien/Tom	throughout	Verbal feedback
Presentation	30%	1 2 3 5	1 2 3 5	1	13	Peers/ Lenny/Jenny	Week 11/13	Verbal/Written comments
Writing about learning	24%	1-6	1-6	1	throughout	Peers/Caitlin	throughout	Written comments

1. A research proposal will be submitted in Week 9. This report will include a 4-5 page literature review, outlining the current state of the field of interest and the rationale for the project. The proposal should clearly communicate the project aims and expected outcomes along with the significance and innovation of the project. It should include a method section describing participants, materials, and procedure along with a plan for statistical analyses. Students will have the opportunity to integrate feedback on a draft (due Friday 7<sup>th</sup> April Week 6) from both their supervisor and peers before final submission (Friday May 6<sup>th</sup> Week 9). Proposals will be marked by the head tutor.

2. In Weeks 1-6, Damien Mannion and Tom Beesley will run practical sessions designed to introduce you to the basics of coding. You will learn how to use a programming language to build the components of psychology experiments and how to explore data using custom analysis routines. Before the end of Week 12, you will also complete online modules designed to introduce you to the basics of working with data in Excel. You will learn how to use formulas to calculate descriptives, use sorting, filtering, and pivot tables to summarise data, use macros to automate data processing and plot data in a range of graph formats. You will receive 16% for participating during practical sessions, engaging with in-class exercises and completing online modules and learning logs.

3. A mini-conference will be held on Monday May 29<sup>th</sup> in Week 13. Students will present the final outcome of their research project to other students and invited Psychology staff. Students will prepare their presentation slides in advance and will give a 10 min presentation outlining the rationale of their project, the methods they undertook, the results and conclusions from their study. There will be an opportunity for other students and staff in attendance to ask questions. Talks will be marked by the course coordinator. Students will also receive feedback from peers in practice session in Week 11.

4. During the session, students will complete one piece of “writing about learning”. This exercise will be an opportunity for students to take responsibility for and reflect on the learning processes that they are engaging in as part of the internship. Students will be given a prompt (video, article, cartoon, news piece, blog post) and asked to write about how it relates to their own experiences of learning in a hands-on research setting. The essay should be no more than 1000 words long. Students will receive peer and tutor feedback which can be used to improve work prior to final submission. Final grades will be given by the head tutor.

## Feedback policy

The research internship is unlike any course you have completed in Psychology before. The primary goal is to give you an opportunity to engage in the kinds of activities that researchers consider part of their job (writing proposals, giving feedback to peers, presenting their work, reflecting on their research process, programming experiments, dealing with data output). By engaging in these activities, we want you to develop skills that will be relevant to you as an honours student and in your postgraduate career.

Responding to feedback and striving to improve our performance is a big part of being a psychologist. For this reason, we have made critical feedback a big part of this course. You will write feedback for your peers and receive detailed feedback on every piece of written work that you submit. Research has shown that feedback does not necessary promote learning, unless there is an opportunity to integrate that feedback to improve a piece of work. In this course, you will be able to “revise and resubmit” every piece of written work (writing exercises and final proposal).

Given that you will have the opportunity to revise your work to improve it, grades are somewhat irrelevant in this course. For this reason, detailed (and critical) feedback will be given on each piece of writing, but numeric grades will not be released until all revised work is marked in Week 13. The head tutor will give feedback that highlights both the strengths and weaknesses of your work and is detailed enough that you will be able to judge the quality of your performance; we are just not going to put a number or letter grade on it.

You are encouraged to try and let go of the grade-driven mindset, for this course at least, and embrace feedback as an opportunity to improve. Of course, you are not obligated to engage in the revise and resubmit process. If you are happy with the first submission, you are welcome to let it stand. All resubmissions should use “track changes” so that the marker can see what you have done to integrate the comments given and judge whether higher marks are warranted.

<b>8. Rationale for the Inclusion of Content and Teaching Approach</b>	
In this course, students will take on the role of a researcher, under close supervision. By experiencing the research process from the inside, students will develop advanced disciplinary knowledge, have the opportunity to use specialised techniques relevant to their chosen research area, develop critical thinking skills, learn to evaluate and synthesize information, and practice scientific research communication skills in both oral and written forms. The principal form of teaching is based on research supervision; internship students will have the opportunity to learn with and from honours and postgraduate students in their laboratory group, as well as their research supervisor. It is up to the students to take responsibility for and reflect on their own learning. Reflective practice forms a major part of the assessment.	
<b>9. Expected Resources for Students</b>	
<b>TEXTBOOKS</b>	NA
<b>COURSE MANUAL</b>	NA
<b>REQUIRED READINGS</b>	Supervisors will provide relevant readings.

## 10. Plagiarism & Academic Integrity

### What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/academic-integrity-plagiarism>. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <http://subjectguides.library.unsw.edu.au/elise>.

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <https://teaching.unsw.edu.au/elearning>.

### What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer your assistance to improve your academic skills. They may ask you to look at some online resources, attend the

Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

### **Examples of plagiarism**

#### **Using the internet appropriately**

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

#### **Working together on a math assignment**

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this led to some student failing the assessment.

#### **No referencing in an assessment**

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

#### **Copying design work**

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

#### **Further information and assistance**

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

#### **UNSW Learning Centre**

Lower Ground Floor, North Wing, Chancellery Building  
(C22 Kensington Campus – near Student Central)

<http://www.lc.unsw.edu.au/>

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto:learningcentre@unsw.edu.au)

#### **Opening Hours:**

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

#### **COFA Campus Learning Centre**

**Email:** [cofalearningcentre@unsw.edu.au](mailto:cofalearningcentre@unsw.edu.au)

**Phone:** 9385 0739

## **11. Course Evaluation & Development**

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience process.



