Course Outline

PSYC3361

Psychology Research Internship

School of Psychology

Faculty of Science

T1, 2019

Last updated: 26/02/2019 7:59 PM

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Jenny Richmond	j.richmond@unsw.edu.au	By appointment	Email
Lecturer	Kate Faasse	k.faasse@unsw.edu.au	By appointment	Email
Lecturer	Danielle Navarro	d.navarro@unsw.edu.au	By appointment	Email
Lecturer	Lenny Vartanian	l.vartanian@unsw.edu.au	By appointment	Email
Tutor	Ariana Krynen	a.krynen@unsw.edu.au	By appointment	Email

2. Course information

Units of credit: 6

Pre-requisite(s): Minimum completion of 72 units of credit (WAM= 80+). Completion of one or more courses in chosen research subfield and PSYC 2001: Research Methods.

Teaching times and locations: PSYC3361 Timetable

2.1 Course summary

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.

2.2 Course aims

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.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Understand and discuss major objectives, theoretical perspectives, literature and concepts within their chosen research field.
2. Describe, apply and evaluate research methodologies, data collection and analysis, and literature that address psychological questions.
3. Apply knowledge of the scientific method in order to identify sound methodologies, engage with literature, identify recurrent behavioural patterns, differentiate quality empirical evidence

from speculation, form a strong argument and critique those of others, problem solve and engage in active learning.

4. Undertake ethical research with regard to using information, scientific integrity, appropriate conduct, and sensitivity to sociocultural diversity in their chosen area.
5. Undertake effective interpersonal, written and oral communication facilitating efficient teamwork and respect for sociocultural diversity within a psychology context
6. Apply and link intradisciplinary psychological concepts, theories and research findings to solve problems in everyday life and society.

2.4 Relationship between course and program learning outcomes and assessments

	Program Learning Outcomes						
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	**Assessment**
1.	Workshops, programming sessions, excel modules, lab work, online activities						Proposal, presentation, group work, research skills
2.		Workshops, programming sessions, excel modules, lab work, online activities					Proposal, presentation, group work, research skills
3.			Workshops, programming sessions, excel modules, lab work, online activities				Proposal, presentation, group work, research skills
4.				Workshops, programming sessions, excel modules, lab work, online activities			Presentation, group work
5.					Workshops, programming sessions, excel		Proposal, presentation, group work

					modules, lab work, online activities		
6.						Workshops, programming sessions, excel modules, lab work, online activities	Presentation, group work

3. Strategies and approaches to learning

3.1 Learning and teaching activities

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.

This course does not involve formal lectures or tutorials. The cohort will meet several times throughout the session to discuss assessment, writing, and science communication. These workshops will be held on Monday afternoons (12-2pm) in Weeks 1, 2, 3, 5, 7, and 9. There will also be opportunities to attend presentation practice sessions in Week 10. Attendance at these workshops is mandatory.

Hands-on programming sessions will be held on Tuesday afternoons (1-3 pm, MAT419) in Weeks 1-2, 4-5, 9-10. Students will also be required to complete online Excel modules before the end of Week 10.

Workshops are run in a “flipped” mode. Students will be expected to complete preparation work before each workshop class to ensure that they are able to participate fully in practical exercises. The Research skills component of the course is completion only, however, students are expected to reflect on their experiences by completing a “learning log” each week.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

Outside of class time, students can expect to spend 8-10 hours per week engaged in research activities from Week 1 – 10. Students are required to undergo occupational health and safety (OHS) training before commencing research activities.

Attendance at face-to-face workshops and timely completion of online activities is essential in accordance with UNSW Assessment Implementation Procedure.

All news updates and announcements will be made on the ‘Announcements’ forum on the Moodle page and/or by email. It is the student’s responsibility to check Moodle and their student emails regularly to keep up to date.

Students registered with Disability Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

This course consists of 2-hour workshops through the trimester which are designed to prepare students to conduct work in the lab and complete the assessment. In addition, in Weeks 1-6, there are 2-hour workshops that introduce students to programming skills. Students are expected to take an additional 8-10 hours of work in the lab and independent study to complete their research project and course assessments.

Week	Workshop Topic	Activity	Related CLO
Week 1	Introduction/Group work	In this session students will get to know each other, learn about the structure of the course and assessment expectations. They will be introduced to the benefit of reflective practice and begin to think about group work.	3, 5
Week 2	Research proposals/Peer feedback	In this session, students will learn about the components of a research proposal and will engage in a series of free writing exercises that will culminate in a plan for their proposal.	3, 5
Week 3	Research proposals/Peer feedback	In this session, students will look at examples of research proposals and learn about how to give specific, actionable, and constructive feedback	1, 2, 5
Week 4			
Week 5	Peer review	In this session, students will work in groups to give each other feedback on proposal drafts.	3, 4, 5
Week 6			
Week 7	Tips for presentations	In this session, students will learn about how to structure a presentation and to make best use of slides, voice, posture, and tone to convey research clearly to a non-expert audience.	2, 5
Week 8			
Week 9	Check in session	In this session, students will work in groups to reflect on where they are up to in their project. They will be able to seek advice from peers about proposal revisions and from the coordinator about data analysis.	5, 6

Week 10	Presentation practice	This week, students will have the opportunity to practice a 2-3 min section of their presentation and receive feedback from peers and teaching staff.	5, 6
Week 11	Mini-conference	Students will present a 10 min talk in the final miniconference on	

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Research Proposal	8 pages	40%	/100	Week 4 + 6 draft; Week 10 final
Assessment 2: Research Project Presentation	10 Minutes	40%	/100	Week 10 draft; Week 11 final
Assessment 3: Group work	NA	10%	/10	throughout
Assessment 4: Research skills	NA	10%	/10	Week 10

Assessment 1: Students will write an 8 page (Arial or Times New Roman font, 12pt, double spaced, 2cm margins) proposal. This report due in Week 10 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 need to submit a draft for peer review in Week 4 and tutor review in week 6. They can also integrate feedback from their supervisor before the final submission in Week 10.

Assessment 2: Students will present the final outcome of their research project to other students and invited Psychology staff in an end-of session mini-conference. Students will prepare a 10 min presentation (with a maximum of 5 slides) 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. Students will have the opportunity to practice their talk for their lab meeting and also receive feedback from peers in a practice session in Week 10.

Assessment 3: In this negotiated assessment, students will work in groups to reflect on and write about their learning within the internship. In workshops in Week 1, students will work together to create the guidelines and marking criteria for this assessment task.

Assessment 4: To receive 10 completion marks for the Research Skills section of the course you must: 1. Attend 6 programming sessions and engage with in-class exercises, 2. Complete 6 x learning

logs to reflect on your goals and achievements, 3. Complete 3 online excel modules.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy all written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: Psychology Student Guide).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Formative 1: Intro draft	Week 5	Kate/Peers	in person	Verbal
Formative 2: Proposal draft	Week 6	Tutor/Supervisor	online	Written/verbal

Formative 3: Presentation practice	Week 10	Lenny/Jenny	in person	Verbal
Summative 1: Research Proposal	StuVac	Tutor	online	Written/verbal
Summative 2: Presentation	Week 11	Jenny/Peers	Online/in person	Written/verbal
Summative 3: Group work	throughout	Peers	online	Written
Summative 4: Research skills	throughout	Dani	in person	Verbal

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 6th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	Nil
Course information	Available on Moodle
Required readings	School of Psychology Student Guide*.*
Recommended internet sites	UNSW Library

[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	UNSW Learning centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The School of Psychology Student Guide contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Disability Support Services: https://student.unsw.edu.au/disability-services
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html