



Course Outline

PSYC3361

Psychology Research Internship

School of Psychology

Faculty of Science

T1, 2020

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 | Siobhan O'Dean | s.odean@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 synthesise 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 (2-4pm) in Weeks 1-3, 5, 7-8, 10 and 11. Attendance at these workshops is mandatory. Hands-on programming sessions will be held on Thursday morning (10-12pm) in Weeks 1-6.

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 | 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 9 | | | |
| 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. | |
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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 | 6 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 a 6 page (Arial or Times New Roman font, 12pt, double spaced, 2cm margins) proposal. This report due in Week 10 will include a 3-4 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,

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. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the 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 (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

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 8 | 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 (7th 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 7th 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

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

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

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>