



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

PSYC 3361
Psychology Research Internship
Semester 1, 2015

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC3361		
COURSE NAME	Psychology Research Internship		
SEMESTER	Semester 1	YEAR	2015
UNITS OF CREDIT	6	LEVEL OF COURSE	3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	Minimum completion of 72 units of credit in Program 3432 or 3435 (WAM= 80+). Completion of one or more courses in chosen research subfield and PSYC 2001: Research Methods.		
SUMMARY OF THE COURSE	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			
COURSE COORDINATORS			
Name	Role	Email	Contact Time & Availability
Jenny Richmond	Course Coordinator	j.richmond@unsw.edu.au	By appt.
Ann Martin	Head Tutor	ann.martin@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. 3.3. Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in behaviour. 3.4. Evaluate the quality of information, including differentiating empirical evidence from speculation

	<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) 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.
3. Critical thinking skills	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.

* 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).

4. Values, research and professional ethics	2	Experimental ethics will be discussed in the early stages of the internship. Students will prepare an ethics application as part of their project.
5. Communication skills	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.
6. Learning and application of psychology	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, however, students can expect to spend approximately 6 hours per week engaged in research activities from Week 1 – 13. Students are required to undergo occupational health and safety (OHS) training before commencing research activities. The internship cohort will meet several times throughout the session to discuss course assessment, writing, and science communication. Workshops will be held in QUAD 1001 on Tuesday mornings 9-11 am in Weeks 1, 2, 4, 7, 10, 11, and 13; attendance at these workshops is compulsory.

Week	Workshop	Assessment	Week	Workshop	Assessment
1	Introduction		7	Peer Review	
2	How to write reflectively		8		Proposal final
3			9		
4	How to write a research proposal		10	Presentation skills I	
5			11	Presentation skills II	
Mid-session Break			12		Mini-conference
6		Proposal draft	13	Tips for Honours	Final reflection

7. Assessment

Assessment Task	Weight	LO Assessed	GA Assessed	Date of		Feedback		
				Release week	Submission week	Who	When	How
1. Proposal	30%	1 2 3 5	1 2 3 5	1	6 and 8	Peer/ Head Tutor	Week 10	Written comments
2. Presentation	30%	1 2 3 5	1 2 3 5	1	12	Peer/ Convenor	Week 12	Written comments
3. E-Portfolio	40%	1-6	1-6	1	Na/13	Supervisor/ Convenor/Head Tutor	throughout	Written comments

1. The first piece of formal assessment for the internship is a research proposal. This is equivalent to the proposal that honours students write in the first few weeks of their honours year. 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, design and hypotheses. It should include a method section describing participants, materials, and procedure along with a plan for statistical analyses. It should conclude with a short section outlining the significance and innovation of the research. Students will submit a draft of their proposal in Week 6 and will receive feedback

from both their supervisor and peers. There will be an opportunity to integrate this feedback before submitting the final version in Week 8. The research proposal will be marked by the head tutor according to a grading rubric.

2. A mini-conference will be held at the end of Week 12. Students will present the final outcome of their research project to other students and invited Psychology staff in a conference talk. Students will prepare no more than 5 slides to share as part of their 10 min presentation. The talk should outline the background/rationale of their project, the aims/hypotheses, methods, the results and conclusions/future directions of their study. There will be an opportunity for other students and staff in attendance to ask questions. Talks will be marked by the course convenor. Students will also receive feedback from peers.

3. During the session, students will work on an e-portfolio via Moodle. The e-portfolio will serve as an opportunity for students to take responsibility for and reflect on their learning in a hands-on research setting. Students will submit a minimum of six portfolio entries during the session. These entries will describe a critical learning incident and include reflection and goals for future action.

The format of the portfolio entries is flexible and may include writing, figures, photographs, analysis, or video footage. The head tutor will mark portfolio entries out of a possible 4 marks. Feedback on the in-session entries that can be used to improve reflections will be given by the supervisor, tutor and course coordinator via online comments. Students may submit additional posts to make up for early marks. Marks from the best 6 posts will be taken and will count for 24% of the final mark.

A more extensive 1000 word reflective piece (16%) will be submitted at the end of Week 13

8. Rationale for the Inclusion of Content and Teaching Approach

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.

9. Expected Resources for Students

TEXTBOOKS	NA
COURSE MANUAL	NA
REQUIRED READINGS	Supervisors will provide relevant readings.

10. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

and will be marked by the course convenor.

11. 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: www.lc.unsw.edu.au/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: <http://telt.unsw.edu.au/turnitin>.

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 you 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

www.unsw.edu.au/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 students 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 his 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)

www.lc.unsw.edu.au

Phone: 9385 2060

Email: 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

Phone: 9385 0739

12. Administrative Matters

The *School of Psychology Student Guide*, available at http://www.psy.unsw.edu.au/sites/all/files/page_file_attachment/2015%20S1%20Psychology%20Student%20Guide%20-%2020150217.pdf, 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 in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.

