PSYC20061 *Research Evaluation for Psychology Practice*
Term 2 - 2022

Profile information current as at 02/05/2024 03:09 pm

All details in this unit profile for PSYC20061 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Evidence-based practice is integrated throughout the Master of Professional Psychology and aligns with the scientist-practitioner model. It is essential that you establish and evaluate your professional practice work based on scientific research. This unit will equip you with knowledge and skills related to the conduct of research evaluation in a professional practice context. Building on the research question and research plan you developed in Research and Professional Practice in Psychology (PSYC20056), in this unit you will complete an evaluation report or review which answers an individual question relevant to the professional practice of psychology.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2022

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Self assessment**
Weighting: Pass/Fail
2. **Research Assignment**
Weighting: 100%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Feedback from students via the 'Have your Say' survey.

Feedback
Some students indicated that they did not understand why the content related to research, and the requirement for a substantive written research evaluation assessment item, was included in the course.

Recommendation
Include a discussion of requirements specified by the Australian Psychology Accreditation Council (APAC) in orientation and unit information so that students understand unit/course requirements and the relationship to professional competencies.

Feedback from Verbal feedback from students and feedback from Unit Coordinator.

Feedback
Students reported that they found the weekly discussion session class-style, and the ability to book individual sessions with the Unit Coordinator to be very useful.

Recommendation
Continue to offer weekly discussion sessions and the ability to book individual sessions with the Unit Coordinator throughout the term.

Feedback from Feedback to the Unit Coordinator during term.

Feedback
Students indicated there was a lot of overlap with the rapid review they completed in Term 1, and there was some confusion as to how the two pieces of work were to be differentiated.

Recommendation
Move completion of the research evaluation plan into Term 1, with focus in Term 2 to be solely on the conduct and development of the evaluation report/review.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Communicate research in a manner that is professional, ethical, and culturally appropriate, and critically considers prior literature relevant to the professional practice of psychology.
2. Conduct a substantive individual research evaluation relevant to the practice of psychology, to a standard that would be suitable for publication.

Learning outcomes are related to core competencies specified by the Psychology Board of Australia (PsyBA), program of study criteria as stated by the Australian Psychology Accreditation Council (APAC), and specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF).
This unit addresses Professional Competencies as specified by the Australian Psychology Accrediation Council (APAC).
This unit specifically aligns to the following APAC competencies:
3.2 Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.
3.8 Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
3.10 Demonstrate respect for the skills and contribution of other professionals.
3.15 Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
3.16 Critically evaluate contemporary scientific literature to inform practice.
3.17 Investigate a substantive individual research question relevant to the discipline of psychology.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level • Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - Self assessment - 0%	•	
2 - Research Assignment - 100%	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
1 - Knowledge	◦	◦
2 - Communication	◦	◦
3 - Cognitive, technical and creative skills	◦	◦
4 - Research	◦	◦
5 - Self-management	◦	
6 - Ethical and Professional Responsibility	◦	◦
7 - Leadership		
8 - Aboriginal and Torres Strait Islander Cultures		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Karena Burke Unit Coordinator
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Tom De Pauw Unit Coordinator
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Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Getting Started in Evaluation Research Review of Types of Evaluation and Evaluation Approaches	Required and recommended readings, and additional resources will be available through the Unit e-reading list and the Unit Moodle site.	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Analysis and Data Presentation	Required and recommended readings, and additional resources will be available through the Unit e-reading list and the Unit Moodle site.	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Interpreting and Discussing Data	Required and recommended readings, and additional resources will be available through the Unit e-reading list and the Unit Moodle site.	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Group Q&A		

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Group Q&A + Individual Sessions		Please see Moodle for individual booking times. **Progress Report** Due: Week 5 Friday (12 Aug 2022) 5:00 pm AEST

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Group Q&A + Individual Sessions		Please see Moodle for individual booking times.

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Group Q&A + Individual Sessions		Please see Moodle for individual booking times.

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
No class this week. Individual Session Bookings available.		Please see Moodle for individual booking times.

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Group Q&A + Individual Sessions		Please see Moodle for individual booking times.

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
No class this week. Individual Session bookings available.		Please see Moodle for individual booking times.

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Group Q&A + Individual Sessions		Please see Moodle for individual booking times.

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Group Q&A + Individual Sessions		Please see Moodle for individual booking times.

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Evaluation Report Due: Review/Exam Week Friday (14 Oct 2022) 5:00 pm AEST

Assessment Tasks

1 Progress Report

Assessment Type
Self assessment

Task Description
Students will be required to provide a self assessment of their progress on their evaluation reports.
This should be used as an opportunity to flag any concerns regarding progress with the Unit Coordinator.
The progress report template will be available on Moodle.

Assessment Due Date
Week 5 Friday (12 Aug 2022) 5:00 pm AEST

Return Date to Students

As this is a self-assessment task, formal feedback will not be provided. The Unit Coordinator will follow up individually with each student as needed.

Weighting
Pass/Fail

Assessment Criteria
As this is a self-assessment task there are no formal assessment criteria. Students must submit this progress report to ensure appropriate progress is being made.
Completion and Submission of the progress report is compulsory, insufficient completion or non-submission will result in

a Fail grade being awarded.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Please submit through the assessment portal on Moodle.

Learning Outcomes Assessed

- Communicate research in a manner that is professional, ethical, and culturally appropriate, and critically considers prior literature relevant to the professional practice of psychology.

2 Evaluation Report

Assessment Type
Research Assignment

Task Description
Building on your Research Plan, you are required to develop, conduct, and write a Research Evaluation on your chosen topic area, utilising existing data sources.
Your Research Evaluation Report should be 5000 - 6000 words in length and should include sections typical of a professional psychology evaluation report (i.e. Introduction, Methods/Approach, Results, Discussion/Recommendations). You may like to follow the Author Guidelines from a reputable journal to assist with your format. If author guidelines are chosen, please ensure this is stated at the beginning of the report, and a copy of the guidelines are provided as an Appendix to the submitted evaluation report.

Assessment Due Date
Review/Exam Week Friday (14 Oct 2022) 5:00 pm AEST

Return Date to Students

Grades and feedback provided on Friday October 28

Weighting
100%

Assessment Criteria

Process: 75 marks

Title

Identifies the type of report and key variables.

Title is appropriate and representative of topic area

Abstract

Provides a succinct summary of the evaluations including, as applicable: background; objectives; data sources; study eligibility criteria, participants/populations, interventions/areas of professional practice; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings.

Introduction

Provides a clear overview of relevant and appropriate literature and research evidence.

Describes the rationale for the review in the context of what is already known about the topic area.

Provides an explicit statement of questions being addressed with reference to relevant details such as participants/population, intervention/area of professional practice, comparisons, outcomes, study design/approach.

Methods

Provides a clear statement of the evaluation methodology including method of data/study selection/collection/extraction and any processes for obtaining and confirming data from investigators/repositories.

All variables and study/report characteristics, including any assumptions and simplifications made are clearly defined and outlined.

Describes all data/information sources (e.g., type of data utilised, databases with dates of coverage, contact with study authors to identify additional studies) in detail.

Appropriate detail is included for replication, including detailed search strategy (if appropriate).

Appropriate ethical considerations are identified and discussed.

Results

Results are presented clearly and accurately and include all relevant detail.

The analyses/methods chosen link logically and align directly the research question/s being examined.

Discussion

Begins with a summary of the main findings with review of the questions being evaluated, and provides an appropriate interpretation of the results in the context of other evidence.

Recommendations are logical and appropriate given the findings and context; consider their relevance to key groups (e.g., healthcare providers, users/populations, policy makers), .

Discuss limitations of study and implications for future professional practice and/or research.

Writing: 25 marks

Report is logical and coherent throughout, from describing the topic area, framing the question/s, providing a method of analysis and evaluation, and then interpreting findings and making recommendations.

Adherence to APA or specified journal format

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Learning Outcomes Assessed

- Communicate research in a manner that is professional, ethical, and culturally appropriate, and critically considers prior literature relevant to the professional practice of psychology.
- Conduct a substantive individual research evaluation relevant to the practice of psychology, to a standard that would be suitable for publication.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem