



# **PSYC22001 *Research Methods in Clinical Psychology***

## **Term 1 - 2020**

Profile information current as at 01/05/2024 07:31 am

All details in this unit profile for PSYC22001 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.

### Corrections

#### **Unit Profile Correction added on 06-05-20**

Residential school is changed to an equivalent online residential school.

## General Information

### Overview

This unit is intended to provide you with specific knowledge in critical thinking and research skills at an Australian Psychology Accreditation Council (APAC) Accreditation Standards Level 4, which represents professional and specialised areas of practice competencies necessary for working as a Clinical Psychologist. Your engagement with this unit will contribute to the formation of a strong scientist-practitioner foundation and focuses on building your competency in the development and evaluation of research in clinical 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 1 - 2020

- Mixed Mode
- Online
- Rockhampton

### 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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. **Online Quiz(zes)**

Weighting: 25%

#### 2. **Learning logs / diaries / Journal / log books**

Weighting: 25%

#### 3. **Presentation**

Weighting: 25%

#### 4. **Written Assessment**

Weighting: 25%

### 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 Student feedback

**Feedback**

Timely return of assignments with specific feedback files was helpful.

**Recommendation**

Continue timely return of assignments with individualised feedback.

#### Feedback from Student feedback

**Feedback**

There was an over-emphasis on quantitative research versus qualitative. It would be helpful to see what types of research students are conducting in their thesis and adjust the subject appropriately to meet the needs of the students.

**Recommendation**

The unit includes both quantitative and qualitative methods. This aims to cover all the methodology used by students in their theses. However the unit is intended to have a broader focus on research methods that students are likely to encounter as consumers of research throughout their career. It is recommended that a specific discussion about the aims and focus of the unit is included in the first lecture to ensure students are well-oriented to the unit learning outcomes.

#### Feedback from Student feedback

**Feedback**

There was not enough focus on ensuring that all students were on the same page - students were all at different levels of research methods knowledge.

**Recommendation**

One of the assessment tasks will be revised to become a self-paced workbook where students demonstrate knowledge of research methods, with ongoing monitoring by the lecturer. This is aimed to ensure student progress despite different base levels of knowledge.

## Unit Learning Outcomes

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

1. Acquire advanced theoretical knowledge and practical skills required for research design and analysis in clinical psychology
2. Communicate advanced knowledge of research methods through the critical appraisal of psychological research literature in oral and written format
3. Conduct empirically rigorous research relevant to the field of clinical psychology, with considerations of relevant ethical standards and cultural sensitivity.

These learning outcomes are intended to link with the CG17 Master of Clinical Psychology course learning outcome "Plan, conduct, and report on research in Clinical Psychology" (Learning Outcome number 5). The PSYC22001 Learning Outcomes align with the 2019 Australian Psychology Accreditation Council (APAC) accreditation guidelines for Level 4 Graduate Competencies (clinical psychology guidelines 4.2.2 and 4.2.3), which are specific to research in clinical psychology and include the critical evaluation of scientific literature and investigation of research questions in 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	3
1 - Online Quiz(zes) - 25%	•		
2 - Learning logs / diaries / Journal / log books - 25%	•		
3 - Written Assessment - 25%		•	•
4 - Presentation - 25%		•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Online Quiz(zes) - 25%	○		○	○	○	○		
2 - Learning logs / diaries / Journal / log books - 25%	○		○	○	○	○		
3 - Written Assessment - 25%	○	○		○	○	○		
4 - Presentation - 25%	○	○		○	○	○		

## Textbooks and Resources

### Textbooks

PSYC22001

#### Prescribed

##### **Discovering Statistics Using IBM SPSS Statistics**

5th Edition (2017)

Authors: Field, A.

SAGE

Sussex , UK

ISBN: 978-1-526-41952-1

Binding: Paperback

PSYC22001

#### Prescribed

##### **Research Methods in Clinical Psychology: An Introduction for Students and Practitioners**

3rd Edition (2016)

Authors: Barker, C. Pistrang, N., & Elliott, R.

Wiley-Blackwell

New Jersey , USA

ISBN: 978-1-118-77320-8

Binding: Paperback

#### Additional Textbook Information

Note: Both of the prescribed texts are also available for purchase as e-books. *Discovering Statistics Using IBM SPSS Statistics* is available for short-term loan through the library at select CQ University campus locations. *Research Methods in Clinical Psychology: An Introduction for Students and Practitioners* can be accessed as an e-book through CQ University library.

If you prefer a paper copy they are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- SPSS Version 25

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karena Burke** Unit Coordinator

[k.j.burke@cqu.edu.au](mailto:k.j.burke@cqu.edu.au)

## Schedule

### Week 1 - Lecture 1 - 12 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture:

- Unit overview
- Theory, Research Qs, and Hypothesis generation.
- Indigenous and cultural considerations in psychological research - will be discussed regularly throughout the term as it applies to the specific topics covered

Lecture:

- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners.* (3rd Ed.) John Wiley & Sons.
- Chapters 1 - 3

Lecture: Thursday 9:00 am - 12:00 pm

### Week 2 - Lecture 2 & Workbook 1 - 19 Mar 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture:

- Literature Reviews
- Research Design/Ethics
- Sampling Matters

Workbook:

- Basic statistics
- Data analysis revision

Lecture:

- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners.* (3rd Ed.) John Wiley & Sons.
- Chapters 3, 8 & 10

Workbook:

- Field, A. (2017). *Discovering statistics using IBM SPSS statistics.* (5th Ed.) Sage.
- Chapters 1 - 3

Lecture: Thursday 9:00 am - 12:00 pm  
Critical Appraisal 1 due: Wed 12pm

### Week 3 - Lecture 3 & Workbook 2 - 26 Mar 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture:

- Scale Selection
- Survey Design
- Interview Planning

Workbook:

- Reorientation to SPSS
- Data basics

Lecture:

- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners.* John Wiley & Sons.
- Chapters 4, 5 & 7

Workbook:

- Field, A. (2017). *Discovering statistics using IBM SPSS statistics.* Sage.
- Chapters 4 - 7

Lecture: Thursday 9:00 am - 12:00 pm

### Week 4 - NO Lecture - Workbook 3 - 30 Mar 2020

Module/Topic

Chapter

Events and Submissions/Topic

Workbook:

- Independent groups
- Covariates

Workbook:

- Field, A. (2017). *Discovering statistics using IBM SPSS statistics.* (5th Ed.) Sage.
- Chapters 10 & 12 - 14

Critical Appraisal 2 due: Wed 12pm

### Week 5 - Lecture 4 & Workbook 4 - 09 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture:

- Grant Applications/Funding Pitches
- Research Proposals

Workbook:

- Repeated measures
- Longitudinal design

Workbook:

- Field, A. (2017). *Discovering statistics using IBM SPSS statistics.* (5th Ed.) Sage.
- Chapter 15

Lecture: Thursday 9:00 am - 12:00 pm

### Vacation Week - 13 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

### Week 6 - Lecture 5 & Workbook 5 - 23 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture:

- Systematic Reviews
- Meta-Analyses

Workbook:

- Qualitative
- NVivo

Lecture: Thursday 9:00 am - 12:00 pm  
Critical Appraisal 3 due: Wed 12pm

### Week 7 - Residential School - Lecture 6 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Monday: AM Pitch presentations; PM Qualitative methods Thursday & Friday: Psychopharmacology Workshop (all day)	Lecture: • Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners.</i> (3rd Ed.) John Wiley & Sons. • Chapter 5	Residential School: MONDAY 27/04 9:00 am - 4:00 pm 9am - 12pm: Pitch presentation preparation and delivery 1pm - 4pm: Qualitative methods Additional: 2-day Psychopharmacology workshop Thur & Fri 9am - 4pm  <b>Pitch Presentation</b> Due: Week 7 Thursday (30 Apr 2020) 12:00 pm AEST

### Week 8 - Lecture 7 & Workbook 6 - 07 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: • Evaluating Interventions: Group Design Workbook: • Correlation • Regression (Single, Multiple)	Lecture: • Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners.</i> (3rd Ed.) John Wiley & Sons. • Chapter 8 Workbook: • Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> (5th Ed.) Sage. • Chapters 8 & 9	Lecture: Thursday 9:00 am - 12:00 pm Critical Appraisal 4 due: Wed 12pm

### Week 9 - Lecture 8 & Workbook 7 - 14 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: • Evaluating Interventions: RCT & Clinical Trials Workbook: • Logistic Regression • Odds Ratio	Lecture: • Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners.</i> (3rd Ed.) John Wiley & Sons. • Chapter 8 Workbook: • Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> (5th Ed.) Sage. • Chapter 20	Lecture: Thursday 9:00 am - 12:00 pm

### Week 10 - Lecture 9 & Workbook 8 - 21 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Lecture:</p> <ul style="list-style-type: none"> <li>Evaluating Interventions: Small N &amp; Single Case</li> </ul> <p>Workbook:</p> <ul style="list-style-type: none"> <li>SEM</li> <li>Mediation/Moderation (PROCESS)</li> </ul>	<p>Lecture:</p> <ul style="list-style-type: none"> <li>Barker, C., Pistrang, N., &amp; Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners</i>. (3rd Ed.) John Wiley &amp; Sons.</li> <li>Chapter 9</li> </ul> <p>Workbook:</p> <ul style="list-style-type: none"> <li>Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics</i>. (5th Ed.) Sage.</li> <li>Chapter 11</li> </ul>	<p>Lecture: Thursday 9:00 am - 12:00 pm</p>
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### Week 11 - Lecture 10 - 28 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Lecture:</p> <ul style="list-style-type: none"> <li>Clinically Significant</li> <li>Reliable Change</li> <li>Evaluation</li> </ul>	<p>Lecture:</p> <ul style="list-style-type: none"> <li>Barker, C., Pistrang, N., &amp; Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners</i>. (3rd Ed.) John Wiley &amp; Sons.</li> <li>Chapters 11 &amp; 12</li> </ul>	<p>Lecture: Thursday 9:00 am - 12:00 pm</p> <p>Written Assessment Task Due: Wed 27/05 12pm</p>

### Week 12 - Lecture 11 - 04 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Lecture:</p> <ul style="list-style-type: none"> <li>Dissemination</li> <li>Writing a paper</li> <li>Responding to reviewers</li> </ul>	<p>Lecture:</p> <ul style="list-style-type: none"> <li>Barker, C., Pistrang, N., &amp; Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners</i>. (3rd Ed.) John Wiley &amp; Sons.</li> <li>Chapters 11 &amp; 12</li> </ul>	<p>Lecture: Thursday 9:00 am - 12:00 pm</p>

### Review/Exam Week - No Exam - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - No Exam - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

This unit will be taught by Dr Carol Keane. The schedule includes a full day commitment during the one-week Residential School, which will run during Week 7 of Term 1.

## Assessment Tasks

### 1 Workbook Online Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

A self-paced online interactive workbook has been developed for the statistics component of this unit (PSYC22001 Research methods in Clinical Psychology). It is intended that this format will better facilitate individualised teaching and learning of statistical knowledge and skills as they apply to psychological research. The self-paced workbook is comprised of eight (8) modules, each of which focuses on a particular topic and associated analytic approaches. The intended purpose of Assessment Task 1 - Online Quizzes is to assess and consolidate learning specific to the self-paced workbook; i.e. Quiz 1 (WB Module 1), Quiz 2 (WB Module 2), Quiz 3 (WB Module 3), Quiz 4 (WB Module 4), and Quiz 5 (WB Module 5), Quiz 6 (WB Module 6), Quiz 7 (WB Module 7), and Quiz 8 (WB Module 8). You will be permitted two attempts for each of the quiz and your highest mark will be counted. The aim of providing you with multiple attempts is

to help you identify areas of challenge requiring further consolidation of knowledge. Each week you will be provided with opportunity during class-time to discuss with peers and/or the instructor any learning challenges.

Each quiz will contain 10 Multiple Choice questions, which will be randomly selected from a bank of questions for each student and on each attempt. Your mark out of 10 for each quiz will be prorated to represent a 2.5% weighting of the total 25% for Assessment task 1 (i.e.  $8 \times 2.5\% = 20\%$ ).

A final quiz (Quiz 9) will be conducted upon completion of all eight (8) modules in the workbook and will cover ALL workbook material. This quiz will contain 20 Multiple Choice questions. You will only be permitted ONE (1) attempt for this final quiz (Quiz 9). Your mark out of 20 for Quiz 9 will be prorated to represent a 5.0% weighting of the total 25% for Assessment task 1.

In combination your marks are therefore allocated as follows : Quiz 1 - 8 = 2.5% each and Quiz 9 = 5% - for a total of 25% for Assessment Task 1.

**Number of Quizzes**

9

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 11 Friday (29 May 2020) 12:00 pm AEST

All nine (9) quizzes must be completed by Week 11

**Return Date to Students**

Week 11 Friday (29 May 2020)

You will receive immediate real-time feedback at the time of completion for each of the 9 quizzes

**Weighting**

25%

**Minimum mark or grade**

12.5%

**Assessment Criteria**

The nature of these online quizzes are such that there is one correct answer for each question. You will be marked accordingly.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Moodle

**Learning Outcomes Assessed**

- Acquire advanced theoretical knowledge and practical skills required for research design and analysis in clinical psychology

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 2 Critical Appraisals

**Assessment Type**

Learning logs / diaries / Journal / log books

**Task Description**

The purpose of this assessment task is to assist with the development of skills required to be critical consumers of psychological research in oral and written format. Emphasis will be placed on developing your ability to express yourself in a concise and coherent manner, while at the same time ensuring that you present your critique in a balanced and objective manner. You will be provided with peer reviewed journal articles related to the topics addressed in this unit. You will be required to submit four (4) x written critical appraisals (max. 500 words/submission) and you will present one (1) of these to the class (5 - max.10 minutes) during the time allocated to group work/discussion and will lead a discussion with your peers about the article in focus.

Each of the 4 written critical appraisals will focus on one component of a standard journal article; i.e. CA1 - Introduction/Aims/Hypotheses, CA2 - Methods/Data analysis, CA3 Results, CA4 Discussion/limitations/Future Direction. The oral presentation will cover the full article in brief and each section will be discussed in more detail during the peer-led discussion.

Each of the 4 written critiques will be worth 5% and the oral presentation/leading discussion will also be worth 5%, which will sum to the 25% total assigned for this assessment task.

The written critiques are to be submitted to Moodle and will be due Wed 12 pm of Week 2 (CA1), Week 4 (CA2), Week 6 (CA3), and Week 8 (CA4) - the oral presentation/leading discussion will occur during class each week, with each student presenting and leading group discussion on different articles.

### **Assessment Due Date**

Week 8 Wednesday (6 May 2020) 12:00 pm AEST

The final critical appraisal (number 4/4) is due in Moodle. Prior submissions are due Week 2, Week 4, and Week 6 of term.

### **Return Date to Students**

Week 10 Friday (22 May 2020)

Students will have received regular fortnightly feedback on each of the 4 critical appraisals between Week 4 and Week 10 of term. All students will receive feedback on their oral presentation and overall grade for Assessment Task 2 via Moodle

### **Weighting**

25%

### **Minimum mark or grade**

Students must attain a minimum of 2.5% for each of the 5 x 5%. This will translate to a minimum required mark of at least 50% of the overall total 25% for this assessment task.

### **Assessment Criteria**

Written 20% total - 4 x 5%:

CA1 - Introduction (5%)

- Literature review appraised and critiqued for relevance (2.5%)
- Research Qs/aims/hypotheses identified and discussed and appraised (2.5%)

CA2 - Methods/Data analysis (5%)

- Method section appraised for detail/accuracy that would support replication of study (2.5%)
- Data analysis appraised and critiqued for appropriateness to research aim (2.5%)

CA3 - Results (5%)

- Results appraised for detail/accuracy of reporting (2.5%)
- Critical appraisal of tables/figures re. readability (2.5%)

CA4 - Discussion/limitations/future direction (5%)

- Appraisal and critique of discussion and linking with research aim (2.5%)
- Limitations/future direction relevant and well considered (2.5%)

Oral (5%):

- Brief coverage of all the above (2.5%)
- Leading peers in more detailed group discussion of the research article - well prepared questions that generate discussion are key (2.5%)

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Offline Online

### **Submission Instructions**

Written components submitted to Moodle. Oral component presented in class.

### **Learning Outcomes Assessed**

- Acquire advanced theoretical knowledge and practical skills required for research design and analysis in clinical psychology

## Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 3 Pitch Presentation

### Assessment Type

Presentation

### Task Description

During your career as Clinical Psychologists you may be called upon to assist in the development and/or evaluation of therapeutic interventions. At times you may find this involves making a 'pitch' presentation to community partners, funding bodies, and other potential stakeholders, whose support (financial or otherwise) you require. The ability to deliver your intervention idea in a concise, coherent, and cohesive manner, while optimising audience engagement, is key to successful pitching. The purpose of Assessment Task 3: Pitch Presentation is to provide you with an opportunity to demonstrate psychological research knowledge and skills using this novel platform.

Assessment Task 3 Scenario: You have been approached by your employer to respond to an expression of interest (EOI) from a local community centre who have received funding to develop and evaluate a novel program aimed to improve mental well-being of young people in regional Australia. The age range is 12 - 25 years; however, you can choose to focus on a sub-group of age range if that is more appropriate for your program (e.g. 12 - 15 years only or 18 - 25 only etc.). The local community centre has requested interested parties (that's you!) to attend a Pitch Presentation and present your program idea and proposed evaluation plan. There is no set structure required for the pitch presentation; however, in your pitch you are to respond to each of the following questions in an engaging manner: 1) What is your idea and how is it novel/different to existing programs with similar purpose? 2) Is your program evidence-based, i.e. what recent, relevant, peer-reviewed research supports your proposal? 3) What is the aim of the program? 4) What do you plan to do? 5) Who will be involved? 6) What are your anticipated outcomes? 7) How will you evaluate program efficacy? 8) How will you incorporate Indigenous and other cultural awareness considerations into the program?

During class in Week 7 (Residential School week - Monday 27/04/2020) you will pitch a research idea to a captive audience - your peers and teaching staff. This research idea is to be the same idea as that you will use for Assessment Task 4, which will entail generation of a written application for research funding to deliver and evaluate the idea you pitch in Week 7. You are permitted a maximum of five (5) minutes for your presentation and one (1) power-point slide. The presentations will be held on Monday 27/04/2020 between 9am and 12pm; however, for record purposes you will be required to upload to Moodle 1) a PDF copy of your single power point slide and 2) a written transcript of your presentation pitch by Thursday 30/04/2020 at 12pm. Please note: Assessment Task 3 (i.e. the Research Pitch presentation) will be assessed at the time of the presentation. This upload files to Moodle are for record-keeping and reference purposes only.

The pitch presentation idea is modeled on the well-established concepts such as the 3-minute thesis and the associated 5-minute research pitch (<https://www.cqu.edu.au/research/5-minute-research-pitch>). The CQUniversity link is provided here as a reference. You will also be directed to additional resources and examples during Week 1 of term.

### Assessment Due Date

Week 7 Thursday (30 Apr 2020) 12:00 pm AEST

PDF copy of presentation transcript and power-point slide uploaded to Moodle

### Return Date to Students

Week 9 Friday (15 May 2020)

Completed marking template uploaded to Moodle

### Weighting

25%

### Minimum mark or grade

12.5/25

### Assessment Criteria

The following marking criteria will be used to assess your pitch presentation:

- 1) Idea is novel/different to existing programs with similar purpose and this is well explained (2 marks)
- 2) Brief outline of how program is evidence-based i.e. current state of literature (2 marks)
- 3) Aim of the program is clearly defined and appropriate to proposed program (2 marks)
- 4) Clear plan of proposed program (3 marks)
- 5) All contributing parties considered including participants, service providers etc. (2 marks)
- 6) Anticipated outcomes relevant, appropriate and clearly defined (2 marks)
- 7) Clear outline of proposed evaluation plan/approach (2 marks)

- 8) Indigenous and other cultural awareness considerations well-integrated (3 marks)
- 9) Pitch presentation is engaging and the responses to required questions are well- integrated (5 marks)
- 10) Power-point slide appropriate and captures the essence of the program (2 marks)

You will receive a mark out of 25, which will correspond to your % of the 25% weighting for Assessment Task 3

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Offline Online

### Submission Instructions

PDF copy of presentation transcript and power-point slide uploaded to Moodle

### Learning Outcomes Assessed

- Communicate advanced knowledge of research methods through the critical appraisal of psychological research literature in oral and written format
- Conduct empirically rigorous research relevant to the field of clinical psychology, with considerations of relevant ethical standards and cultural sensitivity.

### Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

## 4 Pitch Written Application

### Assessment Type

Written Assessment

### Task Description

Assessment Task 4: Pitch Written Application follows on from Assessment Task 3: Pitch Presentation.

Assessment Task 3 Scenario: Congratulations! You have impressed the local community centre with your Pitch presentation and have been short-listed to the next phase in the application process. This requires you to present a written application that outlines in more detail the proposed program and evaluation plan. You are to plan around a budget cap of AU\$10,000. Your timeline is 2 years from commencement to completion, which includes delivery of outcomes back to the local community centre. The following application protocol is to be used - a template will be provided for you on Moodle:

1. Project Title (50 words max):
2. Research Proposal Aims and Summary (200 words max. in lay language):
3. How does your proposal meet the specific brief - "To improve mental well-being of young people in regional Australia" and what is new and novel about your idea (200 words max.):
4. Research Background and project plan (600 words max.):
5. Outline your evaluation plan including plans for data collection, evaluation methodology, and outcome measures (400 words max.):
6. Identify how you will protect the identities of participants, limit risks, and ensure the completeness and accuracy of your data (Ethics) (200 words max.):
7. Identify any anticipated challenges, such as expected resistance among participants or difficulty with engagement etc. - you should briefly state how you would address each of these (200 words max.):
8. Identify how you will ensure Indigenous People and their Country and culture will be respected throughout this process (200 words max.):
9. Project timelines - must include detail of proposed dissemination of outcomes (150 words max.):
10. Budget & Justification (200 words max.):
11. Who will be involved in the project and what are their roles (150 words max.):
12. References (APA 6th formatting)

Total word count is 2500 words max.

Assessment Task 4 is worth 25% of your overall grade for this unit.

### Assessment Due Date

Week 11 Wednesday (27 May 2020) 12:00 pm AEST

Upload to Moodle

### **Return Date to Students**

Exam Week Wednesday (17 June 2020)

Completed marking template and feedback comments uploaded to Moodle

### **Weighting**

25%

### **Minimum mark or grade**

12.5/25

### **Assessment Criteria**

The following marking criteria will be used in the assessment of this task:

1. Project Title: relevant and engaging (1 mark)
2. Research Proposal Aims and Summary: appropriate and concise (2 mark)
3. How does your proposal meet the specific brief - "To improve mental well-being of young people in regional Australia" and what is new and novel about your idea (2 marks)
4. Research Background and project plan - supporting literature appropriately cited and project plan sufficiently detailed but concise (4 marks)
5. Outline your evaluation plan including plans for data collection, evaluation methodology, and outcome measures - clearly outlined and appropriate to proposed project (3 marks)
6. Identify how you will protect the identities of participants, limit risks, and ensure the completeness and accuracy of your data (Ethics) - all important public safety considerations covered (2 marks)
7. Identify any anticipated challenges, such as expected resistance among participants or difficulty with engagement etc. identified and brief statement of how each will be addressed (2 marks)
8. Identify how you will ensure Indigenous People and their Country and culture will be respected throughout this process - addressed appropriately (2 marks)
9. Project timelines - clear and realistic, with avenue for dissemination of outcomes outlined e.g. publication, conference, report etc. (2 marks)
10. Budget & Justification (2 marks)
11. Who will be involved in the project and what are their roles (2 marks)
12. Reference - correct APA 6th formatting (1 mark)

Total = 25 marks

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Upload to Moodle

### **Learning Outcomes Assessed**

- Communicate advanced knowledge of research methods through the critical appraisal of psychological research literature in oral and written format
- Conduct empirically rigorous research relevant to the field of clinical psychology, with considerations of relevant ethical standards and cultural sensitivity.

### **Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

## 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