



PSYC22001 *Research Methods in Clinical Psychology*

Term 1 - 2021

Profile information current as at 26/04/2024 01:05 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.

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 - 2021

- Mixed Mode
- 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

The self-paced workbooks supported independent learning, related well to the class content, consolidated learning, and will be a good resource for future research needs.

Recommendation

Continue to embed the self-paced workbooks into the unit content and process.

Feedback from Student feedback

Feedback

Suggestion for creation of a student resource sharing space. Examples of material that might be shared included PowerPoint slides from student presentations and a dynamic document to record shared lexicon as learning expands throughout the duration of the unit.

Recommendation

Explicitly encourage students to utilise the Moodle News Forum and Unit Microsoft Teams space as an avenue for ongoing discourse throughout the unit.

Feedback from Student feedback

Feedback

The critical appraisals were useful assessment tasks; however, some more examples and critical appraisal resources would be useful. Additionally, timing between lecture content and appraisal tasks could be revisited.

Recommendation

Recommend revision of the timing between content delivery and assessment to identify potential areas for improvement with respect to student engagement, while retaining the problem based learning element within this unit.

Feedback from Student feedback

Feedback

The unit content and pace of delivery worked well and were sufficiently challenging to promote learning growth. Similarly, the assessment tasks were well paced and related well to the learning outcomes.

Recommendation

Maintain key aspects of unit content and teaching approach, with consideration for improvements based on student feedback. Retain the current assessment protocols.

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



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%	◦	◦		◦	◦	◦		

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
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 or 26

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

Claire Thompson Unit Coordinator
c.l.thompson@cqu.edu.au

Schedule

Week 1 - Lecture 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. Chapters 1 - 3 	Lecture: Thursday 9:00 am - 12:00 pm

Week 2 - Lecture 2 & Workbook 1 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: <ul style="list-style-type: none"> Literature Reviews Research Design/Ethics Sampling Matters Workbook: <ul style="list-style-type: none"> Basic statistics Data analysis revision 	Lecture: <ul style="list-style-type: none"> 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. Chapters 3, 8 & 10 Workbook: <ul style="list-style-type: none"> Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> (5th Ed.) Sage. Chapters 1 - 3 	Lecture: Thursday 9:00 am - 12:00 pm Critical Appraisal 1 due: Wed 12 noon

Week 3 - Lecture 3 & Workbook 2 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: <ul style="list-style-type: none"> Scale Selection Survey Design Interview Planning Workbook: <ul style="list-style-type: none"> Reorientation to SPSS Data basics 	Lecture: <ul style="list-style-type: none"> Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners.</i> John Wiley & Sons. Chapters 4, 5 & 7 Workbook: <ul style="list-style-type: none"> Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> Sage. Chapters 4 - 7 	Lecture: Thursday 9:00 am - 12:00 pm

Week 4 - NO Lecture - Workbook 3 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Workbook: <ul style="list-style-type: none"> Independent groups Covariates 	Workbook: <ul style="list-style-type: none"> Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> (5th Ed.) Sage. Chapters 10 & 12 - 14 	Critical Appraisal 2 due: Wed 12 noon

Week 5 - Lecture 4 & Workbook 4 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- 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

Mid Term Break - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - Lecture 5 & Workbook 5 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- Lecture:
- Systematic Reviews
 - Meta-Analyses
- Workbook:
- Qualitative
 - NVivo

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

Week 7 - Residential School on Friday - Lecture 6 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- Pitch presentations
- Qualitative methods

- Lecture:
- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners*. (3rd Ed.) John Wiley & Sons.
 - Chapter 5

Residential School: FRIDAY
30/04/2021 9:00 am - 4:00 pm
9am - 12pm: Pitch presentation preparation and delivery
1pm - 4pm: Qualitative methods

Pitch Presentation Due: Week 7
Friday (30 Apr 2021) 9:00 am AEST

Week 8 - Lecture 7 & Workbook 6 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- Lecture:
- Evaluating Interventions: Group Design
- Workbook:
- Correlation
 - Regression (Single, Multiple)

- Lecture:
- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners*. (3rd Ed.) John Wiley & Sons.
 - Chapter 8
- Workbook:
- Field, A. (2017). *Discovering statistics using IBM SPSS statistics*. (5th Ed.) Sage.
 - Chapters 8 & 9

Lecture: Thursday 9:00 am - 12:00 pm
Critical Appraisal 4 due: Wed 12 noon

Week 9 - Lecture 8 & Workbook 7 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- Lecture:
- Evaluating Interventions: RCT & Clinical Trials
- Workbook:
- Logistic Regression
 - Odds Ratio

- Lecture:
- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners*. (3rd Ed.) John Wiley & Sons.
 - Chapter 8
- Workbook:
- Field, A. (2017). *Discovering statistics using IBM SPSS statistics*. (5th Ed.) Sage.
 - Chapter 20

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

Critical Appraisals Due: Week 9
Wednesday (12 May 2021) 12:00 pm AEST

Week 10 - Lecture 9 & Workbook 8 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Lecture: <ul style="list-style-type: none"> Evaluating Interventions: Small N & Single Case </p> <p>Workbook: <ul style="list-style-type: none"> SEM Mediation/Moderation (PROCESS) </p>	<p>Lecture: <ul style="list-style-type: none"> 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. </p> <p>Chapter 9</p> <p>Workbook: <ul style="list-style-type: none"> Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics</i>. (5th Ed.) Sage. Chapter 11 </p>	<p>Lecture: Thursday 9:00 am - 12:00 pm</p>
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Week 11 - Lecture 10 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Lecture: <ul style="list-style-type: none"> Clinical Significance Reliable Change Evaluation </p>	<p>Lecture: <ul style="list-style-type: none"> 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. Chapters 11 & 12 </p>	<p>Lecture: Thursday 9:00 am - 12:00 pm Written Assessment Task Due: Wed 27/05 12 noon</p> <p>Workbook Online Quizzes Due: Week 11 Friday (28 May 2021) 4:00 pm AEST Pitch Written Application Due: Week 11 Friday (28 May 2021) 4:00 pm AEST</p>

Week 12 - Lecture 11 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Lecture: <ul style="list-style-type: none"> Dissemination Writing a paper Responding to reviewers </p>	<p>Lecture: <ul style="list-style-type: none"> 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. Chapters 11 & 12 </p>	<p>Lecture: Thursday 9:00 am - 12:00 pm</p>

Term Specific Information

The schedule includes a full-day commitment for the Residential School, which will run in Week 7 on FRIDAY 30 April 2021. There is no lecture in week 4 or on the Thursday of week 7.

Assessment Tasks

1 Workbook Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

A self-paced online interactive workbook is provided on Moodle for the statistics component of this unit. It is intended that this format will better facilitate individualised revision 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.

Assessment Task 1 - Online Quizzes assesses and consolidates 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). Quiz 9 assesses the entire content of the workbook.

You will be permitted two attempts for each quiz and the higher of your two marks for each quiz 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 specific queries you have in relation to the quiz.

Each quiz will contain 10 Multiple Choice Questions, which will be randomly selected from a bank of questions on each attempt. Your mark out of 10 for each of these 8 quizzes 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% component of the total 25% for Assessment task 1.

Your mark for the Assessment Task is 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 (28 May 2021) 4:00 pm AEST

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

Return Date to Students

Week 12 Friday (4 June 2021)

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

Weighting

25%

Minimum mark or grade

12.5/25

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 7th Edition \(APA 7th edition\)](#)

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 per submission) and you will present one (1) of these to the class in a 5 to 10 minute presentation 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 all sections of 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 noon 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 9 Wednesday (12 May 2021) 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

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

12.5/25

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 7th Edition \(APA 7th edition\)](#)

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 for the evaluation project. The ability to deliver your intervention idea in a concise, coherent, and professional 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 pitch 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 the mental well-being of young people in regional Australia. The age range is 13 - 21 years; however, you can choose to focus on a sub-group of age range if that is more appropriate for your program (e.g. 13 - 15 years only or 18 - 21 only). 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. You have full flexibility to decide your pitch presentation; however, in your pitch you are to respond to each of the following questions:

- 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 the Residential School class in Week 7, you will pitch a research idea to the audience of your peers and teaching staff. Your pitch idea is to be the same idea as that you will use for Assessment Task 4, which will entail the generation of a written application for research funding to deliver and evaluate the idea you pitched 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 Friday 30 April, between 9 am and 12 pm; however, you are required to upload to Moodle 1) a PDF copy of your single PowerPoint slide and 2) a written transcript of your presentation pitch by Friday 29/04/2021 at 9 am. 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.

Assessment Due Date

Week 7 Friday (30 Apr 2021) 9:00 am AEST

Presentation transcript and power-point slide uploaded to Moodle

Return Date to Students

Week 9 Friday (14 May 2021)

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) Clear description of the program and target group (2 marks)
- 2) Brief outline of how the program is evidence-based i.e. current state of literature (3 marks)
- 3) Aim of the program is clearly defined and appropriate to the proposed program (2 marks)
- 4) Clear plan of the proposed program (2 marks)
- 5) All contributing parties considered including participants, service providers, and any relevant others (2 marks)
- 6) Anticipated outcomes that are 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 7th Edition \(APA 7th edition\)](#)

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 4 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 the 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 the 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 7th 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 Friday (28 May 2021) 4:00 pm AEST

Upload to Moodle

Return Date to Students

Exam Week Friday (18 June 2021)

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 marks)
 3. How does your proposal meet the specific brief - "To improve the 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 the 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 a 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. References - correct APA 6th formatting (1 mark)
- Total = 25 marks

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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