



# PSYC22001 Research Methods in Clinical Psychology

## Term 1 - 2022

Profile information current as at 26/04/2024 02:18 pm

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 - 2022

- 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).

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

Weighting: 25%

#### **2. Presentation**

Weighting: 25%

#### **3. Written Assessment**

Weighting: 25%

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

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 via 'Have Your Say' on Moodle.

##### **Feedback**

Students liked the self-paced workbooks.

##### **Recommendation**

Continue use of the self-paced workbooks in this unit.

#### Feedback from Student feedback via 'Have Your Say' on Moodle.

##### **Feedback**

Students thought the lectures were not strongly related to the Assessment Tasks and found the self-paced workbooks to be more closely related to the assessments.

##### **Recommendation**

Continue use of the self-paced workbooks in this unit. Discuss with the teaching team the importance of noting to students how the content can help with their Assessment Tasks as well as inform their research practice. The links of the Assessment Tasks to the Learning Outcomes could be further explained in the first lecture.

## 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			

## 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

[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

**Anastasi Kosmadopoulos** Unit Coordinator

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**Claire Thompson** Unit Coordinator

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## Schedule

### Week 1 - Lecture 1 (Stas) - 07 Mar 2022

Module/Topic

Chapter

Events and Submissions/Topic

Lecture: <ul style="list-style-type: none"><li>• Unit overview &amp; Assessment tasks</li><li>• Where do research questions come from? Testing theory, specifying research questions, and hypothesis generation.</li><li>• Indigenous and cultural considerations in psychological research - will be discussed regularly throughout the term as it applies to the specific topics covered</li></ul>	Lecture: <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.<ul style="list-style-type: none"><li>◦ Chapters 1,2, &amp; 3</li></ul></li><li>• 7 x Critical Appraisal articles (listed in Moodle)</li></ul>	Lecture: Thursday, 9:00 am - 12:00 pm Critical Appraisal 1 due: Friday, 11th March, 4.30 pm
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## Week 2 - Lecture 2 & Workbook 1 (Quyen) - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: <ul style="list-style-type: none"><li>• Formulating a Research Question</li><li>• Research Design/Ethics</li><li>• Sampling Matters</li></ul> Workbook: <ul style="list-style-type: none"><li>• Basic statistics</li><li>• Data analysis revision</li></ul>	Lecture: <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.<ul style="list-style-type: none"><li>◦ Chapters 3, 8, &amp; 10</li></ul></li></ul> Workbook: <ul style="list-style-type: none"><li>• Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> (5th Ed.) Sage.<ul style="list-style-type: none"><li>◦ Chapters 1 - 3</li></ul></li></ul>	Lecture: Thursday, 9:00 am - 12:00 pm Critical Appraisal 2 due: Friday, 18th March, 4.30 pm

## Week 3 - Lecture 3 & Workbook 2 (Quyen) - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: <ul style="list-style-type: none"><li>• Scale Selection</li><li>• Survey Design</li><li>• Interview Planning</li></ul> Workbook: <ul style="list-style-type: none"><li>• Reorientation to SPSS</li><li>• Data basics</li></ul>	Lecture: <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> John Wiley &amp; Sons.<ul style="list-style-type: none"><li>◦ Chapters 4, 5, &amp; 6</li></ul></li></ul> Workbook: <ul style="list-style-type: none"><li>• Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> Sage.<ul style="list-style-type: none"><li>◦ Chapters 4 - 7</li></ul></li></ul>	Lecture: Thursday, 9:00 am - 12:00 pm Critical Appraisal 3 due: Friday, 25th March, 4.30 pm

## Week 4 - Lecture 4 - Workbook 3 (Stas) - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Student presentations of critical appraisals Workbook: <ul style="list-style-type: none"><li>• Independent groups</li><li>• Covariates</li></ul>	Workbook: <ul style="list-style-type: none"><li>• Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> (5th Ed.) Sage.<ul style="list-style-type: none"><li>◦ Chapters 10 &amp; 12 - 14</li></ul></li></ul>	Lecture: Thursday, 9:00 am - 12:00 pm <i>Critical appraisal presentations</i> submitted by Thursday, 31st March, 9:00 am Critical Appraisal 4 due: Friday, 1st April, 4:30 pm

## Week 5 - Lecture 5 & Workbook 4 (Steph) - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture:	Lecture: • Grant Applications/Funding Pitches • Research Proposals	• Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners</i> . John Wiley & Sons. ◦ Chapter 11	Lecture: Thursday, 9:00 am - 12:00 pm
Workbook:	• Repeated measures • Longitudinal design	Workbook: • Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics</i> . (5th Ed.) Sage. • Chapter 15	

#### Mid Term Break - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - Lecture 6 &amp; Workbook 5 (Stas) - 18 Apr 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Lecture: • Systematic Reviews • Meta-Analyses	Lecture: • Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An introduction for students and practitioners</i> . John Wiley & Sons. ◦ Chapter 3	Lecture: Thursday, 9:00 am - 12:00 pm
Workbook: • Qualitative • NVivo	• PRISMA Statement for Systematic Reviews: ◦ <a href="http://www.prisma-statement.org/">http://www.prisma-statement.org/</a> ◦ <a href="https://doi.org/10.1136/bmj.n71">https://doi.org/10.1136/bmj.n71</a>	

#### Week 7 - Lecture 7 (Stas) - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 7 - Lecture 7 (Stas) - 25 Apr 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
• Pitch presentations		Lecture: Thursday, 9:00 am - 12:00 pm <i>Pitch presentation delivery in class.</i> Pitch presentations submitted on Moodle <u>before</u> class
		<b>Pitch Presentation</b> Due: Week 7 Thursday (28 Apr 2022) 9:00 am AEST

#### Week 8 - Lecture 8 & Workbook 6 (Steph) - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 8 - Lecture 8 &amp; Workbook 6 (Steph) - 02 May 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Lecture: • Evaluating Interventions: Non-randomised Group Designs, Small N & Single Case designs	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. ◦ Chapters 8, 9	Lecture: Thursday, 9:00 am - 12:00 pm
Workbook: • Correlation • Regression (Single, Multiple)	Workbook: • Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics</i> . (5th Ed.) Sage. ◦ Chapters 8 & 9	

#### Week 9 - Lecture 9 & Workbook 7 (Quyen) - 09 May 2022

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

### Week 10 - Lecture 10 & Workbook 8 (Tessa) - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: • Qualitative methods Workbook: • SEM • Mediation/Moderation (PROCESS)	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 Workbook: • Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics.</i> (5th Ed.) Sage. ◦ Chapter 11	Lecture: Thursday, 9:00 am - 12:00 pm

### Week 11 - Lecture 11 (Quyen) - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: • Clinical Significance • Reliable Change	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. ◦ Chapters 11 & 12	Lecture: Thursday, 9:00 am - 12:00 pm

**Program Proposal and Evaluation - Written Pitch** Due: Week 11 Friday (27 May 2022) 4:30 pm AEST

### Week 12 - Lecture 12 (Tessa) - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: • Dissemination • Writing a paper for publication • Responding to reviewers	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 12	Lecture: Thursday, 9:00 am - 12:00 pm

**Workbook Online Quizzes** Due: Week 12 Friday (3 June 2022) 4:30 pm AEST

## Term Specific Information

Lectures will take place on Thursdays from 9:00 am to 12:00 pm each week. Chapters assigned for reading in the unit profile may be allocated to multiple lectures depending on the topic.

## Assessment Tasks

### 1 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 required to submit four (4) x written critical appraisals (max. 300 words per submission) on the individual sections of a research publication (Introduction, Method, Results, Discussion). You will also present an appraisal of one complete article to the class in a 10- to 15-minute presentation during class time and will lead a discussion with the class about the article you have critiqued.

You will be provided with the list of peer-reviewed journal articles assigned for the critical appraisals on the Moodle page. You will be allocated one of the articles to focus on for this assessment in Week 1.

Each of the 4 written critical appraisals will focus on one component of the journal article:

CA1 - Introduction/Aims/Hypotheses,

CA2 - Methods/Design/Data analysis plans,

CA3 - Results, including quality of analysis and clarity of findings

CA4 - Discussion, including interpretation and significance, noted and overlooked limitations & future directions of research.

The oral presentation will cover all sections of the full article (max. 10 slides) and each section will be discussed in more detail during the discussion time.

Each of the 4 x written critiques will be worth 5% and the 1 x 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 in weeks 1 to 4 and the oral presentation & discussion will occur during class in week 4.

### **Assessment Due Date**

Written appraisals due Fridays at 4.30 p.m. in weeks 1, 2, 3, & 4. Presentation due Thursday week 4 by 9.00 a.m.

### **Return Date to Students**

Feedback will be on Moodle within 14 days of the submission due date.

### **Weighting**

25%

### **Minimum mark or grade**

12.5/25.

### **Assessment Criteria**

Each appraisal is worth 5% for a total of 25 marks.

#### 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%)
- Design and data analysis plan 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

Submit all 5 appraisals (written & oral) via Moodle. Present oral appraisal in class.

## Learning Outcomes Assessed

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

# 2 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 2, 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 that 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 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 3, 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 fifteen (15) minutes for your presentation and one (1) power-point slide.

The presentations will be held in class in week 7, 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 Thursday of week 7 by 9:00 am (i.e. before the presentations start in class). Please note: Assessment Task 2 (i.e. the Research Pitch presentation) will be assessed in class at the time of the presentation. The uploaded files in Moodle are simply for record-keeping and reference purposes only.

The pitch presentation idea is modelled on well-established concepts such as the 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 Thursday (28 Apr 2022) 9:00 am AEST

Upload to Moodle and present in class

**Return Date to Students**

Week 9 Thursday (12 May 2022)

via 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 2.

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

Upload to Moodle and present in class

**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.

### 3 Program Proposal and Evaluation - Written Pitch

**Assessment Type**

Written Assessment

**Task Description**

Assessment Task 3: Written Pitch proposal follows on from Assessment Task 2: 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 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 maximum.

Assessment Task 3 is worth 25% of your overall grade for this unit.

### **Assessment Due Date**

Week 11 Friday (27 May 2022) 4:30 pm AEST

Submitted to Moodle

### **Return Date to Students**

Review/Exam Week Friday (10 June 2022)

via 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**

Submit via 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.

## **4 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 4 - 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 4 (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 marks 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 marks for Assessment Task 4.

**Number of Quizzes**

9

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 12 Friday (3 June 2022) 4:30 pm AEST

On Moodle

**Return Date to Students**

Week 12 Friday (3 June 2022)

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**

Quizzes are on Moodle.

**Learning Outcomes Assessed**

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

# 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