

Psychology 498W* and 499W*: Senior Experience—Research and Field Internships
Course Syllabus and Calendar, 2009-2010

- WU Supervisors: Jim Friedrich, jfriedri@willamette.edu, 503.370.6435
 Meredy Goldberg Edelson: medelson@willamette.edu, 503.370.6133
 Sue Koger: skoger@willamette.edu, 503.370.6341
- Meetings: Tuesdays 6:30-9:30pm, Room 222 Smullin Hall (see attached schedule)
 (although we may not always meet for a full 3 hours, you'll need to keep the block open on your schedule)
- Required Text: 6th Edition of the *Publication Manual of the American Psychological Association*

Please note that the course numbers have changed from recent years (formerly Psy 394/395). They now carry the "W" designation so that — when both are completed at a C- or above — they fulfill one unit of the University's three-unit writing centered course requirement. **By special arrangement only, seniors planning a December graduation may complete the requirements for 499W in the fall, concurrently with the 498W class. However, failure to make satisfactory progress in the 499 portion as determined by the faculty supervisor can result in the instructor terminating the fall opportunity and requiring registration for the normal spring offering.*

As part of your senior capstone requirement for the major, completing a Research or Field Internship will enable you to acquire first-hand knowledge of an area of psychology that interests you. As you have learned from many of your classes, it is difficult to separate the science of psychology from its application. Both Research or Field Internships offer the opportunity to apply psychology as part of your senior experience. Please note that your Willamette supervisors will not necessarily be content specialists in the area of your placement. This is by design! Our role as faculty supervisors is to support and advise you in your relationship with the agency and to help you frame a research question or "argument" for your scholarly paper. In this capacity, we can provide reasonable assistance to you as you seek out and evaluate research literature, regardless of topic.

How to define yourself as a student in the Psy 498W/499W sequence:

Field Interns: If you completed a field placement (with or without a research component and regardless of whether you will ultimately write an empirical or an argumentative scholarly paper), you are a field intern. Therefore, any information below pertaining to field interns applies to you.

Research Interns: If your senior experience consisted exclusively of conducting original research under the direct supervision of a Willamette Psychology Department faculty member and you will be writing an empirical report of that research, you are a research intern; any information below pertaining to research interns applies to you. Research interns' scholarly papers will be read by their research advisor who may or may not be one of the instructors in the Psy 498/499 sequence. Please note that any student conducting original research or utilizing data from another agency for research purposes (regardless of whether a field or research intern) will need to submit an IRB proposal prior to collecting data.

Course Objectives for PSY 498W students:

- To evaluate and reflect upon your internship experience
- To identify a scholarly paper topic and relevant literature
- To understand, critically evaluate, and adequately summarize the germane portions of psychological literature for use in your scholarly paper
- To develop key aspects of your scholarly paper argument or research question and hypotheses

PSY 498W REQUIREMENTS: The following are the requirements for both field and research internships in psychology:

1. Completion of an average of 12 hours/week of experience either working at your field setting or designing and executing an original research project with a WU faculty member. This may include any specific training offered by your internship setting as well as the normal duties you assume at your site. Given a semester of 14 weeks, this translates to 168 hours of field internship experience. (Field interns with longer, more extensive internships who are interested in independent study should consult with their Willamette internship advisor.)

2. Coordination of a meeting between your on-site and WU supervisor and observation of your field internship responsibilities (fall field interns only). Within the first 2 months of a fall field internship, it is **YOUR** responsibility to arrange, (a) a meeting between your on-site and WU supervisors and (b) an opportunity for your WU supervisor to observe you in your internship role. The meeting can be fairly informal and need not exceed 30 minutes. This meeting allows us to learn how your field internship is proceeding and to help trouble-shoot if necessary. If possible, coordinate the meeting and observation to occur on the same date. Please note that the observation is not evaluative in nature, but does give us an opportunity to learn about the agency and your role in it. Failure to schedule these meetings will lower your final grade. This requirement is usually waived for summer internships, but we encourage you to stay in touch and seek out Professor Friedrich if you have any concerns about your internship.

3. A favorable evaluation of your performance by your field supervisor or your research advisor. All field supervisors are given an evaluation form to fill out on each student completing a field internship. In order to receive a passing grade, you must have this form completed by your supervisor and the overall evaluation must be favorable. For students completing research internships, research advisors will be consulted and asked to provide a similar evaluation. Merely completing 12 hours/week or conducting a study does not guarantee that you will receive a passing grade; you must also fulfill the obligations of your field or research internship as agreed upon with your supervisor.

4. Attendance at class meetings & completion of assignments (see calendar). It is crucial that you attend all scheduled meetings of the Senior Experience classes (Psy 498 & 499) and complete the assignments for each session. Without a documented official or medical excuse, your grade will be substantially reduced for missed classes. With the exception of emergencies, any excused absence must be approved in advance. The class meets on Tuesday evenings from 6:30-9:30pm. Do not schedule internship or other commitments during this time when class is scheduled to meet.

5. Fall Psy 498W Assignments: The assignments in Psy 498 are designed to give you an opportunity to reflect on the value of your internship experience as well as prepare you for writing your scholarly or empirical research paper in Psy 499 in the spring. Assignments submitted late without prior approval or a documented medical excuse will be treated as failure to turn in the assignment and will result in a substantial reduction of your grade. Please also note that word limits and ranges will be taken seriously and are in place to promote concise, informative writing and as a matter of equity to fellow students. Coming in over or under the word limit will affect your grade.

Article summary. The purpose of this assignment is for you to learn how to critically read and evaluate an empirical article, to identify the germane portions of the article, and to hone your skills in summarizing research within the context of an argumentative or empirical paper. Students will write a 2-page, double-spaced APA style summary of an empirical article assigned to the entire class. The summary should include: background and purpose of the research, methods, results and conclusions. The summary should be written as if the article were a key piece of evidence provided in a scholarly paper (i.e., with sufficient detail that an uninformed, but educated, reader could understand the article from your summary and how it might be used to

make a particular point). Include a correct APA-style reference of the article at the beginning of the summary. Class discussion of the article will focus on how to summarize articles with different purposes in mind, evaluating the quality of research, and using research to argue a point. Following this discussion, students will be asked to rewrite the summary in no more than a paragraph or two using the article summary to argue a particular point.

Annotated bibliography. This assignment requires students to begin finding literature relevant to their scholarly paper and to help organize the literature in light of each student's intended argument or as a foundation for a research question he or she will study. For this assignment, you will need to provide a correct APA-style reference and half-page summary for each of 10 articles that are likely to be important references for your scholarly paper. These doubled-spaced summaries need to include a brief description of the content of the article (for reviews, the gist of the results of the review; for empirical articles, the germane methods and results) and a brief statement about how the article is relevant to and might be used in your paper. The vast majority of the articles included in your annotated bibliography should be empirical articles. On the first page of your annotated bibliography, please include a brief statement about your paper topic and either your research question (for empirical papers) or your argument. **Note:** If you change your paper topic after submitting your initial annotated bibliography, you will need prior approval from your Psy 498 faculty supervisor and will need to turn in a new annotated bibliography and statement of your argument no later than the first day of Psy 499 class in January.

Summary of your paper. By the middle of the fall semester, you should have a clear idea about what the main components of your argument will be or what your research question is. In this assignment, you will type a 500-750 word (2-3 page) summary that includes a brief introduction to the topic and a brief statement of the key components of your argument or the foundation for your research question (i.e., the rationale for your hypotheses as articulated in the Introduction section of an empirical report). You will need to include citations that help justify the points you make and include an APA style reference list. It is critical to remember that this is not merely a description of your topic but rather a synopsis of your paper (as you imagine it might unfold) that outlines the key arguments you will make and the conclusion you expect to reach.

Descriptive paper. Students are required to write a brief paper describing either their field experience (for field interns) or the process of engaging in empirical research (for research interns). As you write, assume that the reader knows nothing about the agency in which you worked or your research project. You should write with sufficient detail and clarity and address the following questions: *Field interns:* — (a) In what ways does the agency engage in psychological work? (b) In what ways did your internship provide you with applied psychological experience? (In other words, in what psychological work did you engage in your internship?) (c) How did your knowledge of psychology (gained through coursework and prior experiences) aid you in the completion of your internship experience? and d) How would you evaluate your experience (e.g., strengths and weaknesses, "highs" and "lows", personal reactions)? *Research interns:* — (a) What led to the development of your research hypotheses? (b) What has the research experience been like thus far and in what ways has the experience helped you to understand how psychological research is conducted? (c) How did your knowledge of psychology (gained through your coursework and prior experiences) aid you in the completion of the project thus far? and d) How would you evaluate your experience (e.g., strengths and weaknesses, "highs" and "lows", personal reactions)?

The format of this paper is up to you, but the quality of the writing should reflect your 3+ years in college. You may use specific examples in this paper, but be sure to respect issues of confidentiality where they apply. The paper should be approximately 2000 words. Include the word count on the title page.

Internship presentation and outline. During the fall semester, field interns will be required to give a 5-10 minute oral presentation of their internship experience and hand in a one-page outline of their presentation. The presentation should include a brief description of what their internship experience was like, how it was psychological in nature, and a specific critical issue they wish to highlight. If you wish, you can also discuss how the experience relates to your scholarly paper. Research interns will do their presentations in the spring after they have made sufficient progress on their data analysis and write-up.

6. Internship paperwork. Please be sure to turn in these forms (available through the department web site) at these times:

--**Before** your internship begins: WU Internship Program Application or Research Internship Proposal Form & Senior Experience Goals Sheet

--**Mid-way** into your internship: Part 2 of Senior Experience Goals Sheet

--**End** of your internship: Internship Evaluation Form for field interns and Part 3 of Senior Experience Goals Sheet

Psy 498W Grading: How you will be evaluated

Your final grade in Psy 498 will reflect how well you fulfill ALL requirements of your internship. As you begin this course, we will assume that you are doing good work in your internship. The university defines "good" work as corresponding to a letter grade of B. Therefore, everyone will begin the term with the grade of "B." In order to receive an "A" in this course, students need demonstrate that their work is "excellent" (as per the University standard). Important elements for demonstrating excellent work include: attending all class meetings and participating meaningfully in the class sessions, completing all assignments on time and at a superior level, and obtaining a highly favorable evaluation from your on-site field or research internship supervisor. The following will result in a significant reduction of one's grade below the "B" level: missed class sessions; poor class participation; poor, missing, or late assignments; or an unfavorable evaluation from one's supervisor.

Also, please be aware that a grade of C- or better is required for Psy 498W (and 499W) to count toward the university requirements for writing centered coursework. Although a grade of D or D+ will count toward completion of the major, it will not result in writing centered credit, and an alternative course would be needed to fulfill the university graduation requirement of 3 "W" units. Writing difficulties observed in Psy 498 can signal a risk of not receiving W credit in Psy 499. As a result, your supervisor will use your writing performance in Psy 498 to advise you regarding possible registration for an additional W credit (outside of Psy 499) for the spring semester.

Finally, keep in mind that although we work very hard as a department to be consistent in our expectations across terms and instructors, your work needs to be prepared as requested by the faculty member serving as your supervisor, given that he or she is the person who will be assigning your grade. Nevertheless, to help promote consistency across supervisors and to take advantage of the pool of expertise represented by different specialties, the three faculty supervisors teaching this course do periodically share drafts and final versions of students papers with each other and with Psychology Department colleagues for feedback and discussion. For this reason, and because all final papers in Psy 498 and Psy 499 are retained for departmental records, you should submit work that you would be comfortable having read by the department as a whole.

PSY 499W (SPRING SEMESTER)

The assignments in Psy 499 are designed to help you produce a high quality scholarly paper. Keep in mind that although your advisor is happy to meet with you about your paper, this paper requires the student to do substantial independent planning and autonomous work. Recall that in the case of field interns, your Willamette professor/supervisor will not necessarily be an “expert” on the topic of your paper. He or she is, however, well positioned to critically evaluate and provide guidance on the structure of an empirically supported “argumentative” paper, as well as on your understanding and use of scientific evidence in making your case. Although there will be ample in-class discussions and assignments related to writing your scholarly paper (both in fall and spring terms), it is the students’ responsibility to seek out their advisor should further help be needed.

Course Objectives for Psy 499W students:

- To develop and refine your scholarly paper argument or justification and foundation for your research question and hypotheses
- To develop and refine writing skills
 - Summarizing, evaluating, and describing literature in the service of making a point
 - Using appropriate APA style formatting and referencing
- To produce a well-reasoned and documented paper in which you make a well-developed and supported argument or empirical report of original research

1. Scholarly paper requirement: Your grade in Psy 499 will be based primarily on an original, independent, intellectual product. Field interns can choose between two options (#1 and #2) below for completing this requirement. Research interns, however, *must* select Option #2.

Option #1 — Argumentative Paper: Field interns may choose an aspect of their internship that is psychological in nature and write an in-depth, argumentative paper on this topic. Your topic needs to be related in some manner to issues you have encountered during your internship. Your paper topic should already have been approved by your Willamette internship advisor during Psy 498. Please note: this is not a review paper in which you simply summarize what is known about a topic. We are asking that you use the literature to support an argument **YOU** are making. Be critical and integrative as you write this paper, and be sure you anticipate and address possible counterarguments and literature that contradicts your argument.

Option 2 — Empirical Research Paper: Research interns by definition are required to complete an original empirical study. Field interns may also choose to conduct an empirical study related to their field experience and report on this work in lieu of the argumentative paper described in Option #1 above. All interns completing the scholarly paper with this option are required to develop a research question and hypotheses, collect data, analyze data, and write up their results in proper APA format.

For both options:

For all scholarly papers, you must include at least 12 scholarly references from *psychology journals and/or books* (you may well need to go beyond this minimum, depending on the topic). Using this information, you must develop either an argument you are putting forth or a rationale and foundation for your research question and hypotheses, and *you must* present the literature in a manner that supports your argument or rationale. Students completing option 1 will further develop their argument throughout their paper using the literature as data in support of their assertions; students completing option 2 will present their Method and Results as well as discuss the implications of their results in a Discussion section. In grading

empirical research reports, the focus will be on hypothesis development, methodological design and execution, and discussion of the results, rather than on whether or not your results supported your initial hypotheses. Note: research interns' research advisors will grade their scholarly papers, and the actual number of references or length of the paper may vary depending on the field in which the research is conducted and agreements made between a research intern and his/her advisor.

Please remember that the last day to change paper topics is Tuesday, January 19th (the first day of the spring semester). If this occurs, the new topic must be approved by your Willamette supervisor and you must redo both the annotated bibliography and Paper Summary assignments within the first week of the spring semester. Papers should adhere to APA format in citations, references, headings and all other formatting and be 4000-5000 words (translating to roughly 16-20 pages) NOT including title page, abstract, tables/figures, or references. Include the word count of the remaining "body" of the paper on the title page. See the course calendar for deadlines for related assignments and completed paper. For more information about paper requirements and grading, see the section on grading below

2. Introduction section of scholarly paper. Early in the spring semester, you will turn in the introduction section of your scholarly paper. For those completing an argumentative paper, the introduction should lay a foundation for your argument by presenting literature that sets up your argument. You need to include the specific argument you will develop throughout your paper toward the end of the Introduction section, followed by a paragraph outlining the organization of your paper (this organizational structure should translate to the subheadings of your paper). For those completing an original research report, this should look like the introduction of any empirical research study you've read in the literature. Provide some background on your topic, leading to your research question and ultimately, to your hypotheses which should be included at the end. For both paper options, please also include an APA-formatted reference section with your introduction section.

3. Oral presentation of scholarly paper. On the day the scholarly paper is due, all students will give a 5-10 minute oral presentation of their scholarly paper. You will also need to turn in a one-page outline of your presentation. For field interns, the presentation should be an overview of the argument you made in your scholarly paper and can include a BRIEF reflection of what you have learned from the experience of developing your argument in the scholarly paper. For students writing empirical reports of research, the presentation should be an overview of what led to your research question and hypotheses, your method and results, and can include a BRIEF reflection of what you learned from the experience of conducting original research.

Psy 499W Grading: How you will be evaluated

Your final grade in Psy 499 will mainly reflect the quality of your scholarly paper but will be influenced by how well you fulfill ALL the requirements and assignments in the course. As in Psy 498, *a letter grade of "B" corresponds to "good" work*. In order to receive an "A" in this course, students need demonstrate that their work is "excellent" (as per the University standard). In addition, students must receive a grade of C- or better for the University to accept Psy 499 as credit toward fulfillment of the writing centered requirements for graduation. Grades of D or D+ would receive credit towards completion of the major, but "W" credit would have to be obtained through other courses. Following are the characteristics of an excellent scholarly paper. Each of the criteria outlined is given equal weighting in grading papers.

An "A" paper for an argumentative paper has these qualities:

- The paper has a clear thesis statement that is well-developed throughout the paper, with extensive use of evidence from the literature to support the position you are arguing.
- The paper presents a critical evaluation of the literature in light of the argument; data that are conflicting or that fail to support the argument are adequately discussed and plausible explanations for these data are provided; likely alternative explanations for key aspects of your argument are satisfactorily addressed.
- Sufficient detail regarding studies' measures and methods is provided for the reader to evaluate research based claims; key points are not established simply by noting an article's conclusions.
- Organization is clear, smooth, logical, and indicated with headings; transitions seem natural.
- The paper reads fluently, and paragraphs are unified, coherent, and fully developed.
- APA style is used correctly and consistently throughout the paper.
- The paper has zero or very few grammatical and writing errors.

An "A" paper for an empirical research report has these qualities:

- The paper has a clearly defined research question and hypotheses that derive from a review of the relevant literature
- The method section includes operational definitions of all relevant variables and details of procedures that would make replication of your study possible.
- The analyses used are appropriate given the nature of your data and adequately allow for a test of your hypotheses (NOTE: Your grade is not contingent on whether or not your results support your hypotheses).
- The discussion section adequately examines the hypotheses in light of the data, linking back to the literature and acknowledging limitations and weaknesses of the study; possible alternative interpretations of results are addressed.
- The paper reads fluently, and paragraphs are unified, coherent, and fully developed.
- APA style is used correctly and consistently throughout the paper.
- The paper has zero or very few grammatical and writing errors.

Grading of Papers & Revisions: Please take all due dates seriously and work hard to produce a good product on the first attempt. All papers will be graded on a 100-point scale (90+ is "A" quality; 80-89 is "B" quality; 70-79 is "C" quality; 60-69 is "D" quality; and below 60 is "F" quality), and we will apply high standards to grading your papers. You will, however, be able to earn back up to 10 points (one full letter grade) if you choose to revise your paper. Thus, if a student earned a 72 ("C-") on his or her paper, that person could earn up to 10 more points on the revision and 82 points (a "B-") would be the highest final paper grade possible. Please be aware that scores at the upper and lower end of the grade ranges will be awarded +'s and -'s with the exception of the upper end of the "A" range which will earn a solid "A" (due to the fact that Willamette does not award "A+"s).

If you choose to revise your paper, you will need to turn in (with your revised version) a brief 1-2 page letter explaining how you have addressed the feedback from your advisor. This requirement is modeled after the submission process for professional journals, where authors write such a letter when submitting a revised manuscript to a journal editor. It also helps your advisor know that you did address any concerns noted and how you did so. Please note that students who "pick and choose" which comments to address but who fail to respond to all of the comments will not be awarded many additional points should they choose to revise their paper. *A full and satisfactory response to all major comments is required to receive the maximum 10 point grade increase.*

A few more thoughts about paper grades: In our experience, we have found that students who seek out guidance while writing the paper tend to do significantly better than those students who do not. Because you are seniors and are expected to work autonomously on your paper, your advisor will not be arranging meetings with you or nagging you to meet with him/her about your paper. It is thus your responsibility to seek out this guidance which we are happy to provide. Also,

given that your professor is generally not an expert on your particular research question, it is your responsibility (with some assistance) to find the relevant literature. Your professor's role is not to do your detective work for you but rather to support you in that process. Thus, overlooking readily accessible or "obvious" literature pertinent to your argument will affect your final grade. Please be aware that the week before the paper is due is not the time to begin to seek this guidance nor is it the time to expect a quick turnaround time regarding feedback to your paper. To increase your successful completion of your scholarly paper, you should plan to start working on the writing of the paper as early as possible, and use the feedback from your Introduction section to additionally assist you as you write your paper.

Although we expect most people will do well on their scholarly paper, it is important to realize that the level of quality of a failing paper also determines how well one can do on a revision. If a student turns in a poor paper that earns 55 points (an "F"), he or she could turn in an excellent revision and still earn 65 points (a "D" but passing). However, an extremely poor or incomplete paper could earn 30 points which means that the student could only raise the grade to a "40" with an excellent revision (still an "F" and not passing). An excellent revision is hard for anyone to accomplish after a poor quality first submission, so please strive for your "best" product when you turn in your paper. Like psychologists submitting their work to a journal, you will then have the opportunity to make further improvements based on feedback. Remember, the grade you earn in Psy 499 is overwhelmingly determined by the grade you earn on your scholarly paper! On a brighter note, if you turn in an "A" quality paper (and this occurs too!), you will not need to rewrite the paper at all.

As stated previously, research interns may have as an advisor someone who is not teaching Psy 499. If that is the case, grading of your scholarly paper will be done by your research advisor and your final grade in Psy 499 will be determined in consultation with both your research advisor and your Psy 499 advisor, based on your other work in the class.

LATE PAPER POLICY: Any papers turned in or revised after the due dates will receive a maximum grade of "D+" in fairness to students who turn in their work on time. Extenuating circumstances that require a change of deadline will be made on an individual basis and must be discussed with your supervisor BEFORE the missed deadline or they will not be accepted. In the event that a student passes Psy 498 but not Psy 499, he or she will be required to retake Psy 499 in the **spring term of the next academic year**, as the course is only offered in the spring, and must write on a new topic. Given the different requirements of the two halves of the senior experience, most students tend to earn better or similar grades in Psy 498 compared with Psy 499. Therefore, students should not assume that their grade in Psy 498 will necessarily predict their grade in Psy 499.

ACADEMIC INTEGRITY: By this point in your college career, you should be well aware of the importance of integrity in your scholarship here at WU. Although many students experience pressure to perform well in their major, remember that learning is the goal of college and of this course. In writing your papers for this course, we expect you to demonstrate academic integrity and avoid plagiarism and other form of dishonesty (e.g., not giving credit for others' ideas, improper citations, etc.). Any instances of academic dishonesty will be reported to the Dean's Office and will likely result in failure for the course and possible further penalties. At the point of a working draft, we are happy to give you feedback about whether something you have written constitutes plagiarism without making a Dean's Office report. *(Be aware, however, that a supervisor's failure to detect an instance of plagiarism in a draft does not preclude it from being detected and penalized in a final draft.)* Once you have turned in a final product, the criteria for plagiarism will apply and a report will be made. Each student should make an effort to familiarize him/herself with Willamette's Cheating and Plagiarism Policy (bottom of <http://www.willamette.edu/cla/catalog/Sect3/aca.html>), including definitions of what constitutes a violation of the policy as well as subsequent penalties should a violation occur. When in doubt about plagiarism or any other academic integrity issue, **PLEASE ASK!**

COURSE CALENDAR FOR PSY 498W & TENTATIVE CALENDAR FOR PSY 499W

Date	Activities and Due Dates
PSY 498W	
Sept. 1	Initial organizational meeting; review of requirements and timeline Turn in Senior Experience Goals Sheet (if you haven't already)
Sept. 15	Initial meeting with Willamette supervisor for interns Summer Field Interns: Internship Presentation and Outline Due
Sept. 29	Discuss common article; 2-page summary of common article due
Oct. 20	How to pick a topic & How to develop an argument or research question, Part 1; Two paragraph summary of common article due
Nov. 3	On-site meeting and observations must have taken place for fall field interns; Fall Field Interns: Mid-semester Goals Sheet due All students: Annotated bibliography due with PsycInfo search output
Nov. 17	Developing an argument or research question, Part 2 Argument Summary or Research Question Summary due
Dec. 8	Argument Summary or Research Question Summary Revision due. Descriptive papers, supervisor evaluation forms, and final Senior Experience Goals Sheets due for all field interns Fall Field Interns: Internship Presentation and Outline Due

PSY 499W Tentative Schedule:	
Jan. 19	Orientation to 499W and the scholarly paper project. Discuss latest argument summaries
Jan. 26	Scientific writing, APA style Academic Integrity & Writing Errors
Feb. 9	Intro of paper due ; cont. APA style & paper format issues
Mar. 16	Scholarly Paper Presentations and Outlines Due Scholarly Papers Due
Apr. 13	Senior Assessment Activities
Mon, Apr. 19 (5 PM)	Scholarly paper revisions due (class meeting next evening - see below)
Apr. 20 & 27	Senior Honors Presentations <u>Required attendance both nights by all Psychology Seniors</u>