

Psychology 394 and 395: Senior Experience—Research and Field Internships
Course Syllabus and Calendar, 2007-2008

- WU Supervisors: Tony Hermann: ahermann@willamette.edu, 503.370.6427
James Friedrich, jfriedri@willamette.edu, 503.370.6435
Meredy Goldberg Edelson: medelson@willamette.edu, 503.370.6133
- 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: 5th Edition of the *Publication Manual of the American Psychological Association*

As part of your senior capstone experience, completing a Research or Field Internship will afford you the opportunity to get 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. Whether you are completing a Research or Field Internship, you will have the opportunity to apply psychology to either a field or research experience.

How to define yourself as a student in the PSYC 394/395 sequence:

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. If your senior experience consisted exclusively of conducting original research and you will be writing an empirical report of that research, you are a research intern; and 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 PSYC 394/395 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 PSYC 394 students:

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

PSYC 394 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 at your field setting or design and execution of 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, see your 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 Professor Hermann 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 complete 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 (Psyc 394 & 395) and complete the assignments for each session. Without a documented official or medical excuse, your grade will be substantially reduced for missed classes. 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 PSYC 394 Assignments: The assignments in Psyc 394 are designed to give you an opportunity to reflect on the value of your internship experience as well as to prepare you for writing your scholarly or empirical research paper in Psyc 395 in the spring. Assignments submitted late without prior approval or a documented medical excuse will be treated as failure to turn the assignment in 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; going over or coming in 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 extract 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 read by 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 is designed to require students to begin finding literature relevant to their scholarly paper and to help organize the literature in light of the argument that will make or as a foundation for a research question they will study. For this assignment, you will need to provide a correct APA-style reference and half-page summary 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 for 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 Psyc 394 advisor and will need to turn in a new annotated bibliography and statement of your argument no later than the first day of Psyc 395 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 write a 500-750 word (2-3 page) paper 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.

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: Field interns should note: (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) and (c) how did your knowledge of psychology (gained through coursework and prior experiences) aid you in the completion of your internship experience? Research interns should note: (a) what led to the development of your research hypotheses? (b) what was the research experience 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? Also, you are encouraged to include in the paper your personal reactions to your experience. The format of this paper is up to you, but 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 that you turn in these forms 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 you internship: Internship Evaluation Form for field interns and Part 3 of Senior Experience Goals Sheet

Psyc 394 Grading: How you will be evaluated

Your final grade in PSYC 394 will reflect how well you fulfill ALL the 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.

PSYC 395 (SPRING SEMESTER)

The assignments in PSYC 395 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. 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 Psych 395 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 Psyc 395 will be based primarily on an original, independent, intellectual product. Students have two options for completing this requirement.

Option 1: 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 have already been approved by your Willamette internship advisor during PSYC 394. 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: Research interns are required and field interns may choose to complete an empirical study. Research interns, by definition, will have conducted an original research project and field interns may conduct research related to their field experience or coordinated with the internship agency. For this option, students 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 10 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 further 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: a research intern's research advisor will grade their scholarly paper 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 the research intern and his/her advisor.

Please remember that the last day to change paper topics is Tuesday, January 17th (the first day of class). If this occurs, the new topic has to be approved by your Willamette supervisor and you must redo both the annotated bibliography and Paper Summary assignments within the first week of the 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 references. Include the word count 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.

Psyc 395 Grading: How you will be evaluated

Your final grade in Psych 395 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. Like in PSYC 394, *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). Below 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.
- 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 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 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 (a "C-") on their paper, he/she could earn up to 10 more points on the revision and 82 points (a "B-") is 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 when authors in psychology write such a letter when submitting a revision 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 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 your responsibility to seek out this guidance which we are happy to provide. 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.

Additionally, 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"), they 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 earn up to 40 points with an excellent revision (still an "F" and not passing; this has occurred!). Not only is an excellent revision is hard to accomplish after a poor quality first draft for anyone, it may be especially difficult for those whose papers are of very poor quality or incomplete. Therefore, strive for a high quality product when you turn in your paper. Remember, the grade you earn in PSYC 395 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. Thus, we hope everyone will be motivated to do a good job on their paper.

As stated previously, research interns may have as an advisor someone who is not teaching PSYC 395. If that is the case, grading of your scholarly paper will be done by your research advisor and your final grade in PSYC 395 will be determined in consultation with both your research advisor and your PSYC 395 advisor.

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 PSYC 394 but not PSYC 395, he or she will only be required to retake PSYC 395 in the spring semester of the next academic year, as the course is only offered in the spring. Given the nature of the PSYC 394-395 sequence, most students tend to earn better or similar grades in PSYC 394 compared with PSYC 395. Therefore, students should not assume that their grade in PSYC 394 will necessarily predict the grade they receive in PSYC 395. Students who must retake PSYC 395 will be required to write their scholarly paper on a different topic than their original scholarly paper.

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 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. In sum, be honest and be sure to "give credit where credit is due." Each student should make an effort to familiarize him/herself with Willamette's Cheating and Plagiarism Policy (<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 PSYC 394 & TENTATIVE CALENDAR FOR PSYC 395

Date	Activities and Due Dates
PSYC 394	
Aug. 28	Initial organizational meeting; review of requirements and timeline Turn in Senior Experience Goals Sheet (if you haven't already)
Sept. 4	Initial meeting with Willamette supervisor for interns Summer Field Interns: Internship Presentation and Outline Due
Sept 25	Discuss common article; 2-page summary of common article due
Oct. 16	How to pick a topic & How to develop an argument or research question; Two paragraph summary of common article due
Oct 30	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. 13	Developing an argument or research question, Part 2 Argument Summary or Research Question Summary due
Dec. 5	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

PSYC 395 Tentative Schedule: A handout with firm deadlines and full descriptions will be given out at start of new term	
Jan. 15	Brief assignment based on paper due. Discuss model paper
Jan. 22	Scientific writing, APA style, and Academic Integrity & Writing Errors
Feb. 5	Intro of paper due
Mar. 11	Scholarly Paper Presentations and Outlines Due Scholarly Papers Due
Apr. 11	Revisions of Scholarly Papers due
Apr. 15	Senior Assessments: <u>Required attendance by all Psychology Seniors</u>
Apr. 22	Senior Honors Presentations <u>Required attendance by all Psychology Seniors</u>