# SSCI301

## Internships in Social Research

S2 Day 2017

*Dept of Sociology*

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# General Information

Unit convenor and teaching staff
Unit Convenor/Lecturer
Jacqueline Mackaway
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Contact via jacqueline.mackaway@mq.edu.au
W6A822
By appointment

Credit points
6

Prerequisites
(45cp at 100 level or above) including ((SOC224 or SOC234) and (SSCI200 or SSC200))

Corequisites

Co-badged status
SOC849

Unit description
This internship unit offers an opportunity to gain practical and professional experience undertaking applied social research for an organisation. The unit entails a supervised research placement, supported by on-campus workshops, which will encourage students to exercise critical thinking problem solving, and reflective practice, while developing personal confidence and professional contacts. The internship is usually undertaken two or more days a week over a semester, but in some it cases can be completed as a block. Placements are organised for students in a range of organisations, including community-based, commercial, state or local government, academic, and may be also completed overseas through PACE International. Internship opportunities are available on campus as well. Please note a maximum of 50 students can enroll in Session 2 and priority will be given to Bachelor of Social Science students for whom the unit is compulsory, and to those in their final semester. Applications close two weeks prior to the start of session. Students enrolled in the Bachelor of Social Science cannot count SSCI301 as part of their Sociology Major.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

# Learning Outcomes

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

Apply knowledge and research methodologies learned in other social science units to a real social research project. Produce a report that shows your ability to summarise, analyse, interpret and evaluate the information handled during the internship. Manage a research project following project management guidelines.
Participate meaningfully as a member of an organisation that engages in social, quality assurance, or policy related research. Develop reflective skills and capabilities through the experience of the work placement and the research process. Produce a reflective account of the work experience.
Demonstrate initiative and self-sufficiency during the placement.
Appraise ethical research practices and ethical conduct at the workplace. Engage in ethical practices during the internship.
Develop an awareness of current ethical, social and environmental challenges, and how these present themselves at the workplace. Develop an understanding of the importance of becoming an active and engaged citizen.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|---|---|---|
| Project Management Plan | 20% | No | See description |
| Engagement | 20% | No | ongoing |
| Supervisor's feedback report | 20% | No | N/A |
| Final Report | 40% | No | 17 Nov by 5 PM |

## Project Management Plan

Due: **See description**
Weighting: **20%**

Produce a Project Management Plan (PMP) within the first 20 internship hours. The PMP should have a title, should state the background, scope and purpose of the project, a detailed schedule of tasks to be completed, a plan for monitoring the project, and identification of stakeholders, milestones, risks and issues. The plan has to be discussed with the host supervisor. Specific information for this assignment, as well as a rubric that states the assessment criteria, are available on iLearn.

On successful completion you will be able to:

- Participate meaningfully as a member of an organisation that engages in social, quality assurance, or policy related research. Develop reflective skills and capabilities through

the experience of the work placement and the research process. Produce a reflective account of the work experience.
- Demonstrate initiative and self-sufficiency during the placement.

## Engagement

Due: **ongoing**
Weighting: **20%**

Class attendance is compulsory. If you are unable to attend a workshop you are to contact the lecturer as soon as possible so alternate arrangements can be made.

Engagement throughout the semester will be assessed based on a) participation in 3 online forum discussions and b) a presentation to class and partners in workshop 4**.** Specific guidelines and rubrics outlining the marking criteria for forum discussions and presentations are available on iLearn.  Please note that a minimum of 2 out of 3 forum questions need to be answered and that presentations are compulsory. Those students who can't attend presentation day will need to arrange an alternative date with the lecturer.

On successful completion you will be able to:

- Participate meaningfully as a member of an organisation that engages in social, quality assurance, or policy related research. Develop reflective skills and capabilities through the experience of the work placement and the research process. Produce a reflective account of the work experience.
- Demonstrate initiative and self-sufficiency during the placement.
- Appraise ethical research practices and ethical conduct at the workplace. Engage in ethical practices during the internship.
- Develop an awareness of current ethical, social and environmental challenges, and how these present themselves at the workplace. Develop an understanding of the importance of becoming an active and engaged citizen.

## Supervisor's feedback report

Due: **N/A**
Weighting: **20%**

Your workplace supervisor will be requested to complete a form at the end of your placement to provide detailed feedback on your performance based on a series of criteria. A sample of the form provided to host supervisors to assess your performance is available on iLearn.

On successful completion you will be able to:

- Apply knowledge and research methodologies learned in other social science units to a real social research project. Produce a report that shows your ability to summarise,

analyse, interpret and evaluate the information handled during the internship. Manage a research project following project management guidelines.

- Participate meaningfully as a member of an organisation that engages in social, quality assurance, or policy related research. Develop reflective skills and capabilities through the experience of the work placement and the research process. Produce a reflective account of the work experience.
- Demonstrate initiative and self-sufficiency during the placement.
- Appraise ethical research practices and ethical conduct at the workplace. Engage in ethical practices during the internship.
- Develop an awareness of current ethical, social and environmental challenges, and how these present themselves at the workplace. Develop an understanding of the importance of becoming an active and engaged citizen.

## Final Report

Due: **17 Nov by 5 PM**
Weighting: **40%**

The final assignment will consist of a report on the internship which will include information about the organisation and your project, examples of work completed, and a section reflecting on the experience. Specific information for this assignment, as well as a rubric that states the assessment criteria, are available on iLearn.  Some students working as part of a team may prepare a joint final report however, the reflection component which accounts for 50% of the final mark is individual and assessed accordingly.

On successful completion you will be able to:

- Apply knowledge and research methodologies learned in other social science units to a real social research project. Produce a report that shows your ability to summarise, analyse, interpret and evaluate the information handled during the internship. Manage a research project following project management guidelines.
- Participate meaningfully as a member of an organisation that engages in social, quality assurance, or policy related research. Develop reflective skills and capabilities through the experience of the work placement and the research process. Produce a reflective account of the work experience.
- Demonstrate initiative and self-sufficiency during the placement.
- Develop an awareness of current ethical, social and environmental challenges, and how these present themselves at the workplace. Develop an understanding of the importance of becoming an active and engaged citizen.

# Delivery and Resources

Delivery and Resources

**Unit Requirements**

The unit has an academic component (delivered through 5 workshops) and a practical component (students' research work for an organisation)

For the academic component students will be required to:

1. Submit the required assessment tasks in a timely manner.
2. Complete all the required readings for the unit.
3. Contribute to online discussions and activities.
4. Deliver a presentation to the rest of the classroom and other invitees including partner organisations in Workshop 4.

For the practical component students will be required to:

1. Complete between 100-150 placement hours with a partner organisation.
2. Define a work schedule with their host supervisors and commit to it.
3. Work on a research project according to the research plan they discuss with their supervisors.
4. Submit a final output of the research project to their organisation.

**Assignment Submission and return of marked work**

The Project Management Plan and Final Report are to be submitted via the Turnitin function inside the ilearn site. Likewise, marked work will be returned to students electronically via ilearn. Grademark will be used to mark students' work.

Online forum discussions will be rated within each forum. Students will get a mark out of 100 for each posting and can refer to the relevant rubric (Engagement rubric) to understand why they received that rating.

**Late submissions, Special Consideration and Extensions**

Please email the unit convenor if you find yourself unable to meet the submission dates for assessments. For all written assessment tasks, the Sociology Department applies the following penalties for late work (without an extension): 5% for the first day, then 1% for each subsequent day late. Online forum postings that are submitted after the deadline will not be considered.

**Technology**

**SSCI 301 iLearn Site.** Learning and Teaching resources, assessment guidelines, and links to individual learning modules will be on SSCI301's iLearn page. You will also use the discussion boards to keep in touch with other students and share your experiences of your internship placement. The video-conference online system Zoom can be used to discuss particular issues with the unit convenor and tutor remotely prior to making an appointment.

### Academic Honesty Policy

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement (http://www.mq.edu.au/ethics/ethic-statement-final.html). Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately.

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty policy.

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

### University Grading Policy

http://www.mq.edu.au/policy/docs/grading/policy.html

The grade a student receives will signify the overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

| | | |
|---|---|---|
| HD | High Distinction | 85-100 |
| D | Distinction | 75-84 |
| Cr | Credit | 65-74 |
| P | Pass | 50-64 |
| F | Fail | 0-49 |

## REQUIRED READINGS

The works listed below are required for specific workshops and online forum contributions. All readings will be available through e-Reserve.

Boud, D. (2001). Using journal writing to enhance reflective practice. *New directions for adult and continuing education*, *2001*(90), 9-18.

CDRI (2013). "Conceptualising the Research Project" in *Research Project Development and Management: A Handbook (*pp 9-24). Phnom Penh, Cambodia CDRI.

Guillemin, Marilys, and Lynn Gillam. (2004). "Ethics, reflexivity, and “ethically important moments” in research." *Qualitative inquiry* 10(2), 261-280.

Harvey, M., Walkerden, G., Semple, A-L., McLachlan, K., Lloyd, K., & Baker, M. (2016). "A Song and a Dance: Being inclusive and creative in practicing and documenting reflection for learning". *Journal of University Teaching & Learning Practice,* 13(2), 1-17.

Thomas, D. R., & Hodges, I. D. (2010). "Managing a Research Project" in *Designing and Managing Your Research Project: Core Skills for Social and Health Research* (pp. 131-148). London SAGE Publications.

Thomas, D. R., & Hodges, I. D. (2010). "Communicating Research Findings" in *Designing and Managing Your Research Project: Core Skills for Social and Health Research* (175-189). London SAGE Publications.

## RECOMMENDED READINGS

The following readings will enhance your understanding of the topics that underpin this unit. Except for the second resource listed which will be made available on iLearn, all readings can be obtained via e-Reserve.

Arvanitakis, J., & Hornsby, D. (2016) Are universities redundant? In J. Arvanitakis & D. Hornsby (Eds) *Universities, the Citizen Scholar and the Future of Higher Education.* (pp. 7-20). Palgrave Macmillan, UK.

CDRI (2013). *Research Project Development and Management: A Handbook*. Phnom Penh, Cambodia CDRI.

Ghaye, T. (2010). "In what ways can reflective practices enhance human flourishing?" *Reflective Practice* 11(1): 1-7.

Jordi, Richard. "Reframing the concept of reflection: Consciousness, experiential learning, and reflective learning practices." *Adult Education Quarterly* (2010): 0741713610380439.

Kolb, Alice Y., and David A. Kolb. "Learning styles and learning spaces: Enhancing experiential learning in higher education." *Academy of management learning & education* 4, no. 2 (2005): 193-212.

Moon, Jennifer A. *A handbook of reflective and experiential learning: Theory and practice*. Psychology Press, 2004.

Rarieya, Jane. "Promoting and investigating students' uptake of reflective practice: A Pakistan case." *Reflective practice* 6, no. 2 (2005): 285-294.

Thorpe, Karran. "Reflective learning journals: From concept to practice." *Reflective practice* 5, no. 3 (2004): 327-343.

# Unit Schedule

This is a PACE (Professional and Community Engagement) unit, and you will be working between 100-150 hours for an organisation. Some students will be based at the host organisation organisation, others will be able to complete part or most of their work from home or

campus.

The internship is supported by 5 compulsory on-campus 2 hour workshops. Please check the online timetable for details (https:timetables.mq.edu.au). This component of the internship is as important as the professional work-based component.

There are two workshops you can choose from: Wed 9-11am OR Fri 11am-1pm. Both workshops are held in C5C209. A maximum of 25 students will be allowed for each workshop. The dates and topics are listed below.

The dates for the workshops are:

| | | |
|---|---|---|
| **Workshop 1** | **2/4 August** | **Managing a Research Project** |
| **Workshop 2** | **9/11 August** | **Reflective Practice** |
| **Workshop 3** | **16/18 August** | **Professional and Research Ethics** |
| **Workshop 4** | **1/3 November** | **Communicating Research** |
| **Workshop 5** | **8/10 November** | **Pursuing a Career in Social Research** |

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: https://students.mq.edu.au/support/student_conduct/

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

## Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

## Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

## Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

## IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

# Graduate Capabilities

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcome

- Demonstrate initiative and self-sufficiency during the placement.

### Assessment tasks

- Project Management Plan
- Engagement
- Supervisor's feedback report
- Final Report

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcome

- Demonstrate initiative and self-sufficiency during the placement.

### Assessment tasks

- Engagement
- Supervisor's feedback report
- Final Report

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Apply knowledge and research methodologies learned in other social science units to a real social research project. Produce a report that shows your ability to summarise, analyse, interpret and evaluate the information handled during the internship. Manage a research project following project management guidelines.
- Demonstrate initiative and self-sufficiency during the placement.

## Assessment tasks

- Engagement
- Supervisor's feedback report
- Final Report

# Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcome

- Apply knowledge and research methodologies learned in other social science units to a real social research project. Produce a report that shows your ability to summarise, analyse, interpret and evaluate the information handled during the internship. Manage a research project following project management guidelines.

## Assessment tasks

- Project Management Plan
- Engagement
- Supervisor's feedback report
- Final Report

# Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcome

- Participate meaningfully as a member of an organisation that engages in social, quality assurance, or policy related research. Develop reflective skills and capabilities through the experience of the work placement and the research process. Produce a reflective

account of the work experience.

### Assessment tasks

- Project Management Plan
- Engagement
- Supervisor's feedback report
- Final Report

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Assessment tasks

- Project Management Plan
- Supervisor's feedback report
- Final Report

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcome

- Demonstrate initiative and self-sufficiency during the placement.

### Assessment tasks

- Project Management Plan
- Engagement
- Supervisor's feedback report
- Final Report

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- Appraise ethical research practices and ethical conduct at the workplace. Engage in ethical practices during the internship.

### Assessment tasks

- Engagement
- Supervisor's feedback report
- Final Report

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- Develop an awareness of current ethical, social and environmental challenges, and how these present themselves at the workplace. Develop an understanding of the importance of becoming an active and engaged citizen.

### Assessment tasks

- Engagement
- Final Report

# Changes since First Published

| Date | Description |
|---|---|
| 25/07/2017 | Dates for workshops were incorrect - have now ammended |