



PSYP910

Research Theory and Practice for Professional Psychologists

S2 Day 2018

Department of Psychology

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Reading by Schedule and Topic</u>	9
<u>Changes since First Published</u>	10

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Joanne Earl

joanne.earl@mq.edu.au

Julie Boulis

julie.boulis@mq.edu.au

Credit points

4

Prerequisites

Admission to MProfPsych

Corequisites

Co-badged status

Unit description

The goal of this unit is to provide students with an understanding of aspects of the theory and practice of psychology research most relevant for practicing psychologists. Topics covered include: “evidence-based practice” and “research-practice integration”; research design and statistical analysis, including the application of these to quantitative, qualitative and mixed-methods research; critical evaluation of research output; conduct of literature searches and reviews; presentation and dissemination of research findings, such as peer-reviewed scientific journals and academic conferences; ethical considerations in research practice; and applying for research funding. The focus is on practical aspects of the design, conduct and reporting of psychology research. Through a mixture of workshops and independent and group activities and assignments, students are provided with the tools to design, conduct and report findings from applied research and to critically review relevant published research.

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:

Review and explain approaches to research-practice integration as these apply to professional psychology practice.

Critique the major research approaches utilised in the establishment of evidence-based

practice and their application in developing practice-based evidence research.

Integrate and synthesise the learning and knowledge of evidence based research design, data processing and methods of statistical analysis for key research designs and questions.

Critique the preparation of research findings for presentation to different potential audiences and/or publication.

Summarise the ethical and pragmatic considerations to test hypotheses generated from conducting and reporting of professional psychology practice research.

Recognise the cultural and diverse ethical issues and obstacles that arise when conducting and reporting of professional psychology practice research.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Systematic Literature Search</u>	60%	No	13/09/2018
<u>Oral Group Research Proposal</u>	40%	No	24/10/2018

Systematic Literature Search

Due: **13/09/2018**

Weighting: **60%**

This report will help to inform your Group Research Proposal. Your report should be no longer than 3000 words (double-spaced, size 12 Times New Roman font, 2.5cm margins) excluding diagrams, references and appendices. It represents 60% of the assessment weighting.

Although you will work on this report individually you will come together in groups after assessment to share findings and combine your best ideas for the group research proposal. Using the PRISMA-P protocols you are to conduct a systematic review of research relating to therapies, interventions or treatment plans within one of the following LGBTI subgroups or issues: young people; older adults; families; religion and spirituality. For more clarification read O'Donnell (2014). *Working therapeutically with LGBTI clients: a practice wisdom resource* and especially pages 38 – 48.

The ultimate goal of the essay is to review the relevant empirical evidence available and recommend therapies, interventions or treatments to best service the population identified. You may wish to work on a specific issue (i.e. coming out at older age, working with children of blended families) but be sure to liaise with your future group members to ensure suitable integration later. There is no problem if students investigate the same specific issue but the assignment must be completed individually.

Your report should include the following 3 sections:

15% Background

- You must begin with a clear statement about the area you are investigating and why you believe it is an important problem. Use evidence to justify the need for research to devise future solutions or strategies.

15% PRISMA-P Flow-chart

- Provide the PRISMA-P flow diagram to indicate the decisions you made when identifying relevant articles
- Outline the pros and cons of your approach. What was difficult? Easy? Where were the biggest gaps in the evidence?

30% Critical Appraisal

- Review the quality of the research found. What are the gaps in methodology, analysis or conclusions? Was there a particular study that exemplified the type of research you thought was optimal?
- Critically appraise the evidence for applicability to the solution
- Conclude on a future course of action

On successful completion you will be able to:

- Critique the major research approaches utilised in the establishment of evidence-based practice and their application in developing practice-based evidence research.
- Integrate and synthesise the learning and knowledge of evidence based research design, data processing and methods of statistical analysis for key research designs and questions.
- Recognise the cultural and diverse ethical issues and obstacles that arise when conducting and reporting of professional psychology practice research.

Oral Group Research Proposal

Due: **24/10/2018**

Weighting: **40%**

Oral Presentation Group Research Proposal

This group presentation is informed by the systematic literature search completed in the first assignment. Form groups of 4 to 5 and design a research project that will address an issue identified for the LGBTI sub-group of interest. As a group, present your project to the class during workshop 3. Each group member should present for a maximum of 8 minutes so the 40min total time includes time for questions at the end (few minutes). You can allocate the 8 minutes any way you like but the following must be addressed: 1. Background (e.g. previous research, current study aims and hypotheses, significance and innovation of the research) 2. Study design (e.g. participation selection criteria and recruitment, measures, procedures, statistical analysis) 3. Ethics considerations and impact on study design (e.g. consent, potential risks/benefits,

dilemmas) 4. Evaluation (e.g. how will you know if the intervention/therapy was successful)

On successful completion you will be able to:

- Review and explain approaches to research-practice integration as these apply to professional psychology practice.
- Critique the preparation of research findings for presentation to different potential audiences and/or publication.
- Summarise the ethical and pragmatic considerations to test hypotheses generated from conducting and reporting of professional psychology practice research.
- Recognise the cultural and diverse ethical issues and obstacles that arise when conducting and reporting of professional psychology practice research.

Delivery and Resources

Through a mixture of workshops and independent and group activities and assignments, students are provided with the tools to design, conduct, and report findings from applied research, including qualitative and mixed-method studies, and to review and critically evaluate relevant published literature. Ethical and pragmatic considerations in the design and conduct of psychology research, such as obtaining ethics approval and seeking research funding, are also considered. The Unit will be taught as free standing but key principles and applications will be embedded in other units.

If a workshop is missed a make-up task will be devised to address content. If more than one workshop per unit is missed, then the student is at risk of being excluded and university rules may apply.

Unit Schedule

Pre-Work: In order to get the most out of sessions it is recommended that you familiarise yourself with issues relevant to the LGBTI community by reading the folder marked "Pre-Work Reading on ILearn".

Workshop 1: Research-Practice Integration The first part of this workshop covers key aspects of “research-practice integration”, the conduct of literature searches, literature reviews and the critical appraisal of published research. The second part of the workshop focuses on approaches to qualitative research.

Workshop 2: Research Design & Analysis The first part of this workshop provides an overview of key issues in practice based research design with a focus on evaluation clinical significance in therapeutic sessions (i.e. N=1). The second part of this workshop will include evaluations at a program and group intervention level.

Workshop 3: Longitudinal Research/ Large databases and Group Presentations The first part of this workshop covers longitudinal research designs and using large data-bases . The second part of this workshop will be dedicated to students’ oral presentations of their research proposal, which comprises the second component of the Unit Assessment.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Review and explain approaches to research-practice integration as these apply to professional psychology practice.

Assessment tasks

- Systematic Literature Search
- Oral Group Research Proposal

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Review and explain approaches to research-practice integration as these apply to professional psychology practice.
- Critique the major research approaches utilised in the establishment of evidence-based practice and their application in developing practice-based evidence research.
- Integrate and synthesise the learning and knowledge of evidence based research design, data processing and methods of statistical analysis for key research designs and questions.
- Critique the preparation of research findings for presentation to different potential audiences and/or publication.
- Recognise the cultural and diverse ethical issues and obstacles that arise when conducting and reporting of professional psychology practice research.

Assessment tasks

- Systematic Literature Search
- Oral Group Research Proposal

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Critique the major research approaches utilised in the establishment of evidence-based practice and their application in developing practice-based evidence research.
- Integrate and synthesise the learning and knowledge of evidence based research design, data processing and methods of statistical analysis for key research designs and questions.
- Summarise the ethical and pragmatic considerations to test hypotheses generated from conducting and reporting of professional psychology practice research.

Assessment tasks

- Systematic Literature Search
- Oral Group Research Proposal

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Critique the preparation of research findings for presentation to different potential audiences and/or publication.

Assessment task

- Oral Group Research Proposal

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Summarise the ethical and pragmatic considerations to test hypotheses generated from conducting and reporting of professional psychology practice research.
- Recognise the cultural and diverse ethical issues and obstacles that arise when conducting and reporting of professional psychology practice research.

Assessment tasks

- Systematic Literature Search
- Oral Group Research Proposal

Reading by Schedule and Topic

DAY/ TIME	FOCUS	Reading

Pre-Reading	LGBTI	<p>APS – Information Sheet</p> <p>Bouverie Centre- Guidelines for Healthcare Providers working with Same-Sex Parented Families</p> <p>Mahieu, M., Cavolo & Gastmans, C. (2018). How do community dwelling LGBT people perceive sexuality in residential aged care? A systematic literature review. <i>Aging & Mental Health</i>, DOI: 10.1080/13607863.2018.1428938</p> <p>O'Donnell et al. (2014). <i>Working therapeutically with LGBTI clients: a practice wisdom resource</i>. National LGBTI Health Alliance and Mindout.</p>
DAY 1 10.30 – 1.00	Introduction Assessment Task Literature Review PRISMA Model	<p>Moher, D. et al (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) statement. <i>Systematic Reviews</i>, 4 (1).</p> <p>Page, M.J. & Moher, D. Evaluations of the uptake and impact of the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA), <i>Systematic Reviews</i>, 6, 263. DOI 10.1186/s13643-017-0663-8</p> <p>Meyer, C., Ogrin, R., Al-Zubaidi, H., Appannah, A., McMillan, S., Barrett, E. & Browning, C. (2017). Diversity training for community aged care workers: An interdisciplinary meta-narrative review, <i>Educational Gerontology</i>, 43 (7), 365-378.</p>
DAY 1 2.00 – 5.30	Qualitative Data	Fishleder, S., Petrescu-Prahova, M., Harris, J.R., Steinman, L., Kohn, M., Bennett, K., and Helfrich, C.D. (2018). Bridging the gap after physical therapy: Clinical community linkages with older adult physical activity programs. <i>Innovation in Aging</i> , 2 (1), 1-11.
DAY 2 9-12	Clinical Significance N=1	<p>Freeman, K.A. Single Subject Designs. Chapter 7 in Thomas, Jay.C. Hersen, Michel.; <i>Understanding research in clinical and counselling psychology</i> pp 181 208.</p> <p>McDonald, S., Quinn, F., Vieira, R., O'Brien, N., White, M., Johnston, D.W. & Sniehotta, F.F. (2017) The state of the art and future opportunities for using longitudinal n-of-1 methods in health behaviour research: a systematic literature overview, <i>Health Psychology Review</i>, 11, (4), 307-323.</p>
DAY 2 1- 4	Intervention Evaluation	Hafford-Letchfield, T., Simpson, P., Willis, P.B., & Almack, K. (2018). Developing inclusive residential care for older lesbian, gay, bisexual and trans (LGBT) people: An evaluation of the <i>Care Home Challenge</i> action research project. <i>Health Soc Care Community</i> . 2018, 26, 312–320.
DAY 3 9-12	Longitudinal Designs and Large Data Sets	<p>Daskalopoulou, C., Stubbs, B., Kralj, C., Koukounari, A., Prince, M and Prina, A.M., (2017). Physical activity and healthy ageing: a systematic review and meta-analysis of longitudinal cohort studies. <i>Ageing Research Reviews</i>, 38, 6-17.</p> <p>Sheridan, S.M., Single-Case Designs and Large N studies: The best of both worlds. In T.R. Kratochwill and J.R. Levin (2014). <i>Single-Case Intervention Research: Methodological and Statistical Advances</i>. APA.</p>

Changes since First Published

Date	Description
10/06/2018	- Clarification of assessment tasks - Addition of reading list by workshop and topic
19/02/2018	Overview of Assessment
13/12/2017	student is at risk

