**National research university Higher School of Economics**

**Department of Social Sciences, School of Psychology**

Course syllabus for the discipline

**“Internship”**

For the students of the MSc program ― Applied social psychology

(specialization 37.04.01 ― Psychology)

Approved by MP Academic Council

Meeting Minute # 01 dated 01/09/2019

Authors:

Dmitry Grigoryev (PhD),Research Fellow, e-mail: [dgrigoryev@hse.ru](mailto:dgrigoryev@hse.ru) (1st year)

Maria Efremova (PhD), Associate Professor, e-mail: mefremova@hse.ru (2nd year)

2019

**Science and Research Internship**

**In Brief**

**Course time**: 12 (6+6) ECTS units (credits). The internship lasts 4 weeks and amounts to 6 credits for each year.

**Location**: Center for Socio-Cultural Research. Room, HSE.

Internship supervisors::

* Dmitry Grigoryev, (PhD), e-mail: [dgrigoryev@hse.ru](mailto:dgrigoryev@hse.ru) (1st year)
* Maria Efremova (PhD), e-mail: mefremova@hse.ru. (2-nd year)

**Office:**

Room 413, Armyanskyi per. 4/3 b1; office hours: Tuesday 14.00-18.30, Thursday 14.00-18.30.

**Place of the Course in the Program Structure**

The Internship is an integral element of the program during which the students learn to apply knowledge obtained during lectures and research seminars. This course is a compulsory part of M.Sc. program “Applied Social Psychology”.

The internship lasts 4 weeks and amounts to 6 credits for each year.

Before the internship begins, students’ academic supervisors have to approve their internship plans. When the internship ends, students prepare their reports, which their supervisors need to grade and sign. The internship plan and the internship report have to be consistent with each other.

In the **1st year**, students are advised by their academic supervisors and the internship supervisor on any aspects of a research work. Supervisor should approve internship plan during the 1st week of internship.

In the **2nd** **year** students get an internship plan approved by academic supervisor. The internship plan is based on the time-table for internship (see below).

At the beginning of the internship students define one project with direct relevance to the courses included in the Master's Program.

General introductory part of the integral research training is constituted by n number of courses provided within the scope of the program:

1. **Quantitative and Qualitative Research Methods in Psychology** is a general research course that reviews basic steps of research process and provides students with training of basic research skills. The course is recommended as a basis for advanced course “Methodology of Cross-cultural Research”
2. **Cross-cultural Psychology** is a compulsory course taught at M.Sc. program “Applied Social Psychology”. The course provides basic training in cross-cultural psychology and reviews various theories regarding cultures measuring and mapping, culture and personality, culture and cognition and emotions, psychology of acculturation, psychology of intercultural communication.
3. **Theory and Methodology of Modern Psychology** is a general research course that builds on the previously learned general theories within the courses general psychology, social psychology, experimental psychology.

The course introducing students to the latest developments and data in the field of Social

Psychology, provide/getting deeper knowledge of applied areas of Social Psychology, studying methodological tools of Advanced Social Psychology. This course is oriented not only on socio-psychological theories, but also on applied aspects of social psychology. Students prepare their own projects on applied socio-psychological work. During the course there will be held group discussions on current researches in the field of social psychology.

**Learning Objectives**

The Internship aims to review the key integral steps taken during a psychological research study and to provide students with the knowledge and competencies necessary to conduct a research. These aims are designed to stimulate students’ research for the Master’s thesis and HSE research activities. Students are expected to work on focused projects with direct relevance to their chosen field of research. Projects have to be described and approved before the internship, including the objectives, aim(s) and an approach to be taken.

**Aims:**

**In the first year**

Practice to implement the skills of selecting and adapting of the measurement instruments for future research.

**In the second year**

Practice to implement the skills of statistical analysis of data for quantitative research (with the use of statistical packages, e.g. SPSS, AMOS, Mplus); the skills of qualitative and experimental data gathering and analysis.

During the length of the course the students will:

**In the first year**

* select measures relevant to chosen constructs ;
* adopt (if needed) and approbate the selected measures;
* prepare a written report in English.

**In the second year**

* develop skills for theoretical analysis in the field of social and cross-cultural

psychology;

* learn to implement in practice the knowledge of research design and methods in their own psychological research;
* develop skills to conduct surveys and data processing;
* test their research hypotheses;
* prepare and finalize their master theses.

**Prerequisites**

Students are expected to be skilled in basic statistics and research methods at graduate level.

**Course Content**

**Curriculum Overview**

**First year**

|  |  |
| --- | --- |
| Course Units | Coursework  (on your own) |
| 1. Planning of the research: select one (or more) target psychological construct(s) and measures | 20 |
| 2. Preparation of questionnaires or interview guides | 60 |
| 3. Data collection and preparation for the analysis | 70 |
| 4. Data analysis | 60 |
| 5. Report of the results in APA | 18 |
| Total time | 228 |

**Second year**

|  |  |
| --- | --- |
| Course Units | Self-Studying |
| 1. Editing the theoretical background section | 30 |
| 2. Achieving consistency between the aims of research, research questions, hypotheses and methods of the study | 30 |
| 3. Testing of main research hypotheses: data analysis | 130 |
| 4. Report of the results in APA | 38 |
| Total time | 228 |

**Time-table for internship**

|  |  |  |
| --- | --- | --- |
| Course Units | | Completion of the stage |
| 1 | Achieving consistency between the aims of research, research questions, hypotheses and methods of the study | 1st week |
| 2 | Editing the theoretical background section | 1st week |
| 3 | Preparation of questionnaires -  additional adjustment of questionnaires | 2rd week |
| 4 | Data collection (final stage) | 2rd week |
| 5 | Testing of main research hypotheses: data analysis | 3rd- 4th week |
| 6 | Report of the results in APA | 4th week |
|  | Total time | 4 weeks |

**Educational Technologies**

The consultation hours include the following forms of work:

* Problem discussions, based on the literature recommended by the seminar leader;
* Practical sessions using statistical software (SPSS, SPSS Amos)

**Forms of evaluation for the current assessment**

**In the first year**

The final grade is a combined evaluation of all the research stages in the written internship report. After the internship, 1st year students prepare a report of the study (5-6 pages) (can be found in Appendix 1). The report should be approved by the internship supervisor.

**In the second year**

The preparation of the final report takes in two stages.

1. The report of the study (can be found in Appendix 2). The research practice report should be at least 2-3 pages, and approved by the supervisors. The report is submitted in print.

2. Document reflecting the declared type of work. It is the text of term paper, revised during practice, with the following parts: theoretical section, method, data processing, preliminary results. This document is submitted to the internship supervisor in an electronic version.

**Evaluation and Grading**

**In the first year**

The examination is carried out in the form of an assessment of reporting documentation.

The preparation of the final report takes in two stages. On the first step, students receive approval from their academic supervisor on the psychological construct to use. Then students send a name of the psychological construct, list of items, and paper references to a internship supervisor to enitial assesment. This is an intermediate attestation.

On the second step, students preper the final report according to Appendix 1 and send to a internship supervisor.

The final grade is a combined grade based on these two steps.

Grade = 0.1 \*approval + 0.9\*final report.

**In the second year**

The examination is carried out in the form of an assessment of reporting documentation.

Grading the report, academic supervisor evaluates the student’s progress by indicating the percentage of completion for every research stage (from 0% to 100%), and then giving the final mark on 1-to-10 scale. This is an intermediate attestation.

Grading of the revised dissertation is carried out in accordance with the criteria (see Appendix 3), and the assessment is given from 1 to 10.

The final grade is a combined grade based on these two steps, taking into consideration the two assessments.

Grade = 0.6 \*report + 0.4 text of term paper.

**Competencies**

|  |  |
| --- | --- |
| **1. Universal competencies** | |
| SLC-1 | Student is able to reflect on the mastered activities. |
| SLC-4 | Student is able to improve his or her intellectual and cultural abilities, and to set the path for professional development and career. |
| SLC-6 | The student is able to analyze, verify, evaluate the completeness of information in the course of professional activity, if necessary, make up and synthesize the missing information. |

|  |  |
| --- | --- |
| **2. General professional competencies Professional competencies** | |
| GPC-1 | Student is able to organize independent research, consulting, and applied projects based on laws and professional ethics, skills and responsibilities. |
| GPC-2 | Student is able to conduct written and oral communication in Russian (state) and a foreign language as part of the professional and scientific communication. |
| GPC-3 | Student is able to present results of his/her work in Russian and/or foreign language in format of scientific report and oral presentation using modern IC technologies. |
| GPC-4 | Student is able to search and analyze the information and professional databases, including through ICT. |
| GPC-6 | The student is able to take into account social and multicultural differences to solve problems in professional and social activities. |
| **3. Professional competencies** | |
| SPC-2 | The student is able to develop a program, plan and implement scientific psychological research, apply scientifically based methods to evaluate practice, interventions and other research and applied programs. |
| SPC-3 | The student is able to develop and choose adequate, reliable and valid assessment methods to solve scientific and applied problems |
| SPC-6 | The student is able to develop and choose adequate, reliable and valid assessment methods to solve scientific and applied problems |
| SPC-8 | The student is able to develop and implement comprehensive programs for the providing psychological services in the field of psychological counseling and psychological support in accordance with the needs and goals of the client or various groups of clients. |

**Course Literature**

Matsumoto, D. and van de Vijver, F.J.R. (eds.) (2010) *Cross-Cultural Research Methods in Psychology.*  Cambridge: Cambridge University Press

**Recommended reading:**

APA (2010). Publication Manual of the American Psychological Association. 6th Ed. Washington, DC: APA.

Bentler P.M. Comparative fit indexes in structural models. Psychological Bulletin, 1990, March, 107(2), 238-246. Online (https://escholarship.org/uc/item/2mk8r49v)

Bown T.A (2006). Confirmatory Factor Analysis for Applied Research. Gulford press.

Byrne, B. M. (2010). Structural equation modeling with AMOS: Basic concepts, applications, and programming. 2nd Edition. Routledge Taylor & Francis Group.

International Test Commission. (2016). The ITC Guidelines for Translating and Adapting Tests (Second edition). [www.InTestCom.org]

Kurzman Ch. (Sep 2, 2014) World values lost in translation. Washigton post. Retrieved from http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/09/02/world-values-lost-in-translation/ on 04.12.2014

Appendix 1

***Your name***

*Name of your academic supervisor*

Date

Internship supervisor\_\_\_\_\_\_\_\_\_

**Target Construct**

What kind of psychological construct are you going to measure? Just put here the name of the construct and a reference to the source.

**Brief Literature Review**

A few words about this psychological construct. For instance, within the framework of what theory is this psychological construct used? How did this psychological construct arise? What measures for the psychological construct are there? How and when was developed the measures? Which one did you choose and why? etc.

**Method**

**Participants**

What was your sample size? Sociodemographic characteristics of your sample, e.g., average age (mean (*M*) and standard deviation (*SD*), min. and max.), sex/gender distribution (percentage and/or number of males/men and females/women), education, length of stay in the country if you ask immigrants (mean and standard deviation, min. and max.), income, students status (students or not?), religion, etc. Make sure that discussed with your academic supervisor what sociodemographic characteristic are relevant to your case before you start to collect data.

**Procedure**

How did you get the data? Participant instructions, ethical approvals, etc. Also, description of the translation and adaptation procedure of the measure if you translated items. How did you determine the required sample size? (e.g., **power analysis**). Why and what additional measures did you choose to establish convergent and discriminant validity the measure? Any other preparatory stages.

**Measures**

What measures were included in your questionnaire? Provide a sample of the items, which response scale was used (e.g., 5-point Likert scale, 7-point Likert scale, yes-no, etc.), reliability indicators (e.g., Cronbach's alpha, omega, etc.) and/or fit indices of the measurement model (e.g., chi-square statistics, CFI, RMSEA, SRMR, etc.) and/or convergent and discriminant validity indicators for the measure of the target construct by the article from which you took this measure.

**Data Analysis**

The strategy of your data analysis, what stages and for what.

**Results**

Describe the results of your statistical analysis. Check on normality: graphical (Q-Q plot and histogram) and statistics (Shapiro-Wilk test). Factor structure: CFA/EFA (e.g., estimator/extraction and rotation type, factor loadings, and model fit). Reliability: internal consistency (e.g., Cronbach's alpha or omega, etc.). Convergent and discriminant validity. The relationship with sociodemographic characteristics (e.g., ANOVA, *t*-test, correlations, etc.). Optional: DIF, MDS, network analysis or something else.

**Discussion**

Compare your results and results by the article from which you took this measure. Strengths and weaknesses of this measure. For example, if you were unable to reproduce the original factor structure of the measure, then provide an explanation of why this could have happened.

**Conclusions**

Conclusions about the work done.

**References**

Your references list according to the APA standards.

**Tables.** Tables with your results **that format according to the APA standards!!!**

**Figures.** e.g., Q-Q plot, histograms, CFA models.

**Syntax.** SPSS, R, Mplus syntax (screenshot of the initial model if AMOS).

**Output.** Screenshots or copypasta of an output of the statistical package.

**Questionnaire.** Screenshots or copy pasta how your questionnaire looked.

Appendix 2

**RESEARCH PRACTICE REPORT for 2st year students**

Student name:

MSc program: Applied Social Psychology Group:

Topic of the work:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practice held at: Center for Socio-Cultural Research, HSE

Period:

Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Research stage | Progress  (in %) |  | Supervisor’s comment on progress |
| 1. | Theoretical background section editing |  | Describe what have you edited in the thesis, work with text |  |
| 2. | Instruments’ pretesting |  | Describe the pretest and pretesting stages that you have completed during practice |  |
| 3. | Measures |  | Describe which scales and measures are included in your final questionnaire |  |
| 4. | Data collection |  | Describe data that you collected, have you completed data collection |  |
| 5. | Preliminary data analysis |  | Describe which stages of data analysis have you completed |  |
| 6 | Results |  | Describe what preliminary results you managed to get during this period. |  |

Final grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 3

**Criteria for 2nd year term paper assessment in the framework of internship**

* Achieving consistency between the aims of research, research questions, hypotheses and methods of the study.
* All the elements of the chosen research problem should be introduced and explained in the theoretical and/or methodological sections and practical contexts (provide a rationale for choosing a particular theory/approach given among the many that exist investigating the topic).

Theoretical chapter

* Editing the theoretical background section: chapters should be logically ordered; the literature should be sufficient in terms of number and relevance of references; all of the key concepts should be clearly defined; the literature should be integrated and critically described; concise but complete evidence should be provided for the hypotheses.

Design section

* Study method: the sample, the instrument(s), and procedure are concisely, clearly and completely described. Pre-test of instrument(s) (if it was carried out).
* Data collection (final stage) - describe the data collection and the total number of participants
* Data analysis: descriptive statistics, analysis for testing of main research hypotheses

Results

* The results from data analysis. This chapter does not include discussing of your findings.
* All results concerning the research problem that are part of the empiric verification of the hypothesis must be shown.

*Formal requirements*

References

APA style not required