**Internship Programme**

**Section 1. General Information:**

*Authors:*

*Academic Supervisor of the Educational Program "Applied Social Psychology" Professor Alexander Tatarko, atatarko@hse.ru*

*Dmitry Grigoryev, (PhD), e-mail: dgrigoryev@hse.ru.*

*Maria Efremova (PhD), e-mail: mefremova@hse.ru.*

*Ekaterina Maklasova, e-mail:emaklasova@hse.ru*

*Ekaterina Vasilyeva, e-mail:edvasilyeva@hse.ru*

**Degree program “Applied social psychology”**

Practical training on the educational program "Applied Social Psychology" is implemented in the form of term paper and thesis preparation, project(s) and professional internship.

Preparation of term paper and thesis contributes to the development of research competencies in the profile of the educational program, including competencies that allow to fully implement research carried out to obtain new knowledge about the structure, properties, and patterns of the studied object (phenomenon).

Participation in project(s) and professional internship contributes to the development of general professional competencies in the profile of the educational program, including competencies that allow solving applied and research problems, in ways and methods as close as possible to the methods of the chosen professional activities.

The internship programme includes a description of the curriculum elements of the educational program, organized in the form of internship and grouped in the “Practical training” module of the curriculum.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year of study** | **Type of internship** | **Element of practical training****(EPT)** | **Form**  | **C.u. per student** | **Academic hours per student** | **Duration** |
| 1 | Research  | Term paper | Mandatory | 6 | 228 | 1 year 1-4 module  |
| 1,2 | Project | Applied products | Optional | 2 | 76 | 1 year (1-4 module). |
| 2 | 76 | 2 year (1-3 module) |
| 2 | Professional  | Work placement | Mandatory | 6 | 228 | 1 year: 4 module |
| 6 | 228 | 2 year (3 module) |
| 2 | Research | Thesis preparation | Mandatory | 23 | 874 | 2 year |

**Section 2. Internship Contents Description**

**2.1 Term paper**

**2.1.1 Goals, objectives and the EPT prerequisites**

Research-based term paper is an obligatory element of a degree program first year curriculum.

Research-based term paper is aimed at preparing the theoretical and methodological basis for the empirical research of the student, the direct implementation of which is carried out by the student in the second year as part of the preparation of the research-based thesis.

Research-based term paper is focused on the development of student's research competencies and consists in the analysis and generalization of theoretical and empirical material that contribute to the consolidation and application of knowledge and skills acquired in the process of mastering the educational program.

Tasks:

1) consolidation of knowledge and skills acquired by the student in the course of theoretical and practical lessons;

2) the formation of skills and abilities of independent literature analysis on the topic of term paper;

3) development of skills in analytical and research activities, work with information.

Prerequisites. To successfully complete the internship, the student must have knowledge in the field of social psychology, theory and methodology of modern psychology, quantitative and qualitative research methods, cross-cultural psychology.

 **2.1.2 Milestones**.

Students should choose the topic of the term paper and the supervisor in VLIS and submit the application to the study office before November 15 of the first academic year. The topic of the term paper is offered in two languages - English and Russian.

The student also has the right to submit an outline of his own topic for term paper, previously agreed with the supervisor, before November 15th of the first academic year. In this case, the verification of the outline and the appointment of a supervisor for research internship is carried out by the academic supervisor of the degree program.

The student has the right to change the topic of the term paper and the supervisor within the time frame established by the educational office.

The term paper schedule has the following milestones:

* **presentation of the term paper outline to scientific supervisor** (it should include relevance of the study, scientific or practical novelty, the structure of the work, the expected result(s), the idea, the list of main sources for this work) before December 1 of the first academic year;
* **preliminary presentation (pre-defense)** of the term paper during the research seminar - before April 30 of the first academic year;
* **submitting the finished term paper to the supervisor**, with subsequent changes in the term paper (if necessary) following the deadlines established by scientific supervisor;
* **presentation of the final version of the term paper to the supervisor** before uploading it to VLIS**;**
* **upload of the term paper to the VLIS for further check for plagiarism in the system** **«Turnitin»** 7 working days before the defense of the term paper;
* **assessment by the supervisor (writing a review) of term paper** - by the time of the defense**;**
* **public defense of course work –** in the period from June 1 to June 30.

**2.1.3. Special aspects and arrangements**

The result of the internship is a term paper prepared in accordance with the standards of the double degree program “Applied Social Psychology”. Requirements for the structure and content of the course work can be found in **Appendix 1** of this document.

**2.1.4. Assessment and reporting procedures** (forms for research internship, assessment formula, assessment tools for intermediate certification of students).

Term paper should be uploaded in VLIS. Assessment of the course work is finished with the evaluation of the supervisor of the course work and public defense of the course work.

Term paper is evaluated by supervisor and the committee in accordance with the established criteria. The formula for the final grade is:

**Gterm paper = 0.2\*Gsupervisor review + 0.8\*Gdefence with the committee**

# In accordance with [Regulations on Checking Student Papers for Plagiarism and the Publication of Bachelor’s, Specialist and Master’s Theses on the HSE Corporate Website](https://www.hse.ru/en/docs/313980134.html) term papers prepared by HSE students shall be subject to mandatory checks for plagiarism. Information on term papers, which account for less than 80% original content, shall be forwarded to the head of the HSE subdivision where the academic supervisor of a term paper is employed, with a copy to the relevant academic supervisor. The final decision as to whether or not copied material in student term paper was used appropriately, as it appears from reports provided by programme coordinators, shall be made by the academic supervisor of each paper, respectively. If plagiarism is detected, academic supervisors must follow the procedure established by HSE bylaws. If the percentage of borrowed material is acceptable, academic supervisors shall write a review of students’ theses with an opinion regarding text originality. In the case of a proven plagiarism in the term paper, a student may be brought to disciplinary responsibility in accordance with the procedure for the application of disciplinary sanctions for violations of academic norms in the writing of written academic papers at the HSE. A student who has received an unsatisfactory grade for term paper is considered to have academic debt. He is obliged to eliminate this academic debt in the manner prescribed by the local regulations of the University, taking comments into account and, if necessary, finalizing the text of the term paper; the title of the term paper may be changed. Changing of the title is made by the order of the Dean of the faculty. For students who have academic debt for term paper, the procedure for re-examination is regulated by the Regulations on the organization of intermediate certification and current monitoring of students ' progress of the HSE.

**2.1.5. Resources** (a list of information technologies utilized during term paper preparation, e.g., a list of software and information directories (if required), descriptions of materials and facilities necessary for term paper preparation).

To accomplish the research internship of the first year it is recommended to use the electronic library resources of the NRU HSE (<https://library.hse.ru/e-resources>); licensed versions of statistical programs (SPSS, AMOS and MPLUS), free statistics packages (Process) and instruments (G\*Power), free software environments (RStudio); Office suite of Microsoft Office applications (Power Point, Word, Excel) and personal computer. If it is necessary to access separate premises and equipment, the student is provided with such access upon request to the university services responsible for booking educational (other) premises, received from the scientific supervisor or the academic director of the program.

**2.1.6. Special arrangements for completing the EPT assignments with regard to any restrictions or other measures**.

Under the conditions of restrictive measures, all contacts with the scientific supervisor, reviewers, members of the examination committee are carried out remotely. Other than that research-based term paper should be fully prepared in accordance with the existing requirements.

**2.2 Project**

**2.2.1. Goals, objectives and the EPT prerequisites.**

Project-based internship is an elective element of the “Internship” module in a DP curriculum and is implemented as a of project.

Project-based internship is aimed at creating conditions for professional activity in order to develop students' competencies that allow them to solve applied and research problems in ways and methods as close as possible to the chosen professional activity.

Project-based internship can be aimed at solving applied and research problems:

* work with databases of foreign periodicals and other electronic resources in order to collect and study scientific and other information on a given topic;
* analysis and theoretical generalization of scientific data, results of experiments and observations, as well as writing reviews on a given topic;
* conducting quantitative and qualitative research: developing tools; collection, processing and analysis of data; writing reports based on the results obtained;
* etc.

Prerequisites:

The list of elements of the curriculum required to study for the implementation of the project is established by the project manager.

**2.2.2. Milestones**.

The time frame of the project implementation is set by the project manager. The project manager is obliged to evaluate all students who participated in the project based on the results and submit the statements (Project evaluation sheet) to the manager of the degree program no later than 5 working days after the end of the project.

Fist year students are obliged to choose and implement a project for at least 2 credits during module 1 to module 3. For the second year of study on the program in the period from module 1 to module 3, the student is obliged to choose and implement a project for at least 2 credits. For the entire period of study, the student is obliged to collect at least 4 credits in total for project-based internship. The student has the right to choose a project or projects for at least 4 credits for project-based internship during the first year of study in the period from module 1 to module 3, which will be equated to passing project-based internship for two years of study.

**2.2.3. Special aspects and arrangements**

The project can be implemented within the framework of one educational program, within the educational programs of one faculty, and within the educational programs of different faculties of the Higher School of Economics.

The project can be realized individually or in group. A group project may include students from different programs, campuses, areas and levels of training, course (year) of study. The expediency of forming teams is determined by the project manager based on the project objectives and expected results.

The project can be organized directly in a structural unit of the NRU HSE (for example, on the basis of laboratories, workshops, etc.), on the NRU HSE campus, different from the student's campus, or in an organization that carries out activities or provides an opportunity to carry out activities according to the program profile.

The student can take part in the project realization, which is initiated by non-core educational programs, research laboratories and structural units and contains elements of professional tasks corresponding to the student's program. When assessing the result of a student's participation in the implementation of a project, in this case, the competencies that he received in his program are taken into account.

The student is not prohibited from performing variable projects apart from those approved by the program management. The results obtained by a student on such projects can be optionally credited in excess of standard credits. The student independently decides whether to participate in such projects or to choose a project approved by the program management.

Project-based internship may include a procedure for competitive selection and (or) checking the compliance of the student's existing competencies with the established prerequisites.

**2.2.4. Assessment and reporting procedures** (forms for project-based internship, assessment formula, assessment tools for intermediate certification of students).

Forms of assessment and reporting are established by the project manager in accordance with the scope of the project. Evaluation of project results is carried out by the project manager in accordance with section 4.8. Regulations on the practical training of HSE students. The student is obliged to participate in projects with an amount of credits not lower than the minimum required for the program (see paragraph 2.2.) and complete it with a result not lower than "satisfactory" in accordance with the curriculum of the program. The approximate form and structure of the project report is presented in Appendix 2.

**2.2.5. Resources** (a list of information technologies utilized during project implementation, e.g., a list of software and information directories (if required), descriptions of materials and facilities necessary for project implementation).

The list of resources required for the implementation of the project is established by the project manager in accordance with the scope of the project. To implement the project, if necessary, the student has the right to use the available resources of the University: coworking spaces, information resources, consulting assistance of university employees, etc. premises received from the project manager or the academic program manager.

**2.2.6. Special arrangements for completing the EPT assignments with regard to any restrictions or other measures**.

If there are peculiarities or limitations due to the state of health or other objective factors that prevent the student from participating in the project, internship is organized taking into account the peculiarities of the state of health and (or) other characteristics of a particular student.

**2.3 Professional internship**

**2.3.1 Goals, objectives and the EPT prerequisites**

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

The professional 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 core part of the M.Sc. program “Applied Social Psychology”. The internship lasts 4 weeks and amounts to 6 credits for each year (12 credits in total).

The internship is based on the knowledge gained in the framework of several courses included in the Master's Program:

A) 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.

B) Quantitative and Qualitative Research Methods in Psychology is a general research course that reviews the basic steps of the research process and provides students with training in basic research skills.

C) Cross-cultural Psychology is a compulsory course taught at the M.Sc. program “Applied Social Psychology”. The course provides basic training in cross-cultural psychology and reviews various approaches regarding psychological measurements in different cultural contexts.

**Learning Objectives in the first year**

The internship aims to work on psychological measurements taken during a psychological research study and to provide students with the experience necessary to conduct their own research.

**Learning Objectives in the second year**

The professional 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.

**Goals:**

**In the first year**

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

During the length of the course the 1st year students will:

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

**In the second year**

The aim of the professional internship is to implement the skills of data gathering and statistical analysis of data for quantitative research (with the use of statistical packages, e.g. SPSS, AMOS, R, Mplus) or qualitative research.

During the length of the course the 2nd year students will:

* 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.

Students are expected to have analytical skills in working with theoretical and empirical data, have experience in writing reviews on a given topic, and are able to plan and carry out their own research.

**2.3.2** **Milestones**

**In the first year**

All internship results are uploaded by students to the VLIS. One week before the start of the internship, the students have to 1) make the planning of the research: select one (or more) target psychological construct(s) and measures. At the end of the internship, students prepare their reports (Appendix 3). The internship plan and the internship report have to be consistent with each other.

The deadline for the report and accompanying documents is announced by the internship supervisor by mail during the 1st week of internship.

**In the second year**

One week before the start of the internship, the students have to 1) prepare an individual internship plan based on the time-table for internship (Appendix 4). 2) Supervisor should approve the internship plan during the 1st week of internship 3) send the plan which was approved*)* by the supervisor to the internship supervisor during the 1st week of internship. At the end of the practice, 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.

The deadline for the report and accompanying documents is announced by the internship supervisor by mail during the 1st week of internship.

**2.3.3.** **Special aspects and arrangements**

The professional internship takes place at the Center for Socio-Cultural Research HSE, Room 602, Myasnitskaya str. 20; office hours: Tuesday 14.00-18.30, Thursday 14.00-18.30. Internship supervisor 1st year student’s is Dmitry Grigoryev, (PhD), e-mail: dgrigoryev@hse.ru. Internship supervisor 2nd year student’s is Maria Efremova (PhD), e-mail: mefremova@hse.ru.

The content of professional internship for 1st year is presented in the table below:

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

The content of professional internship for 2nd year is presented in the table below

|  |  |
| --- | --- |
| 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 |

**2.3.4.** ​​ **Assessment and reporting procedures**

**In the first year**

The final grade is a combined evaluation of all the research stages in the written internship report. During the internship, 1st-year students prepare a report of the study within 5-6 pages (which can be found in Appendix 3). The report should be approved by academic (master thesis) supervisors of students, and then be uploaded in the VLIS before the final deadline.

*Evaluation and Grading*

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

The preparation of the final report takes on two stages. On the first step, students receive approval from their academic (master thesis) supervisors on the psychological construct to use. Then before the first deadline students upload in the VLIS a name of the psychological construct, a list of items, and paper references to the initial assessment. This is an intermediate attestation. In the second step, students prepare the final report according to Appendix 3 and upload it in the VLIS before the final deadline.

In case of academic debt, students can retake the professional internship before the retaking deadline, which is set by the Study office. A retake leads to a downgrade in the final grade.

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 final grade is a combined assessment of all stages of the study previously presented in an individual plan (Appendix 4) and in a written internship report. After the internship, students prepare a report of the study (2-3 pages) (can be found in Appendix 5) and a document reflecting the declared type of work. It is the text of a dissertation, revised during internship, with the following parts: theoretical section, method, data processing, preliminary results. These both documents should be approved by the internship supervisor and submitted in an electronic version.

Evaluation and Grading

The examination is carried out in the form of an assessment of reporting documentation. The evaluation of professional internship report takes in two stages. On the first step, student prepare an individual internship plan and send it to the internship supervisor. On the second stage, students submit a practice report to the scientific supervisor. Grading of the revised dissertation is carried out in accordance with the criteria (see Appendix 6). 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. For the final evaluation students send the text of the report approval by the scientific supervisor and the revising version the text of the dissertation.

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

**Grade = 0.1\*plan+0.5 \*report + 0.4 text of term paper.**

**2.3.5. Resources**

* Personal computer or facilities of the University, in particular, computer classes
* Microsoft Word program,
* Statistical software, which is free (e.g., jamovi, JASP) or available in HSE computer labs (e.g., SPSS, SPSS Amos)
* Availability of wireless Internet access via Wi-Fi.
* [HSE Library e-resources](https://library.hse.ru/e-resources)

**2.3.6. Special arrangements for completing the EPT assignments with regard to any restrictions or other measures.**

Under the conditions of restrictive measures, all contacts with the scientific supervisor, reviewers, members of the examination committee are carried out remotely. Other than that internship should be completed in accordance with the existing requirements.

**2.3.7. Other materials and supplementary information.**

​​When passing professional internship, the following literature is recommended for use:

**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

**2.4 Thesis preparation**

**2.4.1. Goals, objectives and the EPT prerequisites**.

Research-based thesis is an obligatory element of the curriculum of the degree program of the second year of study, the purpose of which is the direct implementation of the student's empirical research.

Research-based thesis is focused on development of student's research competencies and consists in the implementation of research carried out in order to obtain new knowledge about the structure, properties and patterns of the studied object (phenomenon).

Goals:

1. Development of skills for planning and implementation of scientific research;
2. Development of public speaking skills;
3. Consolidation and demonstration of the competencies mastered in the learning process.

Prerequisites. To successfully complete the research internship, the student should have knowledge in the field of social psychology, theory and methodology of modern psychology, quantitative and qualitative research methods, cross-cultural psychology.

Student should also obtain following knowledge, skills, and competences:

 - the ability to work with electronic libraries and find the necessary literature;

 - knowledge of the methods of mathematical statistics, as well as possess knowledge of the subject field in which the research is carried out;

 - skills in working with statistical packages: SPSS, R, AMOS, MPLUS, PROCESS

**2.4.2. Milestones** (at least 3 (three): signing a statement of work; submission of interim products/results; submission of final draft/report).

The schedule of the research-based thesis preparation is agreed by the student with officially appointed scientific supervisor of the thesis and may include the following control points:

* **presentation of the project of empirical study** to research seminar teachers and scientific supervisor before October 30 of the second academic year;
* **completion of the empirical research and presentation of the collected data in coded form** on the research seminar before December 15 of the second year of study;
* **presentation of the results of processing empirical data** on the research seminar before February 1 of the second academic year;
* **providing the text of the empirical part of the thesis** to the teachers of the research seminar before March 1 of the second academic year;
* **pre-defense of a preliminary version of the thesis** on the research seminar until March 25 of the second academic year;
* **official pre-defense of the final version of the thesis** on the research seminar - until May 15 of the second academic year;
* **submission of the text of the thesis to the supervisor** with the subsequent correction of the work (if necessary) after the preliminary defense within the terms set by the supervisor;
* **providing the final version of the thesis to the supervisor** before uploading the work to VLIS;
* **uploading the final thesis to VLIS for further checking for plagiarism by the “Turnitin”** system within the timeframes set by the Study office;
* **assessment of the thesis by the supervisor** (writing a review) **and a reviewer** (writing a review) - 3 days before the defense or earlier;
* **public defense** of the thesis - from June 1 to June 15 of the second academic year.

**2.4.3. Special aspects and arrangements**

The result of research internship of the second year of study is the research-based thesis, prepared in accordance with the standards of the degree program. The requirements for the structure and content of the thesis are set out in Appendix 7 of this document and in Appendix 2 of the program of the research seminar "Economic and Organizational Psychology".

**2.4.4. Assessment and reporting procedures** (forms for research-based thesis, assessment formula, assessment tools for intermediate certification of students).

The thesis is provided in electronic form. Verification of the final qualifying work ends with the assessment of the student's thesis by the supervisor (review) and reviewer (review) and public defense of the thesis for the members of the state examination committee.

The thesis is evaluated by a reviewer, scientific supervisor and members of the committee in accordance with the established criteria. The final grade is derived by the formula:

**Gthesis = 0.2\*Gsupervisor review + 0.2\*Greviewer’s review + 0.6\*Odefence with the committee**

The thesis must be checked by the Study office manager for plagiarism in the text. In accordance with [Regulations on Checking Student Papers for Plagiarism and the Publication of Bachelor’s, Specialist and Master’s Theses on the HSE Corporate Website](https://www.hse.ru/en/docs/313980134.html) master theses prepared by HSE students shall be subject to mandatory checks for plagiarism. Information on master theses, which account for less than 80% original content, shall be forwarded to the head of the HSE subdivision where the academic supervisor of a master thesis is employed, with a copy to the relevant academic supervisor. The final decision as to whether or not copied material in student master thesis was used appropriately, as it appears from reports provided by programme coordinators, shall be made by the academic supervisor of each thesis, respectively. If plagiarism is detected, academic supervisors must follow the procedure established by HSE bylaws. If the percentage of borrowed material is acceptable, academic supervisors shall write a review of students’ theses with an opinion regarding text originality. In the case of a proven plagiarism in final qualifying work, a student may be brought to disciplinary responsibility in accordance with the procedure for the application of disciplinary sanctions for violations of academic norms in the writing of written academic papers at the HSE.

 A student who receives an unsatisfactory mark for his thesis is considered expelled according to the regulations on the organization and conduct of the state final certification of students of the NRU HSE. The subsequent right to reinstatement is regulated by a local act on the procedure and conditions for the reinstatement of persons expelled at the initiative of the Higher School of Economics. He is obliged to eliminate this academic debt in the manner prescribed by the local regulations of the university, taking comments into account and, if necessary, finalizing the text of the thesis; the title of the thesis may be changed. Changing of the title is made by order of the Dean of the faculty. For students who have academic debt for their thesis, the procedure for re-examination is regulated by the Regulations on the organization of intermediate certification and current monitoring of students ' progress of the HSE.

**2.4.5. Resources** (a list of information technologies utilized during thesis preparation, e.g., a list of software and information directories (if required), descriptions of materials and facilities necessary for thesis preparation).

To accomplish the research internship of the second year it is recommended to use the electronic library resources of the NRU HSE (https://library.hse.ru/e-resources); licensed versions of statistical programs (SPSS, AMOS and MPLUS), free statistics packages (Process) and instruments (G\*Power), free software environments (RStudio); Office suite of Microsoft Office applications (Power Point, Word, Excel) and personal computer. If it is necessary to access separate premises and equipment, the student is provided with such access upon request to the university services responsible for booking educational (other) premises, received from the scientific supervisor or the academic director of the program.

**2.4.6. Special arrangements for completing the EPT assignments with regard to any restrictions or other measures**.

Under the conditions of restrictive measures, all contacts: with respondents, scientific supervisor, reviewers, members of the state examination committee, are carried out remotely. Otherwise, the thesis must be prepared in full and in accordance with the existing requirements.

**2.4.7. Other materials and supplementary information.**

Empirical data can be collected both through face-to-face interviews and online using special systems. Such systems can include both paid (Qualtrics, Anketolog), shareware (1ka), and free (Google-Survey).

**Section 3.** **Special Arrangements for Students with Disabilities and Special Needs**

Internships of students with disabilities are organized taking into account the individual characteristics of psychophysical development, individual capabilities and health status.

**Appendix 1**

**Structure of Term paper**

**1st page: Title page**

Title page should include:

Name of the institution (Higher School of Economics), the department (Psychology), and the Master’s Program (Applied Social Psychology)

Title of the study

Author’s (student’s) full name

Supervisor(s)’ second name and initials

Year

*Template for Title page can be found on the webpage*

**2nd page: Table of contents**

**3rd page: Abstract and key words**

**Introduction (around 10% of the text)**

|  |
| --- |
| a. A brief introduction of the objective (problem) of the term paper;b. Aim of the study;c.     Research question and/or hypotethis/es;d.     Relevance and novelty of the study, possible scope of application of the expected results of the study*Important: The introduction should provide a complete and logical view of the research. Readers of the introduction should understand what the author is going to do in the research, why and how to conduct the research..* |

**Chapter 1: Theoretical background (around 60% of the text)**

|  |
| --- |
| *A theoretical chapter should include several logically related paragraphs. The structure and content of the chapter depends on the research topic, research questions / hypotheses. Below are the basic requirements for writing a theoretical chapter:*a.Paragraphs should be logically related to each other;b. The list of sources should be sufficient in terms of the number of sources and their relevance to the study;c. All basic concepts used in the research must be defined;d. The results of previous studies should be analyzed in the text of the chapter;e. The full rationale for the hypotheses should be presented in chapterf. If the logic of the logic of the construction of the chapter allows, the last paragraph of the chapter is "Present research", which provides the justification of the hypotheses. |

**Chapter 2: Research Project (3-5 pages) 30% of the text**

|  |
| --- |
| a. Description of the sample. Argumentation of the reduced sample size [1];b. Research procedure\*;c. Design of the study\*;d. Variables and their operationalization \*;e. Research instruments \* (it is necessary to indicate the sources of the instruments used, as well as data on their validity and reliability);f. The reasoning behind all statistical procedures to be used.\* *Important: The order in which parts (b-f) are presented may vary depending on the study design.* |

**Sources (at least 35 sources with available links in the text)**

**Optional: Attachments (**e.g. questionnaire**)**

**Formatting is done according to the American Psychological Association's research writing standard**:<http://www.apastyle.org/> or<https://owl.english.purdue.edu/owl/resource/560/01/>

The approximate volume of work should be **4-5 thousand words** (14-18 pages of text excluding attachments).

**Appendix 2**

**Template Form and Structure of a Report on an Element of Practical Training (EPT)[[1]](#footnote-1), Completed by Students via LMS at HSE University**

National Research University Higher School of Economics

Faculty\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(EP name)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(level of education)*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*(field of study/qualification, if any)*

**REPORT**

**on** *a professional / project / research* **internship**

 *(specify the type of internship)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(type of internship (the EPT title[[2]](#footnote-2))*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(for projects, the project title)*

Completed by\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *(full name)*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 *(signature)*

**Reviewed by:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(position, full name of EPT supervisor)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(signature)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *(date)*

**Structure of the project report[[3]](#footnote-3)**

1. Contents
2. General description of the project:
* Project initiator, client, and supervisor;
* Project type (*research, applied, service-based*);
* Place of project implementation (name of the organization, subdivision / other).
1. Main part:
	1. Description of the project’s implementation;
	2. Description of project outcomes (product);
	3. Description of methods and technologies applied during the project;
	4. Description of student's role in a project team (*mandatory for a group project*)\*;
	5. Description of any discrepancies and difficulties during project implementation\*.
2. Conclusion (assessment of project’s individual results, as well as acquired competencies).
3. Project outcomes (e.g., *texts, photographs, references and other materials*)[[4]](#footnote-4)
4. Annexes (*if necessary*: *presentations for the project defence, diagrams, designs, tables, algorithms, illustrations, reviews, etc*).\*

Appendix 3

**RESEARCH PRACTICE REPORT for 1st year students**

Student: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Academic supervisor: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Internship supervisor: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Date: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Target Construct**

What kind of psychological construct are you going to measure?

**Brief Literature Review**

A few words about this psychological construct:

1) Within the framework of what theory is this psychological construct used?

2) How did this psychological construct arise?

3) What measures for this psychological construct are there?

4) How and when were developed the measures?

5) Which one did you choose and why?

**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 your data? Participant instructions, ethical approvals, etc. Also, description of translation and adaptation procedures 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 of your 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. Correlation matrix. 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, jamovi, Mplus syntax (screenshot of an initial model if AMOS).

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

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

Appendix 4

Plan of professional internship based on time-table for internship

|  |  |  |
| --- | --- | --- |
| Internship plan  | Completion of the stage | Сontent  |
| 1 | Achieving consistency between the aims of research, research questions, hypotheses and methods of the study | 1st week | Describe what you will edit in your thesis to achieve consistency |
| 2 | Editing the theoretical background section | 1st week | Describe what will be added and changed in this section |
| 3 | Preparation of questionnaires -additional adjustment of questionnaires | 2rd week | Describe the pretest and pretesting stages that you have to complete during internship |
| 4 | Data collection (final stage) | 2rd week | Describe whether you need to collect data in order to complete data collection, clarify specifically |
| 5 | Testing of main research hypotheses: data analysis | 3rd- week | Describe the data analysis steps you need to complete to test hypotheses and research questions |
| 6 | Report of the results *in APA* | 4th week | Describe what preliminary results you expect to receive over this period (for example, make a comparative analysis of constructs, identify the relationship between construct A and construct B). |
|   | Total time | 4 weeks |   |

Appendix 5

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

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 6

**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*

**Appendix 7**

**Structure of the Master’s Thesis**

 1st page: Title page

Title page should include:

a. Name of the institution (Higher School of Economics), the department (Psychology), and the Master’s Program (Applied Social Psychology)

b. Title of the study

c. Author’s (student’s) full name

d. Supervisor(s)’ second name and initials

e. Year

2nd page: Table of contents

3rd page: Abstract and key words Introduction (around 10% of the text)

Chapter 1: Theoretical background (around 30% of the text)

a. A brief introduction of the objective (problem) of the thesis.

b. A history of research on the problem and the most important successes (results).

c. The theoretical and methodological context of the chosen research problem.

d. Research hypothesis (or questions) that clearly relate to the presented earlier review of literature

Theoretical chapter should include several logically ordered subchapters, each of which can consist of a number of more detailed subchapters. The structure and the content of this chapter depend on your research topic/question(s)/hypotheses, but below you can find some general guidelines how this chapter should be written.

1. Chapters should be logically ordered;

2. The literature should be sufficient in terms of number and relevance of references;

All of the key concepts should be clearly defined (a list of definitions of terms that directly pertain to this study should be provided. The list should include definitions of terms that might be unclear to the reader);

3. The literature should be integrated and critically described;

4. Concise but complete evidence should be provided for the hypotheses;

5. If the logic of your theoretical chapter allows, it would be good to finish this section with a chapter “The present research”, where you develop the hypotheses for your empirical study.

Chapter 2: Method (around 15% of the text)

 Chapter 3: Results (around 25% of the text)

• This chapter addresses the results from your data analysis only. This chapter does not include discussing other research literature or the implications of your findings.

• All results concerning the research problem that are part of the empiric verification of the hypothesis must be shown.

• Usually you begin by outlining any descriptive or exploratory/confirmatory analyses (e.g., reliability tests, factor analysis) that were conducted.

• Then, address the results of the tests of hypotheses.

• Tables and/or figures should be used to illustrate and summarize all numeric information.

• The tables and drawings should be formatted in the same way throughout the whole thesis. The student must also remember that titles of tables are given above them, and captions of drawings – below them.

• The statistical study should start from the values of descriptive statistics that further statistical tests refer to. The analysis results must contain the full information that is the value of the statistical test, the number of degrees of

Chapter 4: Discussion and conclusion (around 20% of the text)

• The purpose of this chapter is not just to reiterate what you found but rather to discuss what your findings mean in relation to the theoretical body of knowledge on the topic and your profession.

• The discussion of results should be started with a reminder of the objective and research problem.

• Begin by discussing your findings in relation to the theoretical framework introduced in the literature review.

• This chapter also should address what your findings mean for communication professionals in the field being examined. In other words, what are the study's practical implications?

Conclusion - Summary of entire thesis in a few pages.

1. Conclusions (a summary of the most important conclusions of the thesis and their meaning).

2. Implications. Speculate about broadest possible consequences, both theoretical and practical.

3. Limitations (factors that were not under the control of the researcher). Theory, method.

4. Suggestions for future research.

References

Appendix (optional)

The paper should be 5-8 thousand words.

The text has to be in Times New Roman, 12pt, double spaced. For formatting please use APA style: http://www.apastyle.org/ or https://owl.english.purdue.edu/owl/resource/560/01/

1. For practical training element completed as a project or professional internship. The text of a term paper/thesis shall be formatted as per the annex hereto: “Procedures for Formatting Term Papers and Theses at HSE University”. [↑](#footnote-ref-1)
2. An EPT refers to element of practical training under an educational programme’s curriculum. [↑](#footnote-ref-2)
3. Paragraphs provided in the report on an optional basis should be marked with an asterisk \*. [↑](#footnote-ref-3)
4. With the exception of cases when outcomes cannot be published for reasons of confidentiality or due to provisions of commercial secrecy. [↑](#footnote-ref-4)