USC

Course Outline

Code: COU755
Title: Research Project B

School: Social Sciences
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Dr Mark Pearson - mpearson@usc.edu.au
Course Moderator: Dr Marcus Bussey – mbussey@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?

1.1   Description

In this second part of the research project you will collect and analyse the findings on which your research is based. You will subsequently prepare and submit the research in a scholarly article which complies with APA6 style and presentation requirements. Your research publication, and presentation of your findings at the annual USC Counselling Conference, is the culmination of training in utilising counselling knowledge and research skills and demonstrating your ability to link practice with research.

1.2   Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2.   What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3.   What is the unit value of this course?

12 units

4.   How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Demonstrate critical advanced theoretical knowledge in counselling.	1 & 2	Knowledgeable.
Demonstrate competence in analysing and reporting research data	2	Ethical. Empowered.
Demonstrate presentation skills and the ability to summarise research outcomes	1	Creative and critical thinkers Empowered

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Produce a substantial counselling based research report ready for publication	2	Ethical. Empowered.

5.   Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1   Enrolment restrictions

Must be enrolled in AR708

5.2   Pre-requisites

COU754

5.3   Co-requisites

Nil

5.4   Anti-requisites

Nil

5.5   Specific assumed prior knowledge and skills (where applicable)

Nil

6.   How am I going to be assessed?

6.1   Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2   Assessment Tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral	Individual	10%	15 minute presentation	Week 14	In Class
2	Thesis	Individual	90%	5000-6500 words	Week 12	Online Assignment Submission
			100%			

Assessment Task 1: USC Research Conference Presentation

Goal:	To prepare and deliver a 15 minute, illustrated oral presentation at the annual USC Counselling Conference in week 14
Product:	Report
Format:	A 15 minutes oral presentation with accompanying PowerPoint, followed by responding to a few questions from the audience.
Criteria:	• Cohesive and logical flow of presentation • Clarity of verbal expression

	• Succinct communication outlining the project, findings and implications for counselling practice and/or education • Effective use of PowerPoint to enhance the presentation • Ability to respond to audience questions.

Assessment Task 2: Research Article Manuscript (Thesis)

Goal:	You are required to submit a manuscript ready for submission to a journal for publication, online via SafeAssign in Week 12 of the semester. You will format your submission according to APA6 guidelines. To facilitate your receipt of guidance and informal formative assessment, you should work closely with your Research Supervisor throughout this task. This task has been designed to assess your abilities to conduct and present a counselling-based research article
Product:	Thesis
Format:	The research article manuscript will usually be between 5,000 and 6,500 words (not including the abstract, reference list and appendices). The written research article will contain the following in this order: • A title page giving the title of the research project in full, that name and degrees of the candidate and the month and year when it was submitted. • An abstract that is usually not more than one 250 words in length, written as a single paragraph. • An acknowledgment of help given or work carried out by any other person or organisation. • The main text, arranged into appropriate sections. This will typically include sections containing an introduction, method, results, and discussion. Sections and subsections should not be numbered. • References • Appendices. • Tables, figures, and other illustrations will be of photo-ready standard and, wherever possible, will be inserted in an appropriate place in the text. Lengthy tables or figures and other illustrations which are not essential for comprehension of the text will appear as appendices. Tables and figures will be appropriately headed and labelled according to the APA6 style, and will normally be designed so that they fit on a single A4 page. References and all appendices must commence on a new page. Page numbering for these sections follows on from the text. • Content of the research article manuscript: • Abstract - The abstract should be presented as one paragraph and normally fit on one page. The abstract should allow the reader to quickly gain an overview of the contents of the research project. You should refer to the nature of the problem investigated, the methods employed, the results found, and the conclusion that you came to. • Introduction - The introduction should include an overview of the research topic and a clear rationale for the research questions to be addressed. • The introduction should explicitly state the overall study objectives and the specific aims of the investigation. The literature review should provide a critical review of relevant literature, identify knowledge gaps, and address the relationship of the literature to the research project aims. • Method - The method will describe the specifics of investigation design, participant recruitment, ethical approvals, methods or measurements employed, procedures, and data analysis.

- Results - This section will inform the reader of the research findings. Often it is sound practice to reiterate each research question or hypothesis as you report the results pertinent to that aspect. Figures and tables are frequently useful; if used, make sure you make reference to any table or figure that is presented and that the table / figure is placed appropriately within the text.
- Discussion - This section attempts to explain the results. The results should be discussed in context of the research questions or hypothesises. This discussion should consider theoretical and methodological explanations, making great reference to previously published literature. This dialogue should provide possible alternative interpretations of the results. Implications of the findings should be considered. Limitations of the research project should also be examined. Based on unanswered questions that the results highlight and methodological weaknesses of the investigation, directions for future research should be stated.
- References - List all, and only those, sources cited in the text. The reference list should be formatted in accordance with APA6 style.
- Appendices - Including relevant materials such as questionnaires, etc., and tables of the statistical analyses referred to within the research project

Criteria:	**Assessment criteria:**

Assessment criteria:

The research article manuscript will be assessed by awarding marks for each of the following elements research project section:

Section	Weighting
Overall Presentation of the article: o Informative title. o Well structured. o Free from spelling and typographic errors. o Effective academic writing style. o Correct and complete referencing according to the APA6 style	10%
Abstract: o Fits within the 250-word limit. o Clearly states the aims of the investigation, the methods used, key findings, and key conclusions.	4%
Introduction: o Identifies the context of the research. o Clearly evidences the justification for the research. o Fully and critically reviews relevant research and other literature related to the research project. o Clearly and accurately communicates the theoretical framework adopted. o Suitably defines all key constructs and terms. o Clearly identifies the research questions / hypotheses examined by the research. o Outlines implications and worth of this research.	22%
Method: o States that ethical approval and informed consent was obtained. o Construction of a scientifically sound and cohesive research design and methodology. o Provides information about the research design and procedures in a logical sequence. o Details participant recruitment procedures.	20%

- Details how data were analysed and research questions / hypothesis tested.
- Provides sufficient detail about the procedures and tools used to allow the reader to replicate this research.

Results: 20%
- Presents data relevant to research questions / hypotheses, effectively using text, tables, and figures.
- Appropriate selection and interpretation of data analysis procedures/ statistics.
- Tests any assumptions necessary for the selected data analysis methods.
- Presents results to data analysis appropriate to research questions / hypotheses and in an appropriate manner.

Discussion, Implications for Practice and Conclusion: 24%
- Clearly articulates the research findings in direct relationship with the research questions / hypotheses.
- Critically relates the findings to those of previous research.
- Effectively contextualises the results in the adopted theoretical framework.
- Offers alternative explanations of the findings, both in terms of competing theoretical approaches and methodological weaknesses.
- Makes clear conclusions in reference to the research questions / hypotheses.
- Provides implications and applications of the research key findings relevant to the discipline of counselling.
- Highlights potential limitations of the research.
- Gives clear, and justified, directions for future research.

Supplementary to this marking scheme, below provides an overview of general qualities that should be present in these of difference grades:

- **HD (High Distinction):** The final article will demonstrate a comprehensive understanding of the research question and issues relating to it, absolute competence in design and conduct of the investigation, and imagination and originality in at least some aspects of the work undertaken. The investigative work and the final article are either flawless or contain flaws so trivial as to be of no concern. Such work will demonstrate an impressive grasp of the research question and the method of investigation and originality in the conceptualisation and execution of the investigation.
- **DN (Distinction):** The article will demonstrate the competence and understanding of the material and subject matter, rather than originality in the project substance. If original features are evident, they are occasional and insignificant. There may be some minor flaws, but there will be no serious errors.
- **CR (Credit):** The article retains some features of a low DN Dissertation, with errors being retrievable ones, but the errors are obvious and necessarily corrected. The article demonstrates less understanding of, and competence in, the routine requirements of investigation and reporting than is expected of a DN level submission.

- **PS (Pass):** The article at PS level is marked by numerous occurrences and types of errors that demonstrates only basic communication skills and understanding of the relevant writing and style guidelines, or a misunderstanding of a substantive aspect of the assessment, or analysis, or interpretation of the research question(s). That is, the thesis content has not been communicated in an informative manner, or a substantive error has minimised the psychological value. For example, the introduction is poorly written and causes the reader confusion as to the rationale for the project, or the data collected is analysed or interpreted in a largely trivial fashion and barely or inappropriately touches upon the research question. A high PS Dissertation shows evidence of basic comprehension of a research question and investigation, while a low PS Dissertation shows basic comprehension, but contains obvious omissions, errors, and is faulty in its underlying rationale.
- **FL (Fail):** The Dissertation/article is marked by numerous occurrences and types of errors that demonstrates only basic communication skills and understanding of the relevant writing and style guidelines, and/or a misunderstanding of aspects of the assessment, and/or analysis, and/or interpretation of the research question(s). That is, the work will contain serious irreversible errors and show little or poor understanding of the psychological or methodological issues in pursuing a research question. In addition, a Dissertation/article that is incomplete or submitted incorrectly may be failed for not complying with the project requirement. For instance, the article exceeds the word limitations by more than 10%.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	3 hours group work every fortnight and individual consultations with your supervisor. Student lead supervisor supported independent study

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.
It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by

reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au