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# Innovation Exposition: Advanced Research Course in Psychology (PSY 390)

John Shaughnessy  
*Hope College*

Sonja Trent-Brown  
*Hope College*, trentbrown@hope.edu

Daryl R. VanTongeren  
*Hope College*

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# Pre-College Conference 2013 Innovation Exposition: Advanced Research Course in Psychology (PSY 390)



Dr. John Shaughnessy, Dr. Sonja Trent-Brown, Dr. Daryl Van Tongeren  
Psychology Department, Hope College, Holland, Michigan



## Innovation



### PSY 390 Advanced Research Course

The PSY 390 course was designed in the early 1980s—well before the pedagogical approach of enquiry-based instruction was widely championed in the late 1990s to early 2000s (U.S. National Science Educational Standards, 1996; U.S. National Research Council, 2000).

### Enquiry-Based Instruction

- “Learning through doing.” (Manchester, 2007)
- EBL – Enquiry-Based learning
- RBL – Research-Based learning
- A method of teaching and learning based on self-directed enquiry or research by the student. (Reading, n.d.)

• PSY 390 aligns with cutting edge approaches in scholarly development. The “lone-wolf” model of science is outdated. One of the primary “opportunities” of today’s best practices in scientific discovery is the **collaborative research model**.

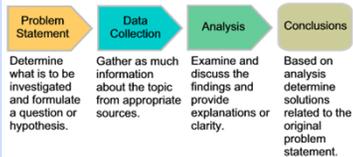
• Course provides students with pre-professional experience; research should be potentially publishable

• Research experience for students is integrated in the psychology curriculum

• Enrollment limited to 8-10 students; students must apply for admission; interest in attending graduate school is an essential criterion

• Course provides opportunities for advanced research experience for more students than we can accommodate with student research assistant positions in faculty research programs

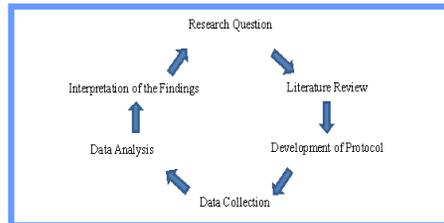
### Inquiry-based Teaching Strategy



Source: Worksheet Library (2007). *Inquiry-based Learning*.

## Benefits for Students

Experience with all phases of the research process



### Professional Writing Development

- Proposal to Institutional Review Board
- APA-Style Research Report

### Oral Research Colloquium Presentation

- Seminar Presentation to Department
- Individual and collaborative presentation skills
- Regional and national conference presentations

### Research Community Participation

- After PSY 390 some students become research assistants in the instructor’s lab

### Career Ideation and Planning

- Course helps students discern whether or not they want to pursue research in graduate school

### Potential for Publication

- Students may have the opportunity to become co-authors with the faculty member (see handout)



### Student reflections on the 390 experience

“PSY 390 was an excellent team building experience that provided practical wisdom for the experimental challenges that face every psychology student.”

“I think one of the parts I appreciated the most was the literature review...it really helped me figure out a couple new tactics for reading journal articles in a productive, efficient way.”

“I was on the fence going into this class hoping that it would clear things up for me. After completing this class I decided that I would definitely want to continue forward with graduate school.”

## Benefits for Faculty

### Elements of Scholarly and Professional Development

- Teaching credit for working on their research [in contrast to not receiving teaching credit for directing independent studies]
- Facilitating progress on research with several students working on a project
- Advancing one’s own research program
- Synergistic intersection of teaching and research
- Continued development of mentoring philosophy and skills
- Learning to talk about our research in lay terms using highly accessible language to reach a broader audience
- Opportunity for interdisciplinary feedback on work as students lend perspective and insight

### Collaborative Publications, Presentations and Awards

#### Publications

- Approximately 7 publications and nearly 30 conference presentations from PSY390 projects in recent history (see handout for full details)

#### Conference presentations

- Celebration of Undergraduate Research and Creative Performance
- Midwestern Psychological Association/Psi Chi
- National Conferences on Undergraduate Research
- APA Division 36 Mid-Year Conference
- Society for Personality and Social Psychology
- American Psychological Association
- American Association of Behavioral and Social Sciences
- Society for Behavioral Medicine
- Annual Wheaton Theology Conference
- Society for Research in Child Development
- Neurobiology of Language
- Global Conference: Forgiveness, Oxford, England
- Society for Psychophysiological Research, Granada, Spain

#### Awards

- At least one of our students has received an MPA research award in 12 of the past 13 years



## Benefits for Hope College

### Research community building

- Strong Hope College presence at conferences
- Traveling with other Hope scholars
- Awards Opportunities (e.g. Social Science Young Investigator Award and Sigma Xi Scientific Research Society (seniors))

### Contributes to Hope’s Distinctives of undergraduate research excellence

- National research presence of Hope College in the professional milieu
- Lifelong friendships with students (SSD goals)
- External Grant-related support
- Internal grant support for post-390 work
  - Frost Center for Social Science Research
  - Nyenhuus

### Community partnerships (ODCMG)

- Many 390 projects have investigated topics exploring gender, diversity, and multiculturalism
- PSY 390 students are engaged with the latest technology in all aspects of the research process
- Part of a larger research-building model in the Psychology curriculum:
  - PSY 290 Supervised Study in Psychology
  - PSY 390 Advanced Research**
  - PSY 490 Special Studies in Psychology
  - PSY 490 Honors Research



### Where are former 390 students now?

- Nova Hinman, Department of Psychology, Bowling Green State University
- Ross Knoll, Department of Psychology, Northern Illinois University,
- J. Davis VanderVeen, Clinical Psychology, Indiana University-PUI
- Jacqueline Canonaco, School Psychology, University of Wisconsin-Madison
- Gabriel Casher, Clinical Psychology, Southern Illinois University
- Nicole Kubinec, Public Health, University of Michigan
- Nicole Ezenbaard, Sports Psychology, Miami University
- Angelo Alago, Clinical Psychology, Rutgers University
- Elizabeth Fast, Cognitive and Brain Sciences, University of Minnesota
- Ashley Drew, Brain and Cognitive Sciences, Temple University
- Emily Hollebeck Brechting, Ph.D., Clinical Psychology, University of KY

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