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

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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 The “lone-wolf” model of science is outdated.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

Benefits for Students

- Experience with all phases of the research process
  - Observation of experiment
  - Data collection and entry
  - Data analysis
  - Research literature
  - Results
  - Written report
  - Data presentation

- **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)

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 interaction 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**
  - 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
  - Neuropsychology of Language
  - 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
  - Nyenhuis

- **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 390 Supervised Study in Psychology
  - PSY 390 Advanced Research
  - PSY 490 Special Studies in Psychology
  - PSY 490 Honors Research

Where are former 390 students now?

- Nora Hlinnau, Department of Psychology, Bowling Green State University
- Ross Knoll, Department of Psychology, Northern Illinois University
- J. Davis VanderVeen, Clinical Psychology, Indiana University-PUI
- Jacqueline Causano, School Psychology, University of Wisconsin-Madison
- Gabriel Casher, Clinical Psychology, Southern Illinois University
- Nicole Kusmierz, Public Health, University of Michigan
- Nicole Izenbaard, Sports Psychology, Miami University
- Angela Alago, Clinical Psychology, Rutgers University
- Elizabeth Fast, Cognitive and Brain Sciences, University of Minnesota
- Ashley Drew, Brain and Cognitive Sciences, Temple University
- Emily Holmbeck Breiting, Ph.D., Clinical Psychology, University of KY

References


Inquiry-based Teaching Strategy

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<th>Problem Statement</th>
<th>Data Collection</th>
<th>Analysis</th>
<th>Conclusions</th>
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<td>Determine what is to be investigated and formulate a hypothesis.</td>
<td>Gather as much information about the topic from appropriate sources.</td>
<td>Examine and discuss the findings and evidence in light of the original problem statement.</td>
<td>Based on analyses determine solutions and recommend appropriate actions to address the original problem statement.</td>
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