Marya Carter, Jennifer Gonder, David Brocker

The course is comprised of two components: a classroom seminar devoted to professional development and applied work. Successful completion of the course is dependent on successful completion of BOTH the classroom seminar and the 90-hour work requirement.

Senior Project Student Handbook

PSY 442/443

# Research Assistantship

Description*:*

The student will work with a faculty member as an assistant in the faculty member’s ongoing research. Students may work individually with a faculty member or as part of a research team. All students working as a research assistant will be required to complete IRB training. As a research assistant, students will gain experience in the scientific method and assist in various steps of the research process. Prior to the assignment of specific duties, faculty will meet with students to introduce them to their research program. Students will be educated on the research topic, scope of the research, seminal articles in the area, and be updated on prior research the faculty member has conducted in the area as well as the status of the current project. Depending on the stage of the faculty’s research, students may assist in the development of a research question, hypothesis development, conducting a literature review, summarizing research articles, creating an annotated bibliography, development of research methodology and study materials, completion of IRB forms, direct interaction with research participants, the collection of data, and/or analysis and reporting of data. Students will be responsible for scheduling regular meetings with their faculty advisor to discuss their progress and next steps.

## Student Preparation:

Prior to the start of the semester, identify an area of research that you would like to become involved in (I/O, cognitive, developmental, etc.) and a faculty member (specializing in that area) with whom you would like to work. Contact the faculty member to express your interest in their research and determine whether their schedule will permit them to work with you during the semester. At the start of the semester, students will meet with their faculty advisor and finalize a learning contract, documenting planned semester activities, to be submitted to their PSY 442/443 instructor.

## Learning Goals/Outcomes:

Through the research assistantship, students are able to:

* Describe the faculty member’s research program including the
  + Topic of research
  + Seminal articles in the area
  + Major purpose of the research
  + Research methodology (when available)
  + Results and contributions of the research (when available)
* Outline the steps of the scientific method
* Describe ethical standards of conducting research with human participants
* Conduct a literature review using library research databases
* Read and summarize APA-style research articles

### Additional Goals/Outcomes (depending on the stage of faculty research)

* Develop testable hypotheses
* Develop a research methodology including reliable and valid measures
* Collect data with human participants
* Enter and analyze data using a statistical software program
* Prepare results of research for presentation/publication using APA-style guidelines

# Internship/Senior Project: Alternate

## Description:

If a student has an idea for an Internship/Senior Project experience that does not clearly fit into one of the categories above, the student can propose an alternate experience to the internship coordinator for approval. Alternative activities must meet the basic learning objectives of an Internship/Senior Project experience below.

Student Preparation*:*

Prior to the start of the semester, identify a project/activity that you would like to work on during the semester and a supervisor/faculty member with whom you would like to work. Contact the supervisor/faculty member to express your interest and determine whether their schedule and expertise will permit them to work with you during the semester. The student should then meet with the supervisor/faculty mentor to create a tentative learning contract which documents planned semester activities and their connection to the learning objectives. The learning contract should be submitted to the internship coordinator for approval *before* work begins. Approval of alternate projects is at the discretion of the internship coordinator.

## Learning Goals/Outcomes:

Through the Internship/Senior Project experience, students are able to:

* Explore and strengthen their career intentions
* Synthesize, integrate, and apply knowledge learned in the Applied Psychology Program to a real problem or a real setting
* Gain project experience
* Cultivate a network of contacts and references
* Develop written and oral communication skills
* Learn professional behavior to help them function effectively in the workplace (meeting deadlines, quality of work product, etc.)
* Prepare for entry-level employment or graduate school opportunities
* Alternate experiences should result in a tangible product—paper/journal article, conference presentation, classroom presentation, conference program, work report, etc.

# Contact information:

|  |  |  |
| --- | --- | --- |
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# Sample Internship Learning Contract

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# Sample Internship Timesheet

You are required to fill out your timesheet each week and select *Request Signature* from your supervisor. Remember, it is *your* responsibility to keep track of your hours. Do not wait until the end of the semester to start adding in your hours! Note: Timesheet hours should be entered in whole increments (1 hour = 1, 1 and ½ hours = 1.5, etc.)

Table

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