EDUC90790: Capstone in Positive Psychology

Subject Guide: Semester 2, 2019

THE CENTRE FOR POSITIVE PSYCHOLOGY (CPP)
MELBOURNE GRADUATE SCHOOL OF EDUCATION (MGSE)
UNIVERSITY OF MELBOURNE
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Teaching Assistant
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Welcome and Introduction

Welcome back to the MAPP program! The capstone subject is designed to equip you with skills for understanding and using research methods and to support you through the development of your capstone project.

Over the next few months, we will explore a variety of methodological approaches that are commonly (and not so commonly) used in positive psychology research, including quantitative, qualitative, and mixed method approaches. We will unpack some of the assumptions underlying different methods, consider how the study design impacts research findings, and identify when different methods are most appropriate. If you come with limited statistical or research knowledge, you will find the subject to be an approachable introduction to the world of positive psychology research. If you come with a strong research and statistical background, there will be opportunities to take your knowledge and skills to the next level.

Bridging research and practice, we will also explore strategies for effectively communicating research to different audiences. You will have the opportunity to further consolidate your learnings from the MAPP program and identify your next steps after completing the program.

Of course, the core focus is your capstone project, which you will develop, refine, and present in written and verbal modalities. The capstone will provide you with the opportunity to develop a meaningful project. It might reflect a long-standing interest that you want to explore deeper, support your career goals, or set a foundation for you to build upon in the future.

I hope that you will find this subject interactive, stimulating, practical, and rewarding on both professional and personal levels. As you approach the subject, you may be feeling a mix of fear and excitement. I encourage you to bring a growth mindset to the months ahead. It will be challenging, but worth the effort. Regardless of your background, I am confident that you can be successful in the subject. I will do my best to make this a satisfying learning experience, irrespective of your previous experience with research, methods, and statistics. My hope is that the knowledge and skills that you develop through the subject will be useful regardless of the direction you take with your project and beyond.

~ Associate Professor Peggy Kern, Subject Coordinator

Meet the Team

Subject coordinator: Associate Professor Peggy Kern

Email: Peggy.Kern@unimelb.edu.au

Dr Peggy (Margaret) Kern is an associate professor at the CPP. Originally trained in social, personality, and developmental psychology, A/Prof Kern received her undergraduate degree in psychology from Arizona State University, a Masters and PhD in social/personality psychology from the University of California, Riverside, and postdoctoral training in positive psychology at the University of Pennsylvania. She has published 2 books and over 80 peer-reviewed articles and chapters. Her research is collaborative in nature and draws on a variety of methodologies to examine questions around who thrives in life and why. You can find out more about A/Prof Kern's work at www.peggykern.org.

Teaching assistant: Jacqui Francis

Email: Jacqui.Francis@unimelb.edu.au

Jacqui Francis (BBSci, BTeach(Hons), MEd) is a current PhD candidate at the University of Melbourne. She is a teaching and research assistant at the CPP, and works privately within the marketing industry providing education consultancy services and research support. Her PhD research focuses on the successful implementation of positive psychology interventions in primary schools. She is also the Founding Director of PEIP (Positive Education in Practice) – a free web-based tool to support teachers in building student wellbeing.

Important Information

Administrative Support

Learning Management System (LMS) Subject Home Page

EDUC90790: Capstone in Positive Psychology should appear in your learning management system (LMS) home page. You can access the LMS via http://students.unimelb.edu.au/.

Please check the LMS regularly for all information relating to this subject, including announcements (e.g., room changes), resources and slides. As with your other subjects, the LMS is your main resource for staying up to date with course news, requirements, updates, and optional material (such as news articles). All course documents, updates, discussion boards, and assessments will be managed through the LMS and you will be expected to be up to date with whatever is posted there. It will also be your way of connecting with your collab group and mentor.

Course Related Enquiries

If you have any administration (e.g., fees, enrolment) and/or timetabling queries please contact the Melbourne Graduate School of Education Student Centre at 234 Queensbury Street, Level 1 or by phone at 13 MELB (13 6352).

If your queries relate to matters such as late submission of assessments and extensions please refer to the MGSE policies at:
https://education.unimelb.edu.au/study_with_us/current-students/assessment_information
Extension request forms can also be downloaded from this website and also from the LMS page for this subject.

If you have questions about your capstone (e.g., ideas, are you on the right track, structure, etc.), your Collab group is your first point of contact (see details below). Questions should be posted on your group LMS board prior to scheduled sections.

For broader questions about the subject, including requests for extensions or absences, contact Jacqui at Jacqui.Francis@unimelb.edu.au

If you have specific queries relating to the subject content, or capstone questions that your mentor and Collab group are unable to answer, contact Peggy at Peggy.Kern@unimelb.edu.au

Academic Support

As noted in your prior subjects, the Library provides a series of services to help students to develop research skills, including a tutorial on APA style. Information about these services, as well as opening and closing times, can be found at the main library site. Useful websites are the following:

- Library home page: http://www.library.unimelb.edu.au
- Information on services to develop skills to use the library effectively: http://www.library.unimelb.edu.au/services/classes

As with your other subjects, referencing for your assessments must be done in APA style format. If you have not yet completed the online library tutorial, then we highly recommend that you do so: http://www.lib.unimelb.edu.au/recite/citations/apa6/generalNotes.html

The University offers numerous other academic skills. We encourage you to enrol in the *Academic Skills Hub* through the community section of the LMS homepage, which will connect you with the various services and trainings available. To find out more about this platform visit http://services.unimelb.edu.au/academicskills (especially check out the section "For Graduates").

Wellbeing Support

Over the next few months, you may find the capstone subject to be challenging and frustrating at times and exciting and fulfilling at other times. You will be challenged to read broadly, think deeply, and deal with uncertainty.

Classtime and collab groups will involve discussions and activities that will involve sharing your experiences and perspective. While we invite you to take part in these activities, you are not required to share anything that makes you feel uncomfortable. While you do not have to participate, we ask that you are respectful of your classmates at all times and do not disrupt others' learning.

Should anything come up for you that you would like to talk about with a professional, the University of Melbourne offers one of the most comprehensive student support networks in Australia. Access to our support services can be found here: http://services.unimelb.edu.au/finder

Email Protocol

Be sure to use the student email address that the University has allocated to you, as we are only able to respond to student emails that use the University email address. Emails from personal accounts such as gmail or business accounts can be caught in the University's spam filter and we may not receive your questions. In addition, for a more speedy reply please put the subject code (EDUC90790) in the email subject line.

Subject Information

The capstone subject is designed to equip you with skills for understanding and using a variety of research methods and to support you through the development of your capstone project. You will be expected to critically review relevant literature, document planning and implementation decisions, and consider methods for evaluating intervention/study outcomes. The project culminates with presenting your project in class and writing a journal style paper.

Learning Outcomes

On completion of this subject, students should be able to:
1. Design a research-based project
2. Formulate feasible project questions
3. Integrate theoretical and empirical knowledge into applied contexts
4. Understand study design, including quantitative and qualitative methodologies
5. Understand how data are collected, analysed, and interpreted
6. Demonstrate an understanding of ethical issues in positive psychology research and application
7. Present their project in written and verbal formats
8. Identify and discuss the practical implications of the project

Generic Skills

This subject will assist students to develop the following set of transferable skills:
1. Understand the significance of basing practice on research evidence
2. Be skilled communicators who can effectively articulate and justify relationships between theory, research, and application
3. Demonstrate a capacity to communicate research results clearly, comprehensively, and persuasively to a range of audiences
4. Apply critical thinking skills
5. Demonstrate planning and time management skills
6. Be independent of mind, responsible, resilient, and self-regulating

Subject Expectations

Requirements

The subject consists of a combination of (a) three 2-day in person intensives, (b) group-based coaching style mentoring sessions (Collab groups), and (c) individual work on core assessments. Satisfactory completion of all three assessments and attendance at the teaching intensives in compliance with University policy (i.e., at least 80%) is required to pass the Capstone subject.

You are expected to conduct yourself as a professional, being respectful of the teaching staff, guests, yourself, and your classmates.

Attendance

This course relies on extensive discussion and interactive activities. If you are not in class, you deprive yourself and your fellow students of the optimal learning environment. While slides will be provided for each session, the meaning of the material will only be apparent during the sessions, and you cannot learn what you do not hear. For intensives, please plan to attend every class and to stay for the entire class session. If, for any reason, you need to miss class, please notify Peggy in advance. Note that if you do miss all or part of a class, we are unable to make alternative arrangements for in-class exercises nor ensure you get relevant class materials.

You will also be a part of a collab group, which will provide support from a group of classmates and a MAPP alumni, which will help guide you in developing a successful capstone (see Collab Groups section below for details). Your mentor will try to schedule sessions at a mutually agreeable time, and will only hold separate sections if it's practically impossible for the group to connect. It's important that you prioritise these sessions, arrive prepared, and be present throughout the session, as this will benefit you and your group. If you are unable to attend a session or have to arrive late/ leave early, please let your mentor know. Make up sessions will not be available.

Academic Conduct

Please ensure that you appropriately cite all materials you have used in the preparation of your assessments. If you are using someone else's exact words, they should be placed in quotation marks with a citation showing the page number and author. It is much better if you paraphrase other authors' ideas and put them in your words, as that helps demonstrate your understanding of the material. If you reference others' ideas, you need to provide appropriate citations, giving credit where credit is due.

Please note that all assessments that are handed in during the semester will be assessed for plagiarism via Turnitin. Students found to have inappropriately plagiarized other work will be penalized according to University policies (see https://academichonesty.unimelb.edu.au for details).

Late Assessments and Extensions

Late submissions of assigned work are only accepted with the explicit permission of the subject coordinator, and will only be granted for a legitimate reasons, such as illness. Any requests must be supported by appropriate documentation. Please note that busyness from work and other commitments is not considered a valid reason for late submission. As a masters' level student, you are expected to successfully manage your time and commitments.

However, at times life circumstances do interrupt us. Extensions can be considered by contacting the subject coordinator (Peggy). Please note that all extensions must be agreed to in writing (email is acceptable) and will only be given where there is a valid and substantiated reason. To request an extension, please complete the extension request and provide relevant documentation (e.g., a medical certificate) via the link on the LMS and send to Jacqui. She will consult with Peggy to determine whether or not the extension can be granted.

Unless an extension has been granted, marks on assessments submitted after the due date will be reduced by 10% of the total possible marks for each day the work is late, including Saturday and Sunday (using electronic submission means work may be submitted on any day). Assessments that are submitted late and are marked to a fail as a result of late submission may not be resubmitted. Unless an extension has been granted, assessments submitted more than 5 days (i.e., 6 days or later) after the due date will not be marked, receiving a 0 mark (note that all three assessments are hurdle tasks – you cannot pass the subject if you are missing any assessments).

Special Consideration

Sometimes events outside your control may affect your capacity to perform to the best of your ability in your assessment or even, on some occasions, to attend an examination. Under these circumstances you may apply for what is called "special consideration." Special consideration is available if:

a. the student's work at any time during the academic year has, to a substantial degree, been hampered by illness or other cause or

b. the student has been prevented by illness or other cause from preparing or presenting for all or part of a component of assessment or

c. the student was to a substantial degree adversely affected by illness or other cause during the performance of a component of assessment.

Applications should be made no later than three (3) days after the date for submission of the final component of assessment in the subject. You will need to demonstrate your circumstances, normally by providing a report from a health care or appropriate professional who is able to comment on the circumstances leading to the disadvantage, or with other supporting documentation.

If you are granted a special consideration, you can expect one or more of the following outcomes:

a. an extension (more than two weeks) to your assignment.

b. a deferred or alternative assessment or exam.

c. a late withdrawal of the subject without academic and/or financial penalty.

To apply for special consideration, you must complete the application via the online student portal at https://my.unimelb.edu.au/ and return the Health Care or Appropriate Professional (HCAP) form, or a Statutory Declaration form to Student Services (refer to Key Contacts).

Word Limits

Per MGSE policy, all students will indicate on the front of each assessment the number of words. **For the capstone subject**, word count refers to the main body text, excluding the cover page, references, tables, figures, footnotes, and appendices. Please note that all of the core information needs to be contained within the main document.

Specifically for the capstone subject, the description below indicates the expected range for the written assessments. At the discretion of the Board of Examiners, assessments that exceed or fall short of this range will be given a marking penalty that is 5% of the total available marks for each 10% that the number of words exceeds or falls short of the stated range.

Duplicate Copy

Please keep a copy of any work you submit.

Assessment Task Resubmission (Reassessment)

In line with the University of Melbourne policy on Reassessment, students may be offered the opportunity to resubmit an assessment task (a student cannot apply for this) if they receive a mark between 45% and 49% *and* failing the assessment task will significantly impact their course progression. In exceptional circumstances (associated with course progression) students who receive a mark between 40% and 44.9% for their work may be offered a chance to resubmit. Work that is resubmitted can be awarded a maximum mark of 50%. Reassessment will not be offered to students who fail an assessment task due in whole or part to late submission of that assessment task. Please also note the further University of Melbourne policy on Final subject assessment.

Assessment Appeals and Complaints

The Centre for Positive Psychology takes all student concerns seriously. Please note the following:

1. That according to University of Melbourne policy, assessments are only remarked where it is determined that an error has been made. All claims need to be linked to specific evidentiary examples so that the claim about an error being made can be assessed and determined as to its accuracy.
2. Staff cannot talk about other students or their marks, or the reasons why or how other students appeals or complaints may or may not have been handled.
3. That allocation of markers is random, as in most cases, it is not possible for one marker to mark all work.
4. That all course assessments undertake a moderation procedure to ensure accurate marking standards.
5. That the grading of an assessment is independent of a student's previous assessments and grade history.

In the case that you would like to appeal or make a complaint about a mark, the process is as follows:

1. Appeal to the Centre (subject coordinator first, then if not satisfied to the program coordinator),
2. If not satisfied that the issue has been resolved at the Centre level, appeal to the Faculty, Mary Leahy (mary.leahy@unimelb.edu.au) who may discuss with Larissa MacLean Davies (Associate Dean Learning and Teaching and the Dean's delegate). Larissa may choose to speak to the Dean about the issue. Regardless, you should contact Mary in the first instance if escalating to this level.
3. If not satisfied that the issue has been resolved at the Faculty level, appeal formally to the University (Academic Board) following the guidelines of the relevant policy: https://policy.unimelb.edu.au/MPF1326. Note particularly sections 4.103 to 4.107 Review of Assessment of Student Work and 5.86 to 5.88 Complaints, Reviews and Appeals.

Obviously, we hope that these processes are unnecessary, as we try to be fair and transparent in all marking and feedback processes.

Final Results

The final result for the subject will be made available through the Student Portal on the University of Melbourne website. You will be advised through your University of Melbourne email address once results are available. Go to https://my.unimelb.edu.au/ and use your University of Melbourne password and username to log in. Once logged in, click on **Student Admin**, and then follow the links to your results.

The primary grading structure used by the University of Melbourne for final results is as follows (see https://policy.unimelb.edu.au/MPF1326 for full policy and additional grades that might appear on a transcript for incomplete or alternative arrangements):

Grade	Description	Mark
H1	First Class Honours	80-100
H2A	Second Class Honours Division A	75-79.9
H2B	Second Class Honours Division B	70-74.9
H3	Third Class Honours	65-69.9
P	Pass	50-64.9
N	Fail (No credit points are awarded)	0-49.9
NH	Not Completed/Fail (used when a student would have passed but did not satisfactorily complete all hurdle requirements).	49
WD	Withdrawn (withdrawn from a subject after census date).	
WXT	Withheld - Extension (used when the final result is unknown because the student has received an extension of time to complete an assignment).	
***	Inapplicable or unavailable	

University Policies and Procedures

It is important that you are aware of some key university's policies and procedures relevant to your study here at the University of Melbourne. Below are the links to the current key policies and procedures of the university that relate to you.

- Student rights and responsibilities - https://policy.unimelb.edu.au/MPF1058

- Assessment Policy, including the Marking Criteria, Forms of Assessment, Late Submission of Work, Assignment Submission, Extension of time to complete assignments, Release of final results, Special provisions and Appeals - https://policy.unimelb.edu.au/MPF1199

- Extensions - https://policy.unimelb.edu.au/MPF1029

- Special Consideration - http://policy.unimelb.edu.au/MPF1030

- Leave of Absence - https://policy.unimelb.edu.au/MPF1045

- Grading Scheme - https://policy.unimelb.edu.au/MPF1052

- Academic Honesty and Plagiarism - http://academichonesty.unimelb.edu.au/

Teaching Intensives

As with other subjects, the teaching intensive sessions will involve face-to-face teaching at the University of Melbourne, held on Fridays and Saturdays (cohort 1) or Sundays and Mondays (cohort 2). The sessions aim to give you skills and tools that will help you successfully complete your capstone. They will include lectures on a variety of methodologies, interactive activities, collaborative work on your project, and presenting your final project.

Class Times and Locations

All classes will commence at 9:00am and finish at 4:30pm. Please carefully note the locations, as sessions move around, and look out on LMS for any changes that occur. Sessions will include a morning tea break, midday lunch break, and afternoon break. Special events or social activities may also be scheduled by and for students. Although we encourage you to participate in such events, these are optional.

Friday/ Saturday Cohort

Intensive	Day	Date	Time	Location
1	Friday	12 July	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 102
	Saturday	13 July	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 102
2	Friday	30 August	9am-4.30pm	Frank Tate Room, 100 Leicester Street Rm 915
	Saturday	31 August	9am-4.30pm	Frank Tate Room, 100 Leicester Street Rm 915
3	Friday	18 October	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 102
	Saturday	19 October	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 102

Sunday/Monday Cohort

Intensive	Day	Date	Time	Location
1	Sunday	14 July	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 102
	Monday	15 July	9am-4.30pm	Arts West North Wing, Rm 355
2	Sunday	1 September	9am-4.30pm	Frank Tate Room, 100 Leicester Street Rm 915
	Monday	2 September	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 419
3	Sunday	20 October	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 102
	Monday	21 October	9am-4.30pm	Kwong Lee Dow, 234 Queenberry Street, Rm 102

Intensive Overview

Intensive 1

The first intensive will provide a critical orientation to the scientific process. We'll consider the philosophical foundations of positive psychology research, the scientific process, the role of theory, and what makes studies and findings valid. We'll begin thinking about different study designs and approaches to research. Through interactive sessions, you'll build your ideas for your capstone, giving you confidence as you start to develop your capstone.

Intensive 2

The second intensive will focus on a variety of quantitative and qualitative research designs. Quantiative approaches are the backbone of positive psychology research, while qualitative methods are less common but increasingly being incorporated in to positive psychology studies. You'll be challenged to critically consider when different approaches are most appropriate, matching the method to the research question, rather than matching the question to specific methodologies. And we'll consider which designs are best for your project.

Intensive 3

The last intensive will bring together the different concepts discussed throughout the semester, illustrating how studies come together from start to finish. We'll consider a number of additional methodological concepts and identify key points you should take away from the class to be well-informed leaders in the positive psychology space. You will present your project to your classmates and others from the Melbourne Graduate School, and you will have a chance to talk with current graduate students about their experiences in research. We'll also spend some time reflecting on your journey and thinking about where your MAPP experiences can take you in the future.

Collab Groups

The capstone journey can feel isolating at times, as you work on diverse topics and try to balance intensive study with the rest of life. Part of what makes MAPP so meaningful are the relationships that you develop throughout the program. What better way to feel connected to a community than to help each other through the challenge of the capstone?

To support your own development and that of your classmates, you will join 6-7 classmates in a *Collab* (i.e., a collaboration group). Groups will be formed at the first intensive, based on common areas of interest. Leveraging the experience and knowledge of prior students, you will be guided and mentored as a group by a MAPP alum. Through a group-coaching style, the group will allow you to obtain first hand advise on the development of your ideas and overall capstone, be supported by others, help others on their journey, and further build connections with other MAPPSters.

Over the course of the term, you will engage in online mentoring session, with additional group discussions occurring through the discussion board on the LMS. Sessions will be scheduled at times mutually agreed upon by the group. Additional details will be provided at the first intensive.

If you have questions about your capstone (e.g., ideas, are you on the right track, structure, etc.), your Collab group is your first point of contact. Questions should be posted on your group LMS board prior to scheduled sections. This will allow mentors to be well prepared, as well as to leverage the insights of other group members. Specialised questions may occur through email (using your university account), with your mentor (questions should first be posted on the LMS discussion board, and then your mentor can choose to email separately). Mentors will be in continued contact with Peggy, and will draw on her expertise as needed.

Assessments

#	Assessment	% of mark	Due date	Where to Submit	Word Length
1	Written *Preliminary Report*	20%	Monday 26 August (5:00 pm AEST)	LMS	2,000 words (± 500 words)
2	Oral *Presentation*	20%	Slides submitted on LMS by Thursday 17 October (5:00 pm AEDT); in-class presentation at Intensive 3	Submit slides on LMS; present in class	3-5 minute presentation
3	Written *Final Capstone*	60%	Friday 1 November (5:00 pm AEDT)	LMS	6,000 words (± 1,000 words)

The main focus for this subject is your Capstone. Several options for the capstone are noted below. Additional options may be possible; talk to your mentor if you are concerned about whether your ideas fit within the project guidelines. In choosing your topic and scope, you must strike a balance between ambition and what is doable, considering your context and available resources. The ideal project will be one that reflects and integrates what you have learned in the MAPP program, advances the application of positive psychology, and provides a stepping stone to where you will take things in the future. As such, it should contain heavy doses of science (properly cited) and insightful ideas for application.

Please follow all directions provided below and in class. A detailed rubric is available on LMS, along with a template (for formatting the written documents) and sample capstones. All written assignments should be in APA style[1]. **Assignments are due by 5:00pm AET on the dates listed**.

Assessment 1: Proposal and Reflection

Due date:	Monday 26 August, 5:00 pm AEST
Weighting:	20%
Format:	Written
	Length: 2,000 words, +/- 500 (includes in-text citations, excludes references, footnotes, cover page, figures, and tables)
Submit:	via LMS Turnitin submission tool

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[1] Note that Australian or American spelling is acceptable, but please be consistent.

Details

The first assignment is a preliminary report on your project. The semester will move quickly, and this report will help you put your ideas together and check to make sure you are on the right track before completing the full project.

You should clearly state what your project is, where you are at in the process, and your next steps. Note relevant theories and previous studies you are building on, rationale for the proposed study or intervention, and your research questions or purpose. Include a reflection on the process and any insights you have identified so far. Discuss any challenges identified, and how you intend to deal with these challenges. It should be clear how the project fits within the existing literature, and the value the project adds to the field.

Although a detailed literature review is not yet required, you should include a preliminary set of studies, which should be cited and referenced in APA format. It should be clear that your proposed project is both empirically grounded and practically applicable.

Assessment Criteria

- **Introduction**
    - High level of thought on topic evident
    - Purpose/ focus of project is clearly defined
    - Makes case for why study/ project is important
    - Project is applicable to the real world
    - Project is innovative and/or adds value to the field
    - Arguments are empirically grounded
    - Articles are relevant to project
    - Discusses and integrates articles, not simply parroting others
- **Overview of approach**
    - Outlines ideas for the study/ intervention/ program (high level summary)
    - Clear justification for chosen process
    - Identifies target participants (general characteristics)
    - Includes ideas for evaluation
    - Project seems feasible
- **Discussion & reflection**
    - Includes some indication of what might come from this
    - Indicates how project connects to bigger picture
    - Insightful reflection on the process
    - Discusses challenges and ways to address challenges
    - Next steps move forward are clear
- **Technical aspects**
    - Follows directions (formatting, relatively within word limit)
    - APA style is used correctly throughout
    - Writing is logical, clear, and concise

Assessment 2: Capstone Presentation

Due date: Slides due on LMS Thursday 17 October by 5:00 pm AEDT.
                  In-class presentation at 3rd intensive
Weighting: 20%
Format: Oral (supported by slides)
                  Length: 3-5 minutes (5 minutes MAXIMUM)
Submit: Slides via LMS Turnitin; in-class presentation

Details

A core requirement of the capstone subject is to be able to present your work clearly and concisely. At the final intensive, you will give a 3 to 5 minute presentation on your project. This is your chance to show off your hard work to your classmates and other staff and students from MGSE. Your presentation should clearly present your project, including rationale, main focus, approach, and application or implications of the project. You should create a few slides to visually support your presentation. The presentation should be carefully rehearsed to fit within the allotted time (you will be cut off if you go over, whether or not you have finished presenting).

Assessment criteria

- High level of thought on project is evident
- Presents a clear, easy to follow description of the project
- Background and purpose of project are clearly articulated
- Process/ approach is clear
- Approach is appropriate for addressing the research/ project aims
- Includes appropriate conclusions or key take away points
- Information is well structured
- Slides are used to support presentation
- Slides are visually appealing
- Engaging presentation
- Fully presents information in 5 minutes or less

Assignment 3: Final Capstone Paper

Due date: Friday, 1 November 2019, 5:00 pm AEDT
Weighting: 60%
Format: Written
                  6000 words, +/- 1000 (includes in-text citations, excludes abstract, references, footnotes, cover page, figures, and tables)
Submit: via LMS Turnitin submission tool

Details

Your final assignment is your written capstone. The project should be written in journal article format. You have several options, as noted below, which generally involves designing a research study or intervention (with some alternatives possible). The project should be well grounded in the empirical literature. You should include an abstract which provides a clear summary of the project. A core component of your paper should be an extensive review of relevant literature. Articles should not simply be summarized but rather carefully integrated into your writing, building a case for why your project matters and why your approach makes sense. The approach should be clearly described and should include an evaluative component. You should also include a discussion section that addresses potential barriers and risks, future directions, ethical considerations, and implications of the project. It should be clear what your project adds to the existing literature.

Assessment criteria:

- **General (throughout capstone)**
  - Evidences high level of thought
  - Project adds value to the field
  - Ideas are presented in a coherent and cohesive manner; writing is clear and concise
  - Project is clearly grounded in the empirical literature, with literature well integrated into writing
  - Project is feasible, within a reasonable (and clearly stated) timeframe
  - Follows directions (APA style, word count, expected elements included)
- **Abstract/ Introduction**
  - Abstract provides a clear, concise, and accurate reflection of the project
  - Purpose of the project, research question(s), and/ or hypotheses are clearly defined
  - Makes a case for why study/ project is important
  - Sections or key points logically build a case for the project and the approach
  - Literature is used appropriately to support arguments
- **Approach**
  - Method is clearly explained, such that another person could replicate the process
  - Participants are specified, and are appropriate
  - Evaluation, including measures & analytic approach, is clearly described and is appropriate
  - Discusses expected or actual results
- **Discussion & conclusion**
  - Discusses expected outcomes/results
  - Project is discussed in terms of how it fits into the existing literature and the field generally
  - Discusses implications/ applications
  - Considers barriers, risks, limitations, and ethical considerations
  - Indicates future directions or next step
  - Brings everything together in a clear conclusion

Project Options

For your Capstone, you have four main options (you do not need to explicitly select one option, as some project sit at the intersection of two options, but it is useful to consider which option most closely reflects your project, based on your questions, purpose, and approach). As time is limited and the semester will go quickly, these projects are specifically designed to be doable within the time period available. The best projects are a stepping stone for your future work.

Option 1: Research study proposal

Research studies can take a long time to conduct, especially when you need to get ethics approval. It is better to take the time to carefully plan and develop useful studies than rush to conduct a poorly designed study that provides little value to the literature. As such, rather than conducting an entire study, you will propose a study that you can conduct in the future. You should include an introduction with a detailed rationale for the study, clearly built upon existing theoretical and empirical literature. You should include your research questions. The method should clearly describe who participants will be, what measures will be used, the procedure to be followed, and data analyses that will be conducted. The discussion should consider how the study fits with the literature, what it adds, the theoretical or practical implications, and future directions (see criteria above for specific components that should be included in your narrative).

Option 2: Intervention/ program proposal

The second option involves developing an intervention or program. Interventions or programs should be clearly grounded in the relevant empirical and theoretical literature, including rationale as to why the intervention is needed, what needs it will address, the components included in the intervention, and approaches for delivery. You should clearly describe the intervention, providing sufficient detail to understand what recipients would be asked to do, over what period of time, and for what purpose. You should describe how you will evaluate whether or not it is effective. The discussion should consider how the intervention fits with the literature, what it adds, practical implications, and future directions (see criteria above for specific components that should be included in your narrative).

Option 3: Secondary analysis using your own existing dataset

If you actually conduct a research study, you must receive ethics approval from the University of Melbourne PRIOR to collecting any data. This can take 2 or 3 months to obtain so it is unlikely you will be able to do this in the limited timeframe available. However, some of you already have collected data that you would like to analyse. ***If you have permission to use the data for research purposes and have obtained all the necessary ethics clearances***, this option allows you to propose a research question to address. Using an available dataset with variables relevant to your research questions, you can tailor a research study, analyse and interpret the data. This option follows Option 1, but includes data collection, analysis, results, and interpretation of those results, following the style of a typical journal article (see criteria above for specific components that should be included in your narrative).

Option 4: Extended PhD Proposal

Some of you are keen to pursue PhD study in the future. The capstone can provide a good opportunity to develop your ideas and proposal. You should review relevant literature, recognising that an extended, systematic review typically would occur as part of the PhD project, such that the review here becomes an initial consideration of relevant literature. The introduction should lead to a clear area that will be examined, approach, and research questions. Then, rather than describing a single study in detail, a program of research can be described, mapping out the different parts that the project would involve. The discussion should place the proposal in context of the existing literature, identifying what needs this addresses, envisioned outcomes, future directions, and implications (see criteria above for specific components that should be included in your narrative).

Recommended Readings and Resources

There are no compulsory readings for this subject, as you will be doing a considerable amount of reading as you develop your capstone. We have selected a variety of readings to support the materials covered in class, inform your capstone work, and add to your knowledge as a professional beyond the MAPP program. They are meant to support your learning, but it is up to you whether you read them or not. If you'd like to consider a textbook, the following book is a good resource. It is available from the University Co-Op (www.coop.com.au/bookshop/action/DataSubjSelect), and a few copies are available from the University Library:

> Gravetter, F. J., & Forzano, L. B. (2015). *Research methods for the behavioral sciences (5th ed.).* Belmont, CA: Wadsworth.

The most relevant chapters are 1-10, 12, 15, and 16.

A series of readings are available on LMS under "Readings & Resources". Additional resources may be added throughout the semester.

Writing and Presenting

American Psychological Association. (2010). *Preparing manuscripts for publication in psychology journals: A guide for new authors*. Washington, DC: American Psychological Association.

Bezerra, R. F., Jalloh, S., & Stevenson, J. (1998). Formulating hypotheses graphically in social research. *Quality & Quantity, 32*, 327-353.

Cacioppo, J. T. (2008). A letter to young scientists. *The Observer*. Retrieved from http://www.psychologicalscience.org/index.php/publications/observer/2008/may-08/a-letter-to-young-scientists.html

Gray, K., & Wegner, D. M. (2013). Six guidelines for interesting research. *Perspectives on Psychological Science, 8*, 549-553.

Giuliano, T. A. (2019). The "Writing Spiral": A practical tool for teaching undergraduates to write publication-quality manuscripts. *Frontiers in Psychology, 10*, 915. doi: 10.3389/fpsyg.2019.00915.

Seligman, M. E. P. (no date). *Good scientific writing: Avoiding the worst blunders*. Unpublished manuscript, University of Pennsylvania.

Wainer, H. (1984). How to display data badly. *The American Statistician, 38*, 137-147.

Critical considerations of research and science

Aksnes, D. W., Langfeldt, L., & Wouters, P. (2019). Citations, citation indicators, and research quality: An overview of basic concepts and theories. *Sage Open, 9*, 1-17. https://doi.org/10.1177/2158244019829575

Blanton, H., & Jaccard, J. (2006). Arbitrary metrics in psychology. *American Psychologist, 61,* 27-41.

Byard, R. W. (2016). The forensic implications of predatory publishing. *Forensic Sci Med. Pathol.* DOI 10.1007/s12024-016-9771-3

Carifio, J., & Perla, R. (2008). Resolving the 50-year debate around using and misusing Likert scales. *Medical Education, 42*, 1150-1152.

Coyne, R. (2014, November). Positive psychology interventions for depressive symptoms [blogpost]. *Mind the Brain*. http://blogs.plos.org/mindthebrain/2014/10/28/positive-psychology-interventions-depressive-symptoms/

Dear, T. (2017, March). How we edit science part 1: The scientific method [blogpost]. *The Conversation*. https://theconversation.com/how-we-edit-science-part-1-the-scientific-method-74521

Friedman, T. L. (2010, November). Too good to check. *The New York Times.*

Gobry, P.-E. (2014). How our botched understanding of science ruins everything. *The Week*. Retrieved from http://theweek.com/articles/443656/how-botched-understanding-science-ruins-everything

Grant, W. J. (2014). 10 mistakes we all make when interpreting research. *The Conversation*. Retrieved from www.science20.com/the_conversation/10_mistakes_we_all_make_when_interpreting_research-146227

Hatfield, G. (2002). Psychology, philosophy, and cognitive science: Reflections on the history and philosophy of experimental psychology. *Mind & Language, 17*, 207-232.

Magnusson, D. (2012). The human being in society: Psychology as a scientific discipline. *European Psychologist, 17*, 21-27.

Stein, R., & Swan, A. B. (2019). Evaluating the validity of Myers-Briggs Type Indicator theory: A teaching tool and window into intuitive psychology. *Social and Personality Psychology Compass.* e12434. https://doi.org/10.1111/spc3.12434

Quantitative Approaches

Box, G. E. P. (1976). Science and statistics. *Journal of the American Statistical Association, 71*, 791-799. https://www.jstor.org/stable/2286841

Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment, 7, 309-319.*

Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*, 155-159.

Curtis, E., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher, 23*, 6, 20-25. doi: 10.7748/nr.2016.e1382

Eden, D. (2017). Field experiments in organizations. *Annual Review of Organizational Psychology and Organizational Behavioir, 4*, 91-122. https://doi.org/10.1146/annurev-orgpsych-041015-062400

Meyer, G. J., Finn, S. E., Eyde, L D., Kay, G. G., Moreland, K. L., Dies, R. R., …, Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist, 56*, 128-165.

Spector, P. E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business and Psychology.* https://doi.org/10.1007/s10869-018-09613-8

Trochim & Land (1982). Designing designs for research. *The Researcher, 1*, 1-6. Retrieved from http://www.socialresearchmethods.net/kb/desdes.php

Wilkson, L. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist, 54*, 594-604.

Wasserstein, R. L., Schirm, A. L., & Lazar, N. A. (2019). Moving to a world beyond "p<.05". *The American Statistician, 73* (S1), 1-19. https://doi.org/10.1080/00031305.2019.1583913

[This is the introduction to a special issue in *The American Statistician*. The special issue examines the use, problems of, and alternative approaches to the focus on p values. Check out the entire special issue https://www.tandfonline.com/toc/utas20/73/sup1]

Qualitative and Mixed-Methods Approaches

DiMatteo, R. (2006). *Some notes on focus groups*. Unpublished manuscript, University of California, Riverside.

Johnson & Christensen Chapter 14: *Qualitative research lecture notes*.

Johnson & Christensen Chapter 16: *Mixed research lecture notes*.

Gibbs, G. R., & Taylor, C. (2010). How and what to code. *Online QDA website*. Retrieved from http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php

Hefferon, K., Ashfield, A., Waters, L., & Syard, J. (2017). Understanding optimal human functioning: The 'call for qual' in exploring human flourishing and well-being. *Journal of Positive Psychology, 12*, 211-219. http://dx.doi.org/10.1080/17439760.2016.1225120

[This is the introduction to a special issue in the Journal of Positive Psychology on qualitative methods. For more details, background, and a variety of approaches, check out the entire special issue: https://www.tandfonline.com/toc/rpos20/12/3]

King, L. A. (2004). Measures and meanings: The use of qualitative data in social and personality psychology. In *The Sage handbook of methods in social psychology*. Thousand Oaks, CA, US: Sage Publications.

Mitchell, K. M., & Clark, A. M. (2018). Five steps to writing more engaging qualitative research. *International Journal of Qualitative Methods, 17*, 1-3. DOI: 10.1177/1609406918757613

Taylor-Powell, E., & Renner, M. (2003). Analyzing qualitative data. *University of Wisconsin-Extension Program Development & Evaluation*.

APA Style

Assignments need to follow APA style. To help you, a handout is available on the LMS that summarizes the key APA elements along with several templates for creating APA style documents. If you would like to learn more about APA or will continue on to a PhD program, consider buying one of the following books (these books are optional):

American Psychological Association (2010). *Publication manual of the American Psychological Association, 6th ed*. Washington, DC: APA.

American Psychological Association (2009). *Concise Rules of APA Style, 6th edition*. Washington, DC: APA.

American Psychological Association (2012). *APA Style Guide to Electronic References, 6th Edition*. Available from http://www.apa.org/pubs/books/4210512.aspx

Statistics Modules

Statistics form a core part of how we analyse and think about data, be it in research studies, program evaluations, or communicating research to different audiences. Statistics are used in both quantitative and qualitative research. When used appropriately, they can add convincing evidence. But they can also be used for deception and harm. As a MAPP graduate, it is important to have a basic understanding of statistics, with the ability to distinguish between valid and invalid uses of numbers.

Some of you come to the program quite comfortable with statistics. If you want to take your knowledge and skills to a deeper level, then talk to Peggy, who can provide more advanced resources. For others, statistics is a foreign language to you, something you studied a decade ago, or the word "statistics" brings a sense of terror. To help, Peggy previously developed a series of brief (10-15 minutes) videos focused on descriptives statistics. These can be found on my website: http://www.peggykern.org/stats-videos.html.

There are also some optional readings (From Andy Field's introduction to statistics through SPSS book) and practice assignments on LMS, under "Reading and Resources".

THE UNIVERSITY OF MELBOURNE

Melbourne Graduate School of Education

"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence." ~ Abigail Adams

"The path to our destination is not always a straight one. We go down the wrong road, we get lost, we turn back. Maybe it doesn't matter which road we embark on. Maybe what matters is that we embark." ~ Barbara Hall

"You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing which you think you cannot do." ~ Eleanor Roosevelt

"Remember that fear always lurks behind perfectionism. Confronting your fears and allowing yourself the right to be human can, paradoxically, make you a far happier and more productive person." ~ Dr. David M. Burns

"Success is a journey, not a destination. The doing is often more important than the outcome." ~ Arthur Ashe

"Every one of us gets through the tough times because somebody is there, standing in the gap to close it for us." ~ Oprah Winfrey

"One must be a wise reader to quote wisely and well." ~ Amos Bronson Alcott

"Always bear in mind that your own resolution to succeed is more important than any one thing." ~ Abraham Lincoln

"If you would be a real seeker after truth, it is necessary that at least once in your life you doubt, as far as possible, all things." ~ Rene Descartes

"So many of our dreams at first seem impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable." ~ Christopher Reeve

"You may be disappointed if you fail, but you are doomed if you don't try." ~ Beverly Sills

"When you reach for the stars you may not quite get one, but you won't come up with a handful of mud either." ~ Leo Burnett

☺ We wish you a very successful semester! ☺