# City University of Hong Kong
## Course Syllabus

## offered by Department of Social and Behavioural Sciences
## with effect from Semester A 2024/25

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**Part I    Course Overview**

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|---|---|
| **Course Title:** | Capstone Project in Psychology |
| **Course Code**: | SS5799 |
| **Course Duration:** | One semester |
| **Credit Units**: | 3 credits |
| **Level**: | P5 |
| **Medium of Instruction:** | English |
| **Medium of Assessment:** | English |
| **Prerequisites**: *(Course Code and Title)* | 12 credits in the programme |
| **Precursors**: *(Course Code and Title)* | Nil |
| **Equivalent Courses**: *(Course Code and Title)* | Nil |
| **Exclusive Courses**: *(Course Code and Title)* | Nil |

**Part II    Course Details**

1.    **Abstract**

This course aims to enable students to demonstrate their ability to develop, plan and execute psychological research. It is designed to foster independent thinking and to encourage academic debate on significant issues and principles of psychological research via group supervision. Students will work in groups of 3-4 students to work on a topic of their choice (the exact number of students per group will be decided by the course leader upon knowing the actual enrolment for this course).

2.    **Course Intended Learning Outcomes (CILOs)**
*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|-------|---------------------------|-----|-----|-----|
| | | | *A1* | *A2* | *A3* |
| 1. | design and carry out psychological research under supervision; | 20% | ✓ | ✓ | ✓ |
| 2. | integrate knowledge of psychological theories and research skills into the planning, design and implementation of their research; | 40% | ✓ | ✓ | ✓ |
| 3. | communicate effectively findings of psychological research in a scientific manner, and | 20% | ✓ | ✓ | |
| 4. | work effectively in a team. | 20% | ✓ | | |
| | | 100% | | | |

*A1:    Attitude*
*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*
*A2:    Ability*
*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*
A3:    *Accomplishments*
*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Learning and Teaching Activities (LTAs)
*(LTAs designed to facilitate students' achievement of the CILOs.)*

| LTA | Brief Description | CILO No. 1 | 2 | 3 | 4 | | | Hours/week (if applicable) |
|---|---|---|---|---|---|---|---|---|
| Supervision | Students learn to integrate knowledge in psychological theories and research to formulate their own research questions/hypotheses via group supervision sessions. | ✓ | ✓ | ✓ | | | | |
| Consultation sessions | Consultations on methodological, statistical and other technical issues will be provided by instructors/tutors. These sessions are expected to provide students with the guidance that enable them to process, analyze and interpret findings of their research in the most effective and accurate manner | ✓ | ✓ | | ✓ | | | |
| Research seminars | Two research seminars will be organized for all FYP students in each regular semester | | ✓ | ✓ | | | | |

### 4. Assessment Tasks/Activities (ATs)
*(ATs are designed to assess how well the students achieve the CILOs.)*

| Assessment Tasks/Activities | CILO No. 1 | 2 | 3 | 4 | | | Weighting | Remarks |
|---|---|---|---|---|---|---|---|---|
| Continuous Assessment: ____% | | | | | | | | |
| Research Report | ✓ | ✓ | ✓ | | | | 80% | |
| Peer review | | | | ✓ | | | 20% | Also used to identify free riders |
| Reflective Journal (500-800 words) | | | | ✓ | | | | |
| | | | | | | | | |
| Examination: 0 % (duration: , if applicable) | | | | | | | | |
| | | | | | | | 100% | |

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---|---|---|---|---|---|---|
| 1. Research report, peer review, reflective journal | Ability to develop, plan and execute psychological research. Effective communication of the findings. | Strong evidence for the ability to develop, plan and execute psychological research. Strong evidence for effective communication of the findings. | Good evidence for the ability to develop, plan and execute psychological research. Good evidence for effective communication of the findings. | Fair evidence for the ability to develop, plan and execute psychological research. Fair evidence for effective communication of the findings. | Limited evidence for the ability to develop, plan and execute psychological research. Limited evidence for effective communication of the findings. | Insufficient evidence for the ability to develop, plan and execute psychological research. Insufficient evidence for effective communication of the findings. |

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|---|---|---|---|---|---|
| 1. Research report, peer review, reflective journal | Ability to develop, plan and execute psychological research. Effective communication of the findings. | Strong evidence for the ability to develop, plan and execute psychological research. Strong evidence for effective communication of the findings. | Good evidence for the ability to develop, plan and execute psychological research. Good evidence for effective communication of the findings. | Fair to limited evidence for the ability to develop, plan and execute psychological research. Fair to limited evidence for effective communication of the findings. | Insufficient evidence for the ability to develop, plan and execute psychological research. Insufficient evidence for effective communication of the findings. |

**Part III** **Other Information** (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   *(An indication of the key topics of the course.)*

   *There is no formal syllabus but the procedure will involve:*
   • *Determination of topic areas for research.*
   • *Reading assignment, development and preparation of a research proposal on a topic in line with the research interest of a supervisor.*
   • *Data gathering and analysis.*
   • *Preparation and presentation of the research report.*

2. **Reading List**
2.1 **Compulsory Readings**
   *(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

   NIL

2.2 **Additional Readings**
   *(Additional references for students to learn to expand their knowledge about the subject.)*

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|---|---|
| 1. | American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000. |
| 2. | Baldwin, S. A. (2018). *Writing your psychology research paper*. American Psychological Association. |
| 3. | Christensen, L. B. (2004). *Experimental methodology* (9th ed.). Boston, MA: Allyn & Bacon. |
| 4. | Cohen, B. H. (2001). *Explaining psychological statistics* (2nd ed.). New York: John Wiley & Sons. |
| 5. | Fallon, M. (2016). *Writing up quantitative research in the social and behavioral sciences*. Brill Sense. |
| 6. | Gorvine, B. J., Rosengren, K. S., Stein, L., & Biolsi, K. (2017). *Research Methods: From theory to practice*. Oxford University Press. |
| 7. | Rosenthal, R., & Rosnow, R. L. (2008). *Essentials of behavioral research: Methods and data analysis* (3rd ed.). New York: McGraw-Hill. |
| 8. | Scott, J. M., Scott, G. M., & Garrison, S. M. (2018). *The Psychology Student Writer's Manual and Reader's Guide* (Vol. 5). Rowman & Littlefield. |