

BACKGROUND & APPROACH

- Studies have shown undergraduate students' research experiences enhances their learning outcomes. However, less is known about the role of research experiences in graduate student learning (Bowman & Holmes, 2018; Cooper, Fleischer, & Cotton, 2012; Linn et al., 2015).
- What is the role of applied research opportunities in clinical training graduate programs?
- Mixed-methods, survey and optional interview

SAMPLE

- University of Denver graduate students enrolled in clinical training programs (clinical psychology Psy.D. & Ph.D., School Psychology Ed.S., Masters in Forensic Psychology)
- N=17 completed the survey
- N=4 participated in qualitative interviews
- Average of 3.1 years of research experience
- 13 involved in research experiences outside of DU

RESULTS

Survey Findings:

- **Coursework:** 11 of 17 found research experiences helped their coursework by gaining practical and theoretical skills (SPSS, Excel, literature reviews, understanding the research process when reading studies, better applied understanding of topics, better understanding of theoretical perspectives, etc.).
- **Clinical work:** Students mentioned a broadened perspective of clients' lived experiences with various areas of study, strengthened assessment skills, working with research participants makes clinical work less intimidating, deeper understanding of how bias impacts work with clients in clinical settings

Qualitative Findings:

Positive Research Perspective	Negative Research Perspective
See value; makes you more well versed on topics.	No time for research. Interested in investing more time in clinical work.
Gives opportunities to work with new populations and experiences with publication writing.	Appreciation for "hands on" experience over research - may indicate limited knowledge of basic vs. applied research.
Want to engage in research but do not have the time.	Appreciation for qualitative research.

SUMMARY

Mixed attitudes and confusion towards research (see table)- favorable preference for engaging in applied research.

Faculty may focus on building students' understanding of basic vs. applied research.

Faculty may focus on how to build in research opportunities to program requirements (participating in research and conducting research).

"We wouldn't know anything without doing research."

REFERENCES

- Bowman, & Holmes, J. M. (2018). Getting off to a good start?: First-year undergraduate research experiences and student outcomes. *Higher Education*, 76(1), 17–33. <https://doi.org/10.1007/s10734-017-0191-4>
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