

College of Healthcare Sciences'
Undergraduate Research Internship (URI)
2025 Program Handbook



JAMES COOK
UNIVERSITY
AUSTRALIA



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Welcome to the College of Healthcare Sciences' Undergraduate Research Internship (URI)

As the Associate Dean for Research, College of Healthcare Sciences at James Cook University, it is with great enthusiasm that I introduce the Undergraduate Research Internship program, an exciting initiative that opens the door for you to engage meaningfully with applied research. This program represents a flexible and enriching opportunity for you to develop foundational research skills, explore real-world applications of their learning, and begin to see yourself as a contributor to the research community.

What makes this program particularly valuable is its dual benefit: it supports students in building confidence and competence in research methods, while also fostering strong, mentoring relationships between students and academic staff. These connections are not only vital for the success of the internship itself but often lead to future opportunities, whether in research assistant roles, honours projects, or further academic pursuits.

Overall, this is a positive and forward-thinking initiative, one that aligns with our commitment to student engagement, academic excellence, and the development of future researchers. The program has already demonstrated the power of cultivating a vibrant academic community. The sense of belonging and collaboration it fosters between staff and students is, in my view, one of its greatest strengths.

I hope you embrace this opportunity with enthusiasm and curiosity. We wish you every success as you embark on this exciting adventure!

Dr Connor McShane PhD

Associate Dean, Research

College of Health Care Sciences, James Cook University

Handbook Introduction

This handbook will provide you with information about the structure, content, and organisation of the College of Healthcare Sciences' Undergraduate Research Internship (URI). This handbook is a *working* document and is intended to be used as a reference for your use throughout the URI. You are encouraged to discuss its content with the URI Coordinator, Dr Amanda Krause, URI project supervisor(s), and/or other URI participants.

Student participation in the URI is based on successful completion of at least 2 years of study. Therefore, a sound knowledge of foundational aspects of research is assumed. All student participants are accepted into the URI on the basis of their submitted application and project fit.

Student participation in the URI is voluntary. This means that students are considered 'volunteers' in the scope of the URI. As such, there is no graded component. All student-participants are required to complete the following two documents to acknowledge their formal participation in the URI:

1. Authorisation of a volunteer
2. Internship deed poll

These documents should be completed, signed, and returned to Dr Amanda Krause, URI Program Coordinator, by 16 September 2025.

2024 Program dates

Decisions of applications announced	by 05 September 2025
Program	Start: 15 September 2025 End: 16 January 2026
URI orientation (Zoom session for staff and students)	16 September 2025 @10am AEST
Mid-program catch-up (<i>Optional</i> Zoom session)	01 December 2025 @1pm AEST
Final project report submission due	23 January 2026
Project reporting at PsychBites session	TBD in February 2026

Participating staff members and their contact details

Associate Dean of Research	Dr Connor McShane	chsadr@jcu.edu.au
URI Program Coordinator	Dr Amanda Krause	Amanda.Krause1@jcu.edu.au
URI Program Managers	Ms Bethany Bode Ms Laura Gray	Bethany.Bode@my.jcu.edu.au Laura.Gray@my.jcu.edu.au
URI Project Supervisors	Dr Frances Cochrane Dr Amanda Krause Dr Tanya Langtree Dr Connor McShane Dr Dan Miller Prof Tanya Park Dr Helena Radke Dr Chae Rose Dr Lauren Shaw Dr Klaire Somoray Dr Sam Teague	Frances.Cochrane1@jcu.edu.au Amanda.Krause1@jcu.edu.au Tanya.Langtree@jcu.edu.au Connor.Mcshane@jcu.edu.au Daniel.Miller1@jcu.edu.au Tanya.Park@jcu.edu.au Helena.Radke@jcu.edu.au Chae.Rose@jcu.edu.au Lauren.Shaw1@jcu.edu.au Klaire.Somoray@jcu.edu.au Sam.Teague@jcu.edu.au

Emergencies

In the event of a time critical or life-threatening Emergency Call (0) 000 (112 from Mobile) and request either Police, Fire, or Ambulance.

After this call, or if emergency services are not required, contact JCU Security on (478) 15555 or 1800 675559 to advise and for further assistance.

URI Foundation

Work-integrated learning (WIL) is a form of experiential learning and can be defined as “the interweaving of practical work experience with classroom learning” (Jackson, 2017, p. 835). Importantly, WIL offers students the opportunity to integrate classroom learning with authentic practice (Hamilton et al., 2018). One particular type of WIL activity is the undergraduate research experience. A major feature of undergraduate research experience is mentorship (Kardash, 2000) and the formal opportunity to work through the research process (Houser et al., 2013). In a typical undergraduate research experience in healthcare disciplines, staff collaborate with students to undertake research.

Opportunities for students to engage with research are associated with multiple and varying positive outcomes for students (Dressler & Keeling, 2011), employers (Braunstein et al., 2011), and education providers (Crump & Johnsson, 2011). Following their participation in an undergraduate research experience, undergraduate students have reported significant gains in research-specific skills, such as “reading and using primary literature, formulating hypotheses, conducting data analysis, and interpreting and communicating scientific findings” (Golding et al.,

2019, p. 2, citing Kardash, 2000), as well as improved professional skills, such as establishing and maintaining collegial relationships (Seymour et al., 2004). Recent research on an undergraduate research experience program at an Australian university indicated that both staff and students had positive and engaging experiences (Golding et al., 2019, p. 7): participants stated that the undergraduate research experience “(1) exposed students to the research process and helped them develop skills and opportunities for additional research opportunities during and immediately after their undergraduate studies; (2) enabled networking, teamwork, and mentoring opportunities; (3) provided some students with the opportunity to work in research teams and labs; and (4) engaged some students in publishable research, through journal article and conference presentation co-authorship”.

At James Cook University, the College of Healthcare Sciences undertakes efforts to build the College’s research culture. Members of the Research Leadership Group and Departmental Research Committees have a keen interest in involving students in research within the College to: (a) promote student skill development and career readiness; (b) retain and extend student enrolment via postgraduate pathways; and (c) assist staff in efforts to produce/publish high-quality research.

Designing the JCU URI

The JCU URI intends to give students applied research experience. JCU’s URI has been designed to:

- (a) offer students a discipline-specific form of professional development (Golding et al., 2019; Hunter et al., 2007), which can also help focus their attention on career possibilities, enhance their work-readiness and employability, and contribute to professional identity development (Cranney et al., 2008; Golding et al., 2019; Hamilton et al., 2018; Nyström et al., 2008). Through the program, students will contribute towards a variety of tasks “orientated toward progressing the project (e.g., participant recruitment, data collection, data analysis and interpretation, reviewing and synthesizing literature, report writing, and dissemination)” (Golding et al., 2019, p. 3).
- (b) respond to calls for educators to emphasize avenues for undergraduate students to develop professional networks during their studies – given this can garner additional benefits, such as promoting sense of community (Bridgstock, 2016).
- (c) assist with progressing publishable research – given both staff and students benefit when an undergraduate research experience project results in a peer-reviewed publication (Golding, et al., 2019).

Projects are aligned to one or more of the College’s six research areas; and each task pertains to one of four broad types of research activities.

JCU College of Healthcare Sciences’ Research Foci

Research conducted through the College (CHS) is organised around six research themes, which are aligned to institutional priorities and encourage strong outward-facing, translation-focused outcomes. At the heart of our research is People and Place with a focus on Regional, Rural and Remote Health and Wellbeing (RRRHW). The centrality of community engagement and partnership within our strategic model reflects our commitment to recognising and embracing the capacity and potential of the communities to whom our research activities relate.

- *Healthcare service delivery and policies*
research centred on understanding and mitigating mental illness as well as exploring methods to enhance positive health and well-being, from infancy to end-of-life
- *Mental health and wellness*

research focused on improving health outcomes for people and communities in regional, rural, and remote areas

- *Human behaviour and performance*
research considering the social, cognitive, and emotional aspects of human behaviour and performance within various settings and populations
- *Environmental impact, community resilience, and sustainability*
research exploring environmental resilience and sustainability as well as the complex reciprocal relationships between people and places
- *Digital health and technology in healthcare*
research advancing the development and implementation of contextually appropriate digital health solutions
- *Workforce practice and development*
Interdisciplinary and collaborative research developing best practices, focused on addressing skill gaps, workforce planning, and professional development

URI research Task Types

As evident in the URI applications, a range of possible research tasks are featured in the URI. We have labelled these as falling under four categories.

- *Project development*
e.g., drafting an ethics application; survey development; project planning (annotated bibliography, sourcing literature, pilot testing survey items)
- *Data collection/ data processing*
e.g., pilot testing research protocols, recruiting participants, administering surveys, coordinating experimental procedures, data input, data cleaning
- *Data analysis – Quantitative / Qualitative*
e.g., cleaning/coding data, using SPSS (descriptive statistics, quantitative analyses), qualitative analyses (e.g., thematic analysis)
- *Dissemination efforts*
e.g., Drafting literature review or project report; Creating a conference presentation; Science communication efforts

Another way to conceptualise the nature of research tasks is provided by the [Research Skill Development Framework](#) (Willison and colleagues – see <https://www.adelaide.edu.au/melt/university-learning>). The RSD Framework details six facets of research. Participating staff and student pairs may wish to discuss their particular research task(s) and skill development against this framework.

URI Participation Parameters and Expectations

URI program parameters

The JCU URI parameters have been designed such that the expectation for the 2025 URI is either a 20-, 30- or 40-hour commitment by each student-participant. In other words, each student-participant will be assigned a task that the staff member has estimated will take 20-, 30-, or 40 hours to complete. Students select the 20-, 30- or 40-hour option when applying to participate in the URI. These options have been designed in response to student feedback received in 2022 and 2023 to facilitate broader program participation.

Students will have between 15 September 2025 and 16 January 2026 to undertake their 20/30/40 hours for the program. The nature of when student participation will occur (i.e., whether they contribute on a part/full-time basis, the portion of the program window, and the exact working hours) will be individually determined amongst the student-staff project pairs.

Previous research on undergraduate research experiences (e.g., Golding, et al., 2019) has noted discord can result from discrepancies between the expectations and the realities of undergraduate research experience opportunities. Therefore, we:

- (a) Have drafted this handbook as a resource for all URI participants;
- (b) Will hold a short orientation (via Zoom) prior to the program commencing. You will be required to attend this orientation session.

Code of conduct

The staff involved in the URI are dedicated to making research in the College/University a safe, inclusive, and welcoming activity for all involved. Thus, the expectation is that all participants will be collegial, courteous, respectful, and professional when interacting with others.

All participants should familiarize themselves with, and abide by:

- JCU's Code of Conduct (<https://www.jcu.edu.au/policy/corporate-governance/code-of-conduct>)
- JCU's Bullying, Discrimination, Harassment, and Sexual Misconduct Policy (<https://www.jcu.edu.au/policy/student-services/bullying-discrimination-harassment-and-sexual-misconduct-policy-and-procedure>)
- JCU's Social Media Policy (<https://www.jcu.edu.au/policy/corporate-governance/social-media-policy>)

All student-participants are considered volunteers in the scope of the URI, and, as such, they are insured under various JCU policies. You may also wish to visit the following links: [JCU Insurance webpage](#) for Volunteers; JCU [Health, Safety and Environment Induction](#); and [Fire Evacuation Program](#) online training.

Supervisory practice

Meetings? - The best science results from a combination of hard work, communication, and creativity. Staff supervisors will work with their students on a particular project. This will include providing instruction regarding the student's task. However, student-participants are expected to be self-motivated and to work with a degree of autonomy (to clearly defined goals and timelines). Given each project and staff-student pair is unique, we cannot state with any certainty the exact amount of time that students and staff will spend meeting together. However, we expect that students and staff members will stay in regular contact. Moreover, we have set a minimum number of meetings based on the program commitment.

For 20-hour projects, student-staff pairs will meet *at least* two times during the URI timeline.

For 30-hour projects, student-staff pairs will meet *at least* three times during the URI timeline.

For 40-hour projects, student-staff pairs will meet *at least* four times during the URI timeline.

Communication expectations - Regular communication is the key to success. Communication may include, but is not limited to, emails, face-to-face meetings, and Zoom/Teams meetings. In your initial meeting, please discuss expectations regarding the URI program, the research project and task, and nature of collaborative work. We have included both an onboarding (induction) and outboarding (exit interview) checklists that must be completed to assist staff-student pairs.

Managing conflicts - Communication is also key to minimizing conflicts. For example, this handbook is an effort to clearly communicate URI expectations to reduce the possibility of misunderstandings between participants. If you have an issue with another URI participant that cannot be solved by talking with them about it, please talk to Dr Amanda Krause or reach out to another member of the College with whom you are comfortable speaking.

20-/ 30-/ 40-hour commitment

To assist student-participants in recording and tracking their contributions to their project, we have included a log (see Appendix B). Each student-participant is individually responsible for completing their log. Staff supervisors will individually sign off on students' logs to confirm they have contributed the minimum hours (i.e., 20, 30, or 40) of work to the project as outlined.

All student-participants who complete their hour commitment (i.e., 20, 30, or 40 as stipulated) and submit the project summary report will receive a certificate of completion.

Co-authorship/ Acknowledgement of URI contributions

Publishing research is essential in healthcare disciplines. Regarding authorship and acknowledgements arising from student contributions via the URI, we will follow APA guidelines.

As stated in the APA publication manual (7th edition, p. 24):

authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work. Individuals should take authorship credit only for work they have performed or to which they have substantially contributed (APA Ethics Code Standard 8.12a, Publication Credit). Authorship encompasses, therefore, not only persons who do the writing, but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental study design, organizing and conducting the analysis, or interpreting the results and findings. ... Lesser contributions, which do not constitute authorship, may be acknowledged in the author note... Lesser contributions may include such supportive functions as designing or building the study apparatus, suggesting or advising about the analysis, collecting or entering the data, modifying or structuring a computer program, recruiting participants, and obtaining animals.

(Co-)Authorship and attribution of credit (e.g., being listed in the acknowledgements) will be discussed at the beginning of student-staff discussions, so that expectations are clearly defined. As stated in the *APA publication manual* (7th edition, p. 25), "principal authorship and the order of authorship credit should accurately reflect the relative contributions of persons involved... The general rule is that the name of the principal contributor appears first, with subsequent names appearing in order of decreasing contribution". Authorship decisions can be altered by mutual agreement at a later date, if roles have changed.

Staff-student pairs may wish to use the JCU Graduate Research School's Framework for discussing co-authorship arrangements to assist in these discussions. A copy of this framework can be found at:

<http://studentconflict.org.au/downloads/Framework%20for%20discussing%20coauthorship%20arrangements.pdf>

Ethics guidelines

The College of Healthcare Sciences at JCU fosters a research environment that upholds the general principles of research conduct outlined in the University and National Codes of Conduct.

All participants must abide by requirements set out in the *James Cook University Code for the Responsible Conduct of Research Policy* (Research Code) and the *Australian Code for the Responsible Conduct of Research* (National Code) for working with human participants.

Information is available from <https://www.jcu.edu.au/jcu-connect/ethics-and-integrity>.

If needed, student participants may be required to complete the training before they can work with human participants.

Notes to Student-Participants

For some of you, this may be your first research experience. We are very excited to help you develop as a researcher and evidence-based practitioner. We hope that the information provided here in the URI handbook will be useful.

Research takes time – It might take a little while to get access to everything you need and to feel familiar with the project and your task. Don't worry – stay with it, talk to your staff supervisor, and reach out to other URI participants.

Research involves a lot of people – Depending on your research project, it is likely that you will encounter many people. This, of course, will include your staff supervisor, but also it might involve their collaborators, Masters and PhD students, Honours students, and other undergraduate researchers. Make the most of this opportunity to meet, and get to know, other researchers.

Research can push you – It is quite likely that you'll be learning new things and doing new things; in fact, we hope that this happens! Ask questions - seek help! Have fun! Push yourself out of your comfort zone to get the most out of your URI participation. Keep an open mind – this experience doesn't have to define your future career, but it will help you develop new abilities and may help refine your ideas on where you might like to go or what you might like to do!

Research requires effort – You may be surprised by how much autonomy you have in working on your research project. Research can be quite independent while still being collaborative. Meet to discuss goals, deadlines, processes, and how to keep in touch with your staff supervisor early. Then continue to communicate throughout the program.

Research isn't always exciting – We've built the URI to be flexible, but sometimes your participation may feel like a job. Sometimes research can feel like you're doing a repetitive task – this is all a part of the research process (and these really do help us get to amazing discoveries).

Research is cyclical - Learn, reflect, and continue your researcher development. Understanding what you have learned from an experience and seeking opportunities to apply it is critical for your continued development. We encourage you to engage in self-reflection. Doing so can help you (1) identify skills and attributes you have developed as well as those you wish to continue to improve and (2) develop more effective ways of communicating your strengths and potential in future job and education applications. You may also wish to discuss how you can best convey your URI experience on your CV and in applications with the [JCU Careers and Employability](#) team.

We also encourage you to explore opportunities to 'level up' beyond the conclusion of the URI period. For instance, you may like to seek out opportunities to present your research and talk to your staff supervisors about such opportunities (e.g., presenting to your supervisor/their lab group, the [Australasian Conference for Undergraduate Research](#), the [Three Minute Thesis \(3MT\) Competition](#)).

Frequently Asked Questions for Students (URI FAQ)

Here are some frequently asked questions. If you have a question that you don't see an answer to on this [list](#), please email Dr Amanda Krause (Amanda.krause1@jcu.edu.au).

Why are participating students and staff required to attend an orientation session?

Previous research on undergraduate research experiences (e.g., Golding et al., 2019) indicates that discord can result from discrepancies between the expectations and the realities of undergraduate research experience opportunities. Therefore, we require all participating students and staff to attend a short orientation at the start of the URI program.

Why is there a mid-program catch-up, and do I have to attend?

The mid-program catch-up is an opportunity to connect with and learn from other URI participants. It has been a part of the URI program since 2023 in response to student feedback. All participating

students and staff are invited to participate in the mid-program catch-up (held online via Zoom in December).

Attendance at the mid-program catch-up is optional.

Am I graded?

No. Your performance on the project will not be graded (although you may wish to seek informal feedback from your supervisor after the project). Participation in the URI does not contribute toward any subject coursework requirements as part of your degree.

Am I required to do this?

No. This is a voluntary program aimed at giving you research experience prior to your 4th year of study. Participation in the URI does not contribute toward any subject coursework requirements as part of your degree.

Do I get to choose my supervisor?

Students are asked to indicate their preferences for the available projects when applying to participate in the URI. Care will be taken to consider these preferences when matching students to projects/supervisors based on preferences, project parameters, and project availability.

Can I choose when I work?

There are no set work hours, although some projects may require you to do some work at particular times (e.g., collecting data at an event). You will be able to consider project parameters and note your availability during the program window on the application. Once paired with your supervisor, work hours will need to be discussed with your supervisor.

Who is responsible for recording the time that I work, and how is my time recorded?

You will be responsible for logging your contributions to your project. You will be provided with a template for this purpose (see Appendix B in this handbook). Staff supervisors will individually sign off on students' logs to confirm they have contributed the minimum hours of work to the project (i.e., 20, 30, or 40).

Can I change my stated hour commitment after I've started?

When you apply to participate, you will indicate your preferences for available projects. This includes electing to make a 20-, 30- or 40-hour commitment. Care is taken to match students, staff, and projects, so you will not be able to change your project preference or commitment after accepting your place in the URI.

What happens after I complete my 20-, 30- or 40-hour commitment?

You'll receive a certificate to acknowledge your completion of the program (great for the CV!). Depending on your project, there might be additional benefits, such as co-authorship/ acknowledgement in a publication and/or additional work (as arranged with your supervisor).

Will I work with other students?

Perhaps. Some projects may require involvement from multiple students. Please discuss your desire or reservation to work with other students as part of your initial discussions with the URI Coordinator and supervisor. You also have the option of attending a mid-program catch-up with participating students and staff.

What's the benefit of doing this?

We hope that you'll develop various work- and research-related skills as part of your internship. According to WIL-related research, we anticipate that you'll develop your communication and other interpersonal skills, and that you'll learn about the complexities of academic research (including, for instance, the ethical review process, data and risk management). Additional skills that you will develop will vary by project. You'll be rewarded for your involvement in the internship with a formal certificate to acknowledge your contributions.

What happens if I'm not getting along well with my supervisor?

We obviously hope that all students have positive experiences in the internship program. If, however, you feel that you would like to have a confidential discussion about your experiences with someone other than your direct supervisor, please feel to reach out to the URI Coordinator, Amanda Krause (Amanda.krause1@jcu.edu.au).

What research support/resources do I have access to?

All participants have access to [JCU library](#) resources. The library has helpful lib guides (e.g., the [psychology guide](#), [APA7](#), [open access](#)), [workshops](#), and a team of librarian [liaisons](#). Please discuss other potential resources relevant to your particular project with your staff supervisor.

What if I'm struggling or want to talk about my well-being?

Please talk to your supervisor, the URI Coordinator (Dr Amanda Krause), or another member of the College with whom you feel comfortable. You may also wish to make use of the following resources:

JCU student safety and well-being resources: <https://www.jcu.edu.au/safety-and-wellbeing>

- Counselling: <https://www.jcu.edu.au/student-equity-and-wellbeing/wellbeing/counselling>
- Accessibility: <https://www.jcu.edu.au/student-equity-and-wellbeing/accessibility>

JCU student centre: <https://www.jcu.edu.au/jcu-contact-information/student-centre>

References

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Appendix A: Onboarding/Outboarding

URI ONBOARDING (INDUCTION) CHECKLIST

Pre-Arrival action	Responsibility	Comments	Complete Y/N
<ul style="list-style-type: none"> Complete and arrange for Authorisation of a Volunteer form and Internship Deed Poll paperwork. 	URI coordinator, with student		
<ul style="list-style-type: none"> Send completed Authorisation of a Volunteer form to the Insurance Team and Divisional Office. 	URI coordinator, with student		
<ul style="list-style-type: none"> Provide participants with a copy of the URI handbook 	URI coordinator		Y

Action upon commencement	Responsibility	Comments	Complete Y/NA
<ul style="list-style-type: none"> Conduct a local orientation (introduction to program & participants) 	URI coordinator	During orientation	
<ul style="list-style-type: none"> Make them Volunteer aware of the following Policy, Procedures, and Information sheets and where to locate them on the JCU website: <ul style="list-style-type: none"> Code of Conduct Policy Discrimination, Bullying and Harassment Information Communication Technology Acceptable Use JCU Smoke-Free Campus Volunteers and Health and Safety Information Sheet Provide links to: <ul style="list-style-type: none"> JCU Insurance webpage for Volunteers; JCU Health, Safety and Environment Induction; and Fire Evacuation Program online training. 	URI coordinator	During orientation	
<ul style="list-style-type: none"> Provide information on local area and site specific safety requirements and complete the HSE Induction Checklist. 	Staff supervisor		
<ul style="list-style-type: none"> Conduct other inductions as required e.g., Laboratory location, procedures, etc. 	Staff supervisor		
<ul style="list-style-type: none"> Discussion of project-specific resources, materials, etc. 	Staff supervisor		
<ul style="list-style-type: none"> Discussion of (co-)authorship/acknowledgement for URI contributions 	Staff supervisor		
<ul style="list-style-type: none"> Where applicable, make the Volunteer aware of the following HSE procedures and where to locate them on the JCU Website: <ul style="list-style-type: none"> - HSE-PRO-016 Health Engagement - HSE-PRO-014 HSE Incident & Hazard Management - HSE-PRO-009: Biosafety - HSE-PRO-013 Laboratory Safety - HSE-PRO-007 Field Trip 	Staff supervisor		
Comments:			

Confirmation of Checklist being Fully Completed

Volunteer's Signature:	Date:
Supervisor's Signature:	Date:

Please update the onboarding checklist in your shared OneDrive folder.

URI OFFBOARDING (EXIT INTERVIEW) CHECKLIST

Action upon program completion	Responsibility	Comments	Complete Y/NA
Complete final project report by 24 January 2025	Student	See Appendix C	
Supervisor signs off on work log (& student submits a copy to Krause)	Student/Staff Supervisor		
Return of project-specific resources, materials – if applicable	Staff Supervisor		
Review of previous discussion re: (co-)authorship/acknowledgement for URI contributions	Staff Supervisor		
Supervisor-Student debrief session	Staff Supervisor		
Comments:			

Confirmation of Checklist being Fully Completed

Volunteer's Signature:	Date:
Supervisor's Signature:	Date:

Please update the offboarding checklist in your shared OneDrive folder.
 You can also email a completed copy to Dr Amanda Krause (Amanda.krause1@jcu.edu.au).

Appendix C: Project summary report

It is the student-participant's responsibility to complete this report, in consultation with their staff member partner. One of the project's hours is allocated to completing this report.

Please complete this online summary report by 23 January 2026.

While a printed version of the report appears below, you must submit your report online at: <https://bit.ly/CHS-URI-FR>.

URI year	2025
Staff supervisor	
Student researcher	
Project	<p>Title:</p> <p>Ethics ID:</p> <p>Research area (<i>noting you may select more than one</i>):</p> <p><input type="checkbox"/> healthcare service delivery and policies</p> <p><input type="checkbox"/> mental health and wellness</p> <p><input type="checkbox"/> human behaviour and performance</p> <p><input type="checkbox"/> environmental impact, community resilience, and sustainability</p> <p><input type="checkbox"/> digital health and technology in healthcare</p> <p><input type="checkbox"/> workforce practice and development</p> <p>Task classification (<i>select the one option that best describes the task</i>):</p> <p><input type="checkbox"/> Project development</p> <p><input type="checkbox"/> Data collection/ entry</p> <p><input type="checkbox"/> Data analysis</p> <p><input type="checkbox"/> Dissemination of findings</p> <p>Hour commitment: <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 hours</p>
Lay Project Summary	(< 200 words)
Brief Summary of Work Completed relative to the objectives/ expected outcomes	(< 300 words)
What have you gotten out of participating in the JCU URI?	(<i>e.g., what skills have you developed?</i>) (250-300 words)
What recommendations do you have to improve the JCU URI?	(250-300 words)
Please answer the following questions concerning the timing of the URI:	
Please comment on the stipulated hour expectation. E.g., were you able to complete your research task within the allocated hours? Do you think that the program should be based on more or fewer hours, and why?	
When do you think we should run the URI (please think about yourself and your classmates' schedules)? (<i>please tick all that apply</i>)	<p><input type="checkbox"/> Between academic years (i.e., December - January)</p> <p><input type="checkbox"/> During a study period (e.g., February - April, June - August, and/or October - November)</p> <p><input type="checkbox"/> Between study periods within an academic year (e.g., May and/or September)</p> <p><input type="checkbox"/> On a rolling basis (i.e., not tied to a term, so that someone could start when it suits them)</p> <p>Do you have any additional comments concerning the timing and/expectations of the URI that could help us improve the program moving forward? [<i>optional</i>]</p>



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