

PSCH 333 - Laboratory in Clinical Psychology

Spring, 2016

Tuesdays and Thursdays, 9:30 – 11:20 AM

Behavioral Sciences Building (BSB) 2057

Call Number: 37938, 37939

Ellen Herbener, Ph.D.

Office: BSB 1046A

Office Hours: Tuesdays, 1 - 2 and by appointment

Email: eherbener@psych.uic.edu

Teaching Assistant:

COURSE SUMMARY:

Research in clinical psychology includes the investigation of causes of atypical and/or problematic behaviors and experiences in humans, the study of ways to prevent onset of psychological or behavioral disorders, and the development of interventions that can help people recover from such disorders. Thus, clinical psychology research encompasses everything from genetic factors that put people at risk for developing disorders, to factors during development that influence risk or resiliency to illness, to personality, mood, and cognitive biases that may influence individual differences in responses to stressors, and up to interpersonal (social support, isolation) and societal factors (discrimination, trauma, cultural differences) that may all influence psychological disorders. Although the primary focus is trying to figure out how to understand and help people with disorders, there are obviously many ways that researchers contribute to this goal.

This is part of what is fascinating, and daunting, about research in clinical psychology – striving to understand what is “going on” from multiple levels of analysis, AND being able to read, understand, and critically evaluate the research literature written by people with very different perspectives. Thus, one important focus of this course will be to enhance your skills in thinking in the discipline of psychology – considering assumptions, applying logic, evaluating evidence, and developing research hypotheses. Further, this class will require that you use these skills as you develop and run your own research studies to address important issues in the field.

During this course you will work on three different research projects and associated papers or presentations. In the first project, we will consider how and why peer “self-help” groups work using theoretical models from reading and observational methods for collecting data; in the second project you will identify a characteristic of interest to you and create a measure for assessing it; and in the third project you will develop and test a research hypothesis of your choosing using an experimental paradigm.

Research is only useful if it is communicated to others: thus, a second large focus in this course is learning how to write research papers in psychology. Toward that end, you will write a paper for each of the research projects you complete during this class. Further, for each paper, you will go through two drafts – the first draft will receive careful reading and you will be provided feedback to use when submitting the final draft of the paper.

This course is designed to teach you how to think about, and conduct research, and thus we will be spending time in class on a variety of activities that are involved in research including lectures, demonstration, discussions, group meetings, data collection, data analysis, and data interpretation.

PREQUISITES:

Students should already have credit for PSCH 100 (Introduction to Psychology), PSCH 242 (Introduction to Research in Psychology), and PSCH 343 (Statistical Methods in Psychological Science). In addition, you should have credit for or be concurrently enrolled in PSCH 270 (Abnormal Psychology) or PSCH 210 (Theories of Personality). If you do not have prerequisites, you will be dropped from the course.

DEADLINES:

The deadline to add or drop a course without a W and last day to complete late registration is Friday, January 22, 2016). The deadline to withdraw from the course is (March 18, 2016).

READINGS:

Reading assignments for each week are listed in the syllabus, and many of the readings are available in the Blackboard site for this course.

It is recommended that you purchase Beins and Beins (2012) as we will be using it throughout the class, AND because it's a very useful resource for writing psychology projects and papers for your future coursework as well.

Beins, B. C., & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters, and presentations* (2nd ed.). Malden, MA: Wiley-Blackwell. ISBN: 978-0-470-67244-0

REQUIREMENTS:

Research Participation: In order to meet the educational goals of this course, you (and everyone else enrolled in this course) will be conducting research and collecting data. As a member of the class, you are required to participate in the research conducted by your classmates, just as they are required to participate in your research. Participation in other students' research contributes 10% of your grade.

Lectures and Readings: This is a lab course. Although there will be some lectures, most of our time will be focused on working on developing research skills through active practice, demonstrations, discussions, and in-class task development and data analysis. **Readings are assigned to be completed prior to the class so that you can use the information from the readings while you are in the class** – so, for example, you need to read the articles on construct validity before the class when I will ask you to evaluate scales for construct validity.

Over the course of the semester, as you become more involved in developing your own research project, you will be spending more time reading articles that are central to your personal research project – so the decrease in reading assignments over the semester doesn't mean that you won't be reading, just that you will be deciding what you need to read for your own project.

Class Participation: Part of the joy of a lab class is that you are actively engaged in projects, discussions, demonstrations, etc. during class time. This also means that your active engagement (attendance and participation) is crucial to your success in the class. Attendance and participation

will be evaluated at each class session. You will lose points for tardiness, and also for indications of lack of engagement during the class (reading email, internet surfing, carrying on private conversations, etc.). IF YOU HAVE A CELL PHONE, YOU MUST KEEP IT IN A CLOSED BAG DURING THE CLASS. ANYONE OBSERVED USING THEIR CELL PHONE IN ANY WAY DURING CLASS WILL NOT RECEIVE ATTENDANCE CREDIT FOR THE DAY.

ASSIGNMENTS:

Self-Help Group Paper: We will read several articles about how self-help groups work. These papers will guide your observations when you attend a self-help group of your own choosing (e.g., Alcoholics Anonymous, Narcotics Anonymous, Suicide Support Group, Depression Support Group, etc.). You will write a 5-7 page paper (in APA style) that briefly describes the disorder being treated, describes what you observed in the group, and how it fit or did not fit with the articles read for class. In addition, based on your observations, you will suggest other factors that may be useful to consider when assessing the effectiveness of self-help groups.

Measurement Project: Your second project will address one of the most important concepts/ issues in psychological research—Measurement. You will pick a construct from the realm of clinical psychology to measure. Through iterative testing, you will develop a 10-15 item scale to measure your chosen construct and collect data from at least 20 people for your measure. We will provide some ideas for possible constructs (e.g., shyness, fear of success, creativity), though you are free to choose your own psychological construct, with approval from the instructor. Your initial and final scale will be created using Qualtrics. You will run several statistical analyses to evaluate the psychometric properties of your scale and you will write a separate APA style paper (8-10 pages of text) describing the construct, your survey methodology, results, and discussion.

Empirical Research Project: The final project will be an empirical study that you will program and administer using eprime. You may choose to pursue (a) something you were curious about based on your other projects, (b) an extension of published research, or (c) an idea of your own creation (keep in mind that your idea must be rooted in some existing clinical psychological theory and/or research method). You will complete statistical analyses to test your hypotheses, and write a final APA-style paper (10-12 pages) describing the study. You will also do a brief presentation about your research during the last week of class.

All papers will be submitted via SafeAssign

GRADING/EVALUATION:

- 20% Attendance and Participation
- 15% Self-Help Group Paper (5% Draft, 10% Final)
- 20% Measurement Project Paper (5% Draft, 15% Final)
- 30% Empirical Study Paper (5% draft, 20% Final, 5% Presentation)
- 10% Completion of all other students' research protocols (5% Measurement project, 5% Empirical Study)
- 5% Completion of Plagiarism and CITI online tutorials

Grades will be based upon the following commonly used scale:

GRADES:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = Below 60%

ATTENDANCE POLICY:

This class focuses on learning HOW to think and study within the discipline of clinical psychology. These are skills that you build across the course of the semester, and learn via active participation in discussions and projects with your instructors and your classmates. Because of the collaborative nature of the course, your attendance and engagement will have a significant impact on others in the class (me and your classmates) as well as on your ability to benefit from the class. If you will not be able to get to class regularly (and on time), you I would recommend that you look for a class that meets at a time that is better for your schedule.

If you must miss a class session, please notify the instructor and TAs as early as possible beforehand. It is your responsibility to get the notes, handouts, homework assignments, and/or other announcements from one of your fellow classmates if you are not in class.

APPROPRIATE BEHAVIOR:

You are expected to behave maturely and professionally in class. Basic standards for this class include that you must:

- be courteous and respectful to others;
- express your own opinions in an appropriate manner;
- refrain from discriminatory or hateful speech;
- use your computer for course-related purposes only;

If you fail to follow these rules, points will be taken from your grade. If your behavior is disruptive to me or others in the class, I may ask you to leave the class.

PLAGIARISM:

To plagiarize is “to steal and pass off (the ideas or words of another) as one’s own” (Plagiarism 101 (n.d.) Plagiarism.org. Retrieved December 1, 2014, from <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>). Plagiarism includes not only direct copying of source documents, but also paraphrasing others’ written or verbal comments without indicating the original source. Plagiarism is not permitted, and we will use SafeAssign to automatically screen for plagiarism in all documents submitted for this course. According to university policy, the consequences of submitting plagiarized work are a) receiving a failing grade on the assignment; b) receiving a failing grade in the course; or c) being expelled from the university.

ACADEMIC INTEGRITY:

Students must abide by the academic integrity guidelines established by the university, and described at <http://www.uic.edu/ucatalog/GR.shtml#qa>. Failure to maintain behavior according to these guidelines is evaluated in accord with the Student Disciplinary Policy.

WRITING CENTER:

Students are encouraged to contact the UIC writing center for mentoring and feedback on their writing. Tutors are trained to help with both initial formulation and organization of documents, as well as editing and feedback on written drafts. You can get more information about the services offered at: <http://www.uic.edu/depts/engl/writing/about/>

DISABILITY SERVICES:

Students **with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS)**. Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY). If you require accommodations due to a documented disability, please bring a letter from the DRC documenting the necessary accommodations as soon as possible.

RELIGIOUS HOLIDAYS:

Campus Policy States: The faculty of the University of Illinois at Chicago shall make every effort to avoid requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

INCOMPLETE GRADES:

The University Policy on incomplete grades is as follows:

"Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination. Incomplete course work will normally result in a failing grade if it is not completed within the designated time limit. The "I" may be assigned in lieu of a grade only when *all* of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due."

"The instructor must submit an Incomplete report with the final grade roster for the "I" to be recorded. This report is a contract for the student to complete the course work *with that instructor* or one designated by the department executive officer in the way described and by a time indicated on the report. In resolving the "I," the student may not register for the course a second time, but must follow the procedures detailed on the report."

"An "I" must be removed by the end of the student's first semester or summer session in residence subsequent to the incurrance of the "I" or, if not in residence, no later than one calendar year subsequent to the incurrance. When the student submits the work, the instructor will grade it and change the "I" to the appropriate grade."

"If an undergraduate fails to meet the stated conditions, the instructor will assign an "F" for the final grade." (From https://registrar.uic.edu/student_records/grading_system.html)

Course Schedule

Date

Jan 12, 2016	What is Clinical Psychology? Mechanisms, Interventions, and Developing Hypotheses Evaluating Sources and Arguments: Critical reading, definitions of concepts, and methods
Jan 14, 2016	Discuss first project: group observation: observation to occur by 1/26 <u>Reading Assignment:</u> Roberts, L.J., Salem, D., Rappaport, J., Toro, P.A., Luke, D.A., and Seidman, E. (1999). Giving and receiving help: Interpersonal transactions in mutual-help meetings and psychosocial adjustment. <u>American Journal of Community Psychology</u> , 27, 841-868. Roberts, L.J., Luke, D.A., Rappaport, J., Seidman, E., Toro, P.A., and Reischl, T.M. (1991). Charting uncharted terrain: A behavioral observation system for mutual help groups. <u>American Journal of Community Psychology</u> , 19, 715-737. Beins and Beins, Chapter 5 Decide on group to attend
Jan 19, 2016	Research ethics. Complete citi training
Jan 21, 2016	Library tutorial on conducting literature searches; meet for class at the IDEA Commons classroom in the Daley Library <u>Reading Assignment:</u> Beins and Beins Chapters 1-4
Jan 26, 2016	First draft of group observation paper due via SafeAssign; plagiarism tutorial, initial ideas about constructs of interest for scale paper
Jan 28, 2016	Planning your scale project: measuring a construct Clark, L.A., and Watson, D. (1995). Constructing Validity: Basic issues in objective Scale development. <u>Psychological Assessment</u> , 7, 309-319.

Leary, M.R., Kelly, K.M., Cottrell, C.A., and Schreindorfer, L.S. (2013). Construct validity of the need to belong scale: Mapping the nomological network. Journal of Personality Assessment, 95: 610-624.

Videos on reliability and validity

- Feb 2, 2016 Identify initial items for task using skills from library lab; practice using qualtrics
- Feb 4, 2016 Final draft of group observation paper due
Finalize first iteration of scale and send to classmates using qualtrics; complete other students' scales in time for class on Tuesday
- Feb 9, 2016 Transfer data from qualtrics to SPSS,
Introduction to SPSS
- Feb 11, 2016 Use frequencies and correlations and with SPSS to identify items to keep or modify; reduce pool to 10-15 items
- Feb 16, 2016 Final questionnaire onto qualtrics and out to students;
Begin thinking about final project ideas – library research

Reading Assignment:

McKay, chapter 5 and 24

- Feb 18, 2016 Statistical analyses for second paper – reliability and validity assessment using SPSS

Reading assignment

Beins and Beins Chapter 10-14

- Feb 23, 2016 Stats troubleshooting; can work on introduction and methods section of paper when done with statistical analyses
- Feb 25, 2016 First draft of scale project paper due at beginning of class;
Demonstration of potential research paradigms to use for empirical paper and example of how to break it into pieces for construction with eprime
Library research on topic and task for final research paper

- March 1, 2016 How to construct your own task: E-prime Tutorial. Email completed program to me by the end of class.

- March 3, 2016 Finalize topic and pick task for experiment project; email instructor with research question and your plan for testing it (e.g., what task, what stimuli)

Reading assignment:

Beins and Beins, Ch 16

- March 8, 2016 Work on identifying stimuli for task and/or programming task in eprime

March 10, 2016	Final draft of scale project paper due at beginning of class Continue programming and finding stimuli; Each student should review current status of task with instructor for troubleshooting
March 15, 2016	Finish task construction; identify any scales you will use with the task and put into Qualtrics
March 17, 2016	Administer tasks in class
March 22 and 24	No class, spring break
March 29, 2016	Complete administration of tasks in class
March 31, 2016	Data moving and organizing from eprime to SPSS
April 5, 2016	Data moving/organizing/cleaning
April 7, 2016	Statistical analyses with SPSS
April 12, 2016	Statistical analyses with SPSS
April 14, 2016	Discuss interpretation of statistical analyses
April 19, 2016	First draft of empirical paper due by end of class
April 21, 2016	Work on paper and/or presentation
April 26, 2016	Oral presentation of empirical study
April 28, 2016	Final draft of empirical paper due by beginning of class Oral presentation of empirical study