

## **PSCH 333 - Laboratory in Clinical Psychology**

Fall, 2016

Mondays and Wednesdays, 1:00 – 2:50 PM

Behavioral Sciences Building (BSB) 2019

Call Number: 37938, 37939

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### **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 write a paper about each project. The three projects will differ in the methods of research that you are using: the first will use observational methods, the second will focus on developing your own self-report questionnaire, and the third will involve developing a research task (and running it) using stimulus presentation software.

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, discussions, data collection, data analysis, and data interpretation. Notably, we will be using

specialized computer programs for data analysis, and it will be important for you to be AT class in order to use these programs.

**NOTE: This class moves very rapidly across conceptual and practical skills to provide students the opportunity to develop their own research. We provide a lot of hands-on assistance during class-time, so even if research is not your best area, if you attend regularly you can get a lot of one-on-one help that can help you to perform well in the class. The most common reason that people do not do well in this class is that they do not attend regularly, miss information on the conceptual and methodological rationale underlying the research, and thus cannot effectively develop a good methodological study, nor write about it in a thoughtful way.**

### **PREREQUISITES:**

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 have not taken these 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, September 2, 2016. The deadline to withdraw from the course is Friday, October 28, 2016).

### **READINGS:**

Reading assignments for each week are listed in the syllabus, and the readings are available in the Blackboard site for this course. Specific reading assignments for the full class are pretty minimal because you are expected to do a lot of reading based on your own research projects in the class. So YOU will be identifying a lot of the reading that you need to do in order to complete your research projects.

It is recommended that you purchase Beins and Beins (2012) because it's a very useful resource for writing psychology projects and papers.

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.

**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:**

**Observation Paper:** There are some things we can learn about people just by carefully observing their behavior. For example, you could assess whether male and female teenagers differ in how frequently they touch their peers when observing them at a shopping mall, you could assess whether individuals, pairs, or groups of people are more likely to assist you when you drop a bunch of papers on the sidewalk, you could assess age differences in responses to having to wait in line a long time (complaining, getting angry, doing something else) at the DMV. These are just some ideas – you are welcome to come up with other ideas for questions that are particularly interesting to you.

You will meet in small groups to come up with ideas of interesting behaviors that you could observe in public places, and we will review these ideas as a class, and figure out who wants to be involved in what observational project. Each group will decide on the best way to code their observations -- we'll talk more about this. Although all the individuals in each group will pool their data, each individual will complete their own statistical analyses of the data, and write a 5-7 page paper (in APA style) that briefly describes the rationale behind their hypothesis, methods, results, and a discussion of why you may or may not have found what you predicted. All papers will be submitted for grading via SafeAssign, and, although you will share results, you should not share text for the Introduction, Methods, or Discussion sections.

**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 OpenSesame (a freely available psychological study presentation software). 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.

**All papers will be submitted via SafeAssign**

**GRADING/EVALUATION:**

- 20% Attendance and Participation
- 15% Observational Study Paper (5% Draft, 10% Final)
- 20% Measurement Study Paper (5% Draft, 15% Final)
- 25% Empirical Study Paper (5% draft, 20% Final)
- 10% Completion of all other students' research protocols (5% Measurement project, 5% Empirical Study)
- 5% Providing data to your research group for the Observational 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), 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 TA 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/encl/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 incurrence of the "I" or, if not in residence, no later than one calendar year subsequent to the incurrence. 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](https://registrar.uic.edu/student_records/grading_system.html))

**In this schedule, due dates for specific assignments are underlined.**

## **Course Schedule**

- Aug 22, 2016      **Research Methods: Observation; Self-Reports, and Experiments**
- Discuss first project: Behavioral Observation
  - Different ways of coding behavioral observations; importance of definitions and clear behavioral anchors
  - Research Ethics
  - Citi training certificate due by Aug 29, 2016
- Aug 24, 2016      **Observational Research**
- Reading:  
Wang, Y.Z., Wiley, A.R., and Zhou, X. (2007). The effect of different cultural lenses on reliability and validity in observational data: The example of Chinese immigrant parent-toddler dinner interactions. Social Development, 16, 777-799.
  - Group meetings to select observational study plans and choice of coding plan
  - Practice coding plan in small groups
  - You will need to collect your observational data by Aug 31, 2016!
- Aug 29, 2016      **Library tutorial on conducting literature searches;**
- **Meet for class at the IDEA Commons classroom in the Daley Library**
  - Discuss any issues arising in collection of observational data; any refinement needed in anchors
  - Plagiarism training certificate due by Sept 7, 2016
- Aug 31, 2016      **Discussion of statistical analysis of observational data**
- Intro to SPSS and how to organize and analyse observational data
- Sept 5, 2016      **HAPPY LABOR DAY!**
- Sept 7, 2016      **Continue work on observational paper and begin work on Scale paper**
- Discuss Initial ideas about constructs of interest for scale paper
  - Discuss interpretation of observational data
  - Hands-on work on analyses and interpretation of observational data
- Sept 12, 2016      **Planning your scale project: measuring a construct**
- Reading:  
Clark, L.A., and Watson, D. (1995). Constructing Validity: Basic issues in objective Scale development. Psychological Assessment, 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
- Submit first draft of observation paper by beginning of class

Sept 14, 2016

**Work on Scale Project:**

- Identify initial items for task using skills from library lab
- Practice using Qualtrics

Sept 19, 2016

**Finalize first run of Scale Project**

- Finalize first iteration of scale and send to classmates using Qualtrics;
- Complete other students' scales in time for next class

Sept 21, 2016

**Initial data analysis for Scale paper**

- Transfer data from qualtrics to SPSS.
- Use SPSS to assess frequencies and correlations in order to identify items to keep, modify, or eliminate.
- Goal is to reduce your item pool to 10-15 items that show good variability, moderate correlations with other items in your scale, and assess the essential aspects of the characteristic you are measuring
- Final draft of observation paper due at beginning of class

Sept 26, 2016

**Continuing work on analyses of Scale data**

- Continue identification of items to keep, revise, or eliminate based on frequencies and correlations with other items
- Put revised questionnaire into Qualtrics and send to class
- If you finish early, you can work on writing the Introduction and Methods section of your paper

Sept 28, 2016

**Continuing work on analyses of Scale data**

- If you did not finish on Monday, use today to put your final questionnaire into Qualtrics and out to everyone in the class students
- Begin thinking about final project ideas – library research
- Complete other students' scales by 1:00 on Monday, October 3<sup>rd</sup>.

Oct 3, 2016

**Statistical analyses for second paper**

- Reliability and validity assessment using SPSS

Oct 5, 2016

**Stats troubleshooting**

- Can work on paper when done with statistical analyses

Oct 10, 2016

**Starting to think about your empirical study**

- Demonstration of potential research paradigms to use for empirical paper.
- Example of how to break tasks into pieces for construction and computerized presentation with free downloadable software OpenSesame
- Library research on topic and task for final research paper
- Reading Assignment: McKay, chapter 5 and 24
- First draft of scale project paper due at beginning of class;



- Oct 12, 2016
- Clarifying your empirical study plan**
- Discuss independent and dependent variables, and how to consider what additional characteristics you might need to measure in order to best interpret your data.
  - Identify the construct and paradigm you want to use for your experimental project. You will want to look at the research literature on the illness or characteristic of interest to see what research has been done, and what you might want to test based on the past research.
  - You will want to figure out which of the tasks that we discussed in class would be able to assess an aspect of the characteristic that is interesting to you.
- Oct 17, 2016
- How to transform your ideas into an experiment**
- Presentation on how to set up an experiment in OpenSesame
  - Finalize topic and pick task for experiment project
  - Practice using OpenSesame to create a task using the online tutorial.
  - Students should be ready to identify independent variable and dependent variable of their proposed study for discussion with me on Oct 19, 2016
- Oct 19, 2016
- Finalize experimental research plans**
- Each student meets with me briefly to discuss research hypothesis and how they plan to assess it -- i.e., what task, what independent variable, what dependent variable
  - Students work on identifying stimuli for their experiment
- Oct 24, 2016
- Work on developing your task**
- Work on developing your task or identifying stimuli
  - Final draft of scale project paper due at 1:00 Oct 24, 2016
- Oct 26, 2016
- Continue programming and finding stimuli**
- Oct 31, 2016
- Finish task and identify relevant scales for study**
- Finish task construction
  - Identify any scales you will use with the task and put those into Qualtrics
  - Meet with instructor during class to make sure that your task is collecting the data that you need
- Nov 2, 2016
- Administer tasks in class**
- Nov 7, 2016
- Administer tasks in class**
- Nov 9, 2016
- Complete data collection and begin data analysis**
- Finish administering tasks in class
  - Data moving, cleaning and organizing
- Nov 14, 2016
- Continue data moving, cleaning and organizing**
- Data moving and organizing from OpenSesame to SPSS

- Nov 16, 2016      **Statistical analyses with SPSS**
- Complete data moving and recoding for experimental analyses
  - Merge data from Qualtrics and OpenSesame in SPSS
  - Complete statistical analyses (t-tests, ANOVA, correlations)
- Nov 21, 2016      **Statistical analyses with SPSS**
- Discuss interpretation of statistical analyses
- Nov 23, 2016      **Statistical analyses with SPSS and preparation for presentation**
- Discuss interpretation of statistical analyses
  - Work on powerpoint presentation and/or final paper
- Nov 28, 2016      **First set of presentations**
- First draft of empirical paper due by end of class Nov 28, 2016
- Nov 30, 2016      **Second set of presentations**
- Dec 7, 2016      11:59 pm. Final Draft of Empirical Paper due