

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

Fall 2020

Mondays and Wednesdays, 9:00 – 10:50 AM

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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 two different research projects and write a paper about each project. The two projects will differ in the methods of research that you are using: the first will use observational methods, the second 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.

**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.

**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.

**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 15% 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.

**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. Because this class is on-line, your participation is based on a combination of your attendance at on-line sessions, and your participation in Discussion Forums. This contributes 33% of your grade.

**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.

**Empirical Research Project:** The 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

## **TECHNOLOGY REQUIREMENTS**

### **Computer/Technology Requirements**

Online students will need regular access to a personal computer that runs on a broadband Internet connection.

### **Blackboard Learning Management System**

For all technical questions about Blackboard, email ACCC-Learning Technology Solutions at LTS@uic.edu

### **Web Conferences/Synchronous sessions**

We will be using Blackboard Collaborate for our class meetings.

## **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/ucats/catalog/GR.shtml#qa>. Failure to maintain behavior according to these guidelines is evaluated in accord with the Student Disciplinary Policy.

### **COURSE COMMUNICATION GUIDELINES (NETIQUETTE)**

Netiquette is a set of rules for behaving properly online. Much of our communication in this course will take place in the forums and through email. Here are some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Use good taste when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses. This can be considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) others.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

### **LATE WORK POLICY**

The only late work that will be considered excused are those instances where the student has communicated with their instructor regarding unavoidable circumstances, such as reporting an illness and submitting a doctor's note to their instructor. Otherwise, grades for missed work will lose 10% of value each day.

## **COURSE ASSIGNMENTS:**

**NOTE:** This schedule **focuses on due dates** for your assignments. To see more information on the topics and specific assignments each week, go to “Weekly Content” in this class on Blackboard

### **Week 1: 8/24 – 8/31 Beginning Observation Project.**

#### **Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: Due by 9:00 am Wednesday 8/26

Discussion Post: Initial post by 8/26 at midnight

Response to two other posts by Saturday 8/29 at midnight

Brief Written Assignment: Due Sunday 8/30 at midnight

### **Weeks 2: 8/31 – 9/6 Coding Behavioral Observations.**

#### **Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: Self-selected

Discussion Post: Initial post by Wednesday 9/2 at midnight

Response to two other posts by Saturday 9/5 at midnight

Brief Written Assignments: Research topic and articles due Tuesday 9/1 at midnight

Media plan due Friday 9/4 at midnight

Independent coding assignment due by class on 9/9

### **Week 3: 9/7 – 9/13 Interrater reliability**

**Happy Labor Day – no class on Monday**

#### **Assignments:**

Live Session Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: None

Discussion Post: Initial post by Wednesday 9/9 at midnight

Response to two other posts by Saturday 9/12 at midnight

Coding for your group project should be finished by class time on Monday 9/14

### **Week 4: 9/14 – 9/20 Data Analysis and Writing**

#### **Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: Self-selected

Discussion Post: Initial post by Wednesday 9/16 at midnight

Response to two other posts by Saturday 9/19 at midnight

### **Week 5: 9/21 – 9/27 Writing and Peer Review**

#### **Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: Self-selected

Discussion Post: Initial post by Wednesday 9/23 at midnight

Response to two other posts by Saturday 9/26 at midnight

Email current draft of Observation paper to Instructor by 5:00 pm on Tuesday 9/22

Email critiqued drafts of other students' Observation papers to Instructor by Thursday 9/24 at

5 pm

First draft of Observation paper to be submitted via Safe Assign by 9:00 am on Monday 9/28

**Week 6: 9/28 – 10/4 Literature Review**

**Assignments:**

First draft of Observation paper to be submitted via Safe Assign by 9:00 am on Monday 9/28

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: Self-selected

Discussion Post: Initial post by Wednesday 9/30 at midnight

Response to two other posts by Saturday 10/3 at midnight

Email Instructor with research topic and basics of research plan (independent variable, dependent variable, type of stimuli you plan to use) by Saturday 10/3 at midnight

**Week 7: 10/5 – 10/11 Getting started with OpenSesame**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: None

Discussion Post: Initial post by Wednesday 10/7 at midnight

Response to two other posts by Saturday 10/10 at midnight

**Week 8: 10/12 – 10/18 Continuing with OpenSesame**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: None

Discussion Post: Initial post by Wednesday 10/14 at midnight

Response to two other posts by Saturday 10/17 at midnight

**Week 9: 10/19 – 10/25 Finishing with OpenSesame and looking for Scales**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: self-selected

Discussion Post: Initial post by Wednesday 10/21 at midnight

Response to two other posts by Saturday 10/24 at midnight

Email the Instructor your finished OpenSesame program by Wednesday 10/21 at midnight

**Week 10: 10/26 – 11/1 Research and Writing**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: self-selected

Discussion Post: Initial post by Wednesday 10/28 at midnight

Response to two other posts by Saturday 10/31 at midnight

**Week 11: 11/2 – 11/8 More Experiments and Data Summarizing**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate

Reading Assignment: self-selected

Discussion Post: Initial post by Wednesday 11/4 at midnight

Response to two other posts by Saturday 11/7 at midnight

**Week 12: 11/9 – 11/15 Finishing Data Input and running your statistical analyses**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate  
Reading Assignment: self-selected  
Discussion Post: Initial post by Wednesday 11/11 at midnight  
Response to two other posts by Saturday 11/14 at midnight

**Week 13: 11/16 – 11/22 Interpreting Statistical results and writing**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate  
Reading Assignment: self-selected  
Discussion Post: Initial post by Wednesday 11/18 at midnight  
Response to two other posts by Saturday 11/21 at midnight

**Week 14: 11/23 – 11/29 Writing and Feedback**

**Assignments:**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate  
Reading Assignment: self-selected  
Discussion Post: Initial post by Wednesday 11/25 at midnight  
Response to two other posts by Saturday 11/28 at midnight  
Email your current draft of your Experimental paper to me by Tuesday 11/24 at 5 pm  
Email your critiques or other students' papers to me by Thursday 11/26 at 5 pm

**Week 15: 11/30 – 12/6**

**Assignments: Integrating Feedback and Professional Development**

Live Sessions Monday and Wednesday 9 – 10:50 via Blackboard Collaborate  
Reading Assignment: self-selected  
Discussion Post: Initial post by Wednesday 12/2 at midnight  
Response to two other posts by Saturday 12/5 at midnight  
Submit the first draft of your Empirical paper via SafeAssign by the end of class on Monday 11/30

**GRADING**

<b>Assignments</b>	<b>Percentage of Total Grade</b>
Discussion posts and responses, brief email assignments	33
Data collection for Observation paper and Completion of other students' tasks and questionnaires	15
Providing feedback on other students' papers	10
Observation paper first draft	4
Observation paper final draft	14
Experimental paper first draft	4
Experimental paper final draft	24

In determining the final course grade, the following scale is used:

90% and up = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% and lower = F

The grading rubrics for papers and for the Discussion Forum are located in the “Assessment” section of Blackboard for this class.

## **COURSE EVALUATION**

Student evaluations of teaching play a fundamental role in improving course content, format, and delivery (teaching) at UIC. The Office for Faculty Affairs offers all Colleges and Departments the opportunity to participate in an *online* course evaluation system.

Students receive an email invitation in their ‘uic.edu’ inbox with the following title in the subject line: “UIC Student Evaluation of Teaching [Course Name] [Instructor Name] [Semester, Year].” The body of the email will reiterate the course name, instructor name, and semester. It will contain a link and a unique student password for the online evaluation for that course. Students will need an electronic device with Internet access to complete the evaluation online. **Submitted course evaluations cannot be removed from the system** so it is vital that students pay attention to the *instructor name* and *course name* when completing their evaluations. **Students must complete the online evaluations before 12 am on the first day of finals.** No exceptions are made if the evaluation is not submitted before 12 am on the first day of finals.

For more information about the program and timelines for when the system is open to students to complete the evaluations, please visit: <https://faculty.uic.edu/development/teachingandlearning/evaluations/>

## **ACCOMMODATIONS**

*The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following:*

<http://drc.uic.edu/guide-to-accommodations.>

## **GRIEVANCE PROCEDURES**

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's “[Nondiscrimination Statement](#)”. Students are also urged to read the document “[Public Formal Grievance Procedures](#)”. Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

## **UIC RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from a concerned advisor in the Undergraduate Success Center (USC) at [usc@uic.edu](mailto:usc@uic.edu).

See also:



**The Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. To schedule an appointment, visit <https://uic.mywconline.com/>. For more information, visit the Writing Center website at <https://writingcenter.uic.edu/>.

### **The UIC Library**

The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

### **Campus Advocacy Network**

Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, email [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or (312) 996-5657.

### **CAMPUS SECURITY**

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **DISCOURAGED** from staying in university buildings alone, including lab rooms, after hours and are **ENCOURAGED** to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling 312-996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Consult the following for more information:  
<http://www.uic.edu/uic/studentlife/campus/safety.shtml>

Also you can subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation.

([https://accountportal.uic.edu/auth/manage?dispatch=set\\_sms\\_panel](https://accountportal.uic.edu/auth/manage?dispatch=set_sms_panel)).

Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone.

For more information contact: <http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>