

**LABORATORY IN CLINICAL PSYCHOLOGY
(PSCH 333)**

University of Illinois at Chicago
Fall 2020 Monday and Wednesday 10am – 11:50am

Zoom Classroom:

<https://uic.zoom.us/j/95489681865?pwd=YjAraW9INEo5SVU1VUNPL3RZSnJ4dz09>

TEACHING TEAM

Professor: Dr. Margaret Wardle

E-mail: mwardle@uic.edu

Office: 1050B BSB (in person by appointment only)

Zoom Office:

<https://uic.zoom.us/j/7710396664?pwd=SIR3SDVUQWdFSitLUDQ0dHlnQjYydz09>

Phone: (312) 413-5564

Student Drop-In Hours: Thursdays 10:30am -12pm on Zoom & by appointment on Zoom or in person

Teaching Assistant: Julia Brooks

Zoom Office:

E-mail: jbrook29@uic.edu

<https://uic-phi.zoom.us/j/8231549967?pwd=U3NPNYm5tTXA5Sm1ZcFo3TVluMDBDZz09>

Student Drop-In Hours: by appointment

COURSE DESCRIPTION AND GOALS

People often think of a clinical psychologist as someone who conducts therapy. While this is true in many instances, clinical psychologists do many things, including clinical testing, consulting, teaching, and research.

Research in clinical psychology investigates the causes of psychological and behavioral disorders, ways to prevent these disorders, and the development of treatments to help people recover from these disorders. Some examples of clinical psychology research are: investigating genetic factors that put people at risk for depression; examining how events that occur during development influence how someone responds when a trauma occurs; seeing how personality influences the degree of anxiety someone experiences when under stress; testing how interpersonal (social support, isolation) and societal factors (discrimination, trauma, cultural differences) may affect recovery from addiction; and, of course, developing new treatments for all of these disorders. Although the primary focus is trying to understand and help people with psychological or behavioral problems, there are many different ways researchers contribute to this goal.

Clinical psychology research strives to understand what is “going on” at multiple levels from brain to behavior to society. This requires reading and critically evaluating research that uses many methods and using this information to design new studies that will add to our knowledge.

Thus, the course goals are:

1. **Develop your ability to critically evaluate clinical psychology research** – You will take a critical look at the existing research on topics of interest to you - considering assumptions, applying logic, and evaluating evidence. By doing this you will be more able to evaluate scientific studies in general, not just in clinical psychology.

2. Gain skills in designing and conducting clinical psychology research -

You will learn how to formulate research hypotheses, transform your ideas into a study, and see the results, as you develop and run your own research studies to address important issues in the field. While we will focus on clinical psychology topics, these skills are handy whenever you want to figure out what is causing something to happen.

3. Learn how to present your findings to others - Research is only useful if it is communicated. Thus, you will also learn how to present your research effectively. We will teach you two ways scientists commonly use: A poster and a paper. Clear communication is key in any field, so the feedback you get on these assignments can help you in many possible careers.

Special note for Fall 2020 – due to the ongoing COVID-19 pandemic, the course will be taught all online. I will hold live, interactive online classes during the regular class time, although I may occasionally use pre-recorded lectures to make time for individual meetings. I know this is a difficult time for everyone, and that technical difficulties with online learning are overlaid on top of major life challenges and traumatic society-wide events. Under those circumstances, I'm guessing many of you are wondering if doing this class online is worth it. I have thought this through very carefully, and I am confident we can meet the course goals in an online format. In fact, I've made some exciting changes that I think will broaden what you're able to get out of the class. However, this is first time I'm teaching the class all online, so I want you to know I am open to feedback, and that I may make changes to the schedule or assignments if aspects of the course are not going as planned.

PREQUISITES

This is an advanced class where you will apply knowledge you have gained in previous courses. Students must 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 can't take this class yet.

COURSE MATERIALS

There are a few reading assignments, which will be available in the Blackboard site for this course. However, reading assignments are minimal because you are expected to select your own reading based on your research projects in the class. So YOU will be identifying what you need to read in order to complete your own research projects.

We will be using APA style, 7th edition for assignments. I typically make copies of the manual available in class, but because we are online this year, we will be using these online resources instead. If something is not in here, you are not responsible for it:

- <https://apastyle.apa.org/style-grammar-guidelines>
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE REQUIREMENTS

Class Participation – 20% of grade: This course will be taught online, through interactive lectures and work periods that take place during the scheduled class time. All classes will be recorded and posted to Blackboard along with all slides and materials. However, it is still critically important that you attend and participate in class, for several reasons: 1. Classes are “hands on” - you will actually be conducting research during class. 2. The course moves rapidly, and classes build on one another to provide the skills you need to do research, so missing class makes it hard to catch up. 3. The TA and I provide a lot of individual assistance during class, so even if research is not your best area, by attending regularly you can get one-on-one help and do well. Because in my experience active participation is so important to your success, I have made it part of your grade. However, I also recognize students have legitimate reasons to miss class, such as illness or technical difficulties. I have come up with the following policy to try to provide flexibility while making sure you're encouraged not to fall behind:

1. You can drop one participation point. You can miss one class during the semester, no questions asked, and still get a 100% in participation. If you don't miss any classes, you get a bonus point!

2. There are two ways to get each participation point.

Default Option: Attend and participate in the online class. To get your point this way, you just need to be logged in and participating in class. Participating means:

- On-time to a reasonable degree (not more than 10 min. late, and not consistently late)
- Prepared with what you are supposed to bring/do in class as listed on the syllabus
- Engaging constructively (e.g. on topic, not making personal comments, giving concrete suggestions for improvement when asked)

Make-Up Option: Watch the recorded class, and check in with the professor. To get your point this way, you need to do two things. 1. Watch the recorded class by 5pm Friday of the week it was presented. 2. Either come to drop-in hours that week or schedule a separate time to check in with me, also by 5pm Friday of that week. Just sending me an e-mail does not count, I need to check in with you by video conferencing or phone so I can make sure you understood the material.

Research Assignments – 65% of grade: Consistent with the focus of this course on applying knowledge to real activities, there are no exams. Instead, most of your grade comes from assignments you will do while carrying out two major research projects. These will be: 1. A field study of online behavior; 2. A laboratory study. Throughout the course you will be in an “interest group” of 3-4 people with similar topics. You will conduct the field study with your group, but produce an individual product that will be graded. The laboratory study will be an individual project, although your group will still provide you with help and feedback. The breakdown for research assignments is:

Basic Training (10%): To do research you need to understand the ethical issues involved, so you will complete two online training courses in ethics.

The breakdown for basic training is:

Online CITI Ethics training (5%) – This is the real training required of all researchers at UIC. It will teach you about the major ethical issues and principles involved in doing research with real people as your subjects.

Online plagiarism course (5%) – Science builds on the work of others, and it is ethically important to credit others for their ideas. This course will help you identify what plagiarizing is, and how to avoid it.

Field Study (20%): There are some things we can learn about people just by carefully observing their natural behavior “in the field”. For example, you could assess whether people who are alone vs. in a group are more likely to assist you when you drop a bunch of papers on the sidewalk, or whether people looking at their phones are less likely to be smiling than people who are not. These are just some ideas – you will come up with questions that are interesting to you.

Because the public behaviors we usually observe have been radically changed by the pandemic, your interest group will select a behavior that you can observe in public online forums (e.g. Twitter, TikTok). You will produce an annotated bibliography evaluating the research that has already been done on your topic. Each member will then complete a certain number of observations. Group members will pool their observations to make a group data set, and conduct statistical analyses together to test their hypothesis, but each individual will complete their own poster based on the results. Therefore, although your group may share references to prior studies and results, you should not share the text of your annotated bibliography, or the introduction, hypotheses, methods, or discussion sections of your poster.

The breakdown for the field study is:

First Annotated Bibliography (5%) – This will allow you to organize and evaluate the research that already exists on your topic. A minimum of 5 original research articles should be summarized.

Individual Poster (15%) – The scientific poster is one major way scientists share their research, and a nice way to learn how to describe the major parts of a study (Introduction, Hypotheses, Methods, Results, Discussion) before you try writing a full paper.

Laboratory Study (35%): This will be a laboratory study using a task that you will program and administer online to your classmates using OpenSesame (a psychological study presentation software). We will talk more about what clinical psychology laboratory studies can look like as the class progresses. You may choose to pursue (a) an extension of published research, or (b) an idea of your own creation (keep in mind your idea must be rooted in an existing clinical psychological theory and/or research method). Once you pick an idea, you will do a second annotated bibliography to evaluate the research that has already been done on your topic. You will write your program with help from me and the TA, and your classmates will complete it. You will do statistical analyses on the data to test your hypotheses, and write a final APA-style paper (10-12 pages) describing your findings. The breakdown for the laboratory study is:

Second Annotated Bibliography (10%) – This will allow you to organize and evaluate the research that already exists on your topic. A minimum of 10 original research articles should be summarized.

Drafts - Introduction, methods, results, discussion (5%) – You will turn in a draft of each section of your paper for feedback. There are one or two points attached to each draft to encourage you to turn it in, but these are not “graded”. Instead they are chances for the TA to help you fix things

before the final paper. It is to your advantage to put your best effort into these, so that you can get the feedback you need to ace the final paper. Final paper (20%) – This will be an APA-style paper (10-12 pages) describing your study and results. You will get examples and our entire scoring system as the semester progresses, and you will do drafts of each section (see above), so although this may seem a like a lot of writing, hopefully by the time you get to the end of the class, you are mostly pasting together things you've already written.

Research Participation - 15% of grade: To meet the educational goals of this course, everyone in the 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 and collect data that they will use, just as they are required to participate in your research and collect data you will use. The breakdown for research participation is:

Contributing data to group field study (5%): See the field study description for details.

Completing classmates' laboratory studies (10%): See the laboratory study description for details.

SUMMARY OF GRADING

Class Attendance and Participation – 20%

Research Activities and Assignments – 65%

Basic Training – 10%

- Online CITI Ethics training (5%)
- Online plagiarism course (5%)

Field Study – 20%

- First Annotated Bibliography (5%)
- Individual poster (15%)

Laboratory Study – 35%

- Second Annotated Bibliography (10%)
- Drafts - introduction, hypothesis, methods, results, discussion (5%)
- Final paper (20%)

Research Participation - 15%

Contributing data to group field study – 5%

Completing classmates' laboratory studies – 10%

Overall grades will be on the following scale:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 60%

COURSE POLICIES

Turning in Work: You will be turning in two types of work in this class.

1. In-Class Work Products: This is work you will be doing in class that we need to check or comment on, such as the program you will use to collect data in your lab study. These will not be graded, although turning them in will be required to get your participation point the day they are due. In-class work products will be turned in to a Google Drive folder we will set up and share with you, and are due by the end of the accompanying class. If you miss turning one in due to absence from class, you can complete it as part of making up your participation point for that class – talk to Dr. Wardle to make a plan for this if needed.

2. Research Assignments: These are the end results of your research, such as your poster and paper. These will be turned in to Blackboard, and are due prior to the start of class (i.e. before 9:59am), unless otherwise noted on the schedule. Blackboard has a tendency to “go down” at inconvenient times. If there are problems with Blackboard, assignments will be accepted via email to Dr. Wardle as a safety net (with the same 9:59am deadline). Late assignments will be accepted up to five days after the deadline, but will be penalized 10% of total possible points for each day late (i.e., “one letter grade”). For example, if you earned 95 out of a total 100 points on an assignment originally due on 9/23 at 9:59am, and turned it in at 10:00am on 9/23 (one minute late), you would receive a grade of 85/100. If turned in anytime on 9/24, you would receive 75/100. If turned in anytime on 9/25, you would receive 65/100. After 5 days, your grade would be 0 for the assignment. Exceptions can be made for emergencies, such as medical problems or catastrophic tech difficulties. If something like this happens, contact Dr. Wardle ASAP to work out a plan.

Non-class Use of Computers, Phones and Electronics: When I conduct this class in person, I require students to put their phones away during class, and not use computers for anything but class work. The goal is to minimize distraction for you and people around you. In an online format, distracting others is less of an issue, but I would still ask you to put away/close all non-class electronics and browser windows during class. Especially in an online format, it is far too easy to check email, browse social media, or shop during class. All of that detracts from your ability to follow the material and get the most out of the education you’re paying for. How well this class works for you online will depend on in part on you treating the online class periods with the same seriousness as an in-person class, despite the fact that no one will be looking over your shoulder.

Please note, I am on-call for a clinical trial of a new medication for cocaine addiction during class hours, so I will be leaving my phone on only for calls from that study, and may need to “step out” of class to respond in the event there is a patient emergency.

Appropriate Behavior:

Online etiquette – during lecture, please have your microphone muted, but feel free to use the “raise hand” button any time – I’ll call on you and you can ask or answer a question or make a comment. You can also ask or answer a question or make a comment anytime using the chat. Please leave your video on if you can without causing a tech or privacy issue for yourself – seeing your faces really helps me know if you’re following along or if I’m confusing people! When working in breakout rooms/small groups, you can leave your video or microphones on or off, use chat, or just generally do whatever works for your group.

Everywhere etiquette - Everyone is expected to behave maturely and professionally in class. That means:

- 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;
- provide constructive feedback with concrete suggestions for improvement when requested to do so, avoiding personal comments;

Accessibility: I am committed to this course being accessible to all students, regardless of race, ethnicity, religion, gender identity, economic resources, or disabilities. For adjustments that don't touch on grading (e.g. having a notetaker, recording lectures, advanced notice on particular topics), just let me know. You don't need to have a documented disability to request changes that will make the course accessible to you. I am happy to work with you to figure out what will help. If making the course accessible to you requires adjustments that touch on grading (e.g. extended time on assignments), I am still happy to make those changes! I will just ask that you register with the Office of Disability Services (ODS) and bring a letter from the DRC documenting the necessary accommodations to me. You can contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY).

Plagiarism: To plagiarize is "to steal and pass off (the ideas or words of another) as one's own" (Merriam-Webster Dictionary). Plagiarism includes not only direct copying of source documents, but paraphrasing others' written or verbal comments without indicating the original source. It is especially important to avoid this in science, because we need to be able to check your sources to evaluate your evidence. Therefore, we will use SafeAssign to automatically screen for plagiarism in all assignments submitted to Blackboard. The consequences of submitting plagiarized work can be 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.

Religious Holidays: I tried to avoid having student projects be turned in or completed on religious holidays. However, I know there are some conflicts with our scheduled class days (e.g. Yom Kippur on Sep 28th). If you have a religious observance on a deadline or class day, let me know at least a class period in advance, and we will work out a plan. Religious holidays are protected by University policy (<https://oae.uic.edu/religious-calendar/>), and you will not be penalized for taking them.

Incomplete Grades: There are fairly strict guidelines on when I can give an incomplete grade in the class, and for getting incomplete grades off your transcript. You can see the full university policy here on incomplete grades here (https://registrar.uic.edu/student_records/grading_system.html). If you have a major emergency that you think may keep you from completing the class, the most important thing is to talk to me about it as soon as possible. I can't issue an incomplete after final grades are submitted.

HELPFUL RESOURCES AND TIPS

Internet/Computer Access: I have tried to minimize the requirements for your personal computers by using the UIC virtual lab desktops for all specialized software, but you will still need a reasonably stable computer and consistent internet access to fully participate. I know this can be a challenge. ACCC has guides here on getting free loaner laptops and internet connections: <https://accc.uic.edu/online-learning/online-learning-students/basic-requirements-students/>. Sometimes it helps to have a professor request these things for you, so if you are worried you don't have the computing resources needed for the course, talk to me and I will help you figure it out.

Drop-In Hours:

Even though we are not on campus, drop-in hours are still happening. I will be hanging out in my Zoom Office (separate from our classroom, listed at the top of the syllabus) during drop-in hours, just waiting for you to show up. Drop by anytime during those hours, this time is for you! You can also set up a separate time to do a video or phone chat with me or with your TA if those hours don't work for you. If you have a question, are concerned about your performance, or want to connect with me or your TA about your interest in the field, this is the time!

UIC Writing Center:

This is a writing intensive course, which can be challenging. The UIC Writing Center is an invaluable resource for writing support, improving effective communication, and meeting deadlines. We often recommend it to students. During the pandemic, the writing center is doing online appointments – visit <https://writingcenter.uic.edu/> to make an appointment. They will work with you at any stage of an assignment, including planning before you even start writing. Feel free to contact them early and often during the course.

UIC Library: The libraries' physical locations are closed during the pandemic, but they are still available for research support online. You can chat with a librarian from Sun. to Thurs., 7:30 a.m. to 1 a.m.; Fri., 7:30 a.m. to 9 p.m.; and Sat., 7:30 a.m. to 7 p.m. Library faculty are also available for virtual research consultations – fill out the form, and a librarian will send a link to WebEx for the appointment. All of these options are available at <https://library.uic.edu/contact>, and are great ways to get help with your literature reviews! You can also check out the subject guides compiled by the librarians for research in psychology here: <https://researchguides.uic.edu/psychology>

UIC Counseling Center and Crisis Hotline: Completing your course work and maintaining your responsibilities outside of school can be challenging in the best of times, and many students may find themselves struggling right now. UIC has some excellent resources for students to use to get support. All UIC students are eligible to receive free counseling services at the UIC Counseling Center (<https://counseling.uic.edu/>). Counseling services are still happening online. The Counseling Center also has an evening emergency phone number, the InTouch Crisis Hotline (312) 996-5535, <https://counseling.uic.edu/hotline.shtml>).

Asking for a recommendation: This is a great course to use to build relationships with a professor that would allow them to write you a recommendation. However, if you think you will want me to write you a recommendation at the end of class, just doing well in the class will not give me enough information to write the strongest letter. Please come by drop-in hours early and often to get to know me and talk about your goals for the course and your career.

SCHEDULE OF TOPICS (SUBJECT TO CHANGE)

Date	Module/Topic	Class Activities	Assignments
Aug 24 th	Introduction - What is clinical psychology research?	Lecture 1 – “Intro to clinical psychology research” Activities – <ul style="list-style-type: none"> Review syllabus Talk about possible topics in clinical psychology 	Start CITI Training – Due Aug 31 st https://about.citiprogram.org/en/homepage/
Aug 26 th	Introduction - Brief review of research methods	Lecture 2 – “(Very) Brief review of research methods” Activities – <ul style="list-style-type: none"> Form interest groups 	
Aug 31 st	Field Study – What is field research?	Lecture 3 – “Field research in clinical psychology” Handouts – “How to use virtual desktop” Activities – <ul style="list-style-type: none"> Learn how to use virtual desktops Meet in interest groups to select a study topic and begin to design a field study Discuss idea with TA or professor 	Due before class: <ul style="list-style-type: none"> Turn in CITI certificate on Blackboard
Sep 2 nd	Field Study - Learning about your topic: How to find articles	Lecture 4 – “Finding articles” Handouts – “Mendeley guide” Activities – <ul style="list-style-type: none"> Library training on conducting lit searches Practice literature searches using PsychInfo Introduction to Mendeley, practice putting articles in Mendeley 	Start looking for five articles relevant to field study – Due Sep 9 th Start working on plagiarism certificate, due Sep 14 th
Sep 7 th	LABOR DAY – NO CLASS!		
Sep 9 th	Field Study – Learning about your topic: How to read articles	Lecture 5 – “How to read a psychology article” Handouts – “How to use Google Drive” Activities – <ul style="list-style-type: none"> Learn how to use Google Drive 	Due before class: <ul style="list-style-type: none"> Find five relevant articles to discuss with group

		<ul style="list-style-type: none"> • Compare and discuss articles with your group • Select five to turn in for group review • Select one to explain to group 	<p>In-class work product:</p> <ul style="list-style-type: none"> • PDFs of 5 articles selected by group in group Google Drive folder before end of class
Sep 14 th	Field Study – Learning about your topic: Putting it in your own words and citing	<p>Lecture 6 – “Putting it in your own words and citing”</p> <p>Handouts - “Annotated bibliography example”, “Annotated Bibliography Grading”, “APA reference quick guide”</p> <p>Activities –</p> <ul style="list-style-type: none"> • Explain one article to your group • TA/Professor will review selected articles with each group for quality • Practice using Mendeley to format references • Look for replacements for any articles that don’t work 	<p>Due before class:</p> <ul style="list-style-type: none"> • Turn in Plagiarism training certificate to Blackboard • Read selected article and be ready to explain to your group <p>Start first annotated bibliography – Due Sep 21st</p>
Sep 16 th	Field Study – Operationalizing variables in the field	<p>Lecture 7 – “Operationalizing variables in the field”</p> <p>Handouts – “Video and text coding examples”, “Blank coding plan”</p> <p>Activities –</p> <ul style="list-style-type: none"> • Meet in interest groups to finalize design of field study and make video/text coding plan • Review plan with TA or professor 	<p>In-class work product:</p> <ul style="list-style-type: none"> • Draft video/text coding plan in Google Drive before end of class
Sep 21 st	Field Study – Behavioral coding	<p>Lecture 8 – “Cultural factors in clinical psychology research”</p> <p>Activities –</p> <ul style="list-style-type: none"> • Practice coding plan in interest groups • Discuss any issues arising in collection of field data • Make any refinements needed to coding plan 	<p>Due before class:</p> <ul style="list-style-type: none"> • Read Wang, Y.Z., Wiley, A.R., and Zhou, X. (2007). The effect of different cultural lenses on reliability and validity in field data: The example of Chinese immigrant parent-toddler dinner interactions. <i>Social Development</i>, 16, 777-799. • Turn in first annotated bibliography to Blackboard

			<p>In-class work product:</p> <ul style="list-style-type: none"> Final video/text coding plan in Google Drive before end of class <p>Start collecting field data, due Sep 28th</p>
Sep 23 rd	Field Study - Intro to data analysis	<p>Lecture 9 – “Introduction to data analysis”</p> <p>Handouts – “Field Study Data Analysis R Markdown”</p> <p>Activities –</p> <ul style="list-style-type: none"> Practice in pairs using R to analyze, and Excel to graph tutorial data 	
Sep 28 th	Field Study – Data Prep/Analysis	<p>Lecture 10 – “Field study data prep”</p> <p>Activities –</p> <ul style="list-style-type: none"> Enter Field Study Data Identify the analysis you need with the professor/TA Start your analysis in your groups 	<p>In-class work product:</p> <ul style="list-style-type: none"> Excel file with field study data in group Google Drive before end of class <p>Comments on first annotated bibliography returned</p>
Sep 30 th	Field Study – How to present results	<p>Lecture 11 – “Presenting your field study”</p> <p>Handouts – “Field study poster example”, “Field study poster grading”</p> <p>Activities –</p> <ul style="list-style-type: none"> Finish analysis/graphing of data in groups Work on posters 	<p>In-class work product:</p> <ul style="list-style-type: none"> Edited group R-Markdown for analysis uploaded to group Google Drive Folder before end of class Excel file with finished graph in group Google Drive by end of class <p>Start working on poster for field study, due October 7th</p>
Oct 5 th	Laboratory Study - Formulating a research question	<p>Lecture 12 – “Laboratory designs in clinical psychology”</p> <p>Handouts – “Second Annotated Bibliography Grading”</p> <p>Activities –</p>	Start 2 nd annotated bibliography, due October 14 th

		<ul style="list-style-type: none"> Meet in interest groups to discuss initial questions for laboratory study and get feedback 	
Oct 7 th	Laboratory Study – Literature Search	Activities – <ul style="list-style-type: none"> Meet with professor or TA to get approval on initial question Open work time on literature search for laboratory study/second annotated bibliography 	Due before class: <ul style="list-style-type: none"> Turn in field study poster to Blackboard
Oct 12 th	Laboratory Study – Operationalizing variables in the lab	Lecture 13 – “Operationalizing variables in the lab” Handouts – “Example Operationalization Plan”, “Blank Operationalization Plan” Activities – <ul style="list-style-type: none"> Work on operationalization outline Discuss operationalization of independent and dependent variables with interest group, get feedback 	In-class work product: <ul style="list-style-type: none"> Draft operationalization plan in individual Google Drive
Oct 14 th	Laboratory Study – Finalize operationalization plan	Activities – <ul style="list-style-type: none"> Additional literature search to identify questionnaires, tasks or stimulus sets you want to use Meet with professor or TA to go over operationalization plan 	In-class work product: <ul style="list-style-type: none"> Final operationalization plan in individual Google Drive <p>Comments on poster returned</p>
Oct 19 th	Laboratory Study - Ethics in clinical psychology research	Lecture 14 – “Ethics in clinical psychology research” Handouts – “Study description example” Activities - <ul style="list-style-type: none"> Meet in interest groups to discuss potential ethical concerns with area of study/laboratory study idea Produce written description of study for participants 	Due before class: <ul style="list-style-type: none"> Turn in 2nd annotated bibliography to Blackboard In-class work product: <ul style="list-style-type: none"> Description of study for participants in individual Google Drive

Oct 21 st	Laboratory Study – Storyboarding your task	Lecture 15 – “Storyboarding your task” Handout – “Storyboard example” Activities <ul style="list-style-type: none"> Do task “storyboard”, review with professor or TA 	In-class work product: <ul style="list-style-type: none"> Storyboard of task in individual Google Drive (picture OK)
Oct 26 th	Laboratory Study - Breather	Activities <ul style="list-style-type: none"> Learn more about tasks, see examples Work on identifying stimuli you will use Work on counterbalancing tables Work on accessing needed software 	
Oct 28 th	Laboratory Study – Programming your task	Lecture 16 – “Introduction to OpenSesame” Activities – Practice programming example task in OpenSesame based on tutorial	
Nov 2 nd	Laboratory Study – Programming your task	Activities <ul style="list-style-type: none"> Start programming your task 	In-class work product: <ul style="list-style-type: none"> Task so far saved to individual Google Drive
Nov 4 th	Laboratory Study – Programming your task	Activities <ul style="list-style-type: none"> Continue programming your task 	In-class work product: <ul style="list-style-type: none"> Task so far saved to individual Google Drive
Nov 9 th	Laboratory Study – Programming your task	Activities <ul style="list-style-type: none"> Finish programming your task Complete your own task 2x to produce sample data 	In-class work product: <ul style="list-style-type: none"> Completed task and sample data saved to individual Google Drive for review by teaching team <p>Comments on 2nd Annotated Bibliography returned</p>
Nov 11 th	Laboratory Study – How to write an introduction section	Lecture 17 – “How to write an introduction section” Handout – “Introduction section example”, “Introduction section grading” Activities	Start working on Introduction section, due Nov 23 rd Start completing classmate’s studies, due Nov 23 rd

		<ul style="list-style-type: none"> • Make any needed final changes to task based on review • Start working on Introduction section 	
Nov 16 th	Laboratory Study – How to write a methods section	Lecture 18 – “How to write a methods section” Handout – “Methods section example”, “Methods section grading” Activities <ul style="list-style-type: none"> • Start working on Methods section • Continue completing classmate’s studies 	Start working on methods section, due Nov 25 th Continue completing classmate’s studies, due Nov 23 rd
Nov 18 th	Laboratory Study – Data Prep	Lecture 19 – “Getting your data ready for analysis” Handout – “R Markdown template” Activities <ul style="list-style-type: none"> • Meet with professor or TA briefly in groups to review sample data and identify what data preparation steps and analyses you will need to do 	
Nov 23 rd	Laboratory Study – Data Analysis	Activities <ul style="list-style-type: none"> • Review R Markdown template with professor or TA at assigned time, start adapting to your sample data 	Due by 5pm: <ul style="list-style-type: none"> • Turn in Introduction Draft to Blackboard • Required number of classmate’s studies completed
Nov 25 th	Laboratory Study – Results and Data Analysis con’t	Lecture 20 – “How to write a results section” Handouts – “Results section example”, “Results section grading” Activities <ul style="list-style-type: none"> • Get real data into R, start actual statistical analysis 	Due by 5pm: <ul style="list-style-type: none"> • Turn in Methods Draft to Blackboard In-class work product: <ul style="list-style-type: none"> • Edited R-Markdown in individual Google Drive
Nov 30 th	Laboratory Study – Discussion and con’t Data Analysis	Lecture 21 – “How to write a discussion section” Handout – “Discussion section example”, “Discussion section grading” Activities	In-class work product: <ul style="list-style-type: none"> • Edited R-Markdown in individual Google Drive Comments on Introduction Draft returned

		<ul style="list-style-type: none"> Continued data analysis Start working on discussion section 	
Dec 2 nd	Laboratory Study – Wrap up and open work period	Activities <ul style="list-style-type: none"> Finish up graphing Work on discussion section 	Due by 5pm: <ul style="list-style-type: none"> Turn in Results Draft (text only, no graph) to Blackboard Comments on Methods Draft returned
Dec 4 th	NO CLASS		Due by 5pm: <ul style="list-style-type: none"> Turn in Discussion Draft to Blackboard Comments on Results Draft returned
Dec 7 th	NO CLASS		Comments on Discussion Draft returned
Dec. 11 th	NO CLASS		Due by 5pm: <ul style="list-style-type: none"> Turn in complete Laboratory Study Paper to Blackboard