

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

Spring 2020

Tuesdays and Thursdays, 2:00-3:50pm

Online and Synchronous (via Zoom)

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### **COURSE SUMMARY:**

The field of clinical psychology is broad and diverse, encompassing a multitude of potential jobs and activities. Most people probably think of a clinical psychologist as someone who conducts therapy. And whereas this is true in many instances, clinical psychologists also participate in many other activities, including clinical assessment and evaluation, consultation, teaching, and research.

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 design your own research studies to address important issues in the field.

Research is only useful if it is communicated to others; thus, a large focus in this course is learning how to write research papers in psychology. This course will include three writing assignments. One of the writing assignments will be related to original research you will conduct in small groups (each group member will be responsible for writing their own paper). Your groups will present the results of your studies to the class at the end of the semester.

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 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.

### **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 have not taken these prerequisites, you will be dropped from the course.

### **COURSE TECHNOLOGY REQUIREMENTS:**

You will require a personal computer, broadband Internet connection, and Microsoft Word. You may [contact ACCC](#) to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities. You will not be required to have your video on during the class, but we request that you do turn the video on if you are comfortable and able to do so. We will do our best to utilize the chat function of Zoom to allow all students to participate, regardless of audio-video choices. Your presence during class and your contribution to the text chat forum will factor into your attendance grade for this course. Please reach out to the TA or instructor with any concerns or challenges, and we will do our best to work with you. Please note that data analyses will be conducted in SPSS. You may download a student version of SPSS from the ACCC website. Please reach out to them with any issues or questions, and let the TA or me know if you need further help. Another option is to access SPSS via the UIC Virtual Computer Lab: <https://accu.uic.edu/services/teaching-learning/learning-environments/virtual-computer-lab/>

- **Privacy Notification and Policy for Video Recording of Synchronous Class Sessions**  
We will be recording the class sessions for students who are unable to attend synchronously. The recording feature for others is disabled so that no one else will be able to record this session through Zoom. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to “everyone”), or you may contact me or your TA by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

### **DEADLINES:**

The deadline to add or drop a course without a W and last day to complete late registration is Friday, January 22, 2021. The deadline to withdraw from the course (with a W on your academic record) is Friday, March 19, 2021.

## 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 critical that you get very familiar with the APA Publication Manual, as all papers for this class are required to be in APA format. An electronic version is accessible on Blackboard, or you may purchase your own copy:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

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:

**Class Participation:** Part of the joy of a small 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 (via Zoom chat) will be evaluated at each class session. If you have any disruptions during class (e.g., for a child care issue), please let the TA or instructor know at the beginning of class.

**Training in Research Ethics:** You will be asked to complete the online CITI training as part of this class.

**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.

**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.** Although there are not points assigned to completing a reading, you may be quizzed on aspects of the readings in class, and you will be expected to participate in discussions related to the readings, all of which will affect your participation grade for that class.

## CLASS PROJECTS:

**Evidence-Based Treatment (EBT) Paper:** For this assignment, you are required to identify a DSM-5 disorder or presenting concern of interest, and write a paper that summarizes three studies

that evaluate treatment for this problem. You will need to find three peer-reviewed journal articles, summarize, and critique them. You are also asked to conclude the paper with your thoughts about what future work needs to be done to add to what we know about how to treat that concern. As such, this paper will have four sections 1) introduction of the disorder/problem, 2) literature review section, wherein you describe each peer-reviewed article, 3) a summary section, wherein you put everything you learned from the papers together to comment on treatment for this problem, and last 4) a critique section, wherein you note weaknesses of these studies and future studies that are needed to better understand and treat the problem. (~5 pages plus References)

**Experimental Psychopathology Design Paper:** For this assignment, you will be asked to design an experimental psychopathology paradigm (i.e., a method for assessing an aspect of a key theory underlying a psychological disorder) and propose how you would utilize your paradigm to better understand a psychological disorder or presenting concern in Clinical Psychology. You can choose to focus on the same disorder/concern that you used for your EBT paper, or choose a new disorder. You will be asked to provide information from peer-reviewed journal articles on a primary theory (e.g., cognitive-behavioral) used to understand the onset and maintenance of the disorder and design a clinical laboratory study that would test an aspect of that theory. We will not collect data for this project. You will write a paper that includes the following sections: 1) introduction of disorder and theory (citing at least three peer-reviewed articles, 2) the goal of your study and study hypothesis, 3) proposed method section (including a detailed summary of your experimental psychopathology paradigm), 4) anticipated results, and 5) discussion (must include commentary on how your paradigm would improve our understanding of the disorder/concern AND how it may influence treatment approaches. (5-10 pages plus References)

**Survey Study:** The development and data collection will be completed in groups, but each group member will run their own data analyses and write their own research paper based on the results. You will be asked to identify a question related to a psychological disorder or related concern (can be the same or different from the other two projects) and design a short survey study (i.e., using self-report questionnaires only) in Qualtrics that will be administered to other students in UIC Psychology courses, including the other groups in your class. The final paper will follow a standard research paper format, following APA guidelines: introduction, method, results, discussion. (8-10 pages plus references) Your group will present your study results in class at the end of the semester.

**All papers will be submitted via SafeAssign to screen for plagiarism.**

**GRADING/EVALUATION:**

- 20 points Attendance and Participation
- 5 points Completion of CITI research ethics online tutorial
- 20 points EBT Paper
- 20 points Experimental Psychopathology Study Design Paper
- 5 points Completion of all other groups' research questionnaires (Survey Study)
- 20 points Survey Study Paper
- 10 points Survey Study Group Presentation
- 100 points total

Grades will be based upon the following commonly used scale – there will be no “rounding up” to the next grade:

**GRADES:**

**A = 90 – 100%**

**B = 80 – 89%**  
**C = 70 – 79%**  
**D = 60 – 69%**  
**F = Below 60%**

**LATE POLICY:** One point will be taken off the total possible score for each project for each day it is late.

**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.

**DIVERSITY STATEMENT:**

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. If you see ways I can improve, please let me know.

**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#ga>. Failure to maintain behavior according to these guidelines is evaluated in accord with the Student Disciplinary Policy.

### **DISABILITY SERVICES:**

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the **Disability Resource Center (DRC) at [drc@uic.edu](mailto:drc@uic.edu), or at (312) 413-2183** to create a plan for reasonable accommodations. In order to receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). Course instructors in receipt of an LOA will work with the student and the DRC to implement approved accommodations.

### **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))

### **HELPFUL RESOURCES:**

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/>

Purdue OWL Website – In addition to the Publication Manual of the American Psychological Association, 7<sup>th</sup> **edition**, Purdue University hosts an incredible website for assisting with APA formatting, the Purdue University Online Writing Lab (OWL; [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)).

Office Hours – Use them! These are the most underutilized and most helpful course support for success. If you have a question, are concerned about your performance, or want to connect with one of us about your interest in the field, please make good use of our office hours.

UIC Counseling Center and Crisis Hotline – Completing your course work and maintaining your responsibilities outside of school can be challenging, and many students find themselves struggling and overwhelmed. UIC has some excellent resources for students to use to get extra support. Note that all UIC students are eligible to receive free counseling services at the UIC Counseling Center (312-996-3490, <http://www.counseling.uic.edu>). During the COVID-19 pandemic, the Counseling Center is offering remote mental health services via video or phone. If you are experiencing a crisis, please make use of the National Suicide Prevention Hotline (800-273-8255) or online chat (<https://suicidepreventionlifeline.org/chat/>), or consider the Crisis Text Line (Text HOME to 741741).

## Course Schedule

Week	Date	Topic	Readings/Assignments
Week 1	Tuesday, January 12, 2021	<b>Intro to Clinical Psych Lab Course</b> <ul style="list-style-type: none"> <li>• Get to know each other</li> <li>• Syllabus review</li> <li>• Overview of course projects</li> <li>• Research Ethics: CITI Training</li> </ul>	
	Thursday, January 14, 2021	<b>Intro to Research in Clinical Psychology</b> <ul style="list-style-type: none"> <li>• Review of the Scientific Method</li> </ul>	<u>Read before today's class:</u> Ciccarelli Chapter
Week 2	Tuesday, January 19, 2021	<b>Psychotherapy Outcomes Studies</b>	
	Thursday, January 21, 2021	<b>Writing in APA Style</b>	<u>Due 1/21/21 by 2:00pm:</u> EBT paper topic
Week 3	Tuesday, January 26, 2021	<b>Evidence Based Treatment</b>	<u>Due today:</u> CITI training certificate
	Thursday, January 28, 2021	<b>Evidence Based Treatment, Continued</b>	<u>Read before today's class:</u> Hinton article
Week 4	Tuesday, February 2, 2021	<b>EBT Paper Editing</b> <ul style="list-style-type: none"> <li>• Opportunity to give/seek feedback with classmates and instructor/TA</li> <li>• Share what you have learned with the class (optional)</li> </ul>	
	Thursday, February 4, 2021	<b>Introduction to Experimental Psychopathology Methods</b> <ul style="list-style-type: none"> <li>• What is experimental psychopathology?</li> </ul>	<u>Due 2/4/21 by 2:00pm:</u> EBT Paper
Week 5	Tuesday, February 9, 2021	<b>Experimental Psychopathology, continued</b> <ul style="list-style-type: none"> <li>• In-class activity: Brainstorming ways to measure parts of CBT models in the lab</li> </ul>	<u>Read before today's class:</u> Coffey et al., 2010 paper
	Thursday, February 11, 2021	<b>Experimental Psychopathology, continued</b> <ul style="list-style-type: none"> <li>• Literature searches to inform your paradigm design</li> </ul>	
Week 6	Tuesday, February 16, 2021	<b>Experimental Psychopathology, continued</b> <ul style="list-style-type: none"> <li>• How to write a good method section</li> </ul>	<u>Due 2/16/21 at 2:00pm:</u> Brief outline of your proposed experimental psychopathology design and how it relates to a disorder/presenting concern
	Thursday, February 18, 2021	<b>Experimental Psychopathology, continued</b> <ul style="list-style-type: none"> <li>• Feedback re: paradigms in small</li> </ul>	

		groups	
Week 7	Tuesday, February 23, 2021	<b>Experimental Psychopathology, continued</b> <ul style="list-style-type: none"> <li>Feedback re: paradigms in small groups</li> </ul>	
	Thursday, February 25, 2021	<b>Experimental Psychopathology, continued</b> <ul style="list-style-type: none"> <li>Translating laboratory findings into clinical interventions</li> </ul>	<u>Reading for 2/25/21 Class:</u> TBD
Week 8	Tuesday, March 2, 2021	<b>Experimental Psychopathology paper editing</b> <ul style="list-style-type: none"> <li>Opportunity to give/seek feedback with classmates and instructor/TA</li> </ul>	
	Thursday, March 4, 2021	<b>Introduction to Survey Study</b>	<u>Due 3/4/21 at 2:00pm:</u> <b>Experimental Psychopathology paper</b>
Week 9	Tuesday, March 9, 2021	<b>Survey Study</b> <ul style="list-style-type: none"> <li>Small group meetings to brainstorm research questions</li> </ul>	
	Thursday, March 11, 2021	<b>Survey Study</b> <ul style="list-style-type: none"> <li>Small groups: Literature search to inform hypotheses</li> </ul>	
Week 10	Tuesday, March 16, 2021	<b>Survey Study</b> <ul style="list-style-type: none"> <li>Identifying your “predictor” and “criterion” variables</li> <li>How to select good questionnaires to measure your constructs</li> <li>Identifying important covariates for your study</li> </ul>	
	Thursday, March 18, 2021	<b>Survey Study</b> <ul style="list-style-type: none"> <li>Qualtrics tutorial</li> <li>Putting your questionnaires into Qualtrics</li> </ul>	
	March 22-26	<b>Spring break – NO CLASS</b>	
Week 11	Tuesday, March 30, 2021	<b>Finalize Qualtrics assessments for Survey Study</b> <ul style="list-style-type: none"> <li>By the end of class, you should have a final Qualtrics survey to administer to your “participants”</li> </ul>	<b>**Surveys will be emailed to your participant pool at the end of class</b>
	Thursday, April 1, 2021	<b>Writing your introduction and method sections</b>	
Week 12	Tuesday, April 6, 2021	<b>Data cleaning and organization</b> <ul style="list-style-type: none"> <li>Exporting your data from Qualtrics</li> <li>Scoring your questionnaires</li> </ul>	

	<b>Thursday, April 8, 2021</b>	<b>Statistical analyses with SPSS</b> <ul style="list-style-type: none"> <li>• Determining what analysis to use</li> <li>• Running your analyses</li> </ul>	
<b>Week 13</b>	<b>Tuesday, April 13, 2021</b>	<b>Statistical analyses with SPSS</b> <ul style="list-style-type: none"> <li>• Finish running analyses, if needed</li> <li>• Interpreting your results</li> </ul>	
	<b>Thursday, April 15, 2021</b>	<b>Statistical analyses with SPSS</b> <ul style="list-style-type: none"> <li>• Interpreting and writing up your results</li> </ul>	
<b>Week 14</b>	<b>Tuesday, April 20, 2021</b>	<b>Wrapping Up Survey Study</b> <ul style="list-style-type: none"> <li>• Writing a good discussion section</li> <li>• Work on group presentations</li> </ul>	
	<b>Thursday, April 22, 2021</b>	<b>Work on group presentations</b> <ul style="list-style-type: none"> <li>• Finalize presentations</li> </ul>	
<b>Week 15</b>	<b>Tuesday, April 27, 2021</b>	Final presentations (15-20 min each) <ul style="list-style-type: none"> <li>• Time for feedback on final papers</li> </ul>	
	<b>Thursday, April 29, 2021</b>	Final presentations (15-20 min each) <ul style="list-style-type: none"> <li>• Time for feedback on final papers</li> </ul>	
<b>Finals Week</b>	<b>Tuesday, May 4, 2021</b>	<b>Survey Study paper due at 11:59pm</b>	