

Laboratory in Clinical Psychology

Grace Giedgowd, Ph.D.

PSCH 333 (CRN 42120), Spring 2021, Credit Hours: 3
Mondays and Wednesdays, 3:00 to 4:50 PM, Online & Synchronous

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Course Objectives and Overview: Most simply, the goal of this course is to promote an understanding of major aspects of clinical psychology research. This can take many forms, but can be understood as the empirical (scientific) pursuit of understanding the etiology and maintenance of psychological disorders (how disorders come about, and what keeps them around), and the development of interventions that lead to positive behavior change.

This course includes three major components corresponding to three major writing assignments and one presentation during the semester. We will first review development and examples of psychotherapeutic intervention for DSM-5 disorders that are supported by scientific study, otherwise known as “evidence-based treatments.” The second component will cover psychological assessment and questionnaire development, including a project wherein you will be required to develop, administer, and evaluate your own assessment tool. You will write a brief report and prepare a group presentation to share your work with the class, mid-semester. Finally, you will learn how to design and run your own computer-based study, collect data, and interpret the results, culminating in a final paper for the course.

Because this is an advanced, laboratory course, you will be given opportunities for hands-on learning experiences and are expected to be active participants in class. Accordingly, class time will be utilized in a variety of ways, including traditional lecture, discussion, reviewing media, utilizing statistical software, presenting to the class, and writing. Class during the second half of the semester will often be split between traditional lecture and in-class group lab work. There are no exams for this course.

This syllabus would not be complete without an acknowledgment of the COVID-19 pandemic, and the impact of this global health event on our day-to-day lives, especially your education. Please know that your stress and anxiety about the uncertainties of this time are at the forefront of planning for the 2020-2021 academic year. Part of my commitment to you is to provide an effective and engaging learning experience while balancing support, compassion, and flexibility for you and your fellow students. What I ask of you in return is a good effort to be an active participant in class, and to communicate with me or Ari if you need support to be successful in this course.

Method of Instruction: This class is a *synchronous* online course. This means that all of our class meetings will occur online, through Zoom, and will be held during the time that the course is officially scheduled. To attend class, you will follow the course [Zoom link](#) at 3:00 PM Central on Mondays and Wednesdays using a computer, tablet, or smartphone, with your video camera on and microphone muted when not speaking. I strongly recommend that you attend class using a laptop or desktop computer that allows you to be an active participant in in-class work, so that you can easily shift from Zoom to, for example, using the remote UIC Virtual Lab or OpenSesame software through ACCC. Your participation during class meetings is essential, so come prepared with comments and questions for our team! Please also note that, consistent with UIC planning for Spring 2021, class meetings will be recorded so that

absent students can review the recordings if they are not able to attend. If you have concerns about being recorded, please email me (ggiedg2@uic.edu), and we can work together to find ways to accommodate or assist you.

Blackboard Course Site: Our Blackboard site has been organized to follow the course sequence, as well as highlight important course resources and tools. This will also be the hub of assignment submission and grading, as well as announcements throughout the semester. To make sure you are up to date with this course, make a plan to check our course site on a regular basis. You are strongly encouraged familiarize yourself with the PSCH 333 course page and Blackboard tools, and let myself or Ari know about any questions you may have. For all technical questions about Blackboard, please contact ACCC Learning Technology Services (LTS@uic.edu).

Pre-Requisites and Co-Requisites: If you are enrolled in this course, you must have completed PSCH 100 (Introduction to Psychology), PSCH 242 (Introduction to Research in Psychology), and PSCH 343 (Statistical Methods in Psychological Science), as well as either PSCH 270 (Abnormal Psychology) or PSCH 210 (Theories of Personality). Alternatively, you may be currently registered for either PSCH 270 or PSCH 210 and still meet requirements. Please reach out to me if you have any questions.

Required Technology: In order to complete the necessary components of this course, you will need access to a personal computer with word processing and presentation software, such as Microsoft Word and PowerPoint. You will also need reliable internet access, with capability for connecting to Zoom video conference classes. You will also be guided to access the UIC Virtual Lab during the second and third units of this course, which also requires a stable internet connection. Further, this course requires a computer which allows you to download and use Open Sesame software, available for free online (<https://osdoc.cogsci.nl>). Please 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 (<https://acc.uic.edu/forms/laptop-request/>).

Readings: There are no required resource purchases, such as a textbook, for this course. Required readings will be assigned by the instructor in class and posted on Blackboard. It is expected that readings assigned during class be completed before the next class. While not required, it is strongly encouraged that you have access to an APA 7 Style Guide this semester. Also, you will learn about how to access the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5) through the UIC Library system. We will utilize the DSM-5 as an anchor for important topics throughout this course.

Evaluation and Grading: The grade you earn for this course will be based on your performance across all three major units in this class, as well as class attendance and engagement. Total course points are out of 250. Below is a list of course components and total possible points.

Course Component	Points Possible
Attendance/Participation	20
Syllabus Quiz	5
Reading Articles Activity	10
Evidence-Based Treatments Worksheet	15
Evidence-Based Treatments Paper	30
Questionnaire Development Worksheet	15
Questionnaire Development Final Paper	40

Questionnaire Development Presentation	20
Questionnaire Development Group Contribution Report	10
Open Sesame Experiment & Worksheet	25
Open Sesame Experiment Final Paper	50
Open Sesame Experiment Group Contribution Report	10
Total Course Points	250

As assignments are completed and graded, scores will be entered into the Gradebook on the course Blackboard site. YOU are responsible for reviewing these grades and notifying myself or Ari ASAP with any concerns about grade entry errors. Further, if you are concerned about your performance in the course related to your grades, it is strongly recommended that you attend my and/or Ari's office hours for guidance.

Letter grades will correspond to percentage of points earned as follows:

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and 59% and below = F.

Since the COVID-19 pandemic began, UIC made changes to grading policies in past semesters. If this is the case during Spring 2021, you will receive communication from UIC leadership about these details. If you have questions about UIC Grading Policies and how they are executed in this course, please reach out to me in Office Hours or via email.

Incomplete grades (IN) will only be utilized under conditions consistent with University policy and at my discretion. More information about incomplete designations can be found at https://registrar.uic.edu/student_records/grading_system.

How to Be Successful in this Course:

Attendance & Class Engagement – It is expected that you attend all scheduled class meetings, which means you arrive to the class Zoom meetings on time, prepared for class discussion and activities. Not only is attendance and participation a graded component of this course, several class activities are imperative to completion of major class projects! As such, it will be very difficult, if not impossible, to complete this course without attending live class. Zoom classes will be recorded so that absent students can keep up with course material.

Your attendance and class engagement grade (see Evaluation and Grading) is based on live class meetings. If you are interested in making up attendance points in the case of missing a class meeting, request an access link for the recorded Zoom class meeting, and submit an absence report to me via email (ggedg2@uic.edu) before the beginning of the next scheduled class. Absence Report Forms can be found on the Blackboard site, and are an opportunity for you to include a comment or question about the relevant material for that class, and a plan for making up any in-class work that you missed. Again, live class attendance is critical to your success in this course.

Late Assignments – To earn the highest grade for this course, assignments are to be turned in on Blackboard at 11:59 PM on the date that the assignment is due, unless otherwise noted. As you may have already experienced, Blackboard has a tendency to “go down” at the most inconvenient times. As such, if there are problems with Blackboard submission, I will accept assignments via email as a safety net (with the same 11:59 PM deadline).

Late assignments will be accepted up to two days after the deadline. Please note that you will earn a maximum of 90% of total **possible** points if you turn in your assignment one day late, and a maximum of 80% of total possible points if you turn in your assignment two days late. You will earn 0 points for assignments which are turned in three days late or later, or are not turned in at all. For example, if you earned 45 out of a total 50 points on an assignment due on 3/1 at 11:59 PM, and turned it in at 12:00 AM on 3/2 (one minute late), you would receive a grade of 40/50. If turned in anytime on 3/3, you would receive 35/50. After that date, your grade would be 0 for the assignment. Note that the late assignment policy does not apply to class presentations. You will only earn points toward your Questionnaire Development presentation grade if your group presents on the designated date, and you attend and contribute to the presentation on that date (see Course Schedule).

Academic Dishonesty and Plagiarism – Any form of academic dishonesty including plagiarism is not tolerated. Plagiarism can be a complex, but important, topic, which will be covered in the beginning of this course. In short, plagiarism is using someone else’s work and/or writing and misrepresenting it as your own. Some examples include turning in someone else’s paper as your assignment, describing another author’s work without citation, or purchasing a paper from another student or author. Academic dishonesty also includes submitting a paper for this course that you have previously written for another course. Please note, while there are some group work aspects of this course, it is unacceptable to “write a paper together” or turn in a paper with components written with or by someone else. Any assignment submitted for this class that includes any type of academic dishonesty will absolutely result in a failing grade for that assignment, and may result in a failing grade for the course and a report to the Office of the Dean of Students. Questions about plagiarism or this policy can be directed to me.

From the University, “As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy.” This policy can be viewed at the following Office of the Dean of Students page <https://dos.uic.edu/community-standards/>.

Disability Accommodation– Students with disabilities and require accommodations must be registered with the UIC Disability Resource Center (DRC; (312-413-2183 (voice), (773-649-4535 (VP/Relay), <https://drc.uic.edu>) and provide a letter to the instructor indicating necessary accommodations.

Religious Holidays - If you plan to observe religious holidays during the semester that will result in absence(s) from this course, you **must notify the instructor by the tenth day of the semester** of such dates. You must also give at least five days’ notice in advance of absences due to religious holidays. We will make every reasonable effort to honor these requests, and you will not be penalized for missing the class or any class work completed on that date. Any grievances for which you would like to request remedy can be filed through the campus grievance procedure. Useful links related to religious holiday absence include the Office for Access and Equity (OAE) Religious Calendar page (<http://oae.uic.edu/religious-calendar/>) and OAE Student Grievance page (<http://oae.uic.edu/resources/grievance-procedures/student-academic-grievances/>).

Grievances – From the University, “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: <https://oae.uic.edu>."

Student Evaluation of Teaching (Course Evaluations) – Student feedback is critical to improving courses at UIC. Throughout the duration of the course, it is encouraged that you provide feedback about teaching directly to the instructor and TA, if possible. At the end of the course, you will be sent a formal course evaluation invitation via email. Please be sure to complete this evaluation, and double check that you are completing it for the correct course ("Laboratory in Clinical Psychology with Grace Giedgowd"). These final course evaluations are to be completed before the first day of final exam week.

Course Schedule (Subject to Change):

Week	Date	Topic
Week 1	1/11/21	Introduction to Our Course
	1/13/21	Introduction to Research in Clinical Psychology, Review of Scientific Method Syllabus Quiz due 1/15/21 by 11:59 PM
Week 2	1/18/21	No Class: MLK Day
	1/20/21	Psychotherapy Outcomes Studies Last Day for Add/Drop is 1/22/21
Week 3	1/25/21	Literature Searches, Reading Empirical Articles in Clinical Psychology Reading Articles Activity due 1/26/21 by 11:59 PM
	1/27/21	Evidence Based Treatment
Week 4	2/1/21	Evidence Based Treatment Continued EBT Worksheet due 2/2/21 by 11:59 PM
	2/3/21	Evidence Based Treatment Continued
Week 5	2/8/21	Wrapping up EBT Unit, Introduction to Measurement in Clinical Psychology
	2/10/21	Issues of Reliability & Validity, Set Up Questionnaire Groups, Brainstorm Topic EBT Paper due 2/12/21 by 11:59 PM
Week 6	2/15/21	In-Class Questionnaire Development
	2/17/21	Finish Questionnaire, Add to Qualtrics, Start Preparing Presentation
Week 7	2/22/21	Distribute Questionnaires, Collect Data, Transfer to SPSS
	2/24/21	Reliability and Validity Continued, Run Descriptives, Cronbach's Alpha Questionnaire Development Worksheet due 2/28/21 by 11:59 PM
Week 8	3/1/21	Presentations in Psychology
	3/3/21	Questionnaire Presentations Day 1* Day 1 Group Contribution Report due 3/3/21 by 11:59 PM
Week 9	3/8/21	Questionnaire Presentations Day 2* Day 2 Group Contribution Report due 3/8/21 by 11:59 PM
	3/10/21	More Methods in Clinical Psychology, Introduction to Open Sesame Questionnaire Development Paper due 3/12/21 by 11:59 PM

Week 10	3/15/21	Computer-Based Experiments in Clinical Psychology
	3/17/21	Work on Experiments: Groups and Ideas Last Day for W is 3/19/21
Week 11	3/22/21	No Class: Spring Break
	3/24/21	No Class: Spring Break
Week 12	3/29/21	Work on Experiments: Start Programming
	3/31/21	Work on Experiments: Testing
Week 13	4/5/21	What Makes a Good Hypothesis and Review of Stats
	4/7/21	Catch Up Day, Open Sesame Experiment & Worksheet due 4/9/21 by 11:59 PM
Week 14	4/12/21	Data Analysis & What Makes a Good Paper?
	4/14/21	Experiment Unit Continued Group Contribution Report due 4/16/21 by 11:59 PM
Week 15	4/19/21	Catch Up Day
	4/21/21	Paper Check In
Week 16	4/26/21	Careers in Clinical Psychology
	4/28/21	Course Wrap Up, Evaluations Experiment Final Papers due 4/30/21 by 11:59 PM

*Late Assignment policies do not apply to in-class presentations, as they are scheduled to occur during class. Groups who do not present their work on their assigned presentation date will earn 0 for this course component. In addition, students who are absent from their group on their assigned presentation date will receive a 0, and students in attendance will be graded accordingly.

Some Academic Deadlines related to course enrollment are noted above. Please consult this term's Academic Calendar for a comprehensive overview of important dates (<https://catalog.uic.edu/ucat/academic-calendar/>).

Helpful Resources:

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. From their website (<https://writingcenter.uic.edu/>). During the COVID-19 pandemic, the Writing Center is offering online, synchronous appointments for students, during which you can interact live with a tutor. In addition, they are offering asynchronous support: Students can submit several pages of writing to the Center and get feedback within 48 hours.

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/>.

Purdue OWL Website – As noted above, it is strongly recommended that you purchase your own copy of the Publication Manual of the American Psychological Association, **7th edition**. If you do not have a copy of this yet, and need a resource in the meantime, 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).

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 myself or Ari about your interest in the field, please make good use of our office hours. During the Spring 2021 semester, I will hold an Office Hour on Thursdays from 10 AM to 11 AM via [Zoom](#). You may drop in during any point during this hour, no additional notice ahead of time is needed. Also, Ari is offering an Office Hour on Tuesdays at 3 PM via [Zoom](#).

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).