

PSCH 333 - Laboratory in Clinical Psychology

Fall, 2021 Mondays and Wednesdays 3:00-4:50pm MW, Room 2019 BSB

Format: Face-to-face

Instructor: Andrea Flynn, Ph.D.

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Face-to-face office drop-ins: 10:30-11:30 AM, Mondays/Wednesdays

I am also available for virtual office hours. Please email me so we can find a good time.

Teaching Assistant: Franchesca Kuhney

Virtual Office Drop-Ins: Please email so we can find a good time!

Email: fkuhne2@uic.edu

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. Although 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 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 experimental designs. 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. 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.

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. There are no exams for this course.

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.

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. 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/>

Please note that while our environment has been very virtual over the last several months, this class will utilize face-to-face communication and interaction to the fullest extent possible. Numerous research studies suggest that electronic device use negatively impacts our ability to learn. Please know that I expect you to be attentive and engaged in class. Please put away your electronic devices during class unless they are absolutely necessary.

Deadlines: The deadline to add or drop a course without a W and last day to complete late registration is Friday, September 3, 2021. The deadline to withdraw from the course (with a W on your academic record) is Friday, October 29, 2021.

Late work: For each day your assignment is late, your grade on the assignment will be dropped by 10%. Please submit your work on time if you would like to earn full credit.

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. Please do not plagiarize in this class. If you are struggling with an assignment, please talk to me or the course TA. We can help you.

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.

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, 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)

Additional 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, 7th 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).

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).

Readings: Reading assignments for each week are listed in the syllabus. As the course progresses, I may add additional assigned readings to facilitate your success in this course. These required readings will be available in the Blackboard site for this course.

In addition to the assigned readings, you are expected to do a lot of reading based on your own research projects in the class. Thus, 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 th ed.). Washington, DC: American Psychological Association.

It is recommended that you purchase:

Beins, B. C., & Beins, A. M. (2021). Effective writing in psychology: Papers, posters, and presentations (2nd ed.). Malden, MA: Wiley-Blackwell. ISBN-13 9781119722946, ISBN-10 1119722942

Grading: 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 our TA 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 the TA'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. Total points in this course: 250.

<u>Assignment</u>	<u>Points</u>
Attendance	20
Citi training	20
EBT paper worksheet	20
EBT paper	50
Experimental Design paper worksheet	20
Experimental Design paper	50
Survey study worksheet	20
Survey study paper	50

Course assignments:

<u>Assignment name</u>	<u>Assignment summary</u>
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Attendance	<p>This is a hands-on, laboratory course. Your attendance at each class meeting is vital and required. Attendance at each meeting is worth 1 point. If you are absent, your attendance grade for that day will be a 0 regardless of the reason. Please note that given the current circumstances, you will not be penalized in terms of your grade until miss numerous classes. For many reasons, I do not recommend missing class unless necessary.</p> <p>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.</p>
CITI training	A link will be provided on Blackboard so you can complete the CITI research ethics online tutorial.
Evidence-Based Treatment paper worksheet	For this assignment, you will complete a set of questions to help you complete the Evidence-Based Treatment paper. The full worksheet will be on Blackboard. The purpose of this worksheet is to provide you with the opportunity to organize your ideas and get feedback before you submit the final assignment.
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 (using APA PsycInfo), 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 worksheet	For this assignment, you will complete a set of questions to help you complete the Experimental Psychopathology Design paper. The full worksheet will be on Blackboard. The purpose of this worksheet is to provide you with the opportunity to organize your ideas and get feedback before you submit the final assignment.
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 worksheet	For this assignment, you will complete a set of questions to help you complete the Survey study paper. The full worksheet will be on Blackboard. The purpose of this worksheet is to provide you with the opportunity to organize your ideas and get feedback before you submit the final assignment.
Survey study paper	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.

Course schedule (subject to change):

Week	Date	Topic
Week 1	8/23/21	Introduction to the course
	8/25/21	Introduction to research in clinical psychology
Week 2	8/30/21	Psychotherapy outcome studies & evidence based treatment Read before class: Ciccarelli chapter (Blackboard)
	9/1/21	Identifying articles in PsycInfo, reading journal articles
Week 3	9/6/21 NO CLASS	Labor Day. No class meeting.
	9/8/21	Writing in APA style EBT paper worksheet due via Blackboard (11:59 PM)
Week 4	9/13/21	Evidence based treatment
	9/15/21	EBT paper feedback -Opportunity to give/seek feedback -Share what you have learned with the class (optional)
Week 5	9/20/21	Introduction to experimental psychopathology methods

		Read before class: Farb et al. 2018 Select groups
	9/22/21	Experimental psychopathology methods EBT paper due via Blackboard (11:59 PM)
Week 6	9/27/21	Experimental psychopathology methods Writing a strong Methods section Farb et al. 2018
	9/29/21	Translating laboratory findings into clinical interventions Farb et al. 2018 Survey study: Work in small groups to determine research questions
Week 7	10/4/21	Writing a strong Results section Farb et al. 2018
	10/6/21	Introduction to the survey study Experimental Psychopathology Design Paper worksheet due via Blackboard (11:59 PM) Read before class: Murray et al. 2020
Week 8	10/11/21	Writing a strong Discussion section Murray et al. 2020 Survey study: Small groups to identify relevant literature
	10/13/21	Experimental Psychopathology Design paper feedback -Opportunity to give/seek feedback -Share what you have learned with the class (optional) Murray et al. 2020
Week 9	10/18/21	Survey study: Selecting good questionnaires, predictor and criterion variables, covariates Survey studies Murray et al. 2020
	10/20/21	Survey studies Experimental Psychopathology Design paper due via Blackboard (11:59 PM)
Week 10	10/25/21	Survey studies Survey study worksheet due via Blackboard (11:59 PM)
	10/27/21	Survey study: Qualtrics
Week 11	11/1/21	Survey study: Data collection
	11/3/21	Survey study: Data collection
Week 12	11/8/21	Exporting your data & scoring your measures Deadline for data collection (11:59 PM)
	11/10/21	Data cleaning & statistical analyses Determine your analyses
Week 13	11/15/21	Data cleaning & statistical analyses
	11/17/21	Statistical analyses in SPSS
Week 14	11/22/21	Survey study: Small group work
	11/24/21	Survey study: Small group work
Week 15	11/29/21	Survey study: Small group work

	12/1/21	Final paper write-up
Week 16	12/6/21	11:59 PM Survey paper due.