Laboratory in Clinical Psychology
Katie Lawton, Ph.D.
PSCH 333, Fall 2021, Credit Hours:3
Tuesdays & Thursdays, 9:30-11:20 AM, BSB 2019

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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. This is true in many instances, but 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 to interpersonal (social support, isolation) and societal factors (discrimination, trauma, cultural differences) that may influence psychological disorders. Although the primary focus is trying to figure out how to understand and help people with disorders, there are many additional 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 several writing assignments and a presentation. 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.

This syllabus would not be complete without an acknowledgement 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

1

2021-2022 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 Elisa if you need support to be successful in this course.

METHOD OF INSTRUCTION:
This is an ONCAM (on-campus) course that will meet face-to-face (in person) on campus. **Masks are required to attend class! Please follow university rules regarding quarantine, etc.**

This class moves rapidly through conceptual and practical skills to provide students with 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 support 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.

There is a possibility that the course format could change at any time during the semester if campus health and safety guidelines pertaining to COVID-19 change. Notably, the unknown state of the pandemic in the coming months and evolving health and safety policies put in place in response to this moving target, make it critical for us to practice flexibility. Any changes to the course format will be clearly communicated.

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:
This course requires that you have access to 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. 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://accc.uic.edu/services/teaching-learning/learning-environments/virtual-computer-lab/

DEADLINES:
The deadline to add or drop a course without a W and the 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.

READINGS:
Reading assignments will be added to the Blackboard site throughout the semester. Specific reading assignments for the full class are minimal, as 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* (7th ed.). Washington, DC: American Psychological Association.

It is recommended that you purchase Beins and Beins (2012) because it's a 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 will be evaluated at each class session.

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

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 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:

Article Critique/Peer Review:
For this assignment, you will practice writing a peer review of a research study. You will choose an article based on your interests from the relevant folder on Blackboard, read the article, and write a "letter to the editor" (Dr. Lawton) regarding the strengths and weaknesses of the article. You should include at least 2 changes that you recommend.

Evidence-Based Treatment (EBT) Paper:
For this assignment, you will conduct a literature review and identify a DSM-5 disorder or clinical 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

will 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.

Research Proposal Paper:
For this assignment, you will be asked to design an experiment: either (1) a psychopathology paradigm (i.e., a method for assessing an aspect of a key theory underlying a psychological disorder) or (2) a treatment study. You will propose how you would utilize your paradigm or treatment to better understand a psychological disorder and/or its treatment 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/outcome study that would test an aspect of that theory. We will <u>not</u> 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 design), 4) anticipated results, and 5) discussion (must include commentary on how your paradigm or treatment would improve our understanding of the disorder/concern AND how it may influence treatment approaches.

Survey Study:
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 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. The final paper will follow a standard research paper format, following APA guidelines: introduction, method, results, discussion. Your group will present your study results in class at the end of the semester.

Poster Session:
You will work with your group to create an academic poster to present the results of your survey study. You also will share your poster and summarize your study with the class and answer questions from your classmates. Part of your grade also will be based on your participation (i.e., questions) with other groups. Each student should submit their questions on Blackboard ahead of class (minimum of 1 per poster). Each group should choose one question per poster from their group members to ask out loud.

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

GRADING/EVALUATION:

30 points	Attendance and Participation
10 points	Completion of CITI research ethics online tutorial
10 points	Completion of UI plagiarism certificate
25 points	Critique/Peer Review
50 points	EBT Paper
50 points	Experimental Proposal Paper
5 points	Completion of all other groups' research questionnaires (Survey Study)

50 points   Survey Study Paper
25 points   Poster Session
255 points total

Grades will be based upon the following commonly used scale – <u>there will be no "rounding up" to the next grade</u>:

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/ucat/catalog/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 disabilities 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)

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).

Course Schedule

Week	Date	Topic
Week 1	**Tuesday, August 24, 2021**	**Intro to Clinical Psych Lab Course** • Get to know each other • Syllabus review • Overview of course projects
	Thursday, August 26, 2021	**Intro to Research in Clinical Psychology** • Review of the Scientific Method • Review of ethical issues & CITI Training **Read before today's class:** • **Ciccarelli Chapter** • **Lilienfeld article**
Week 2	**Tuesday, August 31, 2021**	**Evidence Based Treatment, continued** • Conducting literature reviews • Reading articles: reviewing & critiquing research **Be thinking of your paper topics**
	Thursday, September 2, 2021	**Evidence Based Treatment** • Outcome studies • Research design & drawing inferences **Due 9/2/21 in class:** **EBT paper topic**
Week 3	**Tuesday, September 7, 2021**	**EBT** • Research design & drawing inferences **Writing Introductions** • Writing in APA Style **Due 9/7/21 by 11:59 pm:** **CITI training certificate & IU plagiarism certificate**
	Thursday, September 9, 2021	**Methodology & Measurement** • Introduction • Review of reliability & validity **Due 9/9/21 by 11:59 pm:** **Article critique**
Week 4	**Tuesday, September 14, 2021**	**Peer Review/Critique** • Group discussion & share with class **Methodology & Measurement** • Introduce proposal project, set up groups & brainstorm topics

	Thursday, September 16, 2021	**EBT Paper Editing** • Bring outline or draft to class • Opportunity to give/seek feedback with classmates and instructor/TA • Share what you have learned with the class (optional) **Due 9/21/21 by 11:59pm:** **EBT Paper**
Week 5	**Tuesday, September 21, 2021**	**Methodology & Measurement** • Experimental Design **Readings: TBD**
	Thursday, September 23, 2021	**Methodology & Measurement** • Observational Methods **Readings: TBD**
Week 6	**Tuesday, September 28, 2021**	**Methodology & Measurement** • Clinical psychology in the lab • Computer based experiments • Meet with groups & brainstorm
	Thursday, September 30, 2021	**Development of Proposal** • Work with your group to identify research question and hypotheses
Week 7	**Tuesday, October 5, 2021**	**Development of Proposal** • Work on methodology
	Thursday, October 7, 2021	**Proposal Editing/Feedback** • Bring outline or draft to class • Opportunity to give/seek feedback with classmates and instructor/TA • Share what you have learned with the class (optional)
Week 8	**Tuesday, October 12, 2021**	**Catch Up Day** **Due 10/12/21: Proposal paper**
	Thursday, October 14, 2021	**Introduction to Survey Study** • Small group meetings to brainstorm research questions
Week 9	**Tuesday, October 19, 2021**	**Survey Study** • Develop hypotheses • Literature search to inform hypotheses
	Thursday, October 21, 2021	**Survey Study**

		• Identifying your "predictor" and "criterion" variables • How to select good questionnaires to measure your constructs • Identifying important covariates for your study
Week 10	**Tuesday, October 26, 2021**	**Survey Study** • Qualtrics tutorial • Putting your questionnaires into Qualtrics
	Thursday, October 28, 2021	**Finalize Qualtrics assessments for Survey Study** • By the end of class, you should have a final Qualtrics survey to administer to your "participants" ****Surveys will be emailed to your participant pool at the end of class**
Week 11	**Tuesday, November 2, 2021**	**Results & Discussion** • Data cleaning and organization • Exporting your data from Qualtrics • Scoring your questionnaires
	Thursday, November 4, 2021	**Results & Discussion** • Statistical analyses with SPSS • Determining what analysis to use • Running your analyses
Week 12	**Tuesday, November 9, 2021**	**Results & Discussion** • Finish running analyses, if needed
	Thursday, November 11, 2021	**Results & Discussion** • Finish running analyses, if needed • Results write-up
Week 13	**Tuesday, November 16, 2021**	**Results & Discussion** • Writing a good discussion section • Presentations in psychology
	Thursday, November 18, 2021	**Review/Catch up day** • Getting feedback on your final paper & poster
Week 14	**Tuesday, November 23, 2021**	**Virtual Poster Session** • Review other groups • Prepare questions for other groups
	Thursday, November 25, 2021	**NO CLASS** **HAPPY THANKSGIVING!**
Week 15	**Tuesday, November 30, 2021**	**Poster Session** • Presentations • Q&As

	Thursday, December 2, 2021	Course Wrap-Up • Course evaluations
Finals Week	Tuesday, December 7, 2021	Final Survey Paper due 12/7/21 at 11:59 pm

Note: This syllabus is intended to give students guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes if needed.