

830:341:H2 Syllabus

Abnormal Psychology Lab – Summer 2011

Instructor: Ruthy Sher

Faculty Supervisor: Richard Contrada, Ph.D.

Office Hours By Appointment

Contact Info:rs1029@scarletmail.rutgers.edu

Meeting Times and Location:

Monday-Thursday 10:05-11:55am

Busch Psychology 105 (Computer Lab)

Required Texts:

Any required articles will be distributed to the class or posted on Sakai.

Additional Requirements:

BRING HEADPHONES to every class! You will need them for our class work. If you do not have headphones, please let me know immediately. Any type of headphones will do. You may be unable to participate in necessary in-class activities without them.

Course Objectives:

The ability to understand and conduct empirical research is essential for students interested in clinical and abnormal psychology. This course is designed to help you develop the necessary knowledge and skills to engage in research as a clinical scientist. First, we will learn the basic steps involved in conducting a study in clinical psychology (e.g., ethical considerations, formulating hypotheses, choosing measures, collecting and analyzing data). We will read a series of articles on various topics germane to the field. Then we will work individually and in teams to conduct, write up, and present investigations of the effectiveness of various simple interventions adapted for an undergraduate lab setting.

As a student in this course, you will be immersed in every step of the process, and will come away with a solid foundation in research in abnormal and clinical psychology, which is necessary for graduate training. A comprehensive research report in APA format is due at the end of the term.

The course is restricted to undergraduate majors in psychology who have taken Quantitative Methods and Abnormal Psychology. It is designed to meet one lab course requirement of the psychology major. Like any lab course, *this class requires more than the average amount of work for you to earn a high grade.*

Course website:

If you are properly registered for the course, you have access to the course website through Sakai. There you will find copies of all slides and handouts, study guides, and special notices. **It is important to note that the syllabus is subject to change, so please consistently check the syllabus on Sakai so that you**

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are aware of these changes. You are responsible for all the information contained in this syllabus, and for all changes to the syllabus that I announce in class or post on the website.

Office hours:

My office hours are by appointment. Please email me at least 12 hours in advance before you wish to meet. You can also meet with me after class – just try to let me know in advance.

Computer Room (Room 105):

- Create a folder for yourself on the desktop that you will use throughout the course.
- You are supposed to use the same computer during the entire semester and should be saving your data, analyses, and work to the correct folder for your section
 - **Back up** your assignments and data **each day** via a flash drive (or emailing them to yourself) is **HIGHLY** recommended. *You* are responsible for securing *your own* files and data. Lose of files could result in a lowered grade.
- Students should NOT be saving anything on the desktops.
- Students should NOT be downloading anything non-class related to the computers.

Students with disabilities:

Any student who feels he or she needs accommodation for a physical or learning disability, please contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and read more about Rutgers' policy at <http://disability/services.rutgers.edu> . If you request accommodations for this course, you will need a letter from Disability Services. This letter must be provided to me *by our second class*, at which point you may make a request for course-specific accommodations. The Chair of Undergraduate Psychology and I will review your request and may choose to modify it before it is approved.

Attendance and Assignments:

Assignments and Grading:

All assignments are due at the beginning of the class period.

- 7 Homework Assignments: Assignment #1, #3 (5 points each); Assignment #2,#4,#5,#6,#7 (10 points each) = 60 points total
- Final Research Paper: 20 Points
- 4 Lab Activity Assignments: Test-Anxiety Workshop, Data Entry, Assessment, Mindfulness (2.5 points each) = 10 points
- Class participation and attendance: 10 points

TOTAL: 100 points

A = 90 points and higher

B+ = 85-89 points

B = 75-84 points

C+ = 70-74 points

C = 60-69 points

D = 50-59 points

F = Below 50 points

Make-up Assignments:

You CANNOT make up any of the take-home assignments unless you had an excused absence for why you missed class. If you have an excused absence for an in-class exercise, with a dean's note or other comparable notification, you will have the opportunity to do a make-up assignment for what you missed. This will most likely be a reaction paper to a journal article I give you to read. **Make-up assignments will be determined on a case-by-case basis, and you should not assume that you will be able to make up an assignment just because you missed class.**

Plagiarism:

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All work that students turn in must be their own work. Students *should not* work collaboratively on assignments without prior approval from the instructor. Any outside sources (including help from other people) must be appropriately referenced in all written work. Turning in someone else's work as your own is completely unacceptable. This includes downloading information from the web and pasting or copying it into your paper. We routinely check Google, Wikipedia and other popular websites to check for plagiarism. Additionally, we require that your paper be turned in as electronic as well as hard copies so that we can check for plagiarism by matching content to information on the web. Any student who plagiarizes will, *at the very least*, receive a failing grade for the course. More severe consequences (e.g., expulsion) are also possible. More about academic integrity can be found at <http://ctaar.rutgers.edu/integrity/policy.html>.

Schedule of Classes

July 8- Overview & Introduction to Clinical Research

1. Introductions
2. Go over syllabus, introduction to class
3. Introduction to clinical research
4. How to develop a hypothesis
5. Ethics in Research & Practice

Discuss Assignment #1 (3 points): Type 3 Scientific Hypotheses due **July 9** (bring 1 typed copy to class); Read (skim through) article I post/send out to class and pay attention to its structure <http://www.plosone.org/article/fetchObject.action?uri=info%3Adoi%2F10.1371%2Fjournal.pone.0027089&representation=PDF>

July 9- Hypothesis Workshop & Behavioral Activation

1. **Assignment #1 Due: Hypotheses**
2. Discuss Hypotheses
3. Discuss Paper
4. Introduction to Behavioral Activation

Discuss Assignment #2 (10 points): Develop Behavioral Activation Plan due **July 11**; Two Behavioral Logs (**due 7/22, 8/5**).

July 10- Behavioral Activation Continued

1. Create Behavioral Activation Plan
2. Discuss Purpose of Literature Review
3. In-Class Literature Review for Behavioral Activation

Discuss Assignment #3 (5 points): Write APA style reference section due **July 16**(should have at least 3 references: 1 for each measure, and one article discussing the relation between your IV and DV.)

Read Article I post; focus on introduction

July 11- Outlines & Introduction

1. **Assignment #2 Due: BA Plan**
2. Discuss article and introduction
3. Discuss Introductions
4. In-Class Work on Outlines
5. Complete BA Measures 1

Discuss Assignment #4 (10 points): Write an introduction section for your Behavioral Activation Experiment. Include APA style reference section. **Rough Draft Due July 18**(bring 2 typed copies to class, we will be reviewing them).

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July 15- Test Anxiety & Introduction

1. **Assignment #3 due: Reference Section**
2. Answer any questions about introduction/BA plan
3. Complete Test Anxiety Measures 1
4. In-Class work on Introductions

July 16- Online Video Workshop

1. Complete Online Video Workshop (**In-Class Assignment #1**)
2. Test Anxiety Measures 2

July 17- Test Anxiety Part 2, Data Entry

1. Discussion of Test Anxiety Intervention
2. Introduction to Data Entry (**In-Class Assignment #2**)
3. Learn how to use SPSS to enter and analyze data
4. Complete BA Measures 2

July 18- Introduction Peer Review

1. **Assignment #4 due: Introductions**
2. Peer Review of Introductions
3. Work on Revising Introductions

Read article I post; focus on method section

July 22- Introduction Peer Review and Method Section

1. **Behavioral Log #1 due**
2. Peer Review of Introductions
3. In-Class work on Revising Introductions
4. Discuss article and method section
5. Discussion of Method Section
6. In-Class work on Method Section

Discuss Assignment #5 (10 points): Write an APA style method section (due July 25)

July 23- Method Section

1. Discussion of Method Section
2. In-Class work on Method Section

July 24- Data Analysis I

1. Review of Statistical tests (Correlation, T-Tests, ANOVAs)
2. Learn how to use SPSS to enter and analyze data
3. Begin Analysis of Test Anxiety Data in Groups

July 25- Data Analysis II

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1. **Assignment #5 due: Method Section**
2. Learn about Chart and Graph construction in SPSS
3. Learn how to interpret and report results
4. In-Class group work on Results section

Discuss Assignment #6 (10 points): Write an APA style results section with your group (**due July 31**)

Read article I post; focus on results and discussion section

July 29- Data Analysis III

1. Discuss article and focus on result and discussion
2. Continued Work In-Class on Analysis and Results
3. Complete BA Measures 3

July 30- Assessment

1. Discussion of Assessment
2. Clinical and Research Implications
3. Mini Mental Status Exam & Online Video Workshop (**In-Class Assignment #3**)
4. Assignment #5 returned with comments

July 31- Mindfulness I

1. **Group Assignment #6 due: Result Section**
2. Discussion of Different Treatments for Depression
3. Introduction to Mindfulness
4. Introduction to Rumination

August 1- Mindfulness II

1. Complete Pre-Tests
2. Mindfulness Audio Workshop (**In-Class Assignment #4**)
3. Complete Post-Tests

Discuss Assignment #7: Write an article critique of a clinical article *which focuses on some issue of diversity*. The paper should include a summary of the purpose, methodology, and findings and a critique of at least two points (**due August 7 & August 8**)

August 5- Mindfulness III

1. **Re-writes of Assignment #4 & 5 due: Intro and Methods**
2. **Behavioral Log #2 due**
3. Further Discussion of Mindfulness; Clinical and Research Perspectives
4. Group Mindfulness Discussion

Discuss Final Project: Get started on it now! (**due August 15th**)

August 6- Behavioral Activation Revisited

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1. Review behavioral activation measures
2. Complete BA measures 4
3. Enter data, create graph of results
4. Discuss effectiveness of BA on outcomes

August 7- Article Presentations, Part 1

1. Presentation of Article Critiques
2. Discuss Final Project

August 8- Article Presentations, Part 2

1. Presentation of Article Critiques
2. Discuss Final Project

August 12- Graduate School & Final Project Work Day

1. Information about Graduate School
2. In-class work on Final Project

August 13- Work on Final Assignment

1. Answer any final questions on the Project
2. In-class work on Final Project

August 14- Final Class

August 15th: FINAL PROJECT DUE BY 12:00PM.