**Syllabus**
**Abnormal Psychology Lab – Spring 2014**

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**Faculty Supervisor:** Edward Selby, Ph.D.

**Instructor:** Gwyne White **Contact Info:** gwyne.white@rutgers.edu

**Office:** Tillett Hall, Room 411

***Office Hours By Appointment***

**Meeting Times and Location:**

Mondays 6:40pm-9:30pm

Busch Psychology 105 (Computer Lab)

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**Required Texts:**
Any required articles will be distributed to the class or posted on Sakai.
However, it is **highly recommended** that you purchase the Publication Manual of the American Psychological Association: Sixth Edition ($20-$30) if you do not own it already. Make sure that you buy the second printing or later (see http://www.apastyle.org/manual/corrections-faqs.aspx)

**Additional Materials:**
It is expected that you will need to spend several classes working on a project and as such will need to save your work. In the past students have used flash drives, google-docs or e-mailed information to themselves for electronic information. The method used does not matter so much as that you keep track of your materials and not lose anything.

**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.***

**Make-up Assignments:**
You CANNOT make up any of the take-home assignments.

**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 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.

**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.

**Office hours:**
My office hours are by appointment.

**Grading Policy:**

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|---|---|
| 1. Participation / Attendance | 30% |
| 2. In Class Lab Activities (4) | 10% |
| 3. Assignments (5) | 20% |
| 4. Final Paper | 40% |

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|---|---|
| A = 90-100% | C = 70-76% |
| B+ = 87-89% | D+ = 67-69% |
| B = 80-86% | D = 60-66% |
| C+ = 77-79% | F = Below 60 |

**PARTICIPATION/ ATTENDANCE** 20% of your final grade
You are expected to attend **every** class and arrive **on time.**
Missing more than 3 classes will result in an automatic F for the course.
If you are more than 10 minutes late, you will not be allowed to participate in that lab, and will receive a 0 for the assigned homework.You will lose points for sleeping, texting, obviously not paying attention or being rude to fellow classmates.

**IN CLASS LAB ACTIVITIES** 10% of your final grade
There are four in class activities on the following topics: Hypotheses, Measure Creation, Test-Anxiety & BA Results.

**ASSIGNMENTS** 20% of your final grade
There are 5 homework assignments. Assignments are due at the beginning of class. Assignments will not be accepted at the end of the class or from students who are more than 10 minutes late. Assignments that are not handed in by the beginning of class will receive a zero. All assignments should be typed in APA format (Times New Roman, 12 point, Double Space, Name in Header).

**PAPER** 40% of your final grade
Students will write a final research paper building from your work in class. Papers should be completed in APA format. Papers that fail to meet the minimum page requirements for each section will receive a 0 for that section. **Papers are due before 9AM on Monday, May 5, 2014.**

**LATE POLICY & MAKE UP POLICY**

**Late work will not be accepted**. **I generally do not allow make-ups** unless an extreme circumstance occurs. If an extreme circumstance occurs you must provide a written note from your dean in order to be eligible for a make up-assignment. Make-up assignments are determined on a case by case basis. Homework assignments cannot be made up. If you are absent you should submit the assignment to me via email before the due date.

**WITHDRAWAL POLICIES:**

If you decide not to complete the course it is **your responsibility** to notify the college of your intention to withdraw before the deadline.

**Plagiarism**:

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.

**Computer Room (Room 105):**

• No food or drink is allowed in the computer lab!
• 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
• Students should NOT be saving anything on the desktops.
• Students should NOT be downloading anything non-class related to the computer.

Schedule of Classes

## January 27 - Class 1:

**Overview & Introduction to Clinical Research**

1. Overview and introduction to the class
2. Introduction to clinical research
3. Ethics in Research & Practice
4. How to develop a hypothesis

**Hypothesis Workshop & Behavioral Activation**

1. Create & Discuss hypotheses
2. Introduction to Behavioral Activation
3. Begin creating Behavioral Activation Plan
4. Discuss Assignment #1
    a. Introduction to Research

*Due Next Class:* **Assignment #1**

## February 3- Class 2: *Assignment 1 due Friday January 31st*

**Behavioral Activation Continued**

1. Discuss results of Assignment 1
2. Select Groups & Group BA Plan
3. Create Group specific Measure
4. Review Behavioral Activation Plan

**Introduction Section of Research Paper**

1. Discuss Purpose of Literature Review
2. Discuss How To Search For Articles
3. Discuss Assignment #2
    a. APA style reference section

**Outlines & Introduction**

1. Discuss Assignment #3
    a. Write an APA style introduction

*Due Next Class:* ***Assignment #2***

## February 10 - Class 3: *Assignment 2 due today*

**Outlines & Introduction**

1. Discuss Assignment #3
    a. Write an APA style introduction
2. In-Class Work on Outlines

*Due Next Class:* ***Assignment #3***

## February 17: No Class

## February 24- Class 4: *Assignment 3 due today*

**Introduction Peer Review**

1. **Assignment #3 due – submit online and bring 1 copy to class**
2. Peer Review of Introductions

**Origins of Data**

3. Test Anxiety In-Class

*Due Next Class:* ***Test Anxiety Data***

## **March 3 - Class 5:** *Test Anxiety Data due today*

**Data**

1. Introduction to SPSS
2. Introduction to Data Cleaning

**Data Analysis I**

1. Introduction to SPSS Data analysis I
2. Review of Statistical tests (Correlation, T-Tests, ANOVAs)
3. Reverse Coding , SPSS & Excel Graphing
4. Learn how to use SPSS to analyze anxiety data

**Data Analysis II**

1. How to write up Anxiety Results.
2. In-Class Assignment #3 begun

## **March 10 - Class 6:** *In-Class Assignment 3 due today*

**Data Analysis II**

1. How to write up Anxiety Results.
2. In-Class Assignment #3 completed

***Due March 24: Bring ALL Behavior Activation Records To Next Class***

## **March 17 - No Class**: *Spring Break*

## **March 24- Class 7:** Behavior Activation Due Today

**Mindfulness**

1. Mindfulness

**BA Database**

1. Build Database for Behavioral Activation

**Method Section**

1. Discussion of Method Section
2. In-Class work on Method Section
3. Discuss Assignment #4
    a. Write an APA style method section

***Due March 31*: *Assignment #4*** *(10 points)*

## **March 31 - Class 8:** *Assignment 4 Due Today*

*Last day to turn in a draft of the Intro for Instructor Review*

**Peer Review Continued**

1. Peer Review of Methods Section

**Data Analysis**

1. Measure Validation
2. Demographic analysis for results

## **April 7- Class 9:**

**Behavioral Activation Results**

1. In-Class work on In-Class Assignment #4 (Results)

## April 14 - Class 10:

**Discussion**

1. Discuss Assignment #5
    a. Write an APA style Discussion section
2. In-Class work on In-Class Assignment #4 (Results)

***Due Next Class: Assignment #5 (10 points)***

## April 21- Class 11: *Assignment 5 Due Today*

**Peer Review & Abstracts**

1. Peer review of Assignment 5 – Discussion
2. How to write an Abstract

## April 28 - Class 12:

**Details**

1. Review details of writing an APA style paper

**Final Project**

1. Grading rubric for Final Project

*Due Next Class:* ***Final Project***

## May 5- Class 13: *Final Project Due*

1. Information about Graduate School
2. Final Project Submitted **BEFORE CLASS.**

# Format of a Research Paper (Final Project)

**1. Abstract**

One paragraph concisely summarizing the lab report. Why we did it, what we did, how it came out, and what it means.

**2. Background and Significance of the Study** ("Why did we do this experiment?")

You begin by explaining what question the experiment was designed to answer. Place the experiment in a theoretical setting: what issues about why systems are we trying to shed light on? After setting up the background in a more abstract way, focus on the specific issue being addressed by this experiment.

**What is the hypothesis?**

**3. Method** ("What did we do?")

Here we lay out and explain the design of the experiment. How were the general ideas operationalized into a concrete procedure? Exactly what procedure was carried out? What are the independent and dependent variables?

The general idea is to include enough detail so that someone else could carry out substantially the same experiment just by reading your lab report. The most important thing is to make sure you explain exactly *why* the procedure was designed the way it was. Hence in describing the procedure, it is *not* enough to just repeat the description in the handout, which lays out the design but doesn't explicitly spell out the reasoning behind it. Depending on the experiment, this section is often divided into separate subsections, such as:

(a) *Participants*. Simply describe the subjects of the experiment. For example: "Subjects were 27 members of a psychology class".

(b) *Measures*. Traditionally here you specify the devices and equipment that were used. In a psychology experiment it would be more typical to specify exactly how the lists of stimuli were constructed and selected. What kind of items were included in the list of stimuli, and in what numbers? In what order were they presented (e.g., random)?

(c) *Procedure*. Here is where you explain exactly what was done to the subjects using the materials. What was the subject's task? Here it is especially important to spell out exactly any counterbalancing schemes that were used. If there were different tasks, what order were the tasks performed in, and why?

**4. Results** ("What happened?")

This section presents the results of the experiment described in the previous section. Include graphs, and statistics, as appropriate—whatever is most informative. Can we reject the null hypothesis?

**5. Discussion** (``What does it mean?")

This section interprets the results and draws conclusions. How do the results bear on the original hypothesis? In hindsight, were there any confounds or other methodological problems that might either account for the effect that was found, or account for why no effect was found?