

Abnormal Psychology Laboratory

Summer 2015

Psychology Building – Busch Campus

Room 105 (Computer Lab)

CLASS: 01:830:341:H2

MEETING TIMES: Mon-Thurs 10:10am-12:00pm

INSTRUCTOR: Alyssa McCarthy

EMAIL: alyssa.mccarthy@rutgers.edu

OFFICE: Busch Psychology Building, Room A358

OFFICE HOURS: By Appointment

Required Materials

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-fags.aspx>)

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 some in-class activities without them, which may lower your grade.

Computer Room (Room 105):

- No food or drink is allowed in the computer lab!
- You are supposed to use the same computer throughout the entire semester.
 - **Backing 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. Loss of files could result in a lowered grade.
- Students should NOT be saving anything on the computers.
- Students should NOT be downloading anything non-class related to the computers.

Course website:

If you are properly registered for the course, you have access to the course website through Sakai. Copies of all slides and handouts, study guides, and special notices will be posted here. **It is important to note that the syllabus is subject to change – 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.

Learning Goals

CORE CURRICULUM LEARNING GOALS

This course has been certified as satisfying four of the Writing and Communication Learning Outcome Goals (including WCR and WCD) of the SAS Core Curriculum. Specifically, students who successfully complete this course will be able to:

- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision (WCR)
- Communicate effectively in modes appropriate to a discipline or area of inquiry (WCD)
- Evaluate and critically assess sources and use the conventions of attribution and citation correctly
- Analyze and synthesize information and ideas from multiple sources to generate new insights.



DEPARTMENT LEARNING GOALS

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 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. You 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 American Psychological Association (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.***

Attendance and Assignments Policy

Attendance

Because this course is challenging and we cover a lot of material in every class, you are expected to attend **every class**. Inconsistent attendance will result in a lowered grade. If you miss two classes, you will be placed on probation. **If you miss three or more classes, you will automatically receive an “F” for the course.** In addition, **you must arrive on time to lab/lecture.** 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.

Assignments

- Assignments are due by the start of class on the due date, unless otherwise noted.
- All of your work will be turned in via the Sakai Assignments tab, which automatically checks Turnitin.com, so the authenticity of your work is visible to both you and the course instructor.
- Please type all assignments using general APA guidelines (i.e., 12-point, Times New Roman font, 1” margins on all sides).

Make-up Assignments:

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

- If you have an excused absence for an **in-class exercise** (that is, with a dean's note or other comparable notification), you may complete a make-up assignment. This will usually consist of a 1-2 page reaction paper to an attended lecture in the field of psychology. **Your ability to make up an assignment will be determined on a case-by-case basis**; you should not assume that you will be able to make up an assignment just because you missed class.
- Missed assignments that are **not excused** will be given a "0." **Late and excused** assignments will be docked one deserved point for up to three days. **Assignments more than three days late will not be accepted.**

Grading:

- All assignments are due at the **beginning** of the class period (unless otherwise noted)
- Homework Assignments: 50 points total (10 points each)
- Final Research Paper: 25 Points
- Lab (in-class) activity assignments, class participation, and attendance: 25 points total

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

Academic Integrity

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 ensure students are not plagiarizing. Additionally, we require that you turn in both paper and hard copies of your assignments so that we can check for plagiarism by matching content to information on the web. **All of your work will be turned in via the Sakai Assignments tab, which automatically checks Turnitin.com, so the authenticity of your work is visible to both you and the course instructor.** 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://academicintegrity.rutgers.edu/academic-integrity-policy>.

- Consult *Don't Plagiarize: Document Your Research!* For tips about how to take notes so that you don't plagiarize by accident:
http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml
- Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks: http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml
- Academic Support Programs: <http://lrc.rutgers.edu/>

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office on the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at <https://ods.rutgers.edu/students/registration-form>.

SCHEDULE OF CLASSES AND ASSIGNMENTS

WEEK ONE

Class 1: July 6 - Overview & Introduction to Clinical Research

1. Overview and Introduction to the Class
2. Lecture: Introduction to Clinical Research
3. Lecture: Ethics in Research & Practice
4. Lecture: How to Develop a Hypothesis
5. **In-Class Assignment #1 (Hypotheses Workshop)**

Blue = In-class assignment
Orange = Out-of-class assignment
Green = Measures

Class 2: July 7 - Hypothesis Workshop & Behavioral Activation

1. **In-Class Assignment #1: Continued Hypothesis Workshop**
2. Group work: Present Hypotheses
3. Lecture: Introduction to Behavioral Activation
4. **In-Class Assignment #2: Behavioral Activation Plan (in groups)**

Discuss Behavioral Activation Assignments: Behavioral Activation Plan. Behavioral Logs are due **July 21** and **August 4**). Failure to submit either of these will result in an automatic zero for your total participation grade.

Class 3: July 8 - Behavioral Activation (Continued) & Literature Search

1. Lecture: Discuss Purpose of Literature Review & How to Literature Search
2. In-Class Literature Search for Behavioral Activation

Discuss Assignment #1 (5 points): Write APA style reference section due **July 13** (submit online; should have at least three references: one for each construct being measured, and one article discussing the relationship between your independent and dependent variables.)

Class 4: July 9 - Outlines & Introduction

1. Discuss Introductions
2. In-Class Work on Hypotheses for Final Project
3. In-Class Start Work on Outline

Discuss Take-Home Assignment #2 (5 points): 1-2 Scientific Hypotheses due **July 13** (bring to class).

Discuss Take-Home Assignment #3: (10 points): Write an Introduction section for your Behavioral Activation Experiment. Include APA style reference section. Rough draft due **July 20** (submit online and bring two copies to class).

WEEK TWO

Class 5: July 13 - Test Anxiety Part 1 & Introductions

1. **Take-home Assignment #1 due (Reference Section) (submit online by 9am)**

2. **Take-home Assignment #2 due (Hypotheses) (bring to class)**
3. **Complete Test Anxiety Measures 1**
4. Lecture: Introductions!
5. Answer any Questions about Introduction/Behavioral Activation Plan
6. In-Class Work on Outlines

Take-Home Assignment (part of participation grade): Complete Test Anxiety Workshop (about three hours) and post-intervention measures (**due July 15**).

Class 6: July 14 - Measurement

1. Lecture: Measurement
2. Create Group Measure (**In-Class Assignment #3**)
3. In-Class Work on Introduction, Measure, or Anxiety Assignment

Class 7: July 15 - Test Anxiety Part 2, Data Entry

1. **Anxiety Workshop & Post-Intervention Measures Due (completed and submitted online)**
2. Discussion of Test Anxiety Intervention & Measures
3. Introduction to SPSS
4. Anxiety Data Entry, Orientation to SPSS

July 16 – NO CLASS

WEEK THREE

Class 8: July 20 - Introduction Peer Review

1. **Take-Home Assignment #3 Due (Introduction Rough Draft) – submit online by 9am and bring two copies to class**
2. Peer Review of Introductions
3. Work on Revising Introductions
4. Discuss Behavioral Log #1

Class 9: July 21 - Introductions and Method Section

1. **Behavioral Log #1 Due (bring to class)**
2. In-Class Work on Revising Introductions
3. Discussion of Method Section (Take-Home Assignment #4)
4. In-Class Work on Method Section
5. **Complete Behavioral Activation Measures 1**

Discuss Take-Home Assignment #4 (10 points): Write an APA style Method section due **July 29**.

Class 10: July 22 – Appointments with AM to Review Introduction Drafts

Class 11: July 23 - Appointments with AM to Review Introduction Drafts

WEEK FOUR

Class 12: July 27 - SPSS & Method Section

1. Lecture: SPSS & Data Entry
2. Learn How to Use SPSS to Enter & Analyze Data (**In-Class Assignment #4**)
 - a. Descriptives
 - b. T-tests
 - c. Correlations
3. In-Class work on Method Section (if time permits)

Class 13: July 28 - Data Analysis I

1. Lecture: Review of Statistical Tests (correlation, *t*-tests)
2. Learn How to Use SPSS to Enter & Analyze Data (**In-Class Assignment #4**)
3. In-Class work on Method Section (if time permits)

Class 14: July 29 - Data Analysis II

1. **Take-Home Assignment #4 (Methods) Due – submit online by 9am (include revision of Introduction, if you'd like)**
2. Lecture: Learn About Chart & Graph Construction
3. Learn How to Interpret & Report Results (**In-Class Assignment #4**)
4. Lecture: Study Proposals
5. Group Assignments for Assignment #5

Discuss Assignment #5: Propose a Study in Groups (due **August 4**).

Class 15: July 30 - Data Analysis III & Study Proposal

1. Continue Group Work on Analysis & Results (**In-Class Assignment #4 is Due**)
2. **Complete Behavioral Activation Measures 2**
3. In-Class Work on Take-Home Assignment #5 (Group Study Proposal)

Discuss Final Project: Get started on it now! (Rough Draft due **August 6**, Final Draft due **August 12**).

WEEK FIVE

Class 16: August 3 - Mindfulness

1. Lecture: Mindfulness
2. In-Class Work on Take-Home Assignment #5 (Group Study Proposal)

Class 17: August 4 - Database Work

1. **Assignment #5 Due – submit online by 9am**
2. **Re-Writes of Assignments #3 & #4 (Introduction and Methods) Due – submit online by 9am**
3. **Behavioral Log #2 Due**
4. **Complete Behavioral Activation Measures 3**
5. Build Database for Final Project- Upload to Sakai Dropbox Before Leaving Class

Class 18: August 5 - Behavioral Activation Revisited

1. Review Behavioral Activation Measures
2. Clean Database, Work on Results (**In-Class Assignment #5**)
3. Discuss Effectiveness of Behavioral Activation on Outcomes

Class 19: August 6 - Results & Discussion Sections, Peer Review

1. **Bring Rough Draft of Final Project to Class**
2. In-Class Work on Results (**In-Class Assignment #5**)
3. Discuss Final Project Details and Discussion Section
4. Peer Review

WEEK 6**Class 20: August 10 - Final Project Work**

1. Meet individually with AM by appointment
2. Additional Peer Review (if needed)

Class 21: August 11 - Final Project Work

1. Open Work Space on Final Project (peer and AM help)

Class 22: August 12 - FINAL PROJECT SUBMITTED ONLINE BY 9AM

1. Discussion of Clinical Careers, Grad School Q&A
2. Final Project Debriefing
3. Research: What Now?

Format of a Research Article

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 what 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? What is the null 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. Never leave the reader thinking "Why did they do *that*?"

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?