

# Abnormal Psychology Laboratory

Summer 2017

Psychology Building – Busch Campus  
Room 105 (Computer Lab)

**CLASS:** 01:830:341:H3

**INSTRUCTOR:** Alyssa McCarthy

**OFFICE:** Busch Psychology Building, Room A225

**MEETING TIMES:** Tuesdays & Thursdays 1-5 PM

**EMAIL:** alyssa.mccarthy@rutgers.edu

**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-faqs.aspx>)

### 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 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. 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 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)
- Take-Home Assignments: 50 points total (10 points each)
- Final Research Paper: 25 points
- Lab (in-class) assignments, class participation, and attendance: 25 points total

**TOTAL: 100 points**

A = 90 points or higher

B+ = 87-89 points

B = 80-86 points

C+ = 77-79 points

C = 70-76 points

D+ = 67-69 points

D = 60-66 points

F = 59 points or lower

**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](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](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>.

## Mental Health Resources

There are mental health resources available to Rutgers students for no or low cost. If you are interested in psychotherapy or other mental health services at Rutgers, you may receive them at the following programs:

- Rutgers Counseling, ADAP, & Psychiatric Services (CAPS)
    - 17 Senior Street, New Brunswick, NJ 08901
    - 848-932-7884
    - No cost, time-limited psychotherapy is available to students
    - <http://rhscaps.rutgers.edu/>
  - Rutgers Psychological Services Clinic
    - 152 Frelinghuysen Road, Piscataway, NJ 08894
    - 848-445-6111
    - Psychotherapy is at no cost to students with Rutgers University Student Health insurance and low cost for other students
    - <http://psychologicalservices.rutgers.edu/about.php>
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 SCHEDULE OF CLASSES AND ASSIGNMENTS
 

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**Class 1: Tuesday, July 11 – Overview, Introduction to Clinical Research, Hypothesis Workshop, Behavioral Activation, & Literature Search**

Blue = In-Class Assignment  
 Red = Take-Home Assignment  
 Green = Measures

1. Overview and Introduction to the Class
2. Lecture: Introduction to Clinical Research; Ethics in Research & Practice; How to Develop a Hypothesis
3. **In-Class Assignment #1: Hypotheses Workshop: Submit on Assignments by the end of class**
4. Group Work: Present Hypotheses
5. Lecture: Introduction to Behavioral Activation
6. **In-Class Assignment #2: Select Behavioral Activation Construct (in groups)**
7. Lecture: Purpose of Literature Review & How to Literature Search
8. In-Class Literature Search Task

**Discuss Behavioral Activation Assignment:** Behavioral Activation Logs are due on **July 25** and **August 1**. Failure to submit these will result in an automatic zero for your total participation grade.

**Discuss Take-Home Assignment #1 (Reference Section):** Write an APA-style reference section with at least 3 references that are relevant to our study: 1 on an independent variable, 1 on a dependent variable, and 1 on the relationship between an IV and DV. Due on **July 13 @ 1 PM**; submit on Assignments.

**Class 2: Thursday, July 13 - Introduction Section & Outline**

1. **Take-Home Assignment #1 (Reference Section) Due: Submit on Assignments by 1 PM**
2. Lecture: Introduction Section & Outlines
3. Develop Scientific Hypothesis for Final Project
4. AM Review of Your Scientific Hypothesis
5. Work on Introduction Outline

**Discuss Take-Home Assignment #2 (Hypothesis & Outline):** Write an Introduction Outline that includes (1) your Scientific Hypothesis and (2) at least 6 references. Due on **July 18 @ 1 PM**; submit on Assignments and bring two copies to class.

**Class 3: Tuesday, July 18 – Introduction Section & Measurement**

1. **Take-Home Assignment #2 (Hypothesis & Outline) Due: Submit on Assignments by 1 PM and bring two copies to class**
2. Peer Review of Take-Home Assignment #2
3. Lecture: Measurement
4. **In-Class Assignment #3: Create Group Measure**
5. **Complete Behavioral Activation Measures 1**
6. Lecture: Introduction Section (Continued)
7. In-Class Work on Introduction Section Drafts

**Discuss Take-Home Assignment #3 (Introduction Section Draft):** Write an Introduction section for your behavioral activation study. Include APA-style reference section with at least 6 references. Must be 4-7 pages long, double-spaced, in 12-point Times New Roman Font, with 1-inch margins. Due on **July 25 @ 1 PM**; submit on Assignments and bring two copies to class.

**Review Behavioral Activation Assignment:** Start completing your Behavioral Activation Log today (July 18)! Behavioral Activation Logs are due on **July 25** and **August 1**. Failure to complete these will result in an automatic zero for your total participation grade.

#### **Class 4: Thursday, July 20 – Tentative Class for Independent Work**

1. In-Class Work on Introduction Section Drafts

#### **Class 5: Tuesday, July 25 - Introduction Peer Review & Methods Section**

1. **Take-Home Assignment #3 (Introduction Section Draft) Due: Submit on Assignments by 1 PM and bring two copies to class**
2. **Behavioral Activation Log #1 due: Bring to class**
3. **Complete Behavioral Activation Measures 2**
4. Check-in about Behavioral Activation Log #1
5. Lecture: Introduction Peer Reviews
6. Peer Review of Introductions
7. Lecture: Revising the Introduction Section
8. Lecture: Methods Section
9. In-Class Work on Methods Section Draft

**Discuss Take-Home Assignment #4 (Methods Section Draft):** Write an APA-style Method section. Due on **July 27 @ 1 PM**; submit on Assignments.

#### **Class 6: Thursday, July 27 – SPSS Data Cleaning & Analysis**

1. **Take-Home Assignment #4 (Methods Section Draft) due: Submit on Assignments by 1 PM and bring two copies to class**
2. Discussion of Test Anxiety Intervention & Measures
3. Lecture: Introduction to SPSS and Data Cleaning
4. Lecture: Frequencies and Descriptive Statistics in SPSS
5. **In-Class Assignment #4, Part A: Descriptive Statistics on SPSS: Submit on Assignments by August 1 @ 1 PM**

#### **Class 7: Tuesday, August 1 – SPSS Data Analysis & Interpretation of Results**

1. **In-Class Assignment #4, Part A Due: Submit on Assignments by 1 PM**
2. **Behavioral Activation Log #2 Due: Bring to class**
3. **Complete Behavioral Activation Measures 3**
4. Enter Behavioral Activation Study Data
5. Lecture: Data Analysis in SPSS; Explaining Results; Creating Visual Displays for Results
6. **In-Class Assignment #4, Part B: T-tests and Correlation; Explaining Results; Visual Displays: Submit on Assignments by the end of class on August 3**

**Class 8: Thursday, August 3 – Results Section**

1. **(Optional) Resubmission of Introduction & Methods Sections Due: Submit on Assignments by 1 PM**
2. **In-Class Assignment #4, Part B Due: Submit on Assignments by the end of class**
3. Lecture: Data Analysis for Behavioral Activation Study
4. **In-Class Assignment #5: Results Section**

***Discuss Take-Home Assignment #5 (Final Paper Draft):*** Get started on it now! Due on **August 15 @ 1 PM**; submit on Assignments and bring two copies to class.

**Class 9: Tuesday, August 8 – Discussion, Abstract, & APA Style**

1. **In-Class Assignment #5: Results Section: Submit on Assignments by the end of class**
2. Lecture: Discussion Section & Abstract
3. In-Class Work on Results Section, Discussion Section, and Abstract

**Class 10: Thursday, August 10 – Tentative Class for Independent Work**

1. In-Class Work on Final Paper Draft

**Class 11: Tuesday, August 15 – Final Paper & Professional Development**

1. **Take-Home Assignment #5 (Final Paper Draft) due: Submit on Assignments by 1 PM and bring two copies to class**
2. Peer Review of Final Paper Draft
3. Lecture: Professional Development

**FINAL PAPER IS DUE ON ASSIGNMENTS ON THURSDAY, AUGUST 17 @ 1 PM**

## 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?