

**Advanced Topics in Clinical & Abnormal Psychology (830:452):
Novel Research in Clinical and Health Psychology**

Fall 2018

M/W 3:20 PM - 4:40 PM
Busch Campus, SEC-211

Instructor Contact Information	Important University Dates
<p>Professor: Dr. Samantha Farris Assistant Professor Department of Psychology Email: samantha.farris@rutgers.edu Office Location: Livingston Campus Tillett Hall (Building # 4146) Room 421 Office Hours: By arrangement only Course Website: Accessible via Canvas</p>	<p>Tues 9/04/18: First day of fall term Tues 9/11/18: Last day to drop class without "W" Tues 11/20/18: Thursday classes meet today Wed 11/21/18: Friday classes meet today Thurs 11/22/18 – Sun 11/25/18: Thanksgiving Recess Wed 12/12/18: Regular classes end Thurs 12/13/18: Reading day Fri 12/14/18 – Friday 12/21/18: Exam period Friday 12/21/18: Last day of fall term http://nbregistrar.rutgers.edu/undergrad/f18ugcal.htm</p>

Syllabus Version: 1 [This document is subject to change. Any changes to the syllabus will be announced in class and the updated version will be posted to Canvas.]

Course Synopsis

This is an advanced seminar course intended for senior students majoring in psychology. It is expected that students have an interest in clinical and health research, and interest in potentially pursuing graduate-level education in psychology or a related field. Basic knowledge of abnormal psychology, research methods, and scientific writing is assumed. Throughout the semester, we will read and discuss recent empirical research in clinical/health psychology, including research focused on: anxiety disorders, posttraumatic stress disorder, obsessive-compulsive disorder, mood disorders, suicide, alcohol and substance use, smoking, sleep, physical activity/exercise, women's health, and chronic disease. Through our review of the literature, we will learn about a range of cutting-edge research methodologies including the human laboratory, ecological momentary assessment, use of wearable technology, computerized interventions, and novel therapeutic approaches. Students will also have to opportunity to develop professional communication skills through discussions with psychologists working in the field who will present to the class as part of our "invited researcher" series. Additionally, the course will include a "research skills" series that will focus on professional and scientific writing. Students will develop an academic resume (curriculum vitae) and personal statement and will complete a semester-long research project that will include a review of the scientific literature in an identified area and oral research presentation.

Learning Goals

- 1) To learn how to critically review and interpret clinical/health research, and to increase awareness and knowledge of diverse clinical research methodologies
- 2) To develop proficiency with scientific and professional writing and verbal communication skills

List of Required Books &/or Materials

There are no required textbooks for this course. All assigned readings will be available electronically through the electronic library database. The course website is accessible through **Rutgers Canvas** (<https://tit.rutgers.edu/canvas>). A copy of the syllabus and all assignments and activities will be posted through Canvas. Students will occasionally be asked to complete in-class surveys via their computer or mobile device. Students are encouraged to speak with the professor immediately if access to a computer or mobile device is unavailable.

Course Structure and Requirements

Course Assessments:

Students will complete a Pre-Course Assessment at the beginning of the semester and a Post-Course Assessment end of the semester. These assessments are important as they are meant to aid in tailoring the course material to suit the needs of students, and to measure how much students learn over the course of the semester. The course assessments are required and will be completed via Canvas. The assessments are graded as “Complete” or “Incomplete”, and are each worth 2.5% of your grade (5% in total). Students are also required to complete a Plagiarism Activity at the beginning of the semester to ensure understanding of plagiarism. This activity is counted as “Complete” or “Incomplete”, and is not graded, but its completion is required for enrollment and passing of this course.

Course Assessments (5%)

Pre-Course Assessment	Due by Sunday 9/9
Plagiarism Activity/Quiz	Due by Sunday 9/9
Post-Course Assessment	Due by Sunday 12/9

Invited Researcher Series:

The “Invited Researcher” series includes a guest lecture from a researcher in the field with the goal of exposing students to cutting-edge research across diverse fields of study within clinical-health psychology, and to graduate students working in the field. The invited researchers are generously donating their time to present to this class, so please show them the highest level of respect. Respect is shown by taking the time to read each of the assigned articles and by preparing questions for the guest researcher. There will be 2-4 assigned readings associated with each guest researcher. Assigned Readings are numbered in the table for brevity. Students should refer to the full reading list in the subsequent section labeled “*Assigned Readings*”. Each student will be responsible for generating at least 1 question about the research articles and at least 1 question about researchers’ professional experiences and career. Guest questions are always due **the day prior** to the presentation and should be submitted via Canvas. These due dates are listed in the table below on page 3. Questions are graded as “Complete” or “Incomplete”, and account for 10% of your final grade. Completion of these questions is part of the goal of gaining professional experience interacting with researchers in the field; developing effective communication skills; and thinking critically about research.

Guest Questions (10%)

Presenter	Due Date	Presenter	Due Date
Dr. Garnaat	Due by 9/16	Dr. Aston	Due by 10/21
Dr. Kemp	Due by 9/18	Dr. Reynolds	Due by 11/4
Student Panel	Due by 9/25	Dr. Goldstein	Due by 11/6
Dr. Farris	Due by 10/7	TBD	Due by 11/25
Dr. Schatten	Due by 10/9	TBD	Due by 11/25
Dr. DiBello	Due by 10/16		

To prepare students for graduate school, students will prepare a curriculum vitae (CV) and personal statement as part of this course. Students will submit an initial draft of their CV and personal statement through Canvas. Then, students will receive feedback on their documents from two peer-reviewers in the class. Peer-reviewers will be anonymous. Students will then revise their documents back on peer-reviewer feedback, and submit the revised documents for grading through Canvas. The CV is worth 10% of your final grade. The personal statement is worth 10% of your final grade. The feedback you provide as a peer-reviewer is worth 10% of your final grade.

CV and Personal Statement (10% each) Peer-Reviewing (10%)

Initial Version	Due by Sunday 10/7
Peer Review Feedback	Due by Sunday 10/14
Revised Version	Due by Sunday 10/21

Research Skills Series:

The “Research Skills” series is a collection of lectures that will cover topics that will review core research and writing skills that are required for successful completion of graduate-level schooling. Specifically, the research skills series will include: reading and understanding research articles; collecting data; learning how to use SPSS for data management and analysis; peer-reviewing; scholarly writing; and presenting research. Students will complete four assignments: (1) Research project; (2) Research poster and presentation; and (4) Peer-review feedback.

Research Project (25%): Students will select a research topic of interest within clinical/health psychology, and identify a publicly available dataset that can be used to study this identified topic and 4 recent empirical research studies published on the topic. All research topics require approval by the professor via research proposal (5%). After the research proposal is approved, students will complete an article review worksheet for each article, which will be used to develop the introduction to the paper. Students will use the dataset to conduct basic analyses using SPSS to test the proposed study aims. The final written research project will include a title page, abstract, introduction, method section, data analysis section, results, discussion, bibliography, and appendix with the article review worksheets. The written project will be worth 20% of the final grade.

Research Poster and Presentation (20%): Students will create a research poster that summarizes their written research project. Students will present their research poster to the class during our Poster Session Days. Poster presentations will consist of a concise 5-7 minute summary of the research poster. The research poster and presentation are worth 15% of the final grade.

Peer-Feedback on Poster Presentation (10%): Students will review their peers’ poster submissions and complete an anonymous feedback form. The results from the feedback forms will be summarized and provided to each presenter. Peer-feedback reviews are graded as “Complete” or “Incomplete” and are worth a total of 10% of the final grade.

Research Skills (55%)

Research Proposal (5%)	Due by Tuesday 10/30
Poster Presentation (20%)	Due by Tuesday 12/4
Peer-Feedback (10%)	Due by Tuesday 12/11
Research Project (20%)	Due by 12/21 at 3pm

Final Paper Date and Time: Per university scheduling guidelines (<http://finalexams.rutgers.edu/>), the final paper for this course will be due on **12/21** on or before **3pm**. Final papers can be submitted prior to this date.

Grading and Grade distribution:

Graded assignments are listed in the table below. Letter grades are based on the following distribution:

Assignment	%
Pre-Course Assessment	2.5%
Post-Course Assessment	2.5%
Guest Researcher Questions	10%
Curriculum Vitae	10%
Personal Statement	10%
CV Peer-Review	5%
Personal St Peer-Review	5%
Research Proposal	5%
Research Project	20%
Poster Presentation	20%
Poster Peer-Feedback	10%
Total	100%

90 – 100% = A
85 – 89% = B+
80 – 84% = B
75 – 79% = C+
70 – 74% = C
60 – 69% = D
< 60% = F

Course Schedule

	Date	Topic	Assignments
Week 1	Wednesday 9/5	Introduction to Course	- Pre-Course Assessment <u>*Due 9/9*</u> - Plagiarism Activity and Quiz <u>*Due 9/9*</u>
Week 2	Monday 9/10	Article Databases and Reviewing	
	Wednesday 9/12	Reading and Understanding Research Articles	- Reading #1 and Article Reviewing Form
Week 3	Monday 9/17	Noninvasive Neuromodulation for Mood and Anxiety Disorders (Dr. Sarah Garnaat)	- Readings #2,3; Guest Questions <u>*Due 9/16*</u>
	Wednesday 9/19	Enhancing the Quality of Exposure Therapy for Anxiety and OCD (Dr. Joshua Kemp)	- Readings #4,5; Guest Questions <u>*Due 9/18*</u>
Week 4	Monday 9/24	Graduate School Preparation	
	Wednesday 9/26	Graduate Student Panel (Allison Borges, Kathryn Coniglio, Rachel Rosen)	- Guest Questions <u>*Due 9/25*</u>
Week 5	Monday 10/1	*NO CLASS*	
	Wednesday 10/3	Introduction to SPSS (Data Management) (Class will be held in: ARC IML 119)	
Week 6	Monday 10/8	Ecological Momentary Assessment (EMA) & Women's Health (Dr. Farris)	- Readings #6–8; Guest Questions <u>*Due 10/7*</u>
	Wednesday 10/10	EMA to Study Nonsuicidal Self-Injury and Suicide (Dr. Heather Schatten)	- Readings #9–11; Guest Questions <u>*Due 10/9*</u>
Week 7	Monday 10/15	Introduction to SPSS (Data Analysis) (Class will be held in: ARC IML 119)	
	Wednesday 10/17	Theory-Informed Intervention for College Drinking (Dr. Angelo DiBello)	- Readings #12,13; Guest Questions <u>*Due 10/16*</u>
Week 8	Monday 10/22	Behavioral Economics and Cannabis Use (Dr. Elizabeth Aston)	- Readings #14–16; Guest Questions <u>*Due 10/21*</u>
	Wednesday 10/24	Research Project: Selecting Topic	
Week 9	Monday 10/29	Research Project: Peer-Feedback	
	Wednesday 10/31	Research Project: Manuscript Components	
Week 10	Monday 11/5	Experimental Methodologies to Study Sleep and Emotion (Dr. Katharine Reynolds)	- Readings #TBD; Guest Questions <u>*Due 11/4*</u>
	Wednesday 11/7	Optimization of Tech-Based Weight Loss (Dr. Carly Goldstein)	- Readings #17–19; Guest Questions <u>*Due 11/6*</u>
Week 11	Monday 11/12	Research Project: Research Posters	
	Wednesday 11/14	Research Project: Peer-Feedback	
Week 12	Monday 11/19	Research Project: Flex Day	
	Wednesday 11/21	*NO CLASS*	Follow Friday class schedule

Week 13	Monday 11/26	Guest Researcher (TBD)	- Readings TBD; Guest Questions <u>*Due 11/25*</u>
	Wednesday 11/28	Guest Researcher (TBD)	- Readings TBD; Guest Questions <u>*Due 11/27*</u>
Week 14	Monday 12/3	Research Project: Flex Day	
	Wednesday 12/5	Poster Session Day 1	
Week 15	Monday 12/10	Poster Session Day 2	
	Wednesday 12/12	Post-Course Assessment & Feedback	- Post-Course Assessment <u>*Due 12/9*</u>

Assigned Readings

1. Glass, A. L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*, e-ahead of print. <http://doi.org/10.1080/01443410.2018.1489046>
2. Janicak, P. G., & Dokucu, M. E. (2015). Transcranial magnetic stimulation for the treatment of major depression. *Neuropsychiatric Disease and Treatment*, 11, 1549–1560. <http://doi.org/10.2147/NDT.S67477>
3. D'Urso, G., Mantovani, A., Patti, S., Toscano, E., & de Bartolomeis, A. (2018). Transcranial Direct Current Stimulation in Obsessive-Compulsive Disorder, Posttraumatic Stress Disorder, and Anxiety Disorders. *The Journal of ECT*, 34(3), 172–181. <http://doi.org/10.1097/YCT.0000000000000538>
4. Benito, K. G., Machan, J., Freeman, J. B., Garcia, A. M., Walther, M., Frank, H., ... Franklin, M. (2018). Measuring fear change within exposures: Functionally-defined habituation predicts outcome in three randomized controlled trials for pediatric OCD. *Journal of Consulting and Clinical Psychology*, 86(7), 615–630. <http://doi.org/10.1037/ccp0000315>
5. Farrell, N. R., Kemp, J. J., Blakey, S. M., Meyer, J. M., & Deacon, B. J. (2016). Targeting clinician concerns about exposure therapy: A pilot study comparing standard vs. enhanced training. *Behaviour Research and Therapy*, 85, 53–59.
6. Shiffman, S. (2009). Ecological momentary assessment (EMA) in studies of substance use. *Psychological Assessment*, 21(4), 486–497. <http://doi.org/10.1037/a0017074>
7. Farris, S. G., Thomas, J. G., Abrantes, A. M., Lipton, R. B., Pavlovic, J., Smitherman, T. A., ... Bond, D. S. (2017). Pain worsening with physical activity during migraine attacks in women with overweight/obesity: A prospective evaluation of frequency, consistency, and correlates. *Cephalalgia*, (e-ahead of print). <http://doi.org/10.1177/0333102417747231>
8. Farris, S. G., Abrantes, A. M., & Zvolensky, M. J. (2018). Emotional distress and tobacco demand during the menstrual cycle in female smokers. *Cognitive Behaviour Therapy*, e-ahead of print. <http://doi.org/10.1080/16506073.2018.1494208>
9. Lloyd-Richardson, E. E., Lewis, S. P., Whitlock, J. L., Rodham, K., & Schatten, H. T. (2015). Research with adolescents who engage in non-suicidal self-injury: Ethical considerations and challenges. *Child and Adolescent Psychiatry and Mental Health*, 9(1), 1–14. <http://doi.org/10.1186/s13034-015-0071-6>
10. Andover, M. S., Schatten, H. T., Morris, B. W., Holman, C. S., & Miller, I. W. (2017). An intervention for nonsuicidal self-injury in young adults: A pilot randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 85(6), 620–631.
11. Schatten, H. T., Andover, M. S., & Arney, M. F. (2015). The roles of social stress and decision-making in non-suicidal self-injury. *Psychiatry Research*, 229(3), 983–991.
12. DiBello, A. M., Miller, M. B., Neighbors, C., Reid, A., & Carey, K. B. (2018). The relative strength of attitudes versus perceived drinking norms as predictors of alcohol use. *Addictive Behaviors*, 80, 39–46.
13. DiBello, A. M., Carey, K. B., & Cushing, V. (2018). Using counterattitudinal advocacy to change drinking: A pilot study. *Psychology of Addictive Behaviors*, 32(2), 244–248. <http://doi.org/10.1037/adb0000334>
14. Aston, E. R., Merrill, J. E., McCarthy, D. M., & Metrik, J. (2016). Risk factors for driving after and during marijuana use. *Journal of Studies on Alcohol and Drugs*, 77(2), 309–316. <http://doi.org/10.15288/jsad.2016.77.309>
15. Aston, E. R., Metrik, J., & MacKillop, J. (2015). Further validation of a marijuana purchase task. *Drug and Alcohol Dependence*, 152, 32–38. <http://doi.org/10.1016/j.drugalcdep.2015.04.025>
16. Aston, E. R., Metrik, J., Amlung, M., Kahler, C. W., & MacKillop, J. (2016). Interrelationships between marijuana demand and discounting of delayed rewards: Convergence in behavioral economic methods. *Drug and Alcohol Dependence*, 169, 141–147. <http://doi.org/10.1016/j.drugalcdep.2016.10.014>
17. Collins, L. M., Murphy, S. A., & Strecher, V. (2007). The Multiphase Optimization Strategy (MOST) and the Sequential Multiple Assignment Randomized Trial (SMART). New methods for more potent eHealth interventions. *American Journal of Preventive Medicine*, 32, 112–118. <http://doi.org/10.1016/j.amepre.2007.01.022>
18. Goldstein, C. M., & Goldstein, S. P. (2018). Virtual reality. In M. Gellman (Ed.), *Encyclopedia of Behavioral Medicine*. Springer Nature. <http://doi.org/10.1109/38.250913>
19. Thomas, G., Leahey, T. M., & Wing, R. R. (2015). An automated internet behavioral weight-loss program by physician referral: A randomized controlled trial. *Diabetes Care*, 38(1), 9–15. <http://doi.org/10.2337/dc14-1474>

Attendance Policy

Students are expected to attend all classes. This course is taught like a graduate-level seminar, thus it is assumed that you have a genuine interest in learning from this class and are intrinsically motivated to attend. Consistent with this underlying assumption, attendance will not be formally taken and students are not given credit for attendance. You are still responsible for turning in assignments when they are due, even if you are absent from class. If you are absent from class, it is the student's responsibility to learn the information covered in that class. It is recommended that students confer with their classmates in this case; please do not email the instructor about missed information. If a student expects to miss class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to the instructor. This website should be used in place of emailing the instructor directly about your absence.

Policy for Missed or Late Assignments

Students will receive a 0 grade for missing or late assignments. There are no exceptions. This policy is consistent with expectations for graduate-level courses. Students are expected to develop and utilize effective time-management, planning, and problem-solving skills to ensure that they can complete assignments when they are due.

Requesting Accommodations

Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full disability policies and procedures are at <https://ods.rutgers.edu/>.

Academic Integrity Policy

Violations of the academic integrity policy include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The current academic integrity policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>. Students are strongly advised to familiarize themselves with this document, both for this class and for other classes and future work. To help protect you, and future students, from plagiarism, this course requires all papers to be submitted through **Turnitin.com**.

Definition: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.

Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.
- Assuming that because information is available online (e.g., Wikipedia), it does not need to be formally referenced, and can be used without attribution. This is a mistake. **All** information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source.

Additional resources for students on academic integrity is available here:
<http://academicintegrity.rutgers.edu/resources-for-students>

Student-Wellness Services

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

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 at 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>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.