830:01:341:H2 Syllabus
Abnormal Psychology Lab – Summer 2012

Faculty Supervisor: Richard Contrada, Ph.D.

Instructor: Gwyne White

Office: Tillett Hall, Room 411

Office Hours By Appointment

Contact Info: gwyneage@eden.rutgers.edu

Meeting Times and Location:

Monday-Thursday 10:10am-12:05pm

Busch Psychology 105 (Computer Lab)

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 Requirements:
BRING HEADPHONES! You will need them for our class work. I will make an announcement in class the week before you need them. If you do not have headphones, please let me know immediately. Any type of headphones will do.

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.*

Attendance and Assignments:
Because this course is challenging and we cover a lot of material in every class meeting, **you are expected to attend *every class***. If you miss three or more classes, you will automatically receive an "F" for the course. Inconsistent attendance will result in a lowered grade. In addition, **you must arrive on time to lab/lecture.** If you are more than 15 minutes late, you will not be allowed to participate in that lab, and will receive a 0 for the assigned homework. Missed assignments that are not excused will be given a "0." If you miss two classes, you will be placed on probation. Please type all assignments using general APA guidelines (i.e., 12 point font, Times New Roman font, double spacing, 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, with a dean's note or other comparable notification, you may either a) pro-rate your final grade, or b) do a make-up assignment that will usually consist of a 1-2 page reaction paper to an attended lecture in the field of psychology. **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**.

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.

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 point**s**
F = Below 50 points

<u>Plagiarism</u>:
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.

<u>Computer Room (Room 105):</u>
• No food or drink is allowed in the computer lab!
• The student computers have a folder structure with a link on the desktop for the various types of labs (Psych 302, Psych 306). There are subfolders for the various sections (Mo 12, Mo 34, Mo 56 Mo 78, Tue 12 etc.).
• 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.

July 09- <u>Overview & Introduction to Clinical Research</u>

1. Overview and introduction to the class
2. Introduction to clinical research
3. Ethics in Research & Practice
4. How to develop a hypothesis
5. Discuss Assignment #1
    a. Write 3 Scientific Hypotheses (Bring 2 copies to class)
    b. Needs to be Typed

Due Next Class: Assignment #1 (5 points): 3 Scientific Hypotheses

July 10- <u>Hypothesis Workshop & Behavioral Activation</u>

1. **Assignment #1 Due**
2. Group work: Present Hypotheses
3. Introduction to Behavioral Activation
4. Begin creating Behavioral Activation Plan
5. Discuss Assignment #2
    a. Create your own Behavioral Activation (BA) Plan

Due July 17 & 27 & August 7: Assignment #2 (10 points): Develop Behavioral Activation Plan (due **July 17**); Two Behavioral Logs (**due 7/24, 8/7**). Failure to submit either of these will result in an automatic zero for your total participation grade.

Due Next Class: Know which behavior/outcome you will measure

July 11- <u>Behavioral Activation Continued</u>

1. Discuss Purpose of Literature Review
2. Discuss Introductions
3. In-Class Literature Review for Behavioral Activation
4. Discuss Assignment #3
    a. Write an Introduction Section
    b. Complete APA style reference section

Due Next Class: Assignment #3 (5 points): Write APA style reference (should have at least 3 references: 1 for each measure, and one article discussing the relation between your IV and DV.)

July 16- <u>Outlines & Introduction</u>

1. **Assignment #3 due**
2. In-Class Work on Outlines
3. Complete Behavioral Activation Measures 1
4. Discuss Assignment #4

Rough Draft Due July 23: *Assignment #4 (10 points):* Write an introduction section for your Behavioral Activation Experiment. Include APA style reference section. (submit online).

Due Next Class: Assignment #2 (10 points): Behavioral Activation Plan

July 17- <u>Test Anxiety & Introduction</u>

1. **Assignment #2 due**
2. Answer any questions about introduction/BA plan
3. Complete Test Anxiety Measures 1 & 2
4. Discussion of Test Anxiety Intervention

July 18 - <u>Test Anxiety Part 2, Data Entry</u>

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

Due Next Class: Assignment #4 (10 points): Write an introduction section for your Behavioral Activation Experiment. Include APA style reference section

July 23- <u>Introduction Peer Review</u>

1. **Assignment #4 due – submit online and bring 2 copies to class**
2. Peer Review of Introductions
3. Work on Revising Introductions
4. Discuss Behavioral Log #1

Due Next Class: Assignment #2 (10 points): Behavioral Logs

July 24- <u>Method Section</u>

1. **Behavioral Log #1 due – submit online**
2. Discussion of Method Section
3. In-Class work on Method Section
4. Discuss Assignment #5

*Due July 30***:** *Assignment #5 (10 points):* Write an APA style method section

July 25- <u>Data Analysis I</u>

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

Due Next Class: Assignment #5 (10 points): Write an APA style method section

July 30- <u>Data Analysis II</u>

1. **Assignment #5 due – submit online**
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
5. Discuss Assignment #6

Due August 1: Assignment #6 (10 points): Write an APA style results section with your group

July 31- <u>Assessment</u>

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

Due Next Class: Assignment #6 (10 points): Write an APA style results section with your group

August 01- <u>Mindfulness I</u>

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

August 06- <u>Mindfulness II</u>

1. Complete Pre-Tests
2. Mindfulness Audio Workshop (**In-Class Assignment #4**)
3. Complete Post-Tests
4. Discuss Assignment #7

Due August 13: 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 Next Class: Assignment #2 (10 points): Behavioral Logs

August 07- <u>Mindfulness III</u>

   1. **Behavioral Log #2 due**
   2. Discuss Final Project

Due August 15: Final Project

August 08- <u>Behavioral Activation Revisited</u>

   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 13- <u>Article Presentations, Part 1</u>

   1. Presentation of Article Critiques
   2. Discuss Final Project

August 14- <u>Article Presentations, Part 2</u>

   1. Presentation of Article Critiques
   2. Discuss Final Project

Due Next Class: Final Project

August 15- <u>Graduate School & Final Project Day</u>

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

<u>**Format of a Research Article**</u>

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. <u>**What is the hypothesis?**</u>

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?