

Abnormal Psychology Laboratory

Fall 2016

Psychology Building – Busch Campus
Room 105 (Computer Lab)

CLASS: 01:830:341:03

INSTRUCTOR: Min-Jeong Yang, MA, MS

OFFICE: Tillett Hall, Room 515

MEETING TIME: Monday 5:00-8:00 PM

EMAIL: minjeong.yang@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 recommended that you purchase the *Publication Manual of the American Psychological Association (APA): 6th 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 **online resources on APA style** are also available here: <https://owl.english.purdue.edu/owl/section/2/10/>

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.
- Students should DELETE anything on the lab computers.

Course website:

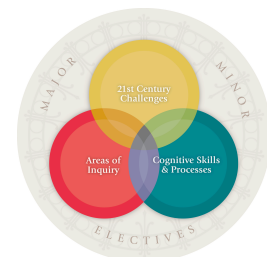
If you are properly registered for the course, you have access to the course website (“Abnormal Psych Lab 03 F16”) through Sakai. Copies of all slides and handouts, study guides, and special notices will be posted here. **It is important to note that the syllabus is subject to change – please consistently 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:

- a) Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision (WCR)
- b) Communicate effectively in modes appropriate to a discipline or area of inquiry (WCD)
- c) Evaluate and critically assess sources and use the conventions of



attribution and citation correctly

- d) 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. **Absence will be NEVER excused** unless official documentation (e.g., dean's note or religious reason) proves your reason of absence. One unexcused absence will result in 0 point of your attendance points. 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 regardless of any reasons.** In addition, **you must arrive on time to lab/lecture**. If you are more than **15 minutes late**, 1 point will be deducted from assignment points on that day.

Disruptive Classroom Behavior

During our class, any behaviors that are unrelated to the class or disrupt class will result in deducting points from your grade. Disruptive classroom behaviors include surfing the web, downloading non-class related files, checking Facebook, emails, or texts either using a lab computer or phone, to list a few. Every time any disruptive classroom behavior is observed, a verbal warning will be given first time and then if it happens second time, points will be deducted **from your attendance/participation/in-class assignments on that day**. Please see details of University Code of Student Conduct in the following link:

<https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2016/03/October2015UCSC.pdf>

Assignments

- Take-Home Assignments other than drafts (i.e., introduction, methods, results, and discussion) and final paper are due by 4:55PM on Monday, unless otherwise noted.
- In-Class Assignments are due by the end of each class.

- 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**.
- **No plagiarism is allowed.** Any plagiarism observed will result in “0” point for the assignments. Please see the detailed list of plagiarism in the following link:
https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf
- Please type all assignments using general APA guidelines (i.e., double-spaced, 12pt, 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 assignment** (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” point. **Late and excused** assignments will be docked 1 deserved point for up to one day. **Assignments more than one day late will not be accepted.**

Grading:

	Total	Details	Notes
Attendance	6 points	0.5 pt each	-
Class Participation	4 points		-
In-Class Assignments	25 points	2.5 pts each	Class 2 - 12
Take-Home Assignments	40 points	2.5 pts each 10/5/5/10 pts each	4 Behavior Activation (BA) Logs 4 drafts (Introduction/Methods/Results/Discussion)
Final Research Paper	25 points	Rubric will be provided	-
Extra Credits	2.4 points	0.2 pt each	12 mini quizzes
Grand Total	100 points + Extra Credits (2.4 pts max)		

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

Date	Topic	In-Class Assignments		Take-Home Assignments
		* Due: at the end of each class		* Due: 4:55pm on that day
GROUP	YOU			
Class 1: 9/12	<ul style="list-style-type: none">- Class Overview- Introduction to Clinical Research- Ethics in Research & Practice- How to Develop a Hypothesis	Hypotheses Workshop		
Class 2: 9/19	<ul style="list-style-type: none">- What is Behavioral Activation (BA)?- Literature Search- APA Reference Style	Select Behavioral Activation Construct	Find 2 BA references	Due: Read Jacobson et al. (2001) and write one sentence defining what BA is.
Class 3: 9/26	<ul style="list-style-type: none">- Introduction Section & Outlines- APA Writing Style	Make outline of Introduction of Dimidjian et al. (2006)	Create your own APA template for final report	Due: Summary of Jacobson et al. (2001) paper in 1 paragraph. Due: Reference List on BA (5 references) in APA style
Class 4: 10/3	<ul style="list-style-type: none">- Measurement- Methods Section	Create group measure Make outline of Methods of Dimidjian et al. (2006)	Complete BA measure @ T1	Due: Introduction Outline * Start recording BA Log
Class 5: 10/10	<ul style="list-style-type: none">* SPSS - 1- What is SPSS?- How to enter data in SPSS- How to analyze data (Social Anxiety Dataset)	Entered data in SPSS spreadsheet Output file of SPSS		Due: BA Log 1
* 10/14 (Fri), 11:55PM – Introduction Draft Due *				

Class 6: 10/17	<ul style="list-style-type: none"> - Peer Review (Introduction) <ul style="list-style-type: none"> * SPSS - 2 - Making SPSS Spreadsheet - BA Data Entry <ul style="list-style-type: none"> o BA measure @ T1 & T2 o BA Log 1 & 2 - BA Data Cleaning <ul style="list-style-type: none"> o Syntax 	Entered BA data in SPSS spreadsheet Syntax for data cleaning SPSS output file of the results	Complete BA measure @ T2 Peer review on Introduction	Due: BA Log 2 Due: Bring 2 copies of your Introduction draft
Class 7: 10/24	<ul style="list-style-type: none"> * SPSS – 3 - BA Data Analysis <ul style="list-style-type: none"> o Syntax o Descriptive Analysis o Frequencies o Correlation o T-test - Interpretation of Results 	Syntax for Descriptive Analysis, Frequencies, Correlation & T-tests SPSS output file of the results		Due: BA Log 3
* 10/28 (Fri), 11:55PM – Methods Draft Due *				
Class 8: 10/31	<ul style="list-style-type: none"> * SPSS – 4 - BA Data Entry <ul style="list-style-type: none"> o BA measure @ T3 o BA Log 3 & 4 - Final Data Analysis to Examine Study Hypotheses 	Entered BA data in SPSS spreadsheet SPSS output file of the results	Complete BA measure @ T3	Due: BA Log 4
Class 9: 11/7	<ul style="list-style-type: none"> * SPSS - 5 - Interpretation of Results - Results Section 	Complete Results section template		
* 11/18 (Fri), 11:55PM – Results Draft Due *				
Class 10: 11/14	<ul style="list-style-type: none"> - Peer Review (Methods & Results) - Discussion & Abstract Section 		Peer review on Method & Results drafts Discussion outline	Due: Bring 2 copies of your Methods/Results draft
11/21	No Class (Thanksgiving Week)			
Class 11: 11/28	- Q & A Class			

* 12/2 (Fri), 11:55PM – Final Draft Including Discussion & Abstract Due *				
Class 12: 12/5	<ul style="list-style-type: none"> - Peer Review (Final draft including Discussion/Abstract) - Presentation of Group Study 	Group Presentation Slides	Peer review on Final drafts	Due: Bring 2 copies of your Final draft including Discussion & Abstract draft
Class 13: 12/12	<ul style="list-style-type: none"> - Professional Development - Wrap-up 			
* 12/19 (Mon), 11:55PM - Final Paper Due *				

Format of a Research Article and Final Paper

1. Abstract (150-200 words)

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?" (4-5 paragraphs, 4-5 pages)

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?" (2-3 pages)

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". Remember to explain about informed consent.

(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?

(d) *Analysis*. Here is where you explain statistical analysis software and analytical approach you used.

4. Results: "What happened?" (1-2 pages)

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?" (3-4 paragraphs, 3-4 pages)

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?

6. References (At least 10 peer-reviewed references)