Abnormal Psychology Laboratory

Spring 2017
Busch Psychology Building
Room 105 (Computer Lab)

MEETING TIME: Monday 3:20pm-6:20pm

INSTRUCTOR: Jenna Herold Cohen, M.S. **EMAIL:** jenna.herold@rutgers.edu

OFFICE: Tillett Hall, Room 327 **OFFICE HOURS:** By Appointment

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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.

Computer Room (Room 105):
- No food or drink is allowed in the computer lab!
- **Back up** your assignments and data **each day** via a flash drive, google 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 desktops.
- 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, 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.

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 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 & critically assess sources & use the conventions of attribution & 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, 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 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 15 minutes late, you will will receive a 0 for the assigned homework.

Assignments

- **Assignments are due by the start of class on the due date**, unless otherwise noted.
- 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 font, 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**, with a dean's note or other comparable notification, you may 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;** 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 3 days. **Assignments more than 3 days late will not be accepted**.

Grading:

- Group Presentation: 10 points
- Homework Assignments: 40 points total (6 assignments 10 points each; your lowest two homework scores will be dropped)
- 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 point**s**
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 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. **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/avoid_plagiarism*

- Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks http://www.libraries.rutgers.edu/tutorials
- 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 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.

Schedule of Classes and Assignments

Class 1: January 23- <u>Overview & Introduction to Clinical Research</u>

1. Overview and introduction to the class
2. Lecture: Introduction to clinical research; Ethics in Research & Practice; How to develop a hypothesis
3. **Take-Home Assignment #1 (Hypotheses Workshop)**

Blue = In-Class Assignment
Red = Take-Home Assignment
Green = Measures
Orange = Group Presentation

Class 2: January 30- <u>Behavioral Activation & Lit Search</u>

1. **DUE: Take-Home Assignment #1 (Hypotheses Workshop): Submit via Sakai Assignments by 3pm**
2. Lecture: Introduction to Behavioral Activation
3. **In-Class Assignment #1: Behavioral Activation Plan (In groups)**
4. Lecture: Discuss Purpose of Literature Review & How to Lit Search
5. **In-Class Tasks 1 & 2- Literature Search**

Discuss Behavioral Activation Assignments: Two Behavioral Logs are due on **March 6th** and **March 20th**. Failure to submit either of these will result in an automatic zero for your total participation grade. This is your final project data.

Discuss Take-Home Assignment #2 (Reference Section): Write an <u>APA-style</u> reference section with at least 3 references that are relevant to our study: 1 on an independent variable (IV), 1 on a dependent variable (DV), and 1 on the relationship between an IV and DV. Due on **February 13th at 3pm**; submit on Sakai Assignments Tab.

February 6th- NO CLASS!!

Class 3: February 13- <u>Introduction Section & Outlines</u>

1. **DUE: Take-Home Assignment #2 (Reference Section): Submit on Sakai Assignments by 3 PM**
2. Lecture: Introduction Section & Outlines
3. Develop Scientific Hypothesis for Final Project
4. In-Class Work on Hypotheses for Final Project
5. Work on Introduction Outline

Discuss Take-Home Assignment #3 (Hypothesis & Outline): Write an Introduction Outline that includes your Scientific Hypothesis and at least 6 references (you will eventually need 10 references for your introduction). Due on **February 20th at 3 PM**; submit on Sakai assignments tab **and bring two copies to class.**

Class 4: February 20th- <u>Introduction continued &</u> <u>Measurement</u>

1. **DUE: Take-Home Assignment #3 (Hypothesis & Outline) due: Submit on Sakai by 12 PM and bring two copies to class**
2. Peer Review of Take-Home Assignment #3
3. Lecture: Introduction Section (Continued)
4. Lecture: Measurement
5. **In-Class Assignment #3: Create Group Measure**

Discuss Take-Home Assignment #4 (Introduction Section Draft): Write an Introduction section for your behavioral activation study. Include APA-style reference section with at least 6 references. Must be 3-6 pages long in double-spaced Times New Roman Font. Due on **March 6th at 3PM**; submit on Sakai and bring two copies to class.

Class 5: February 27th- Introduction to SPSS

1. Evaluate and revise group measures
2. Lecture: Introduction to SPSS
3. In-Class Work on Introduction Section Drafts

Class 6: March 6th- Introduction Peer Review & Revision

1. **DUE: Take-Home Assignment #4 (Introduction Section Draft): Submit on Sakai by 3 PM and bring two copies to class**
2. **Complete Behavioral Activation Measures 1 (IN CLASS)**
3. Check-in/ Discuss Behavioral Activation Log #1
4. Lecture: Introduction Peer Reviews
5. Peer Review of Introductions
6. Lecture: Revising the Introduction Section
7. In-Class Work on Introduction Section

Review Behavioral Activation Assignment: Start completing your Behavioral Activation Logs today (March 6th)! Behavioral Activation Logs are due on **March 20, March 27th, April 3rd, and April 10th**). Failure to submit any of these will result in an automatic zero for your total participation grade.

SPRING BREAK

Class 7: March 20th- Methods Section

1. **DUE: Behavioral Activation Log #1: Bring to class**
2. **Complete Behavioral Activation Measures 2 (IN CLASS)**
3. Introduction debriefing
4. In-Class work on Revising Introductions
5. Lecture: Methods Section
6. In-Class Work on Method Section Draft

Discuss Take-Home Assignment #5 (Method Section Draft): Write an APA-style Method section. Due on **March 27th at 3 PM**; submit on Sakai.

Class 8: March 27th- Test Anxiety Measures, Data Entry, Introduction to Test Anxiety Measures, & SPSS Data Cleaning

1. **DUE: Take-Home Assignment #5 (Method Section Draft): Submit on Sakai by using the assignments tab by 3 PM**
2. **Behavioral Activation Log #2 due: Bring to class**
3. **Complete Behavioral Activation Measures 3**
4. Enter Behavioral Activation Study Data
5. Lecture: SPSS Data Cleaning
6. Discussion of Test Anxiety Intervention & Measures
7. **In-Class Assignment #4, Part A: Descriptive Statistics on SPSS: Submit on Sakai by the end of class**

Discuss Group Presentation Assignment: Propose a study in groups **(presentation in class April 17th)**

Class 9: April 3rd- SPSS Data Analysis & Interpretation of Results

1. **DUE: Behavioral Activation Log #3: Bring to class**
2. **DUE: Revision of Introduction & Methods Section: Submit on Sakai by 12 PM**
3. **Complete Behavioral Activation Measures 4**
4. Lecture: SPSS Data Analysis
5. **In-Class Assignment #4, Part B: *T*-tests and Correlations on SPSS**
6. Lecture: Explaining Results; Creating Visual Displays for Results
7. **In-Class Assignment #4, Part C: Explaining Results; Creating Visual Displays for Results: Submit on Sakai by the end of class**

Class 10: April 10th- Data Analysis Continued, Study Proposals

1. **DUE: Behavioral Activation Log #4: Bring to class**
2. **Complete Behavioral Activation Measures 5**
3. Lecture: Data Analysis for Behavioral Activation Study
4. Questions and Review of In-Class Assignment #4
5. Lecture: Study Proposals
6. **In-class Assignment #5 Results Section: Submit on Sakai by the end of class**
7. In-class work on **Group Presentation Assignment (Group Study Proposal)**

Discuss Take-Home Assignment #6 (Final Paper Draft): Get started on it now! Due on **April 24th at 3 PM**; submit on Sakai assignments and bring two copies to class.

Class 11: April 17th- Group Presentations/Discussion & Abstract

1. **DUE: Group Presentations (Group Study Proposal) – submit slides online via email before 9AM**
2. **Group Presentations & Critiques**
3. Lecture: Discussion Section & Abstract
4. In-Class Work on Discussion Section, Results and Abstract

***Discuss Final Project draft due next week!!! Final project is* DUE Monday, May 1st at 9AM!!**

Class 12: April 24th- Peer Review/ Final Project Review & Q&A

1. **DUE: Take-Home Assignment #6 (Final Paper Draft): Submit on Sakai by 12 PM and bring two copies to class**
2. Discuss Final Project
3. Individual, paper specific Q&A
4. Peer Review of Final Paper Draft

FINAL PROJECT SUBMITTED ON SAKAI ASSIGNMENTS TAB

BY 9:00AM ON THURSDAY, MAY 1st

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?