

## Abnormal Psychology Lab

830:341 | Section 01  
Spring 2018 (1/16-4/24)  
Tuesdays 3:20pm-6:20pm  
Busch | Psychology 105

**Instructor:** Allison Borges

**Office:** Tillett Hall 409

**Contact Information:** [allison.borges@rutgers.edu](mailto:allison.borges@rutgers.edu)

**Office Hours:** By Appointment

### Textbook:

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.

### Computer Room (Room 105):

- No food or drink is allowed in the computer lab.
- You should use the same computer throughout the entire semester.
  - Backing up your assignments and data each class 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.
- Please avoid saving anything to 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.

### 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

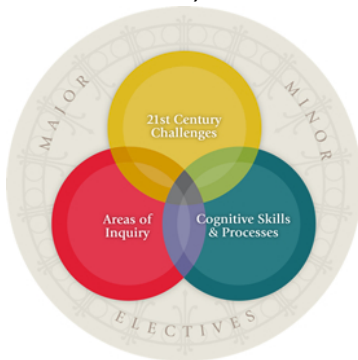
research report in American Psychological Association (APA) format is due at the end of the term.

- 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.**

### 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.



### 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 three classes, you will be placed on probation.** If you miss four 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 not be allowed to participate in that lab and will receive a 0 for the assigned homework. Meaningful attendance in class is essential, as class lectures, discussions, and demonstrations will include information not covered in the text. By *meaningful*, I refer to being awake, prepared, attentive to the instructor, fellow students, and presenters, and respectful to the instructor and fellow students. If you are not in class, are sleeping, are inattentive, or disrespectful, you will be marked absent for that class session and receive a zero for any assignments for that class day. If you miss class it is your responsibility to obtain notes and/or handouts from your classmates.

#### Cell phones:

Please ensure that your cell phone does not ring during class. Text messaging, snapchatting, etc. during class time is inappropriate, and using your phone can be disruptive to your classmates.

### **Computer Issues:**

Almost all of this course will take place on computers in the computer lab. As such, it is expected you will follow along with the course whether through lecture PowerPoints or in-class activities. During class time you should not be on social media sites or surfing the Internet. If I find you distracted by your computer or on an unrelated site you will receive a zero for attendance that day.

### **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 just because you missed class.
- Missed assignments that are not excused will be given a "0." Late and excused assignments will be docked a minimum of one deserved point for up to two days. Assignments more than two days late will not be accepted.

### **Academic Integrity (Plagiarism):**

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, or receiving work from another student, 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/> 4

**Grading:**

- All assignments are due at the beginning of the class period (unless otherwise noted)

**TOTAL: 100 Points****1. Attendance & In-Class Activities – 25 Points**

- Upload 3 Hypotheses (BA) – 2 pts
- Complete Baseline Measures – 2 pts
- Upload 5 Sources – 2 pts
- BA Log Check-in – 2 pts
- Upload SPSS Data File – 2 pts
- Upload SPSS Output File – 2 pts
- Attendance – 13 pts (1pt/day)

**2. Assignments – 50 Points**

- Reading Quiz – 5 pts
- 10 Sources – 5 pts
- Article Presentation – 5 pts
- Turn in BA Logs – 5 pts
- Method Section – 5 pts
- Introduction Section – 10 pts
- Results Section – 5 pts
- Introduction Revision – 5 pts
- Discussion Section – 5 pts

**3. Final Research Paper (Including Discussion Section) – 25 Points****Final Grade**

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

**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/documentationguidelines>. 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>.

## Spring 2018 Schedule

### LECTURE TOPICS AND ASSIGNMENTS:

\*\*(All dates are approximate and changes will be announced in class)\*\*

Date	Topic	Due (on that date)	Assignment (due next class)
<b>January 23<sup>rd</sup> (Day 1)</b>	<ul style="list-style-type: none"> <li>• Overview of Course &amp; Syllabus               <ul style="list-style-type: none"> <li>○ Class Expectations</li> <li>○ How do you learn?</li> </ul> </li> <li>• Introduction to Instructor and Classmates</li> <li>• Clinical Research and the Scientific Method</li> <li>• Developing Hypotheses</li> <li>• In-class Activity:               <ul style="list-style-type: none"> <li>○ 3 Hypotheses</li> </ul> </li> <li>• Intro to Reading Assignment</li> </ul>	<b>1. In-class:</b> 3 Hypotheses	<b>1. Online Reading</b>
<b>January 30<sup>th</sup> (Day 2)</b>	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Introduction to Depression               <ul style="list-style-type: none"> <li>○ Behavioral Activation (BA)</li> <li>○ Mindfulness</li> </ul> </li> <li>• BA Project and Designing a Study               <ul style="list-style-type: none"> <li>○ Creating our Study</li> <li>○ What we are testing and how do we test it</li> <li>○ Measures</li> </ul> </li> <li>• In-class Activity:               <ul style="list-style-type: none"> <li>○ BA Study Hypotheses</li> <li>○ Peer-review Hypotheses</li> </ul> </li> </ul>	<b>1. Reading Quiz</b>  <b>2. In-class:</b> 3 Hypotheses (BA)	
<b>February 6<sup>th</sup> (Day 3)</b>	<ul style="list-style-type: none"> <li>• Literature Review Process</li> <li>• Library Resources</li> <li>• Reading a Scientific Paper</li> <li>• In-Class Activity:               <ul style="list-style-type: none"> <li>○ Group BA Literature Review</li> <li>○ Complete BL Measures</li> </ul> </li> <li>• Discuss Assignment (Literature Review &amp; Article Presentation)</li> </ul>	<b>1. In-class:</b> Complete Measures <b>2. In-class:</b> 5 Sources	<b>1. Start BA Logs</b> <b>2. 10 Sources</b> <b>3. Summary of One Article to Present</b>
<b>February 13<sup>th</sup> (Day 4)</b>	<ul style="list-style-type: none"> <li>• Individual Presentations</li> <li>• APA Style Writing</li> <li>• Method Section</li> <li>• Review Method Examples</li> <li>• Discuss BA Study Design/Methods</li> <li>• In-class Activity:               <ul style="list-style-type: none"> <li>○ Work on Study Design and Methods</li> </ul> </li> </ul>	<b>1. Upload 10 Sources &amp; Copy of Article</b> <b>2. Present on One Article</b>	<b>1. Methods Section</b>

<b>February 20<sup>th</sup> (Day 5)</b>	<ul style="list-style-type: none"> <li>Peer Review Methods Section</li> <li>APA Citations and Formatting <ul style="list-style-type: none"> <li>Edit Sample Paper for Formatting and Citations</li> </ul> </li> <li>BA Logs and Review Rationale</li> <li>Introduction to the Introduction</li> </ul>	<b>1. In-class:</b> BA Log Check <b>2. Methods Section</b>	<b>1. Summarize Sources</b> <b>2. Second Literature Search</b>
<b>February 27<sup>th</sup> (Day 6)</b>	<ul style="list-style-type: none"> <li>In-class Activity: <ul style="list-style-type: none"> <li>Review Introduction Examples</li> <li>Outline Introduction</li> </ul> </li> <li>Review of Statistics</li> </ul>		<b>1. Start Introduction Section</b>
<b>March 6<sup>th</sup> (Day 7)</b>	<ul style="list-style-type: none"> <li>Final Measures for Study</li> <li>Introduction to SPSS</li> <li>Data Processing/Analysis</li> <li>In-class Activity: <ul style="list-style-type: none"> <li>Practice Data Processing/Analysis</li> <li>Create SPSS File</li> <li>Enter Data</li> </ul> </li> </ul>	<b>1. Turn in BA Log</b> <b>2. In-class:</b> Upload SPSS File	<b>1. Continue Introduction Section</b> <b>2. Enjoy Your Break!</b>
<b>March 13<sup>th</sup></b>	<ul style="list-style-type: none"> <li><b>SPRING BREAK</b></li> <li><b>NO CLASS MEETING</b></li> </ul>	<b>It is optional to turn in your Intro on March 9<sup>th</sup> before break.</b>	
<b>March 20<sup>th</sup> (Day 8)</b>	<ul style="list-style-type: none"> <li>Peer Review Introductions</li> <li>Statistical Tests in SPSS <ul style="list-style-type: none"> <li>Descriptives, Correlations, T-tests</li> </ul> </li> <li>Finish SPSS Data Analysis</li> <li>In-class Activity: <ul style="list-style-type: none"> <li>Practice Interpretation of SPSS Output</li> </ul> </li> <li>Final Data Analysis <ul style="list-style-type: none"> <li>Interpreting SPSS Output/Results</li> </ul> </li> </ul>	<b>1. Introduction Section</b> <b>2. In-class:</b> Upload SPSS Output	
<b>March 27<sup>th</sup> (Day 9)</b>	<ul style="list-style-type: none"> <li>Overview of APA Style Results Section</li> <li>Results Section Examples</li> <li>In-class Activity: <ul style="list-style-type: none"> <li>Write Results Section</li> </ul> </li> </ul>		<b>1. Results Section</b>
<b>April 3<sup>rd</sup> (Day 10)</b>	<ul style="list-style-type: none"> <li>Peer Review Results</li> <li>Graphing Results</li> <li>In-class Activity: <ul style="list-style-type: none"> <li>Interpreting Tables and Figures</li> </ul> </li> </ul>	<b>1. Results Section</b>	<b>1. Revise Introduction</b>
<b>April 10<sup>th</sup> (Day 11)</b>	<ul style="list-style-type: none"> <li>Discussion Section</li> <li>In-class Activity: <ul style="list-style-type: none"> <li>Write Discussion Section</li> </ul> </li> </ul>	<b>1. Introduction Revision</b>	<b>1. Discussion</b>

	<ul style="list-style-type: none"> <li>• APA Abstract and Reference Review</li> </ul>		
<b>April 17<sup>th</sup> (Day 12)</b>	<ul style="list-style-type: none"> <li>• Q&amp;A for Entire Paper</li> <li>• Individual Meetings with Instructor</li> <li>• Q&amp;A Grad School or Other Topic</li> </ul>	<b>1.</b> Discussion section <i>(Edits will be returned on Friday, 4/20)</i>	<b>1.</b> Full Draft
<b>April 24<sup>th</sup> (Day 13- LAST CLASS)</b>	<ul style="list-style-type: none"> <li>• <b>Optional Meeting</b></li> <li>• Q&amp;A for paper, grades, etc.</li> </ul>	<b>1.</b> Final Drafts Due on Sakai by Midnight (11:59pm) on Friday, 4/27	

**Presentation and Peer Reviews:** One goal of this course is to enhance your ability to articulate your knowledge about clinical psychology and research methods. To achieve these goals you will work in groups to peer review each other's writing. You will also be asked to present on articles and sections of your research paper.

**Class participation/Attendance:** I expect everyone to join in discussions to contribute to the class. You are expected to participate during class both by asking questions and actively listening to others. Be both vocal and patient. Try to answer the questions that I pose and ask questions yourself. I tend to talk fast at times so ask me to repeat what I said when I have been unclear. If I make a mistake, point it out for me.

**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:

**1. 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/>

**2. 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>