

**Abnormal Psychology Lab**  
**341:01**  
**Summer 2021**

**Class Time:** Tuesday, 5-8pm  
**Instructor:** Qingqing Yin, M.S.  
**Faculty Supervisor:** Edward Selby, Ph.D.  
**Office Hours:** By Appointment via Zoom  
**Contact:** [qy93@rutgers.edu](mailto:qy93@rutgers.edu)  
Version 1, 08/25/21

**Important:** We will follow university guidelines on returning to campus. Out of caution related to concerns about variates of COVID-19, we will continue monitoring whether it remains safe to hold in-person lectures. To facilitate social distancing, number/length of in-person meetings will be kept to the minimal necessary. This syllabus is subject to change by the instructor.

**Text/Readings:** All required readings will be distributed through Canvas. It is also recommended that you purchase the Publication Manual of the American Psychological Association: 7th Edition if you do not own it already.

**Objective:** The ability to understand, conduct, and write about empirical research is essential for a variety of fields, particularly clinical and abnormal psychology. The objective of this course is to help you develop the knowledge and skills to engage in research as a clinical scientist. Throughout the course, you will learn basic steps involved in conducting a study in clinical psychology (e.g., research design, formulating hypotheses, collecting data) and disseminating your research findings through a research paper. As a student in this course, you will be immersed in every step of the process and will walk away with a solid foundation in research in clinical and abnormal psychology. A comprehensive research report in **APA format** will be due at the end of class.

\*\*\*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.*

**Core Requirements:** 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:

- 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

**Course website:** If you are properly registered for the course, you have access to the course website through Canvas. There you will find copies of all slides, materials, and special notices. **If you have questions about the course, this should be the first place you look for an answer.** \*\*\*It is important to note that the syllabus is subject to change, so please consistently check course announcements and the syllabus on Canvas so that you are aware of these changes.

**Safety in classroom:** We will follow university guidelines on returning to campus. We will also continue monitoring whether it remains safe to hold in-person lectures. As of 08/25/21, the university has updated the Guide to Returning to Rutgers document (<https://ipo.rutgers.edu/sites/default/files/Guide%20To%20Returning%20To%20Rutgers.pdf>), and a second document pertaining to returning to classrooms was expected to release soon. Please refer to those guidelines on how to ensure safety during in-person attendance. These include but not limited to: wearing a face cover indoors in classrooms, sanitize hands sufficiently before and after using the rooms, and maintaining at least six feet space from others. \*\*\**Additionally, if you are sick or display symptoms of illness, PLEASE stay home.*

**Students with disabilities:** Any student who feels they need accommodation for a physical or learning disability should contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and read more about Rutgers' policy at <https://ods.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 via Zoom and you may email me in advance to set up an appointment. I welcome and encourage students to contact and meet with me if they have any questions regarding course material or assignments and this information cannot be found in the syllabus.

**Assignments and Grading:** All assignments are due by 11:59pm on their due date. *Late assignments will NOT be accepted.* All assignments should be in 12-point font, double-spaced, and a Word or Pages document (NOT pdf). All assignments must be submitted through Canvas (not emailed). Rubrics for writing assignments will be provided during the class. The course grading breakdown is as follows:

- Class Project Participation (55 total):
  - Intervention planning = 10
  - 1<sup>st</sup> Updated intervention planning = 5
  - 2<sup>nd</sup> Updated intervention planning = 5
  - Demographic and pre-assessments =15
  - Post-assessment = 10
  - Intervention summary log = 10
- Paper Section Drafts (85 total):
  - Introduction = 20
  - Method = 20
  - Results = 15
  - Discussion = 20
  - References = 10
- Peer-review of Paper Sections (30 total):
  - Introduction = 10
  - Method = 10
  - Discussion =10
- Final Research Paper (100 total)

**Total =270 points possible**

A = 90% and higher

B+ = 87-89%

C+ = 77-79%

C = 70-76%

F = Below 60%

B = 80-86%

D = 60-69%

**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 strictly unacceptable. This includes downloading information from the web and pasting it into your paper. Submitting work that you previously submitted for another class or assignment is also plagiarism. Written assignments may be checked for plagiarism using Turnitin, an online plagiarism service. **Any student who plagiarizes on any assignment 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>.

### Course Schedule

**\*\*Note: All assignments are due by 11:59 pm on due date unless otherwise specified. This schedule may be adjusted depending on course progress. \*\***

Date	Topic	Homework Assigned	Homework Due (Due Date)
9/7	<b>Introduction to Psychological Science</b> <i>Course overview, review of scientific methods, introducing project measures and intervention, assigning research IDs</i>	<ol style="list-style-type: none"><li>1. Complete demographic and pre-assessments</li><li>2. Complete intervention planning sheet</li></ol>	
9/14	<b>Literature review</b> <i>Overview, how to look for research articles</i>	<ol style="list-style-type: none"><li>1. Start literature review of the project topic (at least 8 research articles)</li><li>2. Start intervention period on 9/16 and record progress regularly</li></ol>	<ol style="list-style-type: none"><li>1. Demographic and pre-assessments (9/14)</li><li>2. Intervention planning sheet (9/14)</li><li>3. **Start daily intervention on 9/16</li></ol>
9/21	<b>APA Style Writing 1</b> <i>Introduction to APA style, citation and references, research article sections</i>	<ol style="list-style-type: none"><li>1. Continue literature review and create references for articles found</li><li>2. Continue intervention and record progress regularly</li></ol>	<ol style="list-style-type: none"><li>1. Submit 1<sup>st</sup> Updated intervention planning sheet (9/23)</li><li>2. <b>References draft</b> (9/24)</li></ol>
9/28	<b>Introduction Section</b>	<ol style="list-style-type: none"><li>1. Continue intervention and record progress regularly until 9/29</li><li>2. Work on introduction section based on literature review</li></ol>	<ol style="list-style-type: none"><li>1. **End intervention on 9/29</li><li>2. <u>Submit 2<sup>nd</sup> Updated</u> intervention planning sheet (9/30)</li></ol>

		3. Complete post-assessment and intervention summary log	
10/5	<b>Method Section</b>  <b>Peer Review</b>	1. Start method section  2. Peer review introduction section (and provide feedback via tracked changes)	1. <b>Post-assessments (10/5)</b>  2. <b>Intervention summary log (10/5)</b>  3. <b>Introduction section draft (10/8)</b>
10/12	<b>No Lecture</b> <i>Instructor will provide project support and answer questions via Zoom by appointment</i>	1. Continue working on method section	1. Submit <u>peer-reviewed introduction section</u> with tracked changes (10/14)  2. <b>Method section draft (10/15)</b>
10/19	<b>Data Analysis and Results Section</b>	1. Interpret analysis results (Instructor will post results by 10/19)  2. Work on results section  3. Peer review method section (and provide feedback via tracked changes)	1. Submit <u>peer-reviewed method section</u> with tracked changes (10/21)
10/26	<b>No Lecture</b> <i>Instructor will provide project support and answer questions via Zoom by appointment</i>	1. Continue working on results section	1. <b>Results section draft (10/29)</b>
11/2	<b>Discussion Section</b>	1. Work on discussion section	
11/9	<b>No Lecture</b> <i>Instructor will provide project support and answer questions via Zoom by appointment</i>	1. Continue working on discussion section  2. Peer review discussion section (and provide	1. <b>Discussion section draft (11/12)</b>

		feedback via tracked changes)	
11/16	<b>APA Style Writing 2</b> <i>APA style formatting, abstract and title page</i>	1. Work on title page, abstract, and other paper formatting	1. Submit <u>peer-reviewed discussion section</u> with tracked changes (11/18)
11/23	<b>No Lecture</b>  <i>Happy Thanksgiving!</i>		
11/30	<b>No Lecture</b> <i>Instructor will provide project support and answer questions via Zoom by appointment</i>	1. Continue working on title page, abstract, and other paper formatting  2. Work on consolidating assign feedback and integrating all paper sections	
12/7	<b>No Lecture</b> <i>Instructor will provide project support and answer questions via Zoom by appointment</i>		<b>**Final research paper DUE</b> (12/16)

### **Student-Wellness Services:**

#### **Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://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/](http://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/rπregistration-form>.