

**ABNORMAL PSYCHOLOGY LAB  
SUMMER 2021  
01:830:341:H3**

<b>Instructor:</b> Hannah Brinkman, M.S.	<b>Term Duration:</b> 7/12/21 - 8/18/21
<b>Contact:</b> <a href="mailto:hannah.brinkman@rutgers.edu">hannah.brinkman@rutgers.edu</a>	<b>Days/Times:</b> Tue & Thu 1:00pm-5:00pm
<b>Office Hours:</b> By appointment via Zoom	<b>Faculty Supervisor:</b> Edward Selby, Ph.D.

**Zoom info:** <https://rutgers.zoom.us/j/93974678413?pwd=TUd3S3VKNTlHZ2RiQUxwVXExdDVaUT09>

**Texts:**

- Assigned readings will be distributed in class or on Canvas site.
- Online guide for American Psychological Associations (APA) publication style will be used throughout the course.  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_changes\\_7th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html)

**Purpose:**

- 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**. We will learn the basic steps involved in conducting a study in clinical psychology (e.g., formulating hypotheses, choosing measures, collecting and analyzing data).
- 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 (i.e., a research paper) 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.**

**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.

**Office hours:** My office hours are by appointment only via Zoom meeting. We can also meet before or after class if you schedule with me in advance. I welcome and encourage any student to contact me with

any questions concerning an assignment or something covered in class. Please do your best to contact me via email several days in advance if you would like to meet.

**Course website:** If you are properly registered for the course you will have access to the course website through Canvas. The Canvas website has all of the course lectures, homework readings, writing resources, and announcements. Material from each class will be posted to Canvas after each lecture. **The syllabus will be posted online. If you have questions about the course this should be the first place you look for an answer.** It is also vital that you check your email and look at the announcements on the Canvas site. Important updates and tips will be posted through these means.

**\*It is important to note that the syllabus is subject to change, so please consistently check the syllabus on Canvas and come to live zoom class meetings so that you are aware of these changes\***

**Students with disabilities:** Any student who 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. Please submit this letter to me **by the second class** so that I can try to ensure that the course is accessible and inclusive for all students. The Chair of Undergraduate Psychology and I will review your request and may choose to modify it before it is approved.

**Attendance:** Because this course is challenging and covers a lot of material in every class, attendance is **mandatory** for all lectures. Inconsistent attendance will result in a lowered grade. If you must miss a class or will not be able to join class on time, you must notify me via email at least 24 hours in advance. This is with the exception of extenuating circumstances, in which case you will be required to provide official documentation (i.e., dean or doctor's note, religious reason, etc.). **If you miss three or more classes, you will automatically receive an "F" for the course. Missed classes include those to which you were more than 15 minutes late and for which you did not complete attendance and participation questions on Canvas.** If you are more than 15 minutes late, you must complete the attendance and participation questions on Canvas to receive partial attendance credit.

**Assignments:**

- All assignments are due by **11:59pm** on their due date. Please follow APA style guidelines for all written assignments.
- All written assignments will be:
  - Typed in 12-point font (Times or Arial) with double spacing
  - Word or Pages documents (NOT pdfs), unless otherwise specified
  - Submitted online through Canvas (not emailed)

**Late Assignments:** Assignments in this class build on the work from preceding weeks, so it is very important that you stay on track and up to date with all work. Consequently, assignments that are handed in any time after **11:59pm** the day they are due will be docked ten points per day late. **If the assignment is not handed in within forty-eight hours of the due date/time it will be marked a zero.** In addition, I cannot guarantee that I can edit late assignments. **The final paper will be docked 10 points for every day it is handed in late. If the final paper is not handed in within forty-eight hours of the final due date you will automatically receive a zero on the final paper.**

**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 and pasting it into your paper. Submitting work that you previously submitted for another class or assignment is also plagiarism. **All written assignments will be checked for plagiarism using Turnitin and Canvas's plagiarism checking 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>

**Extra Credit:** Write a 1-page literature review on a clinical psychology research article for 5 extra credit points at any point during the semester (limited to 1 review)

- You must send me the article you plan to write about beforehand, so that I can approve it.
- All literature reviews must be submitted by **Thursday August 5<sup>th</sup> by 11:59pm.**

**Grading:**

Course Component	Point Breakdown
<b>Daily Intervention (50 pts)</b>	
Demographic and Pre-Intervention Assessments	15 pts
Intervention Planning Log	10 pts
Intervention Logs	15 pts
Post-Intervention Assessment	10 pts
<b>Paper Section Drafts (90 pts)</b>	
Abstract	5 pts
Introduction	20 pts
Method	20 pts
Results	15 pts
Discussion	20 pts
References	10 pts
<b>Peer Review of Paper Sections (40 pts)</b>	
Abstract	5 pts
Introduction	10 pts
Method	10 pts
Discussion	10 pts
References	5 pts
<b>Final Paper (100pts)</b>	100 pts
<b>Attendance &amp; Class Participation (20 pts)</b>	20 pts
<b>Total</b>	<b>300*</b>

*\*Total possible points equals 305; this breakdown accounts for 5 extra credit points built in for cushion.*

<b>A = 90% and higher</b>	<b>C+ = 77-79%</b>	<b>F = Below 60%</b>
<b>B+ = 87-89%</b>	<b>C = 70-76%</b>	
<b>B = 80-86%</b>	<b>D = 60-69%</b>	

### Schedule of Classes and Assignments

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

Week: Class	Date	Topic	Homework Assigned	Homework Due (Due date)
Week 1: Class 1	Tue 7/13	<ul style="list-style-type: none"> <li>➤ Review of Psychological Science:                             <ul style="list-style-type: none"> <li>○ Intro to class</li> <li>○ Review of Scientific Method</li> </ul> </li> <li>➤ Study Design</li> </ul>	<ul style="list-style-type: none"> <li>○ Complete demographic and pre-intervention assessments</li> </ul>	
Week 1: Class 2	Thu 7/15	<ul style="list-style-type: none"> <li>➤ CBT Intro to CBT framework + intervention</li> </ul>	<ul style="list-style-type: none"> <li>○ Complete intervention planning sheet</li> <li>○ Read David et al. (2018) &amp; Gawrysiak et al. (2009) articles.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demographic and pre-intervention assessments (Thu 7/15)</li> </ul>
Week 2: Class 3	Tue 7/20	<ul style="list-style-type: none"> <li>➤ Literature Reviews</li> </ul>	<ul style="list-style-type: none"> <li>○ Start literature review of project topic.</li> <li>○ Read Frederique (2013) article</li> <li>○ Complete daily intervention over upcoming week (7/21-7/27)</li> <li>○ Complete intervention log #1</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention planning sheet (Mon 7/19)</li> </ul>
Week 2: Class 4	Thu 7/22	<ul style="list-style-type: none"> <li>➤ APA Writing &amp; Introduction Section</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue daily intervention (7/21-7/27)</li> <li>○ Continue lit. review and create reference list (at least 8 research articles)</li> <li>○ Begin Intro section</li> <li>○ Complete intervention logs #2 &amp; #3</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention log#1 (Wed 7/21)</li> </ul>
Week 3: Class 5	Tue 7/27	<ul style="list-style-type: none"> <li>➤ Independent work and Peer review of introduction and reference sections</li> </ul>	<ul style="list-style-type: none"> <li>○ Complete post-intervention assessment</li> <li>○ Complete peer review of classmate introduction and reference list</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention log #2 (Fri 7/23)</li> <li>○ Intervention log #3 (Mon 7/26)</li> <li>○ Final reference list (Mon 7/26)</li> <li>○ Completed Daily intervention (7/21-7/27)</li> </ul>
Week 3: Class 6	Thu 7/29	<ul style="list-style-type: none"> <li>➤ Methods Section                             <ul style="list-style-type: none"> <li>○ Overview of how to write a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin Methods section</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduction draft (Wed 7/28)</li> </ul>

		methods section	➤ Complete Peer review of classmate introduction and reference list	○ Complete post-intervention assessment (Thu 7/29)
Week 4: Class 7	Tue 8/3	➤ Results Section <ul style="list-style-type: none"> <li>○ Interpreting intervention findings</li> <li>○ How to write a results section</li> </ul> ➤ Independent work and Peer Review of Methods	➤ Begin Result section ➤ Complete peer review of classmate Method section	○ Peer review of classmate introduction and reference list (Mon 8/2)
Week 4: Class 8	Thu 8/5	➤ Discussion Section <ul style="list-style-type: none"> <li>○ How to write a discussion section</li> </ul> ➤ Writing the Abstract	➤ Complete Results section ➤ Complete peer review of classmate Method section ➤ Begin Discussion and Abstract	○ Methods draft (Wed 8/4) ○ *Optional Extra Credit (Thu 8/5)
Week 5: Class 9	Tue 8/10	➤ Independent work and Peer review of classmate's discussion and abstract	➤ Complete peer review of classmate discussion and abstract sections	○ Results draft (Mon 8/9) ○ Peer review of classmate's Method section (Mon 8/9) ○ *Optional: submit request for individual meeting appt. (Tue 8/10)
Week 5: Class 10	Thu 8/12	➤ Independent work and integrate peer feedback. ➤ Instructor will also hold (optional) brief individual meetings during this lecture period to provide additional support	➤ Integrate peer feedback and complete final paper	➤ Discussion & Abstract draft (Wed 8/11) ➤ Peer review of classmate discussion and abstract section (Thu 8/12)
Week 6:	Tue 8/17	<i>*No class on this date*</i>	<b>*FINAL PAPER DUE MONDAY 8/16 BY 11:59pm*</b>	

## **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/rregistration-form>.