

# PSY 303: Research Methods in Psychology: Clinical

Fall 2018, University of Oregon

CRN: 15284

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**Office Hours:** Wed 1:30-3:30

**Teaching Assistants for Fall 303 classes:** Grace Binion & Karlena Ochoa

**Course Meeting Times:** Mon & Wed 8:30-9:50 **Location:** Straub 008

## Course Materials

### (1) Books (required)

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. (Available at Duckstore)
- ◆ Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4<sup>th</sup> ed.). New York: Longman. (Available at Duckstore)

### (2) PDF files on Canvas (required) <http://canvas.uoregon.edu>

Other course materials (handouts, assignments) will be posted on the Canvas site.

## Helpful resource on common errors in academic writing and how to avoid them (recommended)

Clark, H. H. (1999). Everyone can write better (and you are no exception).

<http://homepages.ed.ac.uk/martinc/msc/doc/hc.pdf>

## Course Description

This course will focus on building your skills as a *producer* of research. As you gain more insight into the research process, you will also improve your skills as a critical consumer of psychological research. The course emphasizes hands-on practice for building the skills you need to conduct your own research and evaluate the research of others. Using existing data sets collected by UO professors, grad students, or their colleagues, each student will develop hypotheses based on a review of relevant literature, analyze the data to test those hypotheses, and write up, revise, and present the results of that work in either two short reports or a longer two-study paper completed in two stages. You will revise and improve your drafts based on feedback on your writing from instructors, fellow students, and peer tutors. The final written products will include a correlational research study and a related experimental or quasi-experimental research study. You will also collaborate with other students on two presentations: a summary of literature and a “future directions” research proposal in poster form.

This is the final course in the 301-303 foundation series. You will be building on the critical thinking skills that you practiced in PSY 301 and the data analysis skills that you gained in PSY 302 to design, implement, analyze, draw conclusions from, write up, and present scientific research in psychology.

This course may be repeated for credit a maximum of one time provided there is a change in topic.

## Topic Description for Clinical

For this course, Research Methods in Psychology: Clinical Psychology, will emphasize asking research questions that are unique to clinical psychology (e.g., How does mood impact concentration?), finding literature in clinical psychology journals, using research designs that are common in clinical psychology (e.g., repeated-measures designs), collecting data typical of clinical psychology experiments (e.g., depressive or anxiety symptoms), and conducting appropriate statistical procedures (e.g., related-samples t-tests, correlations, and multiple regressions).

## Learning Objectives

- ◆ Literature review: Find psychological studies relevant to your topic, identify research questions and hypotheses in those articles, and critically evaluate the research design and quality of evidence presented.
- ◆ Conduct your own research: Generate research questions and hypotheses, choose and apply appropriate basic statistical analysis techniques for specific research questions and specific data sets.
- ◆ Analyze, interpret, and communicate your findings: Introduce the background literature on which your hypotheses are based, describe the methods, and summarize and discuss the results in an APA-style report.
- ◆ Collaborate: Working with others, develop an original research study using your own method and design.

## Student Workload

This course is worth 4 credits toward your degree, the equivalent of 120 hours of work across the term. You will spend 3 hours in class each week. The rest of the time will be spent completing homework assignments that develop the foundations for your writing assignments (2-5 hours each), final drafts of the two research projects (30 hours) and the two presentations (about 20 hours). The workload will be less at the beginning of the term, increase as we tackle lengthier writing assignments, and then peak towards the end of the term when you are conducting, analyzing, writing up, and presenting your research.

## Expectations and Grading

### Paper Assignments

You will write up one study based on a correlational analysis, and one study based on an experimental or quasi-experimental analysis. The two papers must be written independently, but you will get plenty of feedback as you submit drafts of the sections as homework assignments, and feel free to seek out additional feedback beyond what is already required by course assignments. If someone else writes the paper for you, however, or you plagiarize the writing of others, that's academic misconduct. ***Don't do it.***

### Homework

Assignments include generating hypotheses, reviewing research articles, providing feedback on other students' drafts, and draft sections (introduction, methods, results, discussion) that will be revised and integrated into your final papers. Homework assignments should be written independently. **NOTE:** *Late homework assignments will earn half credit and will not be accepted beyond a week from the due date unless advance approval is negotiated. Late peer reviews will earn no credit if they are no longer useful.*

### Consult 303 Peer Tutors

303 Peer Tutors, located in Straub 237A, are available to provide feedback on your drafts. They excelled in 303 themselves and have received extra training on how to help current 303 students improve their scientific communication skills. All students must consult a 303 tutor for feedback during Weeks 4-6, before turning in their final version of Paper 1. Email [psy303tutors@uoregon.edu](mailto:psy303tutors@uoregon.edu)

### Class Presentations

During the first part of the course, you will collaborate with other students to review and present relevant background literature for the correlational paper. During the last week of classes, you will present a future directions poster developed with one or more other students.

- Literature Review: Your presentation should include background information from two articles. It should emphasize the specific findings from the background literature and show how they relate to specific hypotheses for the correlational study.
- Future Directions Poster: Your poster should include relevant background information, your research questions or hypotheses, and details about the planned method for collecting data to test your predictions.

### Class Attendance and Participation

Regular attendance is essential for success in this course. Much of what you learn in this course will come from hands-on experiences and activities, including giving and receiving feedback on drafts of the papers.

### Classroom Etiquette

Please mute your cell phones before class. If you use a laptop to take notes, please do not browse the web as it is distracting to those around you. As it is an early class, it is okay if you have some snacks – just do not create distracting noises or smell.

Final grades in this course will be determined by the following:

- ◆ Homework + 303 tutor consultation: 15%
- ◆ Papers: 60% (25% correlational, 35% experimental)
- ◆ Presentations: 20% (5% lit review, 15% poster)
- ◆ Attendance/In-Class Participation, including in-class Peer Review: 5%

### **Grading**

Psychology department guidelines for the level of achievement required for each grade can be found here: <http://psychology.uoregon.edu/courses/department-grading-standards/> Grading cutoffs are as follows:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%

### **Academic Honesty**

**All work submitted in this course must be your own.** The use of sources must be properly acknowledged and documented (*when in doubt, cite! If still unsure, ask!*), and although seeking feedback on drafts is

required, you must write your papers yourself (no copying from other students, or having someone else write the paper for you). If I suspect academic dishonesty (cheating, plagiarism, etc.) I will contact you directly to discuss the issue, and will report it to the Office of Student Conduct and Community Standards unless the discussion convinces me that my suspicions are unwarranted. My preferred sanction is a failing grade for the paper or the course, depending on the severity of the violation. The Student Conduct Committee may decide on additional actions. If you are unclear about what constitutes academic dishonesty, see the Student Conduct Code: <https://studentlife.uoregon.edu/conduct>

## Special Accommodations

### Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please meet with the instructor as soon as possible and request that a counselor at the Accessible Education Center ([uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), (541) 346-1155) send a letter detailing what accommodations are appropriate. For a list of resources provided by the Accessible Education Center, see <http://aec.uoregon.edu>.

### If Writing Is a Particular Challenge for You

If you think you may have extra challenges with writing assignments, whether because English is not your native language or because your writing skills are weak for other reasons, please plan on consulting the writing tutors at the Tutoring and Learning Center (TLC) on the 4<sup>th</sup> floor of Knight Library. Drop in hours can be found here: <https://tlc.uoregon.edu/subjects/writing/>

## Homework Assignments & Course Schedule

HW = homework assignment; P1/P2 = papers; PRES = presentation

<b>Homework (15%)</b> <i>Submit on Canvas; Late Homeworks Earn Half Credit</i>		
HW1: Th 9/27, 5 pm	Choosing a Research Question & Defining the Hypothesis(es)	P1
HW2: Wed 10/3, 1 pm	Research Article Summaries & References	P1
HW3: Fri 10/12, 5 pm	Draft Introduction & Method	P1
HW4: Fri 10/19, 5 pm	Results Output, Write-up, & Draft Discussion	P1
HW5: Wed 10/24, 1 pm	Peer Editing for Correlational Paper	P1
HW6: Wed 10/31, 1 pm	Draft Abstract for Correlational Paper	P2
HW7: Wed 11/7, 1 pm	Research Article Summaries, Reference List, & Hypothesis(es)	P2
HW8: Mon 11/12, 1 pm	Experimental Results Output, Write-up, & Draft Discussion	P2
HW9: Mon 11/19, 1 pm	Peer Edit for Experimental Paper	P2

## Course Schedule

Refer to the schedule to guide you through the course. Submit homework and papers on time to avoid late penalty. Presentations are in class. Mark your calendars with due dates for all assignments at the beginning of the term to help with time management.

*HW = homework assignment; P = paper assignment, PRES = presentation*

Week	Date	Class Topic and Activity	Assigned	Due
<b>1</b>	9/24	Syllabus, Introduction to Class Topic, Choosing RQs	<b>HW1, P1</b>	
	9/26	Finding research articles using PsycINFO & Google Scholar; APA Citations & References; Intro to Data Set	<b>HW2</b>	
<i>Thurs Sept 27, 5pm</i>				<b>HW1 by 5 PM</b>
<b>2</b>	10/1	Writing an Introduction, Literature as Empirical Evidence, Correlational Paper Guidelines	<b>PRES1</b>	
	10/3	Groups develop plan for Literature Review Presentation	<b>HW3</b>	<b>HW2 by 1 PM</b>
<i>Be in touch with your group members before Monday class to finalize presentation plan!</i>				
<b>3</b>	10/8	PRES1: In-Class presentation of Literature Reviews		<b>PRES1 in class</b>
	10/10	Writing a Method Section	<b>HW4</b>	
<i>Friday Oct 12, 5pm</i>				<b>HW3 by 5 PM</b>
<b>4</b> Tutor	10/15	Workshop Selected Intro/Method Drafts + Peer Review	<b>HW5</b>	
	10/17	Data Analysis & Results; Writing a Discussion		
<i>Friday Oct 19, 5pm: Selected students consult 303 Tutors this week</i>				<b>HW4 by 5 PM</b>
<b>5</b> Tutor	10/22	Workshop Some Results/Discussions; Peer Assignments		
	10/24	Peer Feedback Sessions in Class		<b>HW5 by 1 PM</b>
<i>Fri Oct 26, 5pm: Selected students consult 303 Tutors this week</i>				
<b>6</b> Tutor	10/29	Correlational Paper Abstract Writing & Appendix	<b>HW6</b>	
	10/31	Abstract Workshop and Peer Review		<b>HW6 by 1 PM</b>
<i>Fri Oct 25, 5pm: <b>Paper 1 Due</b>; Selected students consult 303 Tutors this week</i>				<b>*P1 Due*</b>

Week	Date	Class Topic and Activity	Assigned	Due
<b>7</b>	11/5	Introduction to Experimental Paper	<b>HW7, P2</b>	
	11/7	Experimental Data Analysis	<b>HW8</b>	<b>HW7 by 1 PM</b>
<i>Fri Nov 9, 5pm: Optional (recommended) Peer Tutor Consultations this week</i>				
<b>8</b>	11/12	Making Figures and Tables; Peer Review Assignments	<b>HW9</b>	<b>HW8 by 1 PM</b>
	11/14	Workshop Experimental Papers-in-Progress		
<i>Mon-Fri: Optional (recommended) Peer Tutor Consultations this week</i>				
<b>9</b>	11/19	PRES2 Groups formed; In class Peer Review	<b>PRES2</b>	<b>HW9 by 1 PM</b>
	11/21	Poster Building Workshop for PRES2		
<i>Mon-Wed: Optional (recommended) Peer Tutor Consultations this week</i>				
<b>10</b>	11/26	PRES2: Poster Presentations & Peer Review P2		<b>PRES2(1/2)</b>
	11/28	PRES2: Poster Presentations & Peer Review P2		<b>PRES2 (2/2)</b>
<i>Wed Dec 5 2pm: Submit <b>Paper 2</b> on Canvas: <b>DON'T BE LATE!!</b></i>				<b>*P2 by 2 PM*</b>

**Note: Changes may be made to this course schedule.**