

**PSY 303: RESEARCH METHODS IN PSYCHOLOGY -  
CLINICAL University of Oregon  
Spring 2018**

**Instructor:** Monika N. Lind, M.S.

**Email:** [mlind2@uoregon.edu](mailto:mlind2@uoregon.edu) (see email policy below)

**Office:** Straub 364

**Office Hours:** Wednesday, 10am-12pm

**Course Meeting Times:** Tuesday/Thursday, 8:30-9:50am

**Location:** Straub 006 (in the basement)

**Email/Canvas Message Policy**

- Do your best to write polite emails (for guidance about this, see: <https://englishlive.ef.com/blog/career-english/write-perfect-professional-email-english-5-steps/>).
- Check the syllabus and Canvas before emailing me questions. If you email me a question whose answer is on the syllabus, I will reply by telling you to check the syllabus.
- I will do my best to reply to your emails within 2 business days. If I do not reply within 2 business days, please email me again since I may have missed your email.

**Course Materials**

- PDF files on Canvas (required)
  - All required course materials (handouts, assignments) will be posted on the Canvas site.
- Helpful resources (recommended)
  - 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)

**Course Description**

This course will focus on building your skills as a *producer* of high quality original research, although in the process, you will also improve your skills as a consumer. The course emphasizes hands-on practice for building the skills you need to conduct your own research and evaluate the research of others. You and your classmates will be working together to design, analyze, and discuss your research. In addition, you will be individually writing up your research throughout the term in separate writing assignments. You will receive feedback on your writing, and throughout the term, you will revise your writing assignments and synthesize them into two main research papers based on a correlational research study, and a related experimental research study. You will also present your research projects to the class to gain practice communicating research effectively.

This course is the final course in the 301-303 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 in order 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**

This class will emphasize asking research questions that are unique to clinical psychology (e.g., What treatments work best for people with PTSD?), finding literature in clinical psychology journals, using research designs that are common in clinical psychology (e.g., randomized clinical trials), collecting data

typical of clinical psychology studies (e.g., using self-report scales with established reliability and validity), and conducting appropriate statistical procedures (e.g., testing moderation effects using linear regression).

### **Learning Objectives**

- Review existing psychological literature: perform effective literature searches, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and quality of evidence presented
- Conduct your own original research: generate research questions and hypotheses, evaluate ethical considerations, design materials to measure variables, and collect data
- Analyze, interpret, and communicate your findings: choose appropriate basic statistical analysis techniques for specific research questions and specific data sets, perform basic data analyses, and summarize the results in an APA-style report and an oral presentation

### **Student Workload**

When you complete this course, you will earn 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours per week will be spent completing assignments. The bulk of the work for this course will come from 5 homework assignments (about 3 hours each), 6 writing assignments (about 45 hours total), and the 2 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 own research studies.

### **Classroom Conduct**

Please be respectful of me and your fellow students in the following ways:

- *Technology*: Do not use technology (computers, tablets, cell phones, etc.) for non-class related purposes like social media or texting friends. Research shows that divided attention reduces learning. More importantly, it is distracting to those around you. I will ask you to leave if you do not follow this rule.
- *Interruptions*: Do not talk or whisper while others are talking. I will ask you to leave if you do not follow this rule.
- *Inclusivity*: My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, immigration status, religion, language, and culture. Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics. Please let me know (in person or via email) if you experience discrimination in this class.

### **Expectations and Grading**

I will grade your performance in this class out of 400 points total. I will NOT accept late assignments, except in the case of a documented emergency or AEC accommodation.

#### Writing Assignments (280 points)

The writing assignments in this course are scaffolded, such that by the time you are writing your final paper, you will have practiced and received feedback on each of the components of an APA-style research report. There will be 5 writing assignments in this course, culminating in 2 major papers. These writing assignments include an introduction (40 points), method section (20 points), combined introduction and method section (20 points), and the final correlational and experimental papers (100 points each). In addition to getting feedback on your writing from me, you will exchange your writing with peer reviewers

(classmates), who will provide you with written feedback. I encourage you to seek feedback on drafts from group members, friends, tutors, and instructors. However, you must do all of the actual writing yourself.

#### Class Presentations (60 points)

In this course, you will conduct research with a small group of your classmates. During week 2 of the term, your group will present a review of background literature for the correlational paper. During week 10 of the term, your group will present a future directions poster based on the results of the experimental paper. The two presentations are worth 30 points each.

#### Homework (40 points)

There will be 5 homework assignments in this course, each worth 8 points. Homework assignments will include generating hypotheses, reviewing research articles, and peer editing others' writing assignments. Homework assignments are generally due at the start of class unless otherwise noted.

#### Class Attendance and Participation (20 points)

Regular attendance is essential for doing well in this course. I will take attendance each day. There are 20 class sessions, so missing 1 class will cost you 1 point. The good news is that losing 1 point out of 400 total will only lower your final grade by a quarter of a percentage point, or 0.25%.

#### Final Grades

To help you understand the relative importance of each group of assignments, here is the percentage breakdown of how each group of assignments will contribute to your final grade:

- Writing Assignments: 70%
- Presentations: 15%
- Homework: 10%
- Attendance: 5%

Grades will be distributed as follows:

POINTS	GRADE
388+	A+
360-387	A
348-359	B+
320-347	B
308-319	C+
280-307	C
268-279	D+
240-267	D
0-239	F

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: <http://psychology.uoregon.edu/courses/departement-grading-standards/>

#### Academic Honesty

*All work submitted in this course must be your own.* I will use Vericite to check your assignments for plagiarism. Plagiarism will result in a failing grade on any assignment. Violations will be taken very seriously and are noted on student disciplinary records. If you have any questions about what constitutes academic dishonesty, please ask me. For more information, see the UO website regarding academic honesty at: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx>

## **Accommodations and Resources**

### Accessible Education Center (AEC)

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. I also encourage you to contact the Accessible Education Center (AEC) in 155 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). If you are already connected to the AEC, please request that an AEC counselor send a letter to me verifying your disability. For more information about the AEC, please see: <http://aec.uoregon.edu>

### Students for Whom English is a Second Language

If English is not your first language, and you think you may have trouble in this course due to language difficulties, please see the instructor as soon as possible to make any necessary special arrangements.

### Member of UO Sports Team

If you are a member of an UO sports team that travels this term, please contact me as soon as possible.

### Unexpected Circumstances

If unexpected circumstances prevent you from completing an assignment or attending class, please let me know as soon as possible. If you need to request an extension, please provide documentation via email of the emergency circumstances that justify the extension. You will be much more likely to receive an extension if you can demonstrate that you started the assignment well ahead of the deadline.

### 303 Tutors

The psychology department provides peer tutors for PSY 303. These peer tutors performed exceptionally well when they took PSY 303. They are located in the Straub 2<sup>nd</sup> floor computer lab. They generally post their hours of operation during week 1 or 2; I will update this section when I receive that information.

### Writing Help at the Teaching and Learning Center

The Teaching and Learning Center offers free, one-on-one writing help, no appointment necessary. They are located on the 4<sup>th</sup> floor of Knight Library. Their hours during winter term were Mon-Thurs, 9am-7pm, and Friday, 9am-5pm; I will update this section with their spring hours when I receive that information.

### TRiO SSS

TRiO Student Support Services is a federally-funded college retention program that helps undergraduates meet the rigors of higher education and graduate from UO. Benefits include academic advising, academic support, financial assistance, and space and referrals. To be eligible for TRiO SSS, students must meet one of the following criteria: (1) neither parent earned a bachelor's degree, or (2) low-income status, or (3) a documented disability as verified by the AEC. Because TRiO SSS is federally funded, you must be a US citizen or permanent resident to participate.

### Course Schedule

HW = homework assignment; WR = writing assignment; PR = presentation

Date	Topic	Due Dates
4/3: Day 1	<ul style="list-style-type: none"> <li>- Syllabus &amp; Topic Overview</li> <li>- Review of Statistical Concepts</li> <li>- Introduction Section Guidelines</li> <li>- Using Google Scholar &amp; psycINFO for literature searches</li> </ul> <p><b>HW1: Correlational Hypothesis &amp; Research Article</b> <b>WR1: Correlational Introduction</b></p>	
4/5: Day 2	<ul style="list-style-type: none"> <li>- APA Citations &amp; References Guidelines &amp; Activity</li> <li>- Literature Presentation Guidelines</li> <li>- Article Discussions in Groups</li> <li>- Literature Search</li> </ul> <p><b>HW2: APA References &amp; Citations</b> <b>PR1: Literature Presentation</b></p>	<b>HW1 Due</b>
4/8	LAST DAY TO DROP CLASS (the class will not appear on your transcript)	<b>WR1 Due Sunday @ 5pm</b>
4/10: Day 3	<ul style="list-style-type: none"> <li>- Method Section Guidelines</li> <li>- Survey Design Activity</li> <li>- Introduction to Qualtrics</li> </ul> <p><b><u>Reminder:</u> Submit Surveys for Correlational Study</b></p> <p><b>WR2: Updated Intro + Method Section for Peer Editing</b></p>	<b>HW2 Due</b>
4/12: Day 4	<b>Literature Presentations</b>	<b>PR1 Due</b>
4/17: Day 5	<ul style="list-style-type: none"> <li>- Descriptives &amp; Reliability Analysis in SPSS</li> <li>- Finish Qualtrics Surveys for Correlational Study</li> </ul>	<b>Survey Submissions Due by End of Class</b>
4/19: Day 6	<ul style="list-style-type: none"> <li>- Ethics of Research</li> <li>- Components of IRB Forms</li> </ul> <p><b>HW3: Peer Edit Correlational Intro + Method Sections</b></p>	<b>WR2 Due</b> <b>**Bring 2 paper copies of WR2 to class for peer review**</b>
		<b>Data Collection</b>

4/24: Day 7	<ul style="list-style-type: none"> <li>- Results Section Guidelines</li> <li>- Correlational Data Analysis &amp; Interpretation</li> <li>- Tables &amp; Figures</li> </ul> <p><b>WR3: Final Correlational Paper</b></p>	<b>HW3 Due</b>
4/26: Day 8	<ul style="list-style-type: none"> <li>- Discussion Section Guidelines</li> <li>- Data Analysis Workshop</li> <li>- Correlational Results Write-Up</li> </ul>	
5/1: Day 9	<ul style="list-style-type: none"> <li>- Final Correlational Paper Guidelines</li> <li>- Title Page, Abstract, &amp; Appendix</li> <li>- Discussion of Results with Other Groups</li> </ul>	
5/3: Day 10	<ul style="list-style-type: none"> <li>- Writing Workshop</li> </ul>	
5/6		<b>WR3 Due Sunday @ 5pm</b>
5/8: Day 11	<ul style="list-style-type: none"> <li>- Introduction to Experimental Design</li> <li>- Experimental Research Topic</li> <li>- Choose a Research Question &amp; Hypothesis</li> </ul> <p><b>HW4: Experimental Hypothesis &amp; Research Article</b></p>	
5/10: Day 12	<ul style="list-style-type: none"> <li>- Modeling Experimental Predictions &amp; Discussion on Interactions</li> <li>- Article Discussions in Groups</li> </ul>	<b>HW4 Due by 11:59pm</b>
5/15: Day 13	<ul style="list-style-type: none"> <li>- Introduction &amp; Method Section Guidelines</li> </ul> <p><b>WR4: Experimental Introduction &amp; Method Section</b></p>	
5/17: Day 14	<ul style="list-style-type: none"> <li>- Literature Search &amp; Method Section Workshop</li> </ul>	
5/20	LAST DAY TO WITHDRAW FROM CLASS (a "W" will appear on your transcript but will not affect your GPA)	
5/22: Day 15	<ul style="list-style-type: none"> <li>- Results Section Guidelines</li> <li>- Factorial ANOVA Analysis &amp; Interpretation</li> </ul> <p><b>HW5: Peer Edit Experimental Intro + Method Sections</b></p>	<p><b>WR4 Due</b>  <b>**Bring 2 paper copies of WR4 to class for peer review**</b></p>
5/24: Day 16	<ul style="list-style-type: none"> <li>- Data Analysis Workshop</li> <li>- Experimental Results Write-Up</li> </ul>	

5/29: Day 17	<ul style="list-style-type: none"> <li>- Discussion Section Guidelines</li> <li>- Experimental Poster Presentation Guidelines</li> </ul> <p><b>PR2: Experimental Poster Presentations</b> <b>WR5: Final Experimental Paper</b></p>	<b>HW5 Due</b>
5/31: Day 18	- Final Experimental Paper Guidelines	
6/5: Day 19	- Writing & Poster Workshop	
6/7: Day 20	<b>Experimental Poster Presentations</b>	<b>PR2 Due</b>
6/11- 6/15	FINAL EXAMS WEEK	<b>WR5 Due by Wednesday, June 13<sup>th</sup>, @ 5PM</b>

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