

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

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Office: Straub 494 | **Office Hours:** Mondays 10:00am-11:00am
Course Meeting Times: Mondays and Wednesdays 8:30am-9:50am
Location: Straub 008

I. Course Description:

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 will focus on building your skills as both a *producer* and *consumer* of research. 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 may be repeated for credit a maximum of one time provided there is a change in topic.

II. Topics Description:

Each topics course will focus on research production skills, but the nature of the research and the specific tools that are used will differ by topic.

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).

As a comparison, Research Methods in Psychology: Social Psychology will emphasize asking research questions that are unique to social psychology (e.g., What factors reduce conformity? How stable are first impressions of people?), finding literature in social psychology journals, using research designs that are common in social psychology (e.g., between-subjects designs, with different “primes” used to establish experimental conditions), collecting data typical of social psychology experiments (e.g., using self-report scales with established reliability), and conducting appropriate statistical procedures (e.g., factorial ANOVAs, multiple regression).

III. 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.

IV. Course Materials

1. PDF files on Canvas (required)

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

2. 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* (4th ed.). New York: Longman. (Available at Duckstore)

V. Student Workload:

When you complete this course, you will earn 4 credits toward your degree. Four credits are 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 will be spent completing assignments. The bulk of the work for this course will come from five homework assignments (about 3 hours each), five writing assignments (about 45 hours total), 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 own research studies.

VI. Classroom Policies:

A. Attending Lectures: I do not take attendance, which means that your choosing to come to class is up to you. I can guarantee you will get more out of this course if you attend all lectures. Much of what you learn in this course will come from hands-on experiences and activities in the classroom. I will often ask you to complete short exercises in class. I will post the lectures after class. However, you should not rely on the posted lectures as a substitute for attending class, because I will often elaborate on bullet points within the slides.

B. Classroom Etiquette: Please turn off 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.

C. Academic Misconduct: Please familiarize yourself with the University of Oregon's classroom misconduct code, found at <http://conduct.uoregon.edu>. I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the University. In addition, you will receive a zero on any assignment in which you cheat or plagiarize and may fail the course. All graded work in this course is to be completed independently, except for group assignments.

D. Special Accommodations:

- Student Athletes: If you are a student athlete and anticipate needing special accommodations in this course, please make arrangements to meet with me soon. Please request that your coach send me a letter verifying your athletic status.
- Students with Special Needs: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. For students with special needs, please request that the Counselor for Students with Disabilities (uoaec@uoregon.edu, tel. 541-346-1155) send me a letter verifying your disability. For a list of resources provided by the Accessible Education Center, please see <http://aec.uoregon.edu>.
- Students for Whom English is a Second Language: If you are a non-native English speaker and 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.

E. Diversity and Respect for Others: It is the policy of the University to support and value diversity. To do so requires that we respect the dignity and essential worth of all individuals and promote a culture of respect throughout the University community. Course content, including class discussions, projects and activities, and assignments, rests on the assumption that human diversity is normative and is an appropriate focus of attention. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the Bias Response Team at 346-2037 or <http://bias.uoregon.edu>.

VII. Grading:

Your grade will be derived from homework, writing assignments, and class presentations. The total class points are out of 100. Therefore, class points and percentages are the same in this course.

A. Homework:

There will be five homework assignments in this course. 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. Late homework assignments will be penalized by 10% per day after the deadline. Because homework assignments build off of each other, no homework assignments will be accepted more than 1 week late. These homework assignments should be completed independently unless otherwise noted.

B. Writing Assignments:

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 five writing assignments in this course, culminating in two major papers. These writing assignments include an introduction, method section, and the final correlational and experimental papers. In addition to getting feedback on your writing from your instructor, you will exchange your writing with peer reviewers (classmates), who will provide you with written feedback. Each of the smaller writing assignments is worth 5-10% of your grade, with the exception of the complete papers, which are each worth 15% of your course grade. Late writing assignments will be penalized by 10% per day that they are late. All writing assignments must be completed independently, however, receiving feedback on drafts from group members, friends, tutors, and instructors is encouraged and completely appropriate. In all cases you must not have the writing done for you.

C. Class Presentations:

In this course, you will be conducting research with a small group of your classmates. During the first part of the course, you will be presenting a review of background literature for the correlational paper. During the

last week of classes, your group will present a future directions poster based on the results of the experimental paper.

- Literature Review Presentation: Your presentation should include background information from two articles relating to the correlational topic. It should emphasize the specific findings from the background literature and show how they may relate to the specific hypotheses of the correlational study.
- Future Directions Poster Presentation: Your presentation should include relevant background information, details about the methods, your results, a discussion of the significance of the results, and ideas for future research or improving upon your research study including hypotheses, proposed methods, and predictions. The first presentation is worth 6% of your grade, the poster presentation is worth 6%.

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

- HW: 10%
 - HW1 Correlational Hypothesis 2%
 - HW2 APA References & Citations 2%
 - HW3 Peer Response Correlational Intro 2%
 - HW4 Experimental Hypotheses 2%
 - HW5 Peer Response Experimental Intro 2%
- Writing: 70%
 - WR1: Correlational Introduction 10%
 - WR2: Updated Intro and Method 5%
 - WR3: Correlational Final Paper 25%
 - WR4: Experimental Intro and Method 5%
 - WR5: Final Experimental Paper 25%
- Presentations: 12%
 - Presentation 1: Literature Presentation 6%
 - Presentation 2: Poster Presentation 6%
- In-Class Participation: 8%

Grades will be distributed as follows:

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A 93-97%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

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

Course Schedule

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

Date	Topic	Due Dates
4/2: Day 1 Monday	<ul style="list-style-type: none"> - Syllabus & Topic Overview - Review of Statistical Concepts - Introduction Section Guidelines - Using Google Scholar & psycINFO for literature searches <p>HW1: Correlational Hypothesis & Research Article WR1: Correlational Introduction</p>	
4/4: Day 2 Wednesday	<ul style="list-style-type: none"> - APA Citations & References Guidelines & Activity - Literature Presentation Guidelines - Article Discussions in Groups - Literature Search <p>HW2: APA References & Citations PR1: Literature Presentation</p>	HW1 Due at 12:00pm
		WR1 Due Sunday at 5pm
4/9: Day 3 Monday	<ul style="list-style-type: none"> - Method Section Guidelines - Survey Design Activity - Introduction to Qualtrics <p><u>Reminder:</u> Submit Surveys for Correlational Study</p> <p>WR2: Updated Intro + Method Section for Peer Editing</p>	HW2 Due at 12:00pm
4/11: Day 4 Wednesday	Literature Presentations	PR1 Due
4/16: Day 5 Monday	<ul style="list-style-type: none"> - Descriptives & Reliability Analysis in SPSS - Finish Qualtrics Surveys for Correlational Study 	Survey Submissions Due by End of Class
4/18: Day 6 Wednesday	<ul style="list-style-type: none"> - Ethics of Research - Components of IRB Forms <p>HW3: Peer Edit Correlational Intro + Method Sections</p>	WR2 Due (bring 2 hard copies of your introduction & method sections to class)
		Data Collection

4/23: Day 7 Monday	<ul style="list-style-type: none"> - Results Section Guidelines - Correlational Data Analysis & Interpretation - Tables & Figures 	HW3 Due at 12:00pm
4/25: Day 8 Wednesday	<ul style="list-style-type: none"> - Discussion Section Guidelines - Data Analysis Workshop - Correlational Results Write-Up 	
4/30: Day 9 Monday	<ul style="list-style-type: none"> - Final Correlational Paper Guidelines - Title Page, Abstract, & Appendix - Discussion of Results with Other Groups <p>WR3: Final Correlational Paper</p>	
5/2: Day 10 Wednesday	<ul style="list-style-type: none"> - Writing Workshop 	
		WR3: Final Correlational Paper Due Sunday @ 5pm
5/7: Day 11 Monday	<ul style="list-style-type: none"> - Introduction to Experimental Design - Experimental Research Topic - Choose a Research Question & Hypothesis <p>HW4: Experimental Hypothesis & Research Article</p>	
5/9: Day 12 Wednesday	<ul style="list-style-type: none"> - Modeling Experimental Predictions & Discussion on Interactions - Article Discussions in Groups 	HW4 Due at 12:00pm
5/14: Day 13 Monday	<ul style="list-style-type: none"> - Introduction & Method Section Guidelines <p>WR4: Experimental Introduction & Method Section</p>	
5/16: Day 14 Wednesday	<ul style="list-style-type: none"> - Literature Search & Method Section Workshop 	
		WR4 Due Sunday @ 11:59PM

5/21: Day 15 Monday	<ul style="list-style-type: none"> - Results Section Guidelines - Factorial ANOVA Analysis & Interpretation <p>HW5: Peer Edit Experimental Intro + Method Sections</p>	Bring 2 paper copies of WR4 to Class for Peer Editing
5/23: Day 16 Wednesday	<ul style="list-style-type: none"> - Data Analysis Workshop - Experimental Results Write-Up 	
5/28: Day 17	<ul style="list-style-type: none"> - Discussion Section Guidelines - Experimental Poster Presentation Guidelines 	HW5 Due at 12:00pm
5/30: Day 18	<ul style="list-style-type: none"> - Final Experimental Paper Guidelines <p>WR5: Final Experimental Paper</p>	
6/4: Day 19	- Writing & Poster Workshop	
6/6: Day 20	Experimental Poster Presentations	PR2 Due
6/11	FINAL EXAMS WEEK	WR5 Due by March 21st @ 11:59PM

Note: Changes may be made to this course schedule.