PSY 303: RESEARCH METHODS IN PSYCHOLOGY - CLINICAL
University of Oregon
Summer 2018
http://canvas.uoregon.edu

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Office: Straub 439
Office Hours: Mondays 11-11:50am and 1-2:00pm and by appointment

Course Meeting Times: Monday through Thursday 12:00-12:50pm
Location: Straub 008

Course Materials

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

(2) Helpful resources (optional)

- 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)

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 research study that uses correlational analysis, and a separate research study that applies factorial design. 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.

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 example, Research Methods in Psychology: Cognitive Psychology will emphasize asking research questions that are unique to cognitive psychology (e.g., How do we search information in short-term memory?), finding literature in cognitive psychology journals, using research designs that are common in cognitive psychology (e.g., repeated-measures designs), collecting data typical of cognitive psychology experiments (e.g., reaction time or accuracy), and conducting appropriate statistical procedures (e.g., related-samples t-tests, repeated-measures ANOVAs).

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).

The topic of this section is Research Methods in Psychology: Clinical Psychology. This section will emphasize questions unique to clinical psychology (e.g. **Do measures of adult attachment in college students correlate with behaviors or other measures of interest? How might maternal emotion dysregulation influence emotion regulation in toddlers?**), finding literature in clinical psychology journals (as well as how to extract data from studies not published in such journals), using research designs common in clinical psychology (e.g. randomized controlled trials, longitudinal designs, cross-sectional designs, cross-sequential designs), collecting data typical of clinical psychology experiments (e.g. video/observational data, behavioral paradigms, retrospective self-report), and conducting appropriate statistical procedures.

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 15 hours per week for 8 weeks. You will spend approximately 3 hours in class each week. The remaining credit hours will be spent completing assignments. The bulk of the work for this course will come from homework assignments, writing assignments, and the two presentations. 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.

Expectations and Grading

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 one week late. These homework assignments should be completed independently unless otherwise noted.

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 factorial ANOVA 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. Late writing assignments will be penalized by 10% per day that they are late. They will not be accepted any later than three days after the original deadline. Drafts intended for peer review will not be accepted late, as late submission will preclude participation in the peer feedback process. All writing assignments must be completed independently, however, receiving feedback on drafts from group members, friends, tutors, and instructors in encouraged and completely appropriate. In all cases you must not have the writing done for you.

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 ANOVA 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, and the poster presentation is worth 6%.

Class Attendance and Participation

Regular attendance is essential for doing well in this course. 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, and your participation and engagement in these exercises will be recorded as part of your class participation grade. If you miss class for any reason and want to recover attendance and participation points for the missed class, you will need to get relevant information from a classmate and draft a document (one page double-spaced) to evidence thorough engagement with the missed material.

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

- Homework: 8%

--HW1: Topic Ideas and Correlational Hypotheses (1)
--HW2: APA References & Citations (1)
--HW3: Peer Edit of Correlational Intro + Method Sections (2)
--HW4: Experimental Hypothesis & Research Article (2)
--HW5: Peer Edit Experimental Intro + Method Sections (2)

- Writing Assignments: 70%

--WR1: Correlational Introduction (15)
--WR2: Updated Intro + Method Section for Peer Editing (2.5)
--WR3: Final Correlational Paper (25)
--WR4: Experimental Introduction & Method Section (2.5)
--WR5: Final Experimental Paper (25)

- Presentations: 12%

--PR1: Literature Presentation (6)
--PR2: Experimental Poster (Future Directions) Presentations (6)

- Attendance/In-Class Participation: 10%

--Roll Call Attendance (4) (0.5/week x 8 = 4 points)
--Engagement (6) (0.75/week x 8 weeks= 6 points)

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/

Academic Honesty
All work submitted in this course must be your own. 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

Technology
Research shows that divided attention reduces learning. Cell phone use is often disruptive to others in the classroom. Cell phones must be silenced and only emergency-related cell phone use is allowed during class. We will of course make use of the lab computers during class, but please do so in a way that is not disruptive to learning (including your own!) and instruction. I know that the temptation to unnecessarily use the Internet is hard to resist, but expect that you use technology responsibly for class notes/discussion only and be fully present for your own learning.

Inclusivity
I value inclusivity of opinion and representation, and I believe that the learning environment should welcome and support the growth of all students. I hope--and have confidence--that those of you in our

classroom community will practice a commitment to respecting one another.

At times the course material may resonate with the lived experiences of any or all of us in the class. The relevance of psychology research and classroom discussion to one's own experience can be at once rewarding and challenging. I welcome your suggestions, concerns, and/or feedback about how the course environment meets these challenges, including any issues related to inclusivity and diversity in the classroom.

Special Accommodations

Accessible Education Center (AEC**)**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, tel. 541-346-1155) send 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.

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.

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 4th floor of Knight Library. Their hours during spring term were Mon-Thurs, 9am-7pm, and Friday, 9am-5pm; I will update this section with their summer 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

This course outline is subject to change at any time. Updates to this schedule will be discussed in class and posted to Canvas. If you miss class, it is your responsibility to find out whether there have been any updates.

Week	Date	Topic(s)	Class Plan	Assignments
Week 1:				
1	M 6/25	Orientation to the course and first assignments	-Review syllabus, class introductions -Introduction to correlational paper and Presentation I -Review rubric for correlational intro -Review of categorical versus continuous variables	
1	T 6/26	Experiences in Close Relationships Questionnaire and Review of correlations	-Introduction to study of attachment in adulthood -Visit the ECR Questionnaire online -Review of correlational analysis -Spurious correlations -Example of the ECR in correlational study	-Due by start of class: Complete course welcome survey
1	W 6/27	Topic selection and selecting/designing survey measures; APA citations	-Interpreting a correlation matrix -Selection of topics and teams -Brief start to literature search -APA Citations & References Guidelines	Wed, 6/27 at 11:40am HW 1: Proposing correlational studies & relevant hypotheses
1	R 6/28	APA citations, continued; Conventions for writing in psychology and Intro to Qualtrics	-APA Citations & References Activity -Paraphrase exercise -Common writing snafus	
1	Wknd			Saturday, 6/30 at ~~noon~~ 11:59pm: HW 2: APA Citations
Week 2:				
2	M 7/2	Longitudinal, qualitative study	Dr. Alan Sroufe's documentary, *Missy: A Developmental Portrait*	

2	T 7/3		Use class meeting time to finalize survey *selection* and prepare for group presentations	Send group questionnaire to khagan@uoregon.edu via ~~(editable) Qualtrics link~~ *in Word document or comparable form*
2	W 7/4		NO CLASS DUE TO HOLIDAY	~~Katherine will finalize course survey for distribution via Qualtrics link~~
2	R 7/5	Optimizing literature searches	Meet in lobby of Knight Library for literature search workshop with Psychology librarian *and introduction to Qualtrics*	
"Write-In" times in advance of draft deadline: Thurs, 7/5, 1:30-3:30pm, Fri, 7/6, 10am-12pm, Sat, 7/7, 10am-12pm				
2	Wknd		"Write-In" times TBA	Saturday, 7/7 at ~~noon~~ 11:59pm: WR 1: Correlational Intro Due (Sunday through Thursday: complete a writing conference with Katherine)
Week 3:				
3	M 7/9	Science Communication: Literature Review Presentations	Presentations	Monday, 7/11: Send presentation slides in advance of class
3	T 7/10	Science Communication: Literature Review Presentations	Presentations	
3	W 7/11	Drafting a Methods Section & Research Ethics	-Simulated IRB Review	
3	R 7/12	Intro to Open Science and the Replication Crisis		
3	Wknd			Saturday, 7/14 at noon: Methods section + updated intro section for peer review
Week 4:				
4	M 7/16	Pre-registration of Statistical Analysis	Pre-register correlational analysis on preregistration website	Monday, 7/18 at 11:00am: HW 3: Return peer's paper draft with comments

4	T 7/17	Reverse Coding and Reliability Analysis	Data Analysis Workshop I	
4	W 7/18	Descriptive and Inferential Statistics	Data Analysis Workshop II	
4	R 7/19	Drafting a Results and Discussion Section; remaining paper components	- Final Correlational Paper Guidelines - Title Page, Abstract, & Appendix - Discussion of Results with Other Groups	Please complete Mid-way survey by Saturday at noon

Week 5:				
5	M 7/23	Intro to Factorial ANOVA	-Factorial ANOVA lecture	
5	T 7/24	Practice with Factorial ANOVA	-Render ECR data in categorical terms -Examine intervention data using factorial ANOVA	
5	W 7/25	Figures and Tables	-Figures and tables lecture -Exercise extracting info from figures and tables	
5	R 7/26	Intro to ANOVA topic/paper	Modeling Experimental Predictions & Discussion on Interactions	Saturday, 7/28 at noon: Final version of correlational paper
Week 6:				
6	M 7/30	Methods and demographics for ANOVA paper		Mon, 7/30 by 11:59pm: HW 4: Experimental Hypothesis and Article Summary
6	T 7/31	Other operationalization strategies: behavioral data		
6	W 8/1	Other operationalization strategies: physiological data		
6	R 8/2	Other operationalization strategies:		

		neuroimaging data		
6	Wknd			Saturday, 8/4 at noon: Intro and methods to ANOVA paper
Week 7:				
7	M 8/6		Data Analysis Workshop I	
7	T 8/7		Data Analysis Workshop II	Tuesday, 8/7 by 11:30am: HW 5: Return peer's paper draft with comments
7	W 8/8	Results and Discussion section for ANOVA paper		
7	R 8/9	Planning future study; scaffolded writing session		
Week 8:				
8	M 8/13	Intro to Participatory Action Research		
8	T 8/14	WEIRD Science and ecological validity		
8	W 8/15	Revisiting the ECR (and alternatives) – or- Evaluating media representations of psych'l science		
8	R 8/16	Poster Conference		By 11:59am: Upload poster slide by start of class
8	Wknd			Sun, 8/19 by noon: Final version of ANOVA paper