

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

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Office Hours: Mondays 1:10-3:10pm and by appointment

Course Meeting Times

Tuesday/Thursday 8:30 – 9:50am,

Location: STB 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 (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)

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.

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 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 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 7 homework assignments (about 3 hours each), six 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.

Expectations and Grading

Homework

There will be ten homework assignments in this course. Homework assignments will include a variety of tasks related to developing a correlational and experimental research project. 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.

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 six writing assignments in this course, culminating in two major papers. These writing assignments include a conceptual introduction or literature review, a description of methods, a description of results, and a discussion section, each of which is a main component in an empirical research report. 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.

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 7% of your grade, the poster presentation is worth 8%.

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 your class participation grade.

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

- ◆ Homework: 25%
- ◆ Writing assignments: 55%
- ◆ Class presentations: 15%
- ◆ Participation: 5%

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>

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.

Course Schedule

HW = homework assignment; WR = writing assignment, PRES = presentation

Date	Topic	Due Dates
1/9: Day 1 TUES	- Syllabus & Topic Overview HW1: Submit Hypothesis & Research Article WR1: Draft of Introduction	
1/11: Day 2 THURS	- APA Citations & References Guidelines & Activity - Literature Presentation Guidelines - Introduction Section Guidelines - Using Google Scholar & psycINFO for literature searches HW2: APA References & Citations PR1: Literature Presentation	HW1 Due
1/16: Day 3 TUES	- Method Section Guidelines - Identifying Variables & Interpreting Figures - Survey Design Activity HW3: Presentation Slides HW 4: Correlational Survey WR2: Updated Intro + Method Section	HW2 Due
1/18: Day 4 THURS	Literature Presentations	PR1 Due; HW 3 (Slides) Due
		WR1 Due Sunday, 1/21 @ 5pm
1/23: Day 5 TUES	- Introduction to Qualtrics & Reliability Analysis	HW4 (Correlational Survey) Due
1/25: Day 6 THURS	- IRB Ethical Situations Activity - IRB Informed Consent & Debrief Forms WR3: IRB Forms HW5: Peer Edit of Intro. & Method Sections	WR2 (Updated Intro + Method) Due (bring 2 hard copies of your introduction & method sections to class)
		Data Collection
1/30: Day 7 TUES	- IRB Role Play - Results Section Guidelines	WR3 (IRB Forms) Due HW5 (Peer Edit) Due

2/1: Day 8 THURS	<ul style="list-style-type: none"> - Correlational Data Analysis & Interpretation - Tables & Figures HW6: Correlational Results Write-Up	
2/6: Day 9 TUES	<ul style="list-style-type: none"> - Discussion Section Guidelines - Discuss & Interpret Results with Other Groups 	HW6 (Correlational Results Write-Up) Due
2/8: Day 10 THURS	<ul style="list-style-type: none"> - Final Correlational Paper Guidelines - Title Page, Abstract, & Appendix WR4: Final Correlational Paper	
		WR4: Final Correlational Paper Due Sunday, 2/11 @ 5pm
2/13: Day 11 TUES	<ul style="list-style-type: none"> - Introduction to Experimental Design & Research Topic - Choose a Research Question & Hypothesis HW7: Submit Hypothesis & Research Article	
2/15: Day 12 THURS	<ul style="list-style-type: none"> - Introduction & Method Section Guidelines - Experimental Literature Search WR5: Experimental Introduction & Method Sections for Peer Edit	
2/20: Day 13 TUES	<ul style="list-style-type: none"> - Experimental Article Discussions - Justification for Causal Claims 	HW7 (Experimental Hypothesis and Research Article) Due
2/22: Day 14 THURS	<ul style="list-style-type: none"> - Interpretation of Interactions - Graphs & Plots for Interactions HW8: Peer Edit of Intro. & Method Sections	WR5 Due (bring 2 hard copies of introduction & method sections to class)
2/27: Day 15 TUES	<ul style="list-style-type: none"> - Results Section Guidelines - Factorial ANOVA Analysis & Interpretation HW9: Experimental Results Write-up	HW8 (Peer Edit of Experimental Intro and Methods) Due
3/1: Day 16 THURS	<ul style="list-style-type: none"> - Poster Presentation Guidelines - Data Analysis Workshop PR2: Experimental Poster Presentations	

3/6: Day 17 TUES	<ul style="list-style-type: none"> - Discussion Section Guidelines - Discuss & Interpret Results with Other Groups 	HW9 (Experimental Results Write-Up) Due
3/8: Day 18 THURS	<ul style="list-style-type: none"> - Final Experimental Paper Guidelines - Title Page, Abstract, & Appendix <p>WR6: Final Experimental Paper</p>	
3/13: Day 19 TUES	- Poster Presentation & Writing Workshop	
3/15: Day 20 THURS	Experimental Poster Presentations	PR2 Due
3/20	FINAL EXAMS WEEK	WR6 Due

Note: Changes may be made to this course schedule.