

# PSY 303: Research Methods in Psychology: Clinical

Spring 2019

CRN: 36019

**Instructor:** Grace Binion

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**Office Hours:** Tues & Thurs 10am – 11:30am & by appointment

**Teaching Assistants for Winter 303 classes:** Jamie Yellowtail & Jennifer Lewis

**Course Meeting Times:** Tues & Thurs 8:30-9:50am

**Location:** Straub 008

## Email/Canvas Message Policy

- Check the syllabus and Canvas before emailing me questions. If you email me a question to which the 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 days. If I do not reply within 2 days, please email me again since I may have missed your email. Please don't be afraid to email me!

## 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 resources 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 two reports. 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.

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 Psychology**

The topic of this section is Research Methods in Psychology: Clinical Psychology. This section will emphasize questions typical of clinical psychology (e.g. How does parental mental health influence children's development? What factors are related to the developmental of mental disorders? How do childhood experiences influence later life functioning?), finding literature in clinical psychology journals, using research designs common in clinical psychology (e.g., longitudinal studies, randomized clinical trials), working with data typical of clinical psychology experiments (e.g. video/observational data, behavioral paradigms, self-report scales, multi-method assessments) and conducting appropriate statistical analyses.

### **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.

### **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

*Late homework assignments will earn half credit and will not be accepted beyond a week from the due date unless advance approval is negotiated with the instructor or in the case of a documented emergency or AEC accommodation. Late peer reviews will earn no credit if they are no longer useful.*

## Paper Assignments

The writing assignments in this course are scaffolded by the homework assignments so that by the time you are writing your final draft, you will have received feedback on each of the components of an APA-style research report. 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 are encouraged to seek out additional feedback on drafts from fellow students, friends, tutors, and instructors 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 turning in draft sections (introduction, methods, results, discussion) that will be revised and integrated into your final papers. Homework assignments are due at the start of class unless otherwise noted and should be written independently (seeking feedback is fine).

## 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 proposal 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 proposal 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 doing well 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.

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% future directions)
- ◆ 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>

## 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 me 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 4<sup>th</sup> floor of Knight Library. Their hours are Mon-Thurs, 9am-7pm, and Friday, 9am-5pm

### 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.

### Homework Assignments & Course Schedule

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

<b>Homework (15%)</b> <i>To be submitted via Canvas</i>		
HW1	Choosing a Research Question, Finding Articles & References	P1
HW2	Research Article Summaries & Hypothesis	P1
HW3	Draft Introduction & Method	P1
HW4	Results Output, Draft Write-up & Discussion	P1
HW5	Peer Review for Correlational Paper	P1
HW6	Draft Abstract for Correlational Paper	P1
HW7	Research Article Summaries, Reference List, & Hypothesis(es)	P2
HW8	Experimental Results Output, Write-up, & Draft Discussion	P2
HW9	Peer Review for Experimental Paper	P2

## Course Schedule

Please refer to the following schedule to guide you through the course. Submit assignments on Canvas unless otherwise indicated. All due dates are also indicated on Canvas.

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

**All homework due at 11:59pm unless otherwise specified**

Week	Date	Class Topic and Activity	Assigned	Due
<b>1</b>	4/2	Syllabus, Introduction to Class Topic, Choosing RQs, Intro to Data Set	HW1, P1	
	4/4	Finding research articles using PsycINFO and Google Scholar; APA Citations & References	HW2	
<b>Friday Apr 5, 11:59pm</b>				<b>HW1 Due</b>
<b>2</b>	4/9	Writing an Introduction, Literature as Empirical Evidence, Correlational Paper Guidelines	PRES1	
	4/11	Writing a Methods Section, <b><u>Check Hypotheses</u></b>	HW3	
<b>Friday Apr 12, 11:59pm</b>				<b>HW2 Due</b>
<b>3</b>	4/16	Group work on presentations, In-class work on Intro & Methods		
	4/18	PRES1: In-Class presentation of Literature Reviews		<b>PRES1 Due</b>
<b>Friday Apr 19, 11:59pm</b>				<b>HW3 Due</b>
<b>4</b> Tutor	4/23	Data Analysis & Results	HW4	
	4/25	Writing a Discussion; <b><u>Spotlight Workshops</u></b>		
<b>Friday Apr 26, 11:59pm: Consult 303 Tutors this week</b>				<b>HW4 Due</b>
<b>5</b> Tutor	4/30	Peer Feedback Sessions in Class, <b><u>Spotlight Workshops</u></b>	HW5	
	5/2	Correlational Paper Abstract Writing & Appendix	HW6	
<b>Friday May 3, 11:59pm: Consult 303 Tutors this week</b>				<b>HW5 Due</b>
<b>6</b> Tutor	5/7	Correlational Paper Workshop and Peer Review		<b>HW6 Due</b>
	5/9	Introduction to Experimental Paper; Literature Search; Experimental Hypotheses	HW7, P2	
<b>Friday May 10, 11:59pm: Paper 1 Due; Consult 303 Tutors this week</b>				<b>*P1 Due*</b>

Week	Date	Class Topic and Activity	Assigned	Due
<b>7</b>	5/14	Writing the Experimental Introduction and Method		
	5/16	Experimental Data Analysis	<b>HW8</b>	
<b>Friday May 17, 11:59pm:</b> Recommended Peer Tutor Consultations this week				<b>HW7 Due</b>
<b>8</b>	5/21	Making Figures and Tables <b><u>Spotlight Workshops</u></b>		
	5/23	PRES2 Introduced; Writing Up Experimental Results & Discussion	<b>PRES2</b>	
<b>Friday May 24, 11:59pm:</b> Recommended Peer Tutor Consultations this week				<b>HW8 Due</b>
<b>9</b>	5/28	Peer Review Assignments, In-Class Peer Review	<b>HW9</b>	
	5/30	Workshop for PRES2, <b><u>Spotlight Workshops</u></b>		
<b>Mon-Wed:</b> Recommended Peer Tutor Consultations this week; <b>Friday May 31, 11:59pm</b>				<b>HW9 Due</b>
<b>10</b>	6/4	Writing Workshop & Peer Review P2		
	6/6	PRES2: Presentations & Peer Review		<b>PRES2 Due</b>
<b>Tuesday June 11, 11:59pm:</b> Submit <b>Paper 2</b> on Canvas: <b>DON'T BE LATE!!</b>				<b>*P2 Due*</b>

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