SYLLABUS

Psychology 126

Clinical Psychology Lab: Clinical Research Methods
Winter 2009

Tuesday and Thursday, 9:00AM to 10:50AM
Franz Hall A279

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Teaching Assistant: Christopher Jetton
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Office Hours: Thursday 11-1

Eligibility

The course is restricted to advanced undergraduate majors in psychology who have completed major requirements in research methods and statistics. This course is designed to meet the lab course requirement of the major for graduation.

This is a designated impacted course, which means that you may not drop the course after the second week of the quarter.

Goals

The basic goals of the course are to learn or accomplish the following:

1. Understand the role of science in clinical psychology
2. Learn basic research methods in clinical psychology, including single case and randomized controlled trials
3. Understand empirical reasoning as it applies to the practice of psychology
4. Participate in the design, data collection, and data interpretation of an experimental group design
5. Participate in the coding of and critique of an existing experiment in the clinical psychology literature
6. Participate in the coding of clinical practices in the context of a research trial
7. Formulate and implement a single case study: design the study, collect data, and interpret the results

Required Text

Kazdin, A. E. (2003). *Research Design in Clinical Psychology,* Fourth edition. Boston, MA; Alyn & Bacon.

We will place copies of this book on reserve in the biomed library.

Grading

1. Class attendance and PARTICIPATION: 15% of grade
2. Completion of assignments for in-class experiment and coding exercises: 15% of grade
3. Written evaluation of coded paper: 20% of grade
4. Written report of your single case study: 30% of grade
5. Presentation of your single case study: 20% of grade

Requirements for Evaluation of Coded Paper

Your evaluation must be 2-4 pages, double-spaced, 12-point font, with 1" margins. It should be based on the coding performed in class and should focus on what you see as the major strengths and weaknesses of the study from a research design perspective.

Requirements for Paper

Your paper must be 10-12 pages, double-spaced, 12-point font, with 1" margins, presented in the standard format of the American Psychological Association, with the standard sections of a Title Page, Abstract, Introduction, Methods, Results, Discussion, References and Tables/Figures. An example of page allocation is one half page for Abstract, 2 pages for Introduction, 1 page for Methods, 2 pages for Results, 2 pages for Discussion, 1 page for References, 1 page for Tables/Figures. The Introduction must present a background and rationale that includes at least 3 research articles relevant to your study; the Methods must include a detailed statement of single case design, procedures (intervention strategies) and measures (dependent variables); the Results must include graphical and/or table display of the data; and the Discussion must include a summary of the results, interpretation of the results, consideration of the findings in relation to existing research, the limitations to the findings (i.e., internal validity, external validity, dependent variables, confounds), and directions for future research.

Requirements for Presentation

Your presentation must use visual aids (powerpoint, handouts) to show the practices used and the progress observed in your single case study. It should outline: (1) the problem, (2) studies relevant to its treatment, (3) interventions chosen, (4) evaluation design and measures, (5) results, and (6) interpretation. The presentation should be about 10-12 minutes, and it can be as few as 6 slides covering the topics above.

Date	Topic	Assignments
Tues, January 06	**Introduction** Review of syllabus and course goals Question and answer	None
Thurs, January 08	**The Scientific Method** Science and pseudoscience Skepticism	Sagan (1996) Chapters 1 and 12
Tues, January 13	**The Scientist Practitioner Model** History, Single case experimental designs	Kazdin, Chapter 10
Thurs, January 15*	**Selection of Intervention Topics** Review and approval with TA	No reading, but ideas due for intervention
Tues, January 20	**Between-Group Designs**	Kazdin, Chapters 2, 6
Thurs, January 22	**Between-Group Designs**	Kazdin, Chapters 7, 13
Tues, January 27*	**Coding of RCT** Guided coding of RCT in class	Find 3 studies related to your assignment
Thurs, January 29	**Coding of Practices** Coding of protocol description Coding of session	Read 3 studies related to your assignment
Tues, February 03	**Evidence-Based Practices in Psychology** Barlow, Chambless Task Forces	Coded RCT evaluations due; Chambless & Hollon (1998); Westin (2005)
Thurs, February 05	**Bridging the Science-Practice Gap** Searching the child mental health literature	Chorpita & Daleiden (in press)
Tues, February 10	**Evidence Based Systems and Reasoning** Examples of putting science to work	Daleiden & Chorpita (2005)

Date	Topic	Assignments
Thurs, February 12	**Q&A on Single Case Designs** Bring in Dashboards, review of progress so far	Email dashboard to TA by Wed Feb 11
Tues, February 17	**Design In-Class Experiment** **Select measures; conduct random assignment**	None
Thurs, February 19	**Administer Experimental Intervention** Divide into 2 groups – exposure and cognitive	None
Tues, February 24	**Presentations 1-6** Single case design findings Collection of experimental data	Presentations
Thurs, February 26	**Presentations 7-11** Single case design findings Collection of experimental data	Presentations
Tues, March 03	**Presentations 12-17** Single case design findings Collection of experimental data	Presentations
Thurs, March 05	**Presentations 18-22** Single case design findings Collection of experimental data	Presentations
Tues, March 10	**Analyze Data Using SPSS** Discuss findings; brainstorm a discussion section, strengths and weaknesses	None
Thurs, March 12	**Q&A; Review** Discussion about graduate school and careers in psychology	Final Papers Due