

## Psychology 309: Laboratory in Abnormal Psychology

Haverford College • Spring 2017 • Hilles 204

T: 1-2:30PM

**Instructor:** Elizabeth A. Gordon, Ph.D. (Office: Sharpless 412)

**Office Hours:** Thurs 11:45am-1pm or by appointment

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**Course Description:** This course will provide training in research methods used to examine clinically relevant experiences with a focus on anxiety, depression, loneliness, and interpersonal functioning. Students will learn about a variety of study designs and will have experience with the collection, analysis and interpretation of data. The course will be hands-on and interactive, including lab activities and class projects.

### Readings, Media Content

- A variety of chapters and articles pertaining to research methods and statistical analysis will be made available on Moodle, including several chapters from: Kendall, P. C., Butcher, J. N., & Holmbeck, G. N. (Eds.). (1999). *Handbook of research methods in clinical psychology* (2<sup>nd</sup> ed.). New York: Wiley. ISBN: 0-471-29509-4
- Articles found during the process of developing your project ideas
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: The American Psychological Association.
- Discovering Statistics – book and website by Andy Field (a copy of latest text will be available on reserve). Additional SPSS user guides/materials you may have from your stats course

### Project Descriptions and Datasets (DropBox)

- Project descriptions and archival data will be made available to you on DropBox. These materials are for your use during this class and are not to be shared with others. If you do not have a dropbox account already, sign up after our first class. What you will find on DropBox:
  - Article Library: collection of peer-reviewed articles (PDFs) relevant to this topic
  - Measures Library – A library of self-report measures used in psychopathology research. This is provided for your reference; some are copyrighted and may require permission or payment before using.
  - Project Materials: A description of three major projects examining social anxiety, romantic relationships, and related constructs. A copy of IRB proposals and study materials.
  - Data: Datasets for each archival project (do not modify these – make a copy for yourself to work with)

### Course assignments

The course is built around two main research projects. The first will use archival datasets provided to you. The second is open and will likely involve Qualtrics and the use of self-report data. The first project will require a group presentation; the second will require both a poster session and a full lab report. There will be additional homework assignments along the way.

**Attendance and Participation:** As this class is very hands-on, you are expected to come to class, pay attention, and participate in class activities and discussions. Please contact me if you need to miss a class so we can make alternative arrangements.

**Late Policy:** All assignments are subject to a reduction of 10% per 24-hour period late, starting immediately after the due date/time (e.g., an exam submitted 5 minutes late will lose 10%; if submitted 24 hours and 5 min late, it will lose 20%). Speak with me if there are extenuating circumstances that should be considered (in advance is best).

### Course Requirements

30% Homework Assignments (six total; 5 points each)

20% Project #1 Presentation (group)

20% Project #2 Poster and hypothesis discussion (group)

30% Project #2 Final Lab report

10% Participation

**TOTAL 100**

*Final letter grade distribution ranges:*

Grading System					
100-93.00%	4.0/A	82.99-80.00%	2.7/B-	69.99-67.00%	1.3/D+
92.99-90.00%	3.7/A-	79.99-77.00%	2.3/C+	66.99-60.00%	1.0/D
89.99-87.00%	3.3/B+	76.99-73.00%	2.0/C	↓ 59.99%	0.0/F
86.99-83.00%	3.0/B	72.99-70.00%	1.7/C-		

**Academic Integrity:** This refers to the extent to which you take responsibility for and control of your own learning. Be there when class begins and stay until it is over. If you miss a class, please make sure you get notes and/or handouts from someone else in the class. Professional behavior is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones; not reading, checking your e-mail, or texting during class.

**Academic Honesty Policy:** You are expected to abide by Haverford's Honor code. Suspected violations of the Honor Code will be referred to Honor Council.

**Disability Statement:** Haverford College is committed to supporting the learning process for all students. There are many resources on campus available to you as a student, including the Office of Academic Resources (<https://www.haverford.edu/oar/>) and the Office of Access and Disability Services (<https://www.haverford.edu/access-and-disability-services/>). If you think you may need accommodations, contact Access and Disability Services at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). If you have already been approved to receive academic accommodations and would like to request accommodations in this course, please meet with me privately at the beginning of the semester (ideally within the first two weeks) with your verification letter.

## Schedule of Topics and Activities

Date/Topic	Reading & Assignments
<p><b>Jan 17. Course Overview</b></p> <ul style="list-style-type: none"> <li>• Course structure and assignments</li> <li>• Description of projects and archival data</li> </ul>	
<p><b>Jan 24. General Issues in Clinical Research</b></p> <ul style="list-style-type: none"> <li>• Linear regression; moderation and mediation</li> <li>• Small group discussion of Alden and Taylor article – what interested you most?</li> <li>• More information on research projects available</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Blaney et al (2015) Conducting Research in the Field of Psychopathology</li> <li><input type="checkbox"/> Kendall Handbook - Chapter 2 – Ethics</li> <li><input type="checkbox"/> Kendall Handbook - Ch 4 - Statistical Methods</li> <li><input type="checkbox"/> Alden &amp; Taylor (2003) Interpersonal processes in social phobia</li> <li><input type="checkbox"/> Sign up for DropBox; browse materials</li> <li><input type="checkbox"/> Resource: Field (2016) Introducing the Linear Model (PDF on Moodle)</li> </ul>
<p><b>Jan 31. Methods and Statistics I: Moderation</b></p> <ul style="list-style-type: none"> <li>• Class Exercise: test for moderation</li> <li>• Discuss datasets and start to develop ideas for research</li> <li>• Students discuss research areas of interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kendall Handbook - Chapter 19 - Research Methods in Adult Psychopathology</li> <li><input type="checkbox"/> Holbeck (2002) Post-hoc Probing of Significant Moderational and Mediation Effects</li> <li><input type="checkbox"/> See additional statistical resources on Moodle.</li> <li><input type="checkbox"/> More thoroughly browse through Article Library and read study materials on Drobox. Bring questions to class.</li> <li><input type="checkbox"/> <b>Due:</b> HW#1: one-page statement about potential interests for project #1, with references (at least 3) in APA format; be prepared to discuss in class.</li> </ul>
<p><b>Feb 7. Methods and Statistics II: Mediation</b></p> <ul style="list-style-type: none"> <li>• Class Exercise: test for mediation</li> <li>• Work out groups; start brainstorming research project #1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kendall Handbook - Chapter 3 - Ethnicity, Gender, Cross-Cultural</li> <li><input type="checkbox"/> Baron, Kenny - 1986 - The moderator-mediator variable distinction in social psychological research conceptual, strategic, and statistica</li> <li><input type="checkbox"/> Resource: Field (2016) Writing Lab Reports</li> <li><input type="checkbox"/> <b>Due:</b> HW #2 (Mini Lab Write-Up): write-up of moderation analysis from class, including graph.</li> </ul>
<p><b>Feb 14. Hypothesis Development</b></p> <ul style="list-style-type: none"> <li>• Small group meetings to discuss research question; develop hypotheses for project #1</li> <li>• Datasets available to explore</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kendall Handbook - Chapter 27 - Research Methods with Couples</li> <li><input type="checkbox"/> Explore the recent and relevant literature pertaining to your area of interest. Closely read at least 3 primary research articles relevant to project and be ready to discuss/share with group as material informs research question.</li> <li><input type="checkbox"/> <b>Due:</b> HW#3 (Mini Lab write Up): write up mediation analysis, including figure.</li> </ul>

<p><b>Feb 21. Test hypotheses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with datasets in SPSS to test hypotheses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kendall Handbook - Chapter 5 - Publishing &amp; Scientific Objectivity</li> <li><input type="checkbox"/> <b>Due:</b> HW #4. List of hypotheses to be tested (one per group)</li> </ul>
<p><b>Feb 28. Group presentations (class session)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group presentations</li> <li><input type="checkbox"/> Begin brainstorming ideas for project #2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Due:</b> group presentations (email prof presentation by midnight on Monday Feb 27<sup>th</sup>).</li> <li><input type="checkbox"/> Begin thinking about ideas for project #2</li> </ul>
<p><b>March 7. Spring Break (no class)</b></p>	
<p><b>March 14. Project #2 Discussion and Development</b></p> <ul style="list-style-type: none"> <li>• Discuss other types of design and brainstorm for project #2</li> <li>• Work out groups</li> <li>• Start discussing hypotheses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kendall Handbook - Chapter 6 – Assessment (optional – read if you are interested in developing an assessment tool)</li> <li><input type="checkbox"/> Kendall Handbook - Chapter 14 - Therapy Outcome Research Methods</li> <li><input type="checkbox"/> <b>Due:</b> HW#5: one-page statement about potential interests for project #2, with references (at least 3) in APA format; be prepared to discuss in class.</li> </ul>
<p><b>March 21. Work on Project #2 proposals</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Due:</b> HW#6: list of hypotheses to be tested and supplemental materials (measures, etc.); one per group.</li> </ul>
<p><b>March 28. Set up online survey if applicable</b></p>	
<p><b>April 4. Class discussion of methodology and hypotheses. Poster tutorial.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outside lab, begin collecting data once proposal is approved.</li> </ul>
<p><b>April 11. Data analysis and poster making</b></p>	
<p><b>April 18. Data analysis and poster making</b></p>	
<p><b>April 25. Class poster session</b></p>	
<p><b>Final papers</b> due by noon on Saturday May 6 @ 5PM (seniors); Friday May 12 @noon (non-seniors)</p>	