

PSY 370: RESEARCH IN CLINICAL PSYCHOLOGY
MF 11-12:20; E260H

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Office Hours: M 3-4:30; T 12:30-2; Th 2-3:30; or by appointment

Course Description:

Clinical psychology is a complex and evolving field where the ability to provide evidence-based treatment is becoming ever more critical. In order to provide the best services for our clients, we need to be able to critically evaluate research pertaining to therapeutic interventions, outcomes, and prognosis. This course will cultivate your ability to assess the validity of empirical research in clinical settings through analysis of individual studies, as well as evaluate trends in the overall literature by assessing research reviews and meta-analyses. In addition, you will cultivate your own skills as a researcher by conducting an original research study of your own.

Course Student Learning Outcomes:

- Conduct an original research project germane to clinical psychology.
- Refine written and oral presentation skills.
- Critically analyze empirical research in clinical psychology.

Psychology Department Student Learning Outcomes:

- To be able to critically analyze, synthesize and evaluate ideas.
- To be able to conduct independent psychological research and apply psychological and methodological concepts to novel research ideas.
- To be able to effectively convey their evidence based analysis of psychological research and theories through oral and written formats.
- To be able to describe the nature of the relationship between brain, thoughts, feelings, and behavior.
- To be able to describe and apply the different theories and schools of thought of psychology (e.g., behaviorism) and to be able to place them in a historical perspective.

Required Materials:

Lilienfeld, S. O., Lynn, S. J., & Lohr, J. M. (Eds.). (2015). *Science and pseudoscience in clinical psychology* (2nd ed.). New York, NY: Guilford Press.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Additional readings and resources will be posted via Canvas.

Assignments:

Research project (60%)

Each class member will complete an original research project in this course. You will create your own research question, review relevant literature, propose a hypothesis, design a study that tests the hypothesis, collect data, analyze data, and draw conclusions about your results. We will be holding in-class workshops to guide you through the research process. You will hand in components of the final paper over the course of the semester (e.g., literature review, IRB

proposal, drafts of the sections of your manuscript, final research manuscript). You will also present your project in a poster session for the Psychology Department at the end of the semester. Details of this assignment will be given in separate handouts.

Class Preparation/Participation (10%)

This course will be taught like a graduate school seminar, where the vast majority of our time together will be spent discussing the readings. The point of these discussions is not to summarize or describe the readings, but to evaluate the research methodology by interrogating the internal and external validity of the study, hypothesize about the implications of the research, develop ideas for implementation in applied settings, and consider the next studies that would build on the current findings. Since the primary experience of the course is conversations about the readings, you must be present and ready to discuss the readings in depth. Additional information about how this will be assessed will be provided via Canvas.

Lilienfeld et al. Class Facilitation (30%)

You will sign up for two of the chapters in the Lilienfeld et al. text early in the semester and will be responsible for leading the class with a partner during the days we cover them. You will lead the class discussion over the material you are responsible for, including coming up with questions based on the chapters assigned. Questions can be based on specific points in one of the essays or themes across the section you are assigned. Sample discussion questions are listed below:

- How do we combat the “scientist-practitioner gap” discussed in the first chapter? Are there additional factors playing a role beyond the three identified in the chapter?
- What do you think of the study that found 25% of mental health professionals considered themselves to be in the top 10% and no one considered themselves below average (p. 29)? Are professionals in this field too cocky? Is this a problem we need to address?
- In the introduction to the chapter, the authors cite Addis and Krasnow’s (2000) study that found 47% of the surveyed psychologists had never used a treatment manual and only 6% used them often. The authors use this to argue therapists are not using evidence-based practices. Is this consistent with the definition of evidence-based practice later in the chapter? What does the prevalence of manual usage really tell us about the state of “scientific practice” in psychotherapy?

Notice how the above questions are open-ended and create opportunities for multiple interpretations. These are the types of questions that promote discussion rather than a simple response. You must prepare a **minimum of five questions** from the chapter you cover. These questions must be **emailed to me at least 48 hours before class begins**. Failure to do so will reduce your score on the assignment by one full letter grade. During class, you will be responsible for facilitating the discussion. This entails more than just reading your question and waiting for responses. Active facilitation includes posing follow-up questions to responses, connecting themes across the conversation, and making sure everyone in the group is participating. Active facilitation also involves stepping back and letting the conversation evolve rather than feeling pressured to give a reply to everything said. In general, the more your classmates are discussing together and addressing each other directly, the better job you are doing. It is not critical that you get through all of your discussion questions; some will undoubtedly generate more conversation than others and that is fine.

In addition to discussing the material in the chapter, you will also be responsible for adding breadth and depth to the chapter. To add breadth, you will find two recent (interpreted broadly) empirical studies related to some aspect of the chapter. For each study, you will present the purpose of the study, how it connects to the chapter, methodology, results, conclusions, and limitations to the class. You have 10 minutes to cover two studies, so you will need to be succinct but thorough. To add depth, you will select one empirical study mentioned in the chapter and critically evaluate the methodology and conclusions to assess the reliability and internal/external validity of the study. You will present your evaluation to the class in no more than 10 minutes and facilitate a brief discussion (~5 minutes) where the other students bring up additional concerns they found in the study. You will begin class with a presentation of your breadth and depth components. This portion of the class will take a total of 20-25 minutes. The remaining time will be used to discuss the material in the chapter. The presentations must utilize PowerPoint (or a similar format like Prezi) effectively. This means you should NOT be simply reading your slides. Use the slides to summarize important information and provide citations. Think of them as the outline or “talking points” for the information you are presenting. If you just read the slides, you might as well just distribute a paper for the audience to read. The three studies you present must be **emailed to me in PDF format at least 48 hours before class begins**. Failure to do so will reduce your score on the assignment by one full letter grade. **If you are not leading the discussion, you are expected to read the depth article carefully and be prepared to discuss your assessment of the reliability and internal/external validity of the study in class.** The breadth articles are not required to be read if you are not interested.

Grading:

Grades will be assigned on a scale no more stringent than the following percentages:

Letter	%	Letter	%
A	> 93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F	< 60%

Tentative Course Schedule:

Date		Class Topic	Readings/Assignments
Week 1			
1/15	M	<i>No Class – MLK Jr Day</i>	
1/19	F	Course Overview & Introductions	
Week 2			
1/22	M	Scientific Approaches to Therapy	Ch. 1-2; Vrieze & Grove, 2009
1/26	F	Empirically-Validated vs. Evidence-Based	Ch. 6; Pignotti & Thyer, 2009

Date		Class Topic	Readings/Assignments
Week 3			
1/29	M	Specific Treatments vs. Common Factors	Wampold, 2001; Article Summaries I
2/2	F	<i>No Class – ACGC Board Meeting</i>	
Week 4			
2/5	M	Empathy	Greenberg et al., 2001; Krohn, 2013; Norcross & Wampold, 2011; Article Summaries II
2/9	F	Questions	Brodsky & Lichtenstein, 1999; James et al., 2010; Rautalinko, 2013
Week 5			
2/12	M	Therapist Non-Verbal Behavior	Dowell & Berman, 2013; Elson, 2001; Hill et al., 2003; Ladany et al., 2004
2/16	F	Therapist Self-Disclosure	Audet, 2011; Bottrill et al., 2009; Myers & Hayes, 2006; Yeh & Hayes, 2011
Week 6			
2/19	M	Research Design Workshop	Initial Proposal Draft
2/23	F	Controversial Assessment Techniques	Ch. 3, Student Selected Article
Week 7			
2/26	M	Dissociative Identity Disorder	Ch. 5, Student Selected Article
3/2	F	Memory Recovery Techniques	Ch. 8, Student Selected Article
Week 8			
3/5-3/9		<i>No Class – Spring Break</i>	
Week 9			
3/12	M	<i>No Class – Work on Projects</i>	<i>Individual Meetings</i>
3/16	F	<i>No Class – Work on Projects</i>	<i>Individual Meetings</i>
Week 10			
3/19	M	Efficacy of Self-Help	Ch. 9, Student Selected Article; IRB Application Due
3/23	F	<i>No Class – Clinical Training</i>	<i>Assessment Taskforce Meeting</i>
Week 11			
3/26	M	New Age Therapies	Ch. 7, Student Selected Article
3/29	Th	Herbal Treatments for Depression	Ch. 12, Student Selected Article
Week 12			
4/2	M	<i>No Class – Easter Break</i>	
4/6	F	Treatment of Trauma	Ch. 10, Student Selected Article; Introduction Due
Week 13			
4/9	M	Treatment of Alcohol Use Disorders	Ch. 11, Student Selected Article
4/13	F	Treatment of Childhood Antisocial Behavior	Ch. 16, Student Selected Article; Method Due

Date		Class Topic	Readings/Assignments
Week 14			
4/16	M	Treatment of ADHD	Ch. 13, Student Selected Article
4/20	F	Treatment of Autism Spectrum Disorder	Ch. 14, Student Selected Article
Week 15			
4/23	M	<i>No Class –Work on Projects</i>	<i>Individual Meetings</i>
4/27	F	<i>No Class –Work on Projects</i>	<i>Individual Meetings; Results Due</i>
Week 16			
4/30	M	<i>No Class –Work on Projects</i>	<i>Individual Meetings; Discussion Due</i>
5/4	F	Poster tutorial and course conclusions	
Finals			
5/9	W	Poster Session (9:30-11am)	
5/11	F	Final Paper (5pm)	

Technology

This course will be web-enhanced through the use of Canvas. Readings, lecture slides, some handouts, and links to other resources will be provided through this system. Unless otherwise specified, you will turn your assignments in via Canvas. You can access Canvas through the following link: <https://etown.instructure.com/login/>. Questions concerning content/postings should be directed to me, while questions regarding access/technical issues should be directed to the Elizabethtown College IT Help Desk (717-361-3333; helpdesk@etown.edu). A PDF viewer is required to view the content posted to the Canvas site. Free Adobe software is available for download via <http://get.adobe.com/reader/>.

Policies:

Academic Integrity

Scholastic misconduct is broadly defined as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; helping another student cheat on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned (including papers you have submitted in previous semesters); providing others with copies of your assignments; depriving another student of necessary course materials; or interfering with another student's work.

Plagiarism is a serious offense which will not be tolerated. Most of the time, however, plagiarism happens because students are rushing through assignments and do not leave themselves with sufficient time to properly attribute information taken from other sources. For this class you may cite your sources using either APA or MLA style. If you plan to be a psychology major or minor, I encourage you to get used to APA style, as you will be using this throughout your coursework. Note that for either style, you need to include citations each time you use information from a source. It is incorrect to use information throughout a paragraph and only include a citation at the end. Also, if you use 5 or more consecutive words from a source, you must include quotation marks and include the page number (or paragraph number if you are using an online source) in

your citation. Failure to provide the page/paragraph number for a direct quote is a form of plagiarism and will not be tolerated.

You will be required to submit an electronic copy of all major assignments which will be compared with the TurnItIn database. Penalties for scholastic misconduct in any portion of the academic work for a course shall be made at the discretion of the instructor and may range from point deductions on the assignment to failing the class. All academic misconduct (no matter how small) will be reported to the Academic Review Committee, which may impose sanctions up to and including expulsion. Elizabethtown College's full academic integrity policy is available in the Elizabethtown College Catalogue under the Academic Judicial System section of the Academic Policies chapter (a link to the current EC Catalogue is posted on Canvas). If you have any questions about whether something might be considered an academic integrity issue or not, please talk with me about it BEFORE you turn in an assignment.

Attendance

Regular and engaged attendance is critically important to your success in this class. The in-class experience is not something that can be recreated in alternative formats, so missing more than two class periods without significant, documented extenuating circumstances will result in a lowering of your final grade.

Changes to the Syllabus

All aspects of this syllabus are subject to change at the discretion of the instructor. Students will be informed in writing of any changes to the syllabus via a post to Canvas.

Communication

Outside of class, I will communicate with you most frequently via your *Elizabethtown College email address*. **It is your responsibility to monitor this address and you are responsible for the information delivered to this address.** I highly recommend you check your email at least daily. I will also post messages to Canvas, so you are encouraged to check Canvas regularly. The best way to contact me is through email. I will always attempt to respond to email promptly, which means within 24 hours. **I typically do not check my email after 8pm**, so if you email me at night, do not expect a response until the next morning at the earliest.

Extra Credit

Extra credit opportunities may be given at the discretion of the instructor. Possible examples of extra credit opportunities include: participation in psychological research, attendance at events relevant to the course, or further research into a topic of interest. The maximum amount of extra credit possible for this class is 1% of your final grade.

Incompletes

An "incomplete" only may be given as a grade for the course when a student has a **passing grade the course** and has an unforeseen and uncontrollable event occur that prevents him or her from earning a significant number of points in the course. Thus, incompletes are rarely given and each situation will be considered on a case-by-case basis. To have an incomplete changed to a different grade all missing work must be completed by the end of the following term.

Late Work

Assignments are due at the beginning of class on the date listed in the syllabus. I encourage you to start assignments well in advance of the due dates in order to protect yourself from something

happening at the last minute. Papers turned in after class but on the same day will be penalized 5%, with 10% additional penalty for every additional calendar day the assignment is late (thus if the assignment is due on Tuesday but turned in on Thursday the maximum score you could receive is 75%). Assignments will not be accepted more than 7 days after the original due date unless we have pre-arranged a new due date and late penalty. Extensions may be given at the discretion of the instructor, but **no extensions will be given during the 24 hours before an assignment is due.** It is your responsibility to budget your time so you are not working on assignments at the last minute. Assignments turned in more than 7 days after the due date in the syllabus must be emailed to me.

Role of Instructor

I will provide learning opportunities designed to provide you with information about psychology and foster critical thinking. I have created the course to incorporate different methods of learning and assignments draw upon multiple skillsets to be successful. Every effort will be made to accommodate different learning styles and you are encouraged to provide feedback both formally and informally. I pledge to carefully consider constructive feedback about teaching methods and incorporate suggestions to the extent feasible. I am responsible for treating you in a respectful, professional manner and creating a classroom atmosphere where students treat each other professionally. I will be accessible outside of class and encourage you to meet with me either during office hours or individual appointments to discuss concerns (e.g., about the class, workload, assignments, etc.), conflicts or problems that affect course performance, concepts which need further clarification, additional resources related to course material, or careers in psychology.

Statement on Classroom Conduct

All students have the right to a civil, productive, and stimulating learning environment. In turn, as the instructor I have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is part of a stimulating learning environment. Both instructors and students, however, have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior. We all bring different backgrounds, experiences, assumptions, and opinions into this class. The class will be a better experience for everyone if everyone feels safe enough to share their perspectives. It is encouraged to challenge each other's perspectives, but we will debate ideas and theories using evidence to support our own positions. Repeated behaviors that undermine the learning environment described above may result in being asked to leave the class for a day or, if other interventions do not succeed, you may be dropped from the course at the instructor's discretion.

Statement on Disabilities

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disabilities, Lynne Davies, by phone (717) 361-1227 or e-mail daviesl@etown.edu. If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the

academic adjustments specified in your accommodations letter as they pertain to my class. This syllabus is available in alternative formats upon request.

Statement on Diversity

We will all bring unique perspectives to this course and I hope those who feel comfortable will share insights and alternative interpretations throughout the semester. Cultural perspectives will be explicitly included in many of our discussions and will likely come up in many others. I welcome feedback on ways to increase the diversity of perspectives being provided in class and methods for creating a more inclusive atmosphere through my teaching.

Statement on Religious Observances

Elizabethtown College is willing to accommodate individual religious beliefs and practices. It is your responsibility to meet with me in advance to request accommodation related to your religious observances that may conflict with this class, and to make appropriate plans to make up any missed work.

Statement on School Closure

In the event of a school closure (due to inclement weather or another issue) on a day when we are scheduled to have class, please be sure to check your email for a message from me. I may contact you with instructions for an assignment or activity you could complete using Canvas or other course resources.