

Clinical Research Seminar Psychology 256 - Fall 2004

Instructor: Marilyn Hartman, Ph.D.
Office: Davie 256
Email: hartman@email.unc.edu
Phone: 962-3987
Class Meetings: Tuesdays 9 - 11:30 A.M. Davie 261
Office Hours: By appointment

Objectives and Goals

The goal of this course is to increase the student's competence in designing, conducting, and evaluating psychological research. Specific objectives are: (1) mastery of basic design elements of quantitative research methodology; (2) acquisition of the ability to evaluate a body of research and to present findings in an APA-style manuscript; and (3) development of an initial understanding of professional and ethical issues in the conduct and publication of research in clinical psychology.

Course Requirements and Format

Course requirements were developed based on a clear teaching philosophy and course objectives for student learning. Class time will be spent primarily in lectures, discussion and individual presentations. Since this is an upper-level course in which discussion is central, you will need to read a lot and prepare for each class period in order to participate very actively in class. Also, because we meet just once a week, the reading assignments are sometimes lengthy - do not attempt to do all the assignments in one sitting. Final grades are based on the following:

<u>Requirement</u>	<u>Evaluation</u>
Class participation	15%
Written article critiques	15%
Written critique of classmates' literature review	10%
Midterm exam	20%
Final paper: Literature review	40%

Reading Assignments

The course readings include research articles and chapters available at the course website in Blackboard. [The only exception are the excerpts from Galvan (2004), a copy of which will be in a folder on my office door. Just borrow to photocopy as needed.] To access the course website, go to <http://blackboard.unc.edu>, log in with your ONYEN name and password, and click on the course name.

Note that reading assignments on the course syllabus are subject to change. For instance, I will be adding articles written by our faculty as examples of various types of research designs and statistical approaches. There may be other changes along the way as well.

Research Journal

From the very beginning of the semester keep a lab notebook or journal. You don't have to have a lab to keep one. There should be two types of entries in the journal.

- The first is a sort of Dear Diary of research-related thoughts and experiences. Record activities such as meetings with your advisor, thoughts about things you have read, ideas for research projects, critiques of papers, diagrams depicting your model for how some psychological

phenomenon works, notes of issues you want to read or learn more about or articles you want to read, things you want to discuss with your advisor, other faculty members, me or the class, etc. In general, keep your journal with you when you are reading or writing. You needn't develop flowing prose, just enough to keep track of your train of thought. Each week there should be at least one entry of this type.

- The second type of entry are the specific journal assignments listed on the course schedule below. Some of these assignments I will ask you to submit electronically to me on the day they are due. Others are simply to be recorded in your journal.

In addition to reviewing specific assignments as indicated above and in the class schedule, I will also take up your journals to review on two occasions during the semester. I suggest that you use a loose-leaf notebook for the journal. When I have your journal to review, you can be making entries on pages you'll add to your journal once I have returned it. I will use your journal to judge whether you've been thinking about your research (and that of others) and have been completing assignments.

Written assignments

A variety of written assignments are to be completed for this course. Some of them pertain to the development of your own research ideas and preparation for writing a literature review. Others have the goal of developing your ability to understand and evaluate empirical research. An additional assignment involves providing written feedback to one of your classmates on his or her draft of the final paper.

The final paper consists of an integrated literature review on a topic of your choosing. During the semester you will start to read broadly in the research area of your advisor's expertise and in the course of the semester narrow down your reading to identify a paper topic that is interesting to you and appropriate in scope. This paper may become the introduction of your masters thesis or second year project. At the very least it should be topically related, if only loosely, to your thesis or second year project.

Overlap of class requirements and your work with your advisor. The assignments for this class that are related to your research should overlap at least partially with the work you are doing outside of class and in conjunction with your advisor. (If this is not appropriate in your case, you may consult with me more extensively about the class assignments.) In addition to the course requirements regarding the development of a literature review, however, you should be setting aside time to work on your research as if it were a class of its own. Schedule the time, and it will happen.

Midterm exam

The midterm exam will cover material presented in class, readings and assignments. The goal of this test is to help you consolidate the information that you've been learning (concepts, terms, etc...), apply it to problems, and use it to interpret existing literature, compare and contrast varying perspectives or solutions, and analyze the possible options for a given research problem. The format of this exam is largely essay and applied problem-solving.

Class Participation

You will not get much out of this course unless you come to class prepared and use class time to engage with the material we're considering. I'm looking for thoughtful input that indicates you're trying to help yourself and others become better researchers and that you've worked on the small assignments given in connection with readings. Brilliance is not required. If you are shy about speaking up in groups, this is the time to start working on it. *In vivo* exposure is effective. If I don't hear from you frequently, I'll call on you and ask questions about readings or the topic of discussion at the moment.

A note: My hope is to create a supportive environment in the classroom, so that you begin to develop an intellectual community that includes not only your advisor's lab group but also classmates with interests in other areas of clinical psychology. Overall my role and that of your fellow students in our class meetings is to support you in the process of your learning to think of yourself as a researcher and writer.

Honor code: The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student contact at the University. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4041).

Note: I expect you to be consulting with your advisor throughout the semester as you work on your research and complete readings related to your research. For instance, you may be getting help from your advisor to identify readings for your literature review and to discuss the direction of your research. Nevertheless, all written critiques, as well as the literature review are to be completed independently, unless otherwise indicated in class or in this syllabus. If you are unsure about whether to discuss an assignment with your advisor or other people, please check with me.

Class Schedule

Class 1 August 24 Introduction
Reading assignment
Hayes (1998)

Class 2 August 31 The Scientific Process
Reading assignments
Shadish et al. (2002), Chapter 1 (pp. 1-12, 26-32)
Dunbar (1995), Chapter 2
Neimark, J. (August, 2004).
Elbow (1998), part of Chapter 2, pp. 13-19.
Meltzoff (1998), Chapter 1
Galvan (2004). Chapter 3. (Note: This reading is available on my office door.)

Writing assignments

1. (Journal Entry) Write a brief description of the broad topic you plan to read about this semester (e.g., marital therapy, social cognitive deficits in schizophrenia, coping with pain) plus some subareas that you might explore in more detail (Consult with advisor, by all means). Please email to me.
2. (Journal Entry) Construct a list of the most relevant journals to this research literature.
3. (Journal Entry) Use free-writing to explore some ideas of interest to you in your broad topic area.
4. (Journal Entry) Identify an initial list of articles to read (approx. 10). This may include a mixture of empirical studies (including articles authored by your advisor, classic articles, recent important articles) plus additional review articles or book chapters. If you have already acquired background in your research area, then develop a list of an additional 10 articles to read. Please email to me.

Class 3 September 7 Research Design and Validity

Reading assignments

- Kazdin (2003). Chapter 5
- Kazdin (2003). Parts of Chapters 2 and 3 (pp. 22-35, 55-66)
- Eusis-Lang & Reveles (in Meltzoff, 1998).
- Optional reading with additional tips on critiquing an article:
Galvan (2004), Chapters 4-5. (Note: This reading is available on my office door.)

Writing assignments

1. Prepare a written critique of Eusis-Lang & Reveles.
2. (Journal Entry) Look over (e.g., read superficially) your list of articles, prioritize your more careful reading of the articles, and organize into subtopics if possible. If you have time start to read from this list in more detail, taking notes on each.

Class 4 September 14 Research Design and Validity

Reading assignments

- Kazdin (2003), rest of Chapters 2 and 3 (pp. 36 – 54, 66-81)
- Mook (1992)
- Shadish et al. (2002) pp. 462-474.
- Gaye-Schlofffen & Nussbaum (in Meltzoff (1998)

Writing assignments

1. Prepare a written critique of Gaye-Schlofffen & Nussbaum.
2. (Journal Entry) Continue reading and taking notes on articles.

Class 5 September 21 Research Design

Reading assignments

- Kazdin (2003). Part of Chapter 7 (pp. 184-202)
- Shadish et al. (2002). Parts of Chapters 8 and Chapter 9 (pp. 246-257, 269-278, 294-313)
- Exemplar article # 1
- Added: Baucom et al. 2003

Writing assignments

1. Written critique of exemplar article.
2. (Journal Entry) Continue reading and taking notes on articles.

Class 6 September 28 Research Design

Reading assignments

- Shadish et al. (2002), Chapter 4, and excerpt from Chapter 7 (pp. 103-134; 156-161)
- Baron & Kenny (1986).
- Exemplar article # 2

Writing assignments

1. Written critique of exemplar article.
2. Journal Entry: Expand your list of articles to read this semester. Try to make it as complete as possible, incorporating everything you expect to include in your literature review. This list (and its length) should be discussed with your advisor. Please email to me.

Class 7 October 5 Midterm Exam

Reading assignments

Exemplar article # 3

Written assignments

1. Written critique of exemplar article.

October 12 University Day No Class

Class 8 October 19 Treatment and Prevention Designs

Reading assignments

Kazdin (2003), Chapter 14

Kendall et al. (1999)

Stiles et al. (1999)

Galvan (2004), Chapters 6-8. (Note: This reading is available on my office door.)

Written assignments: None

Class 9 October 26 Measurement

Reading assignments

Kazdin (2003), Chapter 13

Dawis (1999)

Haynes (1999)

Written assignments

1. (Journal Entry) Complete your list of references you plan to cite directly in your literature review. Please email to me.
2. Find a published article on the development of a new scale. Read and prepare a written critique.

Class 10 November 2 Measurement

Reading assignments

Cone (1999).

Peng et al (1997)

Exemplar articles # 4 and # 5

Gopen & Swan (1990).

Written assignments

1. Written critique of one of the exemplar articles

Class 11 November 9 Statistical Methods, Power, Secondary Analyses

Reading assignments

Kazdin (2003), Chapters 15 -16

Hallahan & Rosenthal (1996)

Rosnow & Rosenthal (1996)

Exemplar article # 6

APA Publication Manual, Chapter 2.

Written assignments: None (but note that literature review draft is due next week)

Class 12 November 16 Ethics and Diversity

Reading assignments

Sue et al. (1999)

Kazdin (2003), Chapter 17

Exemplar article # 7

Elbow, P. (1998): pp. 237-263

Written assignments

1. Complete draft of literature review and send electronic copy to me and class. Include an abstract.

Class 13 November 23

Reading assignments:

Read both of your fellow students' literature reviews.

Written assignments

1. Written feedback on one of the literature reviews.

Class 14 November 30 Where to From Here?

Reading assignments

Bolker, Chapters 3, 4, 5, and 8

Tesser (2000).

Hartman (2004). Thesis tips

Written assignments

1. Journal Entry: Prepare a timeline/work plan for spring semester. Please email to me.
2. Journal Entry: Free-writing for developing an idea piece about their future directions. Also, prepare a brief oral presentation on the direction for next semester (how to narrow topic for thesis, where the ideas come from; what additional literatures you need to read).

*** Thursday December 9

Final paper due at noon ***

References

American Psychological Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, DC: Author. [I also recommend buying this book. You will need to refer to it in this course and throughout graduate school.]

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. New York: Henry Holt.

Cone, J. D. (1999). Observational assessment: Measures development and research issues. In P. C. Kendall, J. N. Butcher, and G. N. Holmbeck (Eds.), *Handbook of research methods in clinical psychology* (pp 183-223). New York: Wiley & Sons.

Dawis, R. V. (1987). Scale construction. *Journal of Counseling Psychology*, 34, 481-489.

Dunbar, R. (1995). *The trouble with science*. London: Faber & Faber. (Chapter 2)

Elbow, P. (1998). *Writing with power (2nd Edition)*. New York: Oxford University.

Galvan, J. L. (2004). *Writing literature reviews (2nd Edition)*. Glendale, CA: Pycszak Publishing.

Gopen, G. D., & Swan, J. A. (1990). The science of scientific writing. *American Scientist*, 78, 550-558.

Hallahan, M., & Rosenthal, R. (1996). Statistical power: Concepts, procedures, and applications. *Behavioral Research and Therapy*, 5/6, 489-499.

Hayes, S. C. (1998). Thirteen rules of success: A message for students, *Behavior Therapist*, 21, 47-49.

- Haynes, S. N., Nelson, K., & Blaine, D. D. (1999). Psychometric issues in assessment research. In P. C. Kendall, J. N. Butcher, and G. N. Holmbeck (Eds.), *Handbook of research methods in clinical psychology* (pp 125-154). New York: Wiley & Sons.
- Kazdin, A. E. (1999). Overview of research design issues in clinical psychology. In P. C. Kendall, J. N. Butcher, and G. N. Holmbeck (Eds.), *Handbook of research methods in clinical psychology* (pp 3-30). New York: Wiley & Sons.
- Kazdin, A. E. (2003). *Research design in clinical psychology (4th ed.)*. Boston: Allyn & Bacon.
- Kendall, P. C., Flannery-Schroeder, E. C., & Ford, J. D. (1999). Therapy outcome research methods. In P. C. Kendall, J. N. Butcher, and G. N. Holmbeck (Eds.), *Handbook of research methods in clinical psychology* (pp. 330-363). New York: Wiley & Sons.
- McCall, R. B., & Applebaum, M. I. (1991). Some issues of conducting secondary analysis. *Developmental Psychology*, 27, 911-917.
- Meltzoff, J. (1998). *Critical thinking about research: Psychology and related fields*. Washington, D.C.: American Psychological Association.
- Mook, D.G. (1992). In defense of external invalidity. In A. E. Kazdin (Ed.), *Methodological issues and strategies in clinical research* (pp. 119-136). Washington, DC: American Psychological Association.
- Neimark, J. (August, 2004). Are recovered memories real? *Discover*, 25(8), 72-77.
- Peng, K., Nisbett, R. E., & Wong, N. Y. C. (1997). Validity problems comparing values across cultures and possible solutions. *Psychological Methods*, 2, 329-344.
- Rosnow, R. L., & Rosenthal, R. (1996). Computing contrasts, effect sizes and counternulls on other people's published data: General procedures for research consumers. *Psychological Methods*, 1, 331-340.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin Co.
- Stiles, W. B., Honos-Webb, L., & Knobloch, Lm. M. (1999). Treatment process research methods. In P. C. Kendall, J. N. Butcher, and G. N. Holmbeck (Eds.), *Handbook of research methods in clinical psychology* (pp 364-402). New York: Wiley & Sons.
- Sternberg, R. J. (Ed.) (2000). *Guide to publishing in psychology journals*. New York: Cambridge. (I recommend your buying this paperback book individually or jointly. It has chapters on writing review articles and empirical articles, with separate chapters on writing the introduction, methods, and results sections. You will find this a useful reference throughout graduate school.)
- Sue, S., Kuraski, K. S., & Srinivasan, S. (1999). Ethnicity, gender and cross-cultural issues in clinical research, (pp. 54-71). In P. C. Kendall, J. N. Butcher, and G. N. Holmbeck (Eds.), *Handbook of research methods in clinical psychology* (pp 3-30). New York: Wiley & Sons.
- Tolan, P. H. (1999). Research methods in community-based treatment and prevention. In P. C. Kendall, J. N. Butcher, and G. N. Holmbeck (Eds.), *Handbook of research methods in clinical psychology* (pp 403-418). New York: Wiley & Sons.

Additional resources:

University of North Carolina at Chapel Hill. *Academic Affairs Institutional Review Board Manual*. See <http://research.unc.edu/red/irb/index.html>

Graduate School of the University of North Carolina at Chapel Hill. *A guide to theses and dissertations*. See <http://gradschool.unc.edu/pdf/tdguide.pdf>

Exemplar articles

1. Penn, D. L., Chamberlin, C., & Mueser, K. T. (2003). The effects of a documentary film about schizophrenia on psychiatric stigma. *Schizophrenia Bulletin*, 29, 383-391.

2. Jones, D. J., Shaffer, A., Forehand, R., Brody, G., & Armistead, L. P. (2003). Coparent conflict in single mother-headed African American families: Do parenting skills serve as a mediator or moderator of child psychosocial adjustment? *Behavior Therapy, 34*, 259-272.
3. Warren, L. H., & Hartman, M. (2004). *Explaining age differences in temporal memory*. Manuscript under review.
4. Hussong, A. M., Hicks, R. E., Levy, S. A., & Curran, P. J. (2001). Specifying the relations between affect and heavy alcohol use among young adults. *Journal of Abnormal Psychology, 110*, 449-461.
5. Gil, K. M., Carson, J. W., Porter, L. S., Scipio, C., Bediako, S. M., & Orringer, E. (2004). Daily mood and stress predict pain health care use, and work activity in African American adults with sickle-cell disease. *Health Psychology, 23*, 267-274.
6. Prinstein, M. J., & Aikins, J. W. (2004). Cognitive moderators of the longitudinal association between peer rejection and adolescent depressive symptoms. *Journal of Abnormal Child Psychology, 32*, 147-158.
7. Baucom, D. H., Hahlweg, K., & Kuschel, A. (2003). Are waiting-list control groups needed in future marital therapy outcome research? *Behavior Therapy, 34*, 179-188