

Clinical Research: Design, Analyze, Disseminate

PSYC 490-001 Fall 2019

MWF 2:30 – 3:20

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Prerequisites

PSYC 101: General Psychology

Recommended Prerequisites

PSYC 210: Statistical Principles of Psychological Research; PSYC 270: Research Methods

Course Overview & Objectives

Understanding behavior for the purposes of assessment and treatment begins by asking questions and researching the answers. The goal of this course is to expose you to the empirical basis of the field of clinical psychology by having you work with a community partner to identify a question of interest, create a research design that will quantitatively or qualitatively address the research question, analyze the subsequent data, and disseminate the findings to the community.

The course objectives are as follows:

1. Become familiar with empirically-based and commonly used research designs and statistical analyses for assessing and treating psychopathology and/or other areas of clinical interest.
2. Develop professional skills for coordinating with peers and a community partner to conduct research, such as collaboration and communication.
3. Refine technical writing and critical thinking skills in the context of developing a research question, designing appropriate methodology and statistical analyses, and disseminating the results to the public via a conference poster.
4. Discover and engage in the iterative nature of the scientific method by critically evaluating and revising research questions, hypotheses, data analyses, and data interpretations.
5. Increase confidence in being a scientist by making autonomous decisions about the research project, accepting failure and trying again, and presenting one's work to a broader audience.

Target Audience

This course is for upper-level students interested in gaining more “hands-on” research experience in the field of Clinical Psychology.

Course Format

This is a CURE (course-based undergraduate research experience) class that is application based. I envision this course being run like a research lab; therefore, the majority of class time will be spent working in small groups on the research project identified by the class and its community partner. Mini-lectures will be provided throughout the semester to aid students in understanding necessary topics for conducting their research project.

Course Readings

There is no assigned textbook. Required course readings and supplemental materials will be posted via Sakai in the Resources folder.

Additional Resources

Course Website

I will use Sakai to provide you with easy access to the class schedule, assignments, and the syllabus. You can access the Sakai site via MyUNC or by going to <https://www.unc.edu/sakai/> and then logging in through “Onyen Login.” Much of the information you will need for the course will be provided via Sakai, so please ensure that you can access the Sakai site consistently and easily. If you have any problems logging in or navigating the system, contact the IT (Information Technology) Services help desk at 919.962.HELP (4357). Please let me know as soon as possible if you have any problems accessing the site.

APA Style (for writing papers)

www.apastyle.org

This website addresses some of the most frequently asked questions about writing in APA style. This website will be a good tool to use when writing your paper for this class.

Odum Institute

<https://odum.unc.edu>

The Odum Institute offers research support services and is housed in Davis Library (room 219). The most helpful resource will likely be their Stats Help Desk which is open for walk-in consultations Monday through Friday from 9:00 am – 6:00 pm. It is located on the second floor of Davis Library near the entry of Odum Institute.

Office of Undergraduate Research (OUR)

<https://our.unc.edu>

OUR assists students with finding research opportunities and funding their research interests. Our Graduate Research Consultant (GRC) – Ethan McCormick – is sponsored by OUR. This office also sponsors the [Carolina Research Scholar Program](#), and taking this class fulfills one of the requirements of becoming a Carolina Research Scholar.

Course Requirements

1. **Attendance and Participation:** Classroom attendance and regular participation are *necessary* to be successful in this course. You will be completing a research project during the course which is time-intensive and requires continual collaboration and input from EACH student. You are therefore expected to attend and participate in all scheduled classes unless circumstances beyond your control prevent you from attending. Formal attendance will not be graded, per se; however, a portion of your grade will depend upon your completion of in-class assignments (see below). Furthermore, I will keep track of attendance to ensure that everyone is consistently attending class and contributing to their groups.
2. **Assigned Readings:** Each class there will be assigned readings and/or supplemental materials to review. The purpose of the assigned readings is to provide sources for learning more information about the topic matter discussed and implemented in class. It is expected that everyone will be familiar with the topic matter from the assigned readings *before* the class session in which they will be discussed and implemented.

3. **Homework (10%):** Due to the nature of the course, it is difficult to predict when there will be homework assignments; however, it will be important to keep up with any outside-of-class assignments to ensure the timely completion of the project. Expected homework assignments can include literature reviews, creating and maintaining an annotated bibliography, reviewing peers' work, running analyses, and other project-related tasks. Your homework grade will be evaluated based on the number of assignments completed and the quality of your completion of the assignments.

Credit awarded	Percentage of assignments completed	Quality of Execution
Full credit (100%)	90%+	Sufficient
3/4 credit (75%)	75-90%	Sufficient
3/4 credit (75%)	90%+	Underdeveloped
1/2 credit (50%)	50-74%	Sufficient
1/2 credit (50%)	75-90%	Underdeveloped
0 credit (0%)	<50%	Sufficient or underdeveloped
0 credit	50-74%	Underdeveloped

“Sufficient” quality of execution entails completing the task with attention to detail and following the specific instructions of the assignment and providing detailed and developed work when appropriate. In general, the work suggests that time was taken to give a thoughtful response and was not hurriedly completed (e.g., vague answers, limited development, etc).

“Underdeveloped” quality of execution entails not addressing all instructions and providing vague responses with limited development.

Homework assignments should be submitted by the due date to ensure there are no unnecessary delays in the project. Remember, your research team is counting on everyone contributing to the project.

4. **In-Class Activities (15%):** Most classes will involve you working with your research team on that day's task. Therefore, you will be expected to be an active participant in group activities. After most classes, you will submit a “journal entry” outlining your independent contribution to your group's work – for some entries, you might be required to attach your work completed from that day. The purpose of these entries is to give you time to process what work you have completed, to clarify among your research group what was accomplished, and to hold you accountable to your group for the work being completed (group members can see your journal entries). A random selection of 15 of these submissions will be graded for course credit, and your 12 highest graded assignments will count toward your final grade. Each assignment is worth 5 points. To earn full credit you must demonstrate that you “pulled your weight” in the group that day by independently contributing to the research process or work product. You can earn half credit by submitting work that suggests you were in attendance but did not actively contribute to the task. I will also be observing groups each day and making note of students who consistently do not appear to be contributing to the day's task. Your overall in-class activity grade might be reduced if you do not contribute equally to the group project. Students who do not submit proof of their work for that day by 10 pm will receive 0 points. The 15 graded in-class assignments will *not* be announced ahead of time, and there will not be any opportunities to make-up the assignments, even for excused absences. You can expect to do well on the activities **only if you attend class and complete the assigned activities and any assigned homework for that day.**
5. **Technical Writing (50%):** You will submit written assignments at each stage of the research project. A significant portion of your grade will come from these written assignments because they will showcase the work you have been doing toward the research project. Some of the writing assignments will be

group assignments. There will be a total of 5 written assignments: Research Proposal, Background/Literature Review/Hypotheses/Proposed Methods, Analysis/Results, Discussion/Conclusion, and the final draft of these sections. More details about each written assignment will be discussed prior to its due date and can be found on the Sakai site. In general, your group will delegate individuals to be responsible for certain sections and then groups are encouraged to use a document-sharing program (e.g., Google doc) to create and edit these writing assignments.

6. Poster Presentation (10%)

At the end of the semester, you will collaborate with your classmates to create a research poster that highlights the purpose and main findings from your research project. The purpose of creating this poster is to disseminate your findings in an understandable way to a broader audience who might not have any prior knowledge about the topic. Your poster will be graded on professional appearance and content. You will present your poster at the UNC Research Expo at the end of the semester (December 3) in the Blue Zone at Kenan Stadium. Part of your grade for this requirement is to be present at the expo to discuss the poster with expo attendees.

7. Presentation to Community Partner (15%)

At the end of the semester, you will give an oral presentation to our community partners at RTI. Similar to the poster, the oral presentation will be an opportunity to share your work with our invested partners at RTI. We will use the final exam period to go to the RTI campus and each of the research groups will present their projects. More information about the requirements of this presentation will be provided closer to the time of the presentation. You will be graded on several components, including accuracy of presentation, professionalism, quality of presentation, use of visual aids and other factors that are important for disseminating research in a presentation.

7. Professionalism

It is imperative that you behave in a professional manner when collaborating with other professionals (e.g., your community partner, your classmates, your instructor, guest speakers). For example, you need to demonstrate courtesy (e.g., arriving on time, attending to speaker and not completing unrelated tasks), good communication (e.g., timely responsiveness to email, constructive suggestions), and respect. For any instance where professionalism is not observed or your lack of professionalism is reported by other members of the project, points will be deducted from your final grade.

Make-Up Policy

Due to the nature of this course, it will be imperative that you submit assignments at the designated times. Often, your individual work will be critical for the completion of larger group projects. However, should you need an extension on an assignment, please speak to me about it and we will handle them on a case-by-case basis.

General Class Policies and Professional Behavior

As your instructor, I am responsible for creating a classroom environment that helps students learn. I take that obligation seriously by coming to class prepared, treating you with respect, and establishing a positive atmosphere. The following rules ensure that your classmates and I will not be distracted as we try to get the most from the course. Should you fail to follow these rules, you will be asked to leave the course. I also reserve the right to lower your course grade for repeated unprofessional and/or disruptive behavior.

Active participant: Please stay involved in class by participating in discussions and completing in-class assignments. Sleeping, reading newspapers, shopping, browsing websites/social media, and talking to one another during class run counter to that and should not be done.

Phones and computers: We will be using devices extensively during this course for note-taking, conducting research, editing assignments, etc. However, please respect your peers, guest presenters, and myself by using your devices appropriately by staying on-task. Distractions are inevitable (e.g., texts/emails/notifications from social media), but PLEASE minimize these so as not to disrupt the students around you who are trying to complete assignments. If you appear to be significantly off-task and disruptive to those around you, then you will be asked to put away your device and/or leave the class. Thanks for your respect and implementation of this course policy.

On time: Punctuality is important in professional life and your professional life begins in college. Would you show up 10 minutes late for a board meeting? Then don't show up 10 minutes late for class. Strive to be on time daily. Class meets from 2:30 pm until 3:20 p.m. I will not lecture past 3:20 pm, so I ask you not to begin packing up until you have been dismissed. Doing so early is noisy and distracting to me and to your classmates.

Respect: One of the most valuable aspects of college is exposure to the variety of life experiences and viewpoints of your classmates. You can gain the most by listening carefully to others and presenting your views respectfully. It's no problem to disagree with me or with a classmate, but please avoid hurtful comments about others.

E-mail guidelines: I welcome your e-mails. Emails will be responded to during normal business hours (8:00 a.m. – 5:00 p.m.). Allow AT LEAST 36 hours for responses to emails.

Social Networking: Facebook, Twitter, Instagram, LinkedIn, and other social networks: Professionalism, in part, entails maintaining fairness, equity, and impartiality in the instructor-student relationship. Therefore, I do not accept "Friend requests" from current students for any online social networks. I appreciate your understanding and cooperation.

Syllabus: Prior to turning in assignments or preparing for exams, *review the syllabus and the class website (Sakai)*. Many of your questions can be answered there.

Grading Scale

A..... 93-100	B+.....87-89	C+.....77-79	D+..... 67-69	F....≤59
A-.....90-92	B83-86	C73-76	D 60-66	
	B-.....80-82	C-.....70-72		

Grading System

Grades can be determined by completing the following chart:

	Points <u>Earned/ Possible</u>
Writing Assignments	____/ __200__
In-class activities	____/ __60 (12 at 5 pts each)
Homework	____/ __40__
Poster	____/ __40__
Presentation to Community Partner	____/ __60__
FINAL GRADE*	____ / __400__
*Divide your earned points by 400 to get your average	

I use “.5” to round up to the nearest whole number (e.g., 89.4 will be a B+ whereas 89.5 will be an A-). I recognize that many of you will come close to earning the next highest grade, but I have selected .5 as the cutoff; so please do not make requests to have your grade increased.

UNC Honor Code and Academic Integrity

For more than 130 years, the University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system through which students have pledged not to lie, cheat, or steal. All students in attendance at the University of North Carolina are expected to abide by the Honor Code and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Students enjoy a great deal of freedom at Carolina and have been entrusted to hold each other accountable for maintaining a just and safe community. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. Your full participation and observance of the honor code is expected.

The Honor Code can be viewed at <http://honor.unc.edu>

Special Needs

If you require assistance in the classroom due to a disability of any type, please contact Accessibility Resources and Services (ARS) during the first week of the semester so that appropriate accommodations can be made. After initial arrangements have been made with ARS, or if you are already registered with the ARS, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. The ARS website address is <http://accessibility.unc.edu/>

TENTATIVE* COURSE SCHEDULE

*Due to the nature of this course, it will be hard to predict how much time will be needed for each process in the research project; however, every effort will be made to not change major assignment due dates. Readings might be assigned throughout the semester that are not on the schedule to increase student understanding of a topic/task/process.

		Topic(s) covered	Reading/Supplemental Materials	Homework/ Assignments due
Week 1				
W	8/21	Introduction to Course		
F	8/23	Individual/Course Goals Research Groups	CURE readings Diversity in Research	PSYC 490 questionnaires
Week 2				
M	8/26	RTI Presentation – Anna Yaros and Team	RTI brochures RTI website	Questions for RTI partners
W	8/28	RTI debriefing; Group contracts Hypothesis formulation	RTI articles-TBD if applicable	Wrap-up email to RTI; Group contract draft
F	8/30	Hypothesis formulation – Dataset review	Review dataset	Identify/operationalize 10 variables of interest from database
Week 3				
M	9/2	<i>No Class – Labor Day</i>		
W	9/4	Guest Presentation: Angela Bardeen, UNC Libraries	Annotated Bibliography – How To Mendeley article	-Create Mendeley account - Annotated Bibliography with 4 primary sources
F	9/6	Research Proposal – Literature Review Hypothesis Revisions	Research Proposal articles	- Annotated Bibliography with 4 primary sources - Signed Group Contracts
M	9/9	Research Proposal – Literature Review		Annotated Bibliography with 4 primary sources
W	9/11	Research Proposal		Draft of Research Proposal
F	9/13	Proposal Q & A Preparation		- Group Edits to Research Proposal - 3 questions about proposal process
Week 5				
M	9/16	Research Question Proposals to RTI		
W	9/18	Revise proposals		
F	9/20	Revise Proposals		Resubmit proposal with edits
Week 6				
M	9/23	Plan Analyses		
W	9/25	Plan Analyses		
F	9/27	Data Cleaning		Initial Group Draft of Intro, Background, Hypotheses, Methods
Week 7				
M	9/30	Data Cleaning	Optional: Odum Institute Short Course on SPSS (9/30, 10/2, and 10/3 3:30-5)	
W	10/2	Analyses	Optional: Odum Institute Short Course on SPSS (9/30, 10/2, and 10/3 3:30-5)	
F	10/4	Analyses		Final Draft of Introduction, Background, Hypotheses, Methods
Week 8				
M	10/7	Reviewing Data – Ethan McCormick		Odum Institute Stats Desk

W	10/9	Analyses		Odum Institute Stats Desk
F	10/11	Analyses		Odum Institute Stats Desk
Week 9				
M	10/14	Analyses		
W	10/16	Analyses	Visualizing data	2 graphs depicting results
F	10/18	<i>No Class – Fall Break</i>		
Week 10				
M	10/21	Interpreting Results		1 Analysis with Interpretation
W	10/23	Visualizing Data – Ethan McCormick		
F	10/25	Interpreting Results		1 Analysis with interpretation
Week 11				
M	10/28	Interpreting Results		
W	10/30	Interpreting Results		
F	11/1	Interpreting Results		Initial Group Draft of Analysis and Results
Week 12				
M	11/4	Discussion/Conclusions		1 Analysis in Context of Literature
W	11/6	Discussion/Conclusions		1 Analysis in Context of Literature
F	11/8	Discussion/Conclusions		- Final Group Draft of Analysis and Results
Week 13				
M	11/11	Presentation Creation	Creating a Presentation Resources: Dos and Donts of Making a Poster	- Sketch of a Poster
W	11/13	Presentation Creation		Poster Graphics
F	11/15	Presentation Creation		- Final Edits of Poster -Initial Group Draft of Discussion/Conclusions
Week 14				
M	11/18	Presentation Creation	Tips for Academic Presentations	3 points for presentation
W	11/20	Presentation Creation		Outline of slides
F	11/22	Ethan McCormick – Oral Research Presentation		Final Draft of Discussion Conclusions
Week 15				
M	11/25	Poster Presentation Practice and Feedback		
W	11/27	<i>No Class – Thanksgiving Break</i>		
F	11/29	<i>No Class – Thanksgiving Break</i>		
Week 16				
M	12/2	Oral Presentation Practice and Feedback		Record a run-through
T	12/3	<i>UNC Research Expo</i>		
W	12/4	Oral Presentation Practice and Feedback		Record a run-through Final Papers
Final Assessment				
Fri	12/6	Presentation to RTI		