San José State University
Psychology Department
Psyc 291, Methods and Design for Applied Research
Fall 2015

Instructor: Jennifer Gregg, Ph.D.
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Email: jennifer.gregg@sjsu.edu
Office Hours: Tuesday and Thursday 8:00 – 9:00am
Class Days/Time: Tuesday 9:00 – 11:45am
Classroom: DMH 308

Course Description
From the course catalog:
Development and management of applied research programs based on contributions of psychological research and methodology. Criticizing existing and proposed research. Reporting and communicating research results. Prerequisite: PSYC 18 or PSYC 120A; STAT 95 and STAT 115. Notes: MS program priority.

This class is designed to give you an overview of applied psychological research in psychology, and the methods used both in experimental group designs and in single-subject designs in applied settings. An overview of methodology, time-series design, and how to conduct and report clinical findings is provided with an emphasis on the importance of accountability in clinical psychological practice in the modern era.

Course Goals and Student Learning Objectives
Specifically, the goals of this course are for students to gain an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

Course Content Learning Outcomes
Upon successful completion of this course, students will be able to:
Learning Outcomes

Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will:

1. CLO1: Understand the scientist practitioner model
2. CLO2: Develop an applied research project, collect data, and report results
3. CLO3: Understand the use of research in evidence-based practices
4. CLO4: Learn intervention and research planning within the principles of evidence-based practice.

Program Learning Outcomes (PLO)
Upon successful completion of the MS in Clinical Psychology:

PLO1.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PLO1.2 – Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

PLO2.1 – Students will demonstrate effective integration and communication of clinical case material.

PLO2.2 – Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials.

PLO2.3 – Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

PLO2.4 – Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

PLO3.1 – Student will demonstrate understanding of different assessment devices and strategies for assessing outcome over the course of treatment including standardized nomothetic and idiographic approaches.

PLO4.1 – Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical
populations. Students will be able to apply this knowledge to clinical cases.

PL05.1 – Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets the following Program Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1.

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category: (H) Research and evaluation, including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation. per BPC Section 4999.12

1. LLO2: For the MFT requirements, this course includes instruction in Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature (BPC Section 4980.36(d)(2)(A))

This course will also cover aspects of the general MFT requirements that programs:

(1) Integrate all of the following throughout its curriculum: (A) Marriage and family therapy principles, (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others, (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual’s mental health and recovery; (2) Allow for innovation and individuality in the education of marriage and family therapists; (3) Encourage students to develop the personal qualities that are intimately related to effective practice, including, but not limited to, integrity, sensitivity, flexibility, insight, compassion, and personal presence; and (4) Permit an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists.
Required Texts/Readings

Required Texts
(2) Supplementary Journal Articles. A copy of supplementary journal articles is available for download on the course website. These are essential readings and you will be responsible for them during the semester.

Course Website

Canvas

All of the material shown on the overheads in lectures will be available on the on Canvas after class. These materials are not meant to be a substitute for coming to class, and many times they will not be available until after the material is discussed in class. In that this a graduate course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations and for future reference rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Attendance

As a graduate student, you should not be missing your classes. If you need to miss a class, please let me know by email and I will likely tell you to get the notes from another student. This will be better than nothing, but there will be a lot happening during this class and notes from another student will not properly cover what happens.
Office Hours

The students who have historically done the best in this class are those who came and met with me in my office (DMH 317) when they got stuck, rather than just staying stuck. If you can’t make my office hours, email me (email is the most reliable way to contact me) and we can set up another time to meet. Ultimately, as a graduate student, it is your responsibility to get your needs met, but I will be as present and flexible as I can be to help you succeed. Take me up on it.

Classroom Protocol

• Please turn off your cell phone at the beginning of class and do not text or look at your phone during class unless there is an emergency (let me know ahead of time if you are expecting this).
• Please do not sleep. This makes me feel very boring.
• Be respectful and contribute to creating a space where people feel safe expressing their views and asking questions.
• Please do not use your computer during class for anything but note-taking.

Assignments and Grading Policy

Grades

Grading is based on a combination of several factors. The components of your grade are

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Research Critiques (10 @ 20 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Exams (3 @ 50 points each)</td>
<td>150</td>
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<tr>
<td>Participation</td>
<td>50</td>
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</tbody>
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400 total points

Grades will be determined by the following scale:
100-93%=A, 92-90%=A-, 89-87%=B+, 86-83%=B, 82-80%=B-, 79-87%=C+, 76-73%=C, 72-70%=C-, 69-67%=D+, 66-63%=D, 62-60%=D-, and 59.9% and less = F.
**Research Critiques**

Over the course of the semester, you will be asked to consider several research articles to build your ability to examine such articles and use them thoughtfully. In response to these research articles, you will answer specific questions designed to assess your understanding of the studies and the research methodology utilized.

This process is to develop your skills with this task. You must write out your answers. Please use the number and header to denote where your answers to each question begin and end.

Each vignette is worth 50 points, divided as follows:
1. What was the clinical problem being addressed?
2. Is it a relevant/important clinical problem in your opinion? Why or why not?
3. Briefly describe the intervention, if present
4. What is the proposed process variable or mechanism of change? How is it measured, if it is?
5. What is the outcome of interest? How is it measured?
6. Briefly describe the methods
7. Briefly describe the main findings.
8. What, in your opinion, was helpful about this study?
9. What are criticisms of the study (at least 3)?

**Research Presentation**

Over the course of the semester you will engage in some kind of intervention and data collection project, and at the end of the semester you will present your research findings to the class. Examples data collection topics are:

- A self-improvement project on yourself
- An other-improvement project on somebody in your life (be careful with this one!)
- Data collection on a client at your practicum site
- Data collection on a new procedure or policy at your practicum site

You will collect data all semester and then do a presentation to the class of your findings. Each of the following categories will be covered in your presentation:

- The problem
- The relevance of the problem
- The intervention
- The proposed mechanism of change
- The outcome
- The method you employed
- The results
- The limitations of your intervention/evaluation
- Future research you propose on the topic
Paper Policy

The Research Critiques that are completed out of class are due in class on the day specified in the syllabus at the beginning of class. I will accept late papers, but I will lower your grade on that paper 10% per day that it is turned in after the due date. You cannot turn a paper in after it is three days late. This time frame of deducting 10% includes papers turned in after they are collected in class.

Your writing quality is graded in this class, and if I cannot understand your writing, you will be reduced points. If your grammar is difficult to understand you will be asked to seek additional assistance with your writing.

I expect you to reference at least your text or one additional reading for this assignment. Whenever you reference something you have read, provide a complete, APA-style reference. Never reference a web site or web source, ever. If you find a good article referred to on the web, get it, read it, and use that original source.

You must conform to the following points to have your paper graded:

• Only use abbreviations for the disorder (e.g., PTSD) once you have written it out completely.
• Do not use abbreviations such as etc. or contractions in your paper.
• Only typed double-spaced papers will be accepted
• You must use a font size of 12 using a standard font such as Arial, Times New Roman, or Helvetica.
• Margins must be 1 inch all the way around.
• Type your name (last name first), the semester of the course, and the course name in the upper right corner of the first page like this:
  Student, Sue
  Fall 2015
  Psychology 291
• Sequentially number all pages in the lower footer of each page
• Staple pages together in the upper left corner (no paper clips or folded over corners)
• Do not use folders, cover pages or plastic covers

A Note on Using other Resources
Please note, if you work together to develop ideas, be certain that your writing is always your own. If you turn in writing that another student has turned in, I will assume you plagiarized (copied) each other’s work (see academic integrity policy). In this case, you will both fail the assignment and the course. Your immediate dismissal from the graduate program will be carefully considered.
**Exams**

Assigned Readings Policy
I will assume that you have done the weekly reading before coming to each class. The exams will assess this on a periodic basis. If it appears through class discussion that you have not done the weekly reading, I will give an unscheduled pop-quiz. The way I know that people have read is when they talk about the readings in an intelligent manner.

There will be three scheduled exams in this class. These will cover the reading you are to have completed prior to coming to class (all material prior and that week’s readings).

**Participation**

Participation in class discussions and in general is very important. The point value for this will be 50 points. An assessment of participation will be done informally during the semester. I would encourage you to seek me out to check on your level of participation. If you are not talking enough or are not evidencing that you have done the readings, you will receive feedback.

Note: This course is approved as meeting the Competency in Written English requirement set by Graduate Studies and Research at SJSU under the Graduate Writing Assessment Requirement (GWAR).

**University Policies**

**Academic integrity**

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University and likely dismissal from the graduate program. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Educatio Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

Although writing comprises most of your grade in this course, it is not expressly a course instructing better writing skills. I am happy to look at drafts of your paper with you (in person), but I cannot teach you grammatical or other essential to better writing. You are better off seeking assistance from me for content in your paper and going elsewhere for help with basic writing skills. I strongly encourage you seek assistance with your writing at the San Jose State University Writing Center in Clark Hall, Suite 126. It is a free service to students and will typically result in a much better paper for this course. Given that a portion of the paper grade is based on writing, grammar, and spelling, you should consider utilizing this service. Their contact information is 408-924-2308. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 1</td>
<td>Introduction to course</td>
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<td>8/25/15</td>
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<tr>
<td>2</td>
<td>Week 2</td>
<td>The Scientist Practitioner Model</td>
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<td>Chapter 1 Hayes, Barlow, Nelson-Gray (HBN-G)</td>
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<td></td>
<td>9/1/15</td>
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<td>3</td>
<td>Week 3</td>
<td>Current Research Models and Strategies</td>
<td>Critique 1</td>
<td>Ch. 3 HBN-G</td>
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<tr>
<td>5</td>
<td>Week 5</td>
<td>Exam 1</td>
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<tr>
<td></td>
<td>9/22/15</td>
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<td>6</td>
<td>Week 6</td>
<td>Self-Report Measures and the selection of variables</td>
<td>Critique 3</td>
<td>Ch. 12 HBN-G (pp. 320-343 only)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Critique</td>
<td>Ch.</td>
<td>Title</td>
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| 7    | Week 7 10/6/15 | Direct Observation and Self-monitoring | Critique 4 | Ch. 13 HBN-G  
| 8    | Week 8 10/13/15 | Introduction to Time-Series Design | Critique 5 | Ch. 5 HBN-G  
| 9    | Week 9 10/20/15 | Exam 2 | | |
| 10   | Week 10 10/27/15 | Time-Series Designs: Within-Series Elements | Critique 6 | Ch. 6 HBN-G  
| 11   | Week 11 11/3/15 | Time-Series Designs: Between-Series Elements | Critique 7 | Ch. 7 HBN-G  
<p>| 12   | Week 12 | Time-Series Designs: Combined Series | Critique 8 | Ch. 8 HBN-G |</p>
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<th>Week</th>
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<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>13</td>
<td>11/17/15</td>
<td>Program Evaluation</td>
<td>Ch.X HBN-G</td>
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<tr>
<td>14</td>
<td>11/24/15</td>
<td>How to report and communicate research results</td>
<td>Critique 10</td>
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<td>15</td>
<td>12/1/15</td>
<td>Student Presentations</td>
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<td>16</td>
<td>12/8/15</td>
<td>Student Presentations</td>
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<td>Final Exam</td>
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