Instructor: Joanna H. Fanos, Ph.D.

Office Location: Dudley Moorhead Hall, Room 314

Telephone: 408-924-5622

Email: Joanna.Fanos@sjsu.edu

Office Hours: Mon & Wed 2:00 to 3:00 p.m.; & Other times by appointment

Class Days/Time: Monday 9 am-10 am lecture; 10:15 to 1:15 lab.

Classroom: Dudley Moorhead Hall, Room 236

Prerequisites: PSYC 001, STAT 095, PSYC 100W, PSYC 110.

Pre/Corequisite: PSYC 120 must be taken either before, or concurrently with, this course.

Misc/Lab: Lecture 1 hour/lab 3 hours.

Faculty Web Page
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/joanna.fanos/

Course Description
The purpose of this course is to provide students advanced treatment of research approaches used in clinical psychology. Students will learn about and evaluate classic and contemporary methods used in clinical psychology. Students’ main activities in this course will be to design, implement, and communicate original research conducted in the area of clinical psychology. Students will develop research designs appropriate to the hypotheses being tested, with respect to qualitative research design. Data collection, coding, analysis, and interpretation are an essential aspect of this process. Students will communicate the results of their research using appropriate professional
disciplinary standards (i.e., APA style).

Course Learning Outcomes (CLOs)

This course builds upon the research skills developed in prior psychology research methods classes. Upon successful completion of this course:

CLO1 – Knowledge of Clinical Psychology Methods – Students will be able to identify, describe, and communicate major classic and contemporary methods used in the domain of clinical psychology.

CLO2 – Research Methods in Clinical Psychology – Students will be able to conduct all phases of a substantial study, including:
(a) idea development, synthesis of research literature, and hypothesis generation,
(b) developing a research design that appropriately tests the hypothesis and implementing the design (data collection),
(c) conducting appropriate statistical analyses and correctly interpreting results,
(d) communicating the results in written and verbal modes, using appropriate professional disciplinary standards (i.e., APA style), and
(e) recognizing and communicating the strengths and limitations of one’s study.

CLO3 – Critical Thinking Skills in Clinical Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to clinical psychology (e.g., evaluate the validity of research studies, theories, applications research applications)

CLO4 – Values in Clinical Psychology Research – Students will be able to identify, evaluate, and discuss ethical issues as they relate to the practice of clinical psychology research (e.g., informed consent process).

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbooks
There is one required texts and two recommended:


Recommended


ISBN-13 9780805817782

King Library Research Services
Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He is available throughout the semester to meet with individual students. His phone number is 408-808-2348 and his email is Bernd.Becker@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf)

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Classroom Protocol

I expect that you will attend regularly and participate in class discussions. Please arrive on time; it is disruptive to everyone else when someone arrives late. Turn your cell phone off or, if necessary, place in vibrate mode. Text messaging will not be tolerated.
Laptops will be used as part of the course, but personal use will not be tolerated. The material covered in this class may be highly personal to many students and it is rude not to give each other complete attention.

Course Structure

Seminar
Seminar time will be used to cover material needed for successful completion of the course. Activities will include, but are not limited to, lectures of relevant concepts (e.g., basic principles and areas of research in clinical psychology, classic and contemporary methods used in the discipline, analysis), discussions (e.g., critical evaluation of research), and in-class demonstrations.

Laboratory
Laboratory time will be used in a variety of ways, including, but not limited to, extended time to complete seminar activities as needed; implementation of projects (i.e., group meetings, data collections); instructor feedback and consultation; and so forth. Attending all scheduled lab times is essential for successful completion of the course.

Assignments and Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>CITI exam online</td>
<td>5</td>
</tr>
<tr>
<td>IRB Protocol</td>
<td>20</td>
</tr>
<tr>
<td>Group Research Paper</td>
<td>50</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
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<tr>
<td>Evaluation of Group Presentation</td>
<td>5</td>
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</tbody>
</table>

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review University Policy S11-3 at [http://www.sjsu.edu/senate/docs/S11-3.pdf](http://www.sjsu.edu/senate/docs/S11-3.pdf)

CITI Online Training

The Collaborative Institutional Training Initiative (CITI) provides a course specifically for students who wish to conduct human subjects research. To access the student course:

1. Visit the CITI website.
2. After you have created an account with CITI using your SJSU email address, select San Jose State University Courses.
3. Click on "add a course or update learner groups."
4. Go to question #2 and select “Social & Behavioral Research Investigators”
5. Scroll to the bottom and click “submit”
6. Select the course “Social & Behavioral Research – Basic/Refresher”
7. Complete all 17 modules
8. Print receipt.
Students are required to have a faculty advisor who has fulfilled the training requirements sign off on a protocol submitted to the IRB. SJSU policy regards the faculty advisor as the “primary investigator” for student research.

**IRB Proposal/Protocol**

Students will complete an IRB proposal to be evaluated by the instructor. This proposal will also serve as a description of the study protocol (methodology). Note: due to time constraints, students will not be submitting their proposal for actual IRB approval. Therefore, although students can present their findings in class, this research cannot be presented in public settings (i.e., research conferences). The IRB protocol application is [http://www.sjsu.edu/research/irb/irb-forms/index.html](http://www.sjsu.edu/research/irb/irb-forms/index.html)

Peer Evaluations. Students will be working extensively in small groups. It is expected that each group member will contribute to the projects, and act in a professional manner (take responsibility for tasks, be punctual, collaborative, etc.). At the end of each project, students will provide confidential evaluations of their fellow group members in terms of perceived effort and contributions to the project. These evaluations may be supplemented by the instructor’s observations.

**Oral Presentation**

Each group will be responsible for presenting to the class the results of their research topic. The presentation should be approximately 20 minutes long with 10 minutes at the end for discussion/questions. Grading will follow the rubric on my faculty website.

**Participation**

Students will critique each presentation, following the guidelines of the rubric. Students will receive 1 point for each of the 5 presentations. In addition, students will be expected to participate fully in the discussions during each presentation.

**Group Research Paper**

The Major Research Project will deepen conceptual and pragmatic research skills through the completion of original research in the domain of clinical psychology theory and research. Small groups of approximately 4 students will identify a topic of interest, synthesize relevant research in the selected domain, develop a specific hypothesis or set of hypotheses, devise a research design and protocol that appropriately tests the hypothesis, collect data, analyze the data, produce an APA style research report, and orally present the study to the class. For transcription of interviews, Audacity has been found to be very useful—see detailed instructions in attachment.

**Grading**

A+/97-100, A/93-96, A-/ 90-92; B+/ 87-90, B/83-86, B-/80-82; and so forth.
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/iatedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

  o It is suggested that the green sheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy SO7-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/

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. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study space also are available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in two locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), and at the 1st floor entrance of Clark Hall. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**ACCESS Success Center**

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, [http://www.sjsu.edu/access/](http://www.sjsu.edu/access/)

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information,
follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

![QR Code]

The SJSU Counseling and Psychological Services is located in Room 300B, third floor of the Student Wellness Center (corner of 7th and San Carlos St., across from the Event Center. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling or email counseling services@sjsu.edu
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines--Tentative</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 30</td>
<td>Introduction to class</td>
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<td>2</td>
<td>Feb 6</td>
<td>Group discussion of potential topics</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to Qualitative and Quantitative Design</td>
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<td></td>
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<td>Read: Weiss, Chapter 1: Introduction</td>
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<td>3</td>
<td>Feb 13</td>
<td>Group meetings</td>
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<td><strong>CITI certificate due</strong></td>
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<td>4</td>
<td>Feb 20</td>
<td>Sample Selection</td>
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<td>Read: Chapter 2 Respondents: Choosing and Recruiting Them</td>
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<td>5</td>
<td>Feb 27</td>
<td>Read: Chapter 3: Preparation for Interviewing</td>
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<tr>
<td>6</td>
<td>March 6</td>
<td>The Interview</td>
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<td></td>
<td></td>
<td>Read: Chapter 4: Interviewing</td>
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<td>7</td>
<td>March 13</td>
<td>Ethical and Validity Concerns in Qualitative Design</td>
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<td><strong>IRB Protocol Due</strong></td>
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<tr>
<td>8</td>
<td>March 20</td>
<td>The Interview</td>
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<td></td>
<td></td>
<td>Read: Chapter 5: Issues in Interviewing</td>
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<td>9</td>
<td>March 27</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>10</td>
<td>April 3</td>
<td><strong>Interview Guide Due</strong></td>
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<tr>
<td>11</td>
<td>April 10</td>
<td>Coding of Interviews and Analysis of Data</td>
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<tr>
<td></td>
<td></td>
<td>Read: Chapter 6 Data analysis</td>
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<tr>
<td>12</td>
<td>April 17</td>
<td>Analysis of Data</td>
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Table 1 Tentative Course Schedule*

*Specific topics to be decided upon by class the first meeting.

The schedule is subject to change with fair notice via announcement in class or email.

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<tbody>
<tr>
<td>13</td>
<td>April 24</td>
<td>Analysis of Data</td>
<td>Read: Chapter 7 Writing the Report</td>
</tr>
<tr>
<td>14</td>
<td>May 1</td>
<td>Final Report Draft Due</td>
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<tr>
<td>15</td>
<td>May 8</td>
<td>Final Report Due</td>
<td></td>
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<tr>
<td>16</td>
<td>May 15</td>
<td>Oral Presentations</td>
<td></td>
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