

Course Syllabus

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Course

Abnormal Psychology Research Methods Lab – 4270

Fall 2020

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Instructor

Jessica Williamson, Ph.D.

E-mail

Jwilliamson12@csub.edu

Getting started

Navigating the course

Everything you need is in the "Modules" and "Syllabus" sections.

The Modules section contains all the units/modules for the course.

To start the course, go to Modules --> GETTING STARTED --> complete required aspects of module to be able to access the rest of the course.

E mail and communication policies, student hours, and setting up an appointment

Student hours (for online meetings) are:

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Thursday: 1:00 - 2:45

I am using the site 'youcanbookme' to allow students to set up zoom meetings with me if they feel their questions cannot be answered via e mail or if a student wishes to discuss what they got incorrect on a quiz or exam (as I do not provide electronic results). Students can certainly ask any questions they want via e mail without having to book an appointment for zoom. The only time a zoom appointment is required is if a student wants to discuss quiz/exam answers. If these hours absolutely do not work for you and you cannot have your question answered via e mail, feel free to e mail me to set up a zoom appointment outside of my office hours.

You must sign up for a timeslot 24 hours ahead of time. Be mindful of your availability - if you select a meeting time and fail to attend our zoom meeting, that means you took a meeting opportunity from another student.

Make sure to check your e mail before our appointment for our zoom appointment link.

USA/Pacific

October 2020 Oct 2020



Sunday, October 18, 2020 Sun

18

1:00 PM
1:15 PM
1:30 PM
1:45 PM
2:00 PM
2:15 PM
2:30 PM

Monday, October 19, 2020 Mon

19

1:00 PM
1:15 PM
1:30 PM
1:45 PM

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Tuesday, October 20, 2020 Tue

20

- 1:00 PM
- 1:15 PM
- 1:30 PM
- 1:45 PM
- 2:00 PM
- 2:15 PM
- 2:30 PM

Wednesday, October 21, 2020 Wed

21

- 1:00 PM
- 1:15 PM
- 1:30 PM
- 1:45 PM
- 2:00 PM
- 2:15 PM
- 2:30 PM



Or go to <https://jessicawilliamson.youcanbook.me/> [\(https://jessicawilliamson.youcanbook.me/\)](https://jessicawilliamson.youcanbook.me/)



Students can expect responses via e mail between 9am and 5pm on weekdays and generally within 48 hours (excluding weekends and holidays).

If I do not respond within 48 hours, please e mail me again (check to make sure you entered the correct e mail address). I am not ignoring you. It is consistently an issue with CSUB outlook that e mails are not received until several hours or even days after they are sent.

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embedded in the course website to provide feedback. I am not able to do so when files are e mailed to me. I will not accept assignments via e mail.

Please do not use the comment features in Canvas to ask questions about assignments or feedback. It is very easy for me to miss these and I don't always get notifications about them, therefore your questions/comments may never be replied to. Instead, please e mail me directly.

Objectives and goals of the course

This course will also promote learning in several of the Psychology Department's Goals and Objectives. Emphasis will be placed on the following (adapted from the information at <http://www.csub.edu/psychology/mission/index.html>):

Goal 1: Knowledge base of psychology

Goal 2: Research methods in psychology

Goal 3: Critical thinking skills in psychology

Goal 4: Applications of psychology

Goal 5: Values in psychology

All of these are assessed via quizzes/exams, assignments, and writing requirements.

The goal of the Abnormal Psychology Lab is to provide practical experience and understanding in research methods involving Abnormal Psychology constructs. This is NOT a course designed to teach you to be a clinician or how to do therapy – that is a completely different course. This is also not Abnormal Lecture II. This is an experimental research methods course, not clinical course. This is a research and statistics-oriented course.

Consider this course a grad school prep course. Every assignment and component of this course is a stepping stone to our ultimate goal – writing a comprehensive APA style research paper involving abnormal psychology constructs. If you are interested in going to graduate school and/or conducting psychological research professionally, all things we do in this course will be things you'll need to do as a grad student or as a professional researcher. Research methods and statistics go hand-in-hand. The point of research is to collect data and convey findings when addressing a specific question – you cannot do this unless you understand the study methodology and statistical analyses involved.

Textbook and lecture information

There is no required textbook. Video lectures are provided on the course website within each



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I do not provide powerpoints. Students are expected to watch the videos and take their own notes.

Minimum technology requirements

Students must be familiar with the course website, must have stable and reliable internet access, the ability to download and/or stream lectures, be able to access e mail, create and submit word documents, powerpoints, and SPSS outputs and data. Students MUST download SPSS. It is a requirement to download SPSS. If a student does not have the necessary programs to access these materials, they can obtain them here: <https://its.csub.edu/support/software-downloads> (<https://its.csub.edu/support/software-downloads>). It's a good idea to follow along with the lectures by using SPSS to analyze the practice data as I show you to do in videos.

Students also need to have taken Research Methods and the corresponding pre-requisite lecture course for the lab. Because students have taken research methods and this is a senior level class, I expect that they should know APA style by now. They should also be familiar with how an APA style paper is written and set up considering that part of this course and many past psychology courses requires reading research articles and, oftentimes, writing APA style papers. If a student has not had a course involving APA style instruction, I suggest visiting the Purdue Owl website on APA style and accessing the APA style manual (6th or 7th edition is fine), as well as contacting the Psychology Tutor who will be working with the Social Sciences and Education tutoring center. You can visit this page to find info about the tutoring center:

<https://www.csub.edu/admissionsandaid/studentsupportprograms/tutoring/index.html>

(<https://www.csub.edu/admissionsandaid/studentsupportprograms/tutoring/index.html>). Look for the "Social Sciences & Education Tutoring Center" on the page to see their e mail address and available tutoring hours (which may be updated after the semester starts).

Students should not use their phones to complete assignments or quizzes. The mobile version of the course website is very buggy and causes a lot of issues, definitely during quizzes. I will not re-open a quiz for technical difficulties if a student is using their phone. Students should also not use their phones to view course content. Mobile versions of the course website have been known to leave off the course calendar/due dates section of the syllabus.

How course work is graded

Class data and other assignments 5%

Descriptive statistics assignment 4%

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Syllabus quiz	1%		Independent and dependent t-test assignment	4%	
Topic assignment	5%		ANOVA assignment	4%	
Stats proposal assignment	8%		ANCOVA assignment	4%	
Final paper	25%		Factorial ANOVA assignment	4%	
Operationally defining variables	3%		Mixed Factorial ANOVA assignment	4%	
Describing scales assignment	3%	Setting up database assignment	3%	MANOVA assignment	4%

Assignments in the course are weighted. This means that no matter how many points an assignment contains, it is worth a specific pre-determined percentage of students' grades. For example, the Topic Assignment could be worth 200 points or 5 points, but either way it still only makes up 5% of your grade. See the information on the course website to view the breakdown of weights for each course component. This can be found on the syllabus page and in students' grades section.

You can keep track of your grades in our course website. You can even perform "what if?" calculations by going into canvas and tinkering around with ungraded assignments by entering possible points you might get to see how they could affect your final grade. If you have any questions about your grades, please feel free to ask me.

Final grades will be assigned on the following scale:

A = 93 – 100%

A- = 90 – 92.9%



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B- = 80 – 82.9%

C+ = 78 – 79.9%

C = 73 – 77.9%

C- = 70 - 72.9%

D+ = 68 – 69.9%

D = 63 – 67.9%

D- = 60 – 62.9%

F = 59.99% and below

I do not curve grades. Curving actually means assigning the 10% highest-scoring students an A, the next 10% highest-scoring students a B, the 60% middle range students a C, and dividing the remaining 20% between D's and F's. Students' grades can actually *be brought down* through curving.

I also do not “bump up” grades.

If a student asks me for extra credit, to round up their grade, etc., I will deduct AT LEAST 1% from their overall grade. I have made it clear that I do not accept grade haggling. Respect my time and your fellow classmates who earned their grades without persuasion.

Contesting a grade

If a student has an issue with a grade they should contact me within a week of receiving a grade. Students should wait until they actually receive a grade (either a 0 or some other grade) as it can take a while to grade items. If something is marked as ungraded, do not e mail me to contest the grade because "ungraded" (not having any score at all) means it has not been graded yet. There is no grade to contest. Wait until you get an actual grade. I expect students to regularly look at feedback and keep up with their grade.

Attendance

Although this is an online class, students are expected to watch the entirety of each lecture. In this sense, online "attendance" is required.



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Late and make-up work

I do not allow students to make up quizzes.

Students are deducted 50% of the points for an assignment for each that day passes after the due date. This essentially means that students can turn in late assignments one day late.

Because this is an online class, assignments are open for multiple days and all due dates are listed ahead of time, I will accept no excuses to turn in an assignment late for full credit. All late assignments (discussion boards, other assignments) are automatically 50% off regardless of the reason they are late - no exceptions. There will also be no allowance for extensions.

Quizzes

I do not allow late or make-up quizzes.

Students can find quizzes in the Modules section on the course website.

Quizzes are generally over material covered since the previous quiz, but may contain material from any topic in the semester. Quizzes may also contain questions from the syllabus regarding course policies.

Quizzes may be short answer, multiple choice, true false, etc.

Excepting the syllabus quiz, quizzes will open 12am Thursdays and close Friday night at 11:59 pm on their assigned date (dates can be found in the syllabus schedule on the course website). Because quizzes are open for more than 24 hours and are given online, students may NOT make up missed quizzes.

Quizzes are generally around 10 questions. Questions are shown one at a time.

I do not lock questions after answering - so students can change answers.

Although quizzes are open from Thursday 12am to Friday 11:59 pm, students only have 15 minutes to take the quiz once they start the quiz. Students will only receive extra time on quizzes if they have a letter from student accommodations services.

In the event of technical difficulties students must provide proof of difficulties (e.g. screenshots of error messages or e mails with IT will suffice) **on the day of the quiz**. I will not re-open the quiz without visible proof of technical errors. I do not accept questions to quiz answers via e mail. Accidentally exiting out of the page is not a valid excuse to re-open a quiz.



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Feedback on quizzes

Students should make an appointment to video chat with me to go over any questions they missed on a quiz (and why they missed it) if they wish to have feedback on assessments. I do not give out answers or feedback via e mail and I do not list missed/correct questions at the end of the quiz - I will only discuss quiz/exam answers and questions during video calls.

Exercises and assignments

All class materials should be submitted as .doc/.docx files (excepting: SPSS data files can be submitted as their original .sav files, SPSS outputs can be submitted as their original SPSS files or as pdf files. If a file is not submitted in the above formats, the student will receive a 0 on the assignment with no opportunity for resubmission.

Do not change the format of assignments - I will deduct points if you do.

Due dates can be found on the syllabus page.

Statistical Assignments

When covering assignments involving statistical tests, we will typically have two practical applications of any statistical procedure we cover in SPSS. I will provide an example of how to analyze and interpret data of each statistical procedure in an online lecture. Students are encouraged to practice the analysis along with the video. For the same procedure, students will also complete an assignment using a dataset I provide with the assignment.

Stats assignments are not group assignments. Do not share datasets, data outputs, files, homeworks, etc. These assignments gauge each student's individual ability, not their friends' abilities. **Students caught sharing work will be reprimanded for academic dishonesty and will receive a zero on their assignment.**

Important notes about stats assignments

Students should use the dataset provided with the assignment they are completing. E.g., students should not use the lecture data to complete assignments, or data provided with other assignments to complete an assignment. Only use the dataset provided with the assignment you are completing. Even though many of the datasets look similar, they are not necessarily the same dataset. If you use the wrong dataset, your answers will not match the key.



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For all assignments involving stats (including the final paper), students should:

- Turn in their output file and data file. Do not delete any results from your output. If you mess up doing something and start over in your dataset, keep the mistake in your output. It often happens students think they fixed a mistake in their data, but they didn't. Having both files can help me see where you went wrong, which is important for feedback.
- Keep variables in the same order in any tables or lists I provide (do not rearrange the order of any variables in any tables or lists – they need to be in that order for grading purposes).

I will give a grade of 0 for using the wrong dataset. I will also give a grade of 0 for using the wrong variables.

Finally, my examples are meant to help you see how to do write-ups. If you copy and paste my examples, you will receive a 0 for plagiarism.

Major Paper

Students will write a research paper in the class. At the beginning of the semester (Time 1/Baseline) students will fill out several measures (online) and be randomly assigned to engage in a brief induction (online) every week for 4 weeks and complete a weekly survey answering questions about their induction. Students will then fill out the same measures they completed at Time 1/Baseline in addition to answering several questions about their induction. Students will use this data to apply everything they've learned from all of our practice stats assignments to write a research paper. Steps include

- A topic assignment where students outline which measures, factors and/or inductions they wish to examine in their paper (all students will generally have the same information for their methods section since we all have access to the same data and variables).
- A stats proposal in which students re-state their variables and hypotheses and indicate what stats test they plan to use.
- A final paper for which a student has chosen variables in which they are interested in to write an APA style research paper complete with results based on the data we collected.
- Students can find the rubric for the final paper on the course website. You will be graded on this rubric. If your paper does not meet the requirements laid out on respective rubrics, you might fail the paper and all assignments related to it.
- After you get feedback on your topic assignment, you should be working on your paper throughout the entire course. Don't wait until the last minute!

A note about “pre-grading” assignments

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The goal of assignments is to gauge your understanding of the material and encourage active engagement with the class and course material. Assignments are an assessment of your understanding and engagement in class. I simply do not have time to grade items twice for students. If you have specific questions before you turn in an assignment, want clarification on something, or want to discuss aspects of assignments - feel free to ask. I am more than happy to answer specific questions or clear things up for you.

We have the guided stats examples and practice stats assignments to teach you how to conduct the stats on your own for your paper using our class data. I will help if you need additional assistance in theoretical explanations, navigating SPSS, and interpreting the outputs you produce because this is where you learn. You can AND SHOULD ask me questions you may have while watching the statistics lectures and example videos. You should cover the lecture material early in the week so you have time to ask questions before assignments are due.

However, I will not grade your assignment for you before you turn it in. For your major paper, I will help you with conceptual issues and choosing what stats test you need, but you must perform the data maintenance, stats analyses, and interpretation on your own – the goal of the major paper assignment is for you to show me what you learned.

Withdrawal

The last day to withdraw from the course without receiving a "W" on your transcript is **listed on the CSUB website here: https://www.csub.edu/facultyAffairs/Academic_Calendars/index.html** (https://www.csub.edu/facultyAffairs/Academic_Calendars/index.html). After this, you must have a serious and compelling reason to withdraw from the class, information of which also has a deadline listed in the above-linked website. 'Serious and compelling' withdrawals are only granted if 1) the student has completed at least half of the coursework and has earned passing grades in that work, 2) a 'serious and compelling' reason for being unable to complete the work develops, and 3) if the chair of the department and the dean of the school agree that the situation warrants a withdrawal.

Academic integrity

Academic misconduct is considered a serious offense and repercussions for such behavior can be severe. Academic misconduct includes such things as cheating on exams or quizzes, allowing someone to cheat off your exam or quiz, acts of plagiarism (e.g. using someone else's ideas as your own without providing a citation, buying a paper online, etc.). You can read more about Academic Integrity in your student handbook or course catalog. If you commit an act of academic misconduct, expect to receive a zero for the assignment and an F in the course; I am also obliged to forward the information to the Dean of Student Life. If misconduct occurs more than once, you may be referred to a disciplinary board and

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Academic support

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Disenrollment policy

The instructor reserves the right to disenroll students who disrupt class, fail to respect others' confidentiality and privacy, or create an unsafe learning and working environment for others.

Course schedule

The course schedule can be found on the syllabus page in Canvas. Due dates can also be viewed in students' grades sections. Students are responsible for keeping up with due dates for assignments, quizzes, and exams.

Due dates may change and assignments may be added or removed. If there is any alteration, students will be notified.

Here is a tutorial on setting up alerts:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434> [_ \(https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434)

Below is a video on how to set up alerts for your account in canvas about assignments, feedback, etc.



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Student Mental Health Services

Life is hard and college can make it harder. Research shows that college students commonly report high levels of stress, feelings of hopelessness, pain, and sadness. If you feel overwhelmed, you're not alone and you shouldn't feel ashamed, but you should try to get help because you don't deserve to feel that way. Below is a link to the CSUB counseling center where you can find resources for mental health services. Be as well as you can.













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Course Summary:

Date	Details	
Mon Aug 24, 2020	 Lecture 1: Goal of Abnormal Psychology	to do: 11:59pm
	 What's this class about?	to do: 11:59pm
Wed Aug 26, 2020	 Quiz 1: Syllabus quiz (https://csub.instructure.com/courses/7238/assignments/62124)	due by 11:59pm
Fri Aug 28, 2020	 In sickness and in wealth documentary	to do: 11:59pm
	 Baseline materials due (https://csub.instructure.com/courses/7238/assignments/62130)	due by 11:59pm
	 Induction random assignment for class project (https://csub.instructure.com/courses/7238/assignments/108921)	due by 11:59pm
Mon Aug 31, 2020	 Lecture 2: Methods and Design - Samples and Variables	to do: 11:59pm
	 Lecture 3: Comparing interventions in abnormal research	to do: 11:59pm
Fri Sep 4, 2020	 First induction due (https://csub.instructure.com/courses/7238/assignments/62137)	due by 11:59pm
	 Operational definitions assignment (https://csub.instructure.com/courses/7238/assignments/62142)	due by 11:59pm
Mon Sep 7, 2020	 Lecture 4: Interview techniques and finding and evaluating measures	to do: 11:59pm
Fri Sep 11, 2020	 2nd induction due (https://csub.instructure.com/courses/7238/assignments/62125)	due by 11:59pm



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Date	Details	
Fri Sep 18, 2020	 Quiz 2 https://csub.instructure.com/courses/7238/assignments/62121	due by 11:59pm
Fri Sep 18, 2020	 3rd induction due https://csub.instructure.com/courses/7238/assignments/62126	due by 11:59pm
Fri Sep 18, 2020	 Topic Assignment https://csub.instructure.com/courses/7238/assignments/62145	due by 11:59pm
Mon Sep 21, 2020	 Lecture 5: Setting up database	to do: 11:59pm
Fri Sep 25, 2020	 4th and final induction due https://csub.instructure.com/courses/7238/assignments/62127	due by 11:59pm
Fri Sep 25, 2020	 Practice setting up a database https://csub.instructure.com/courses/7238/assignments/62144	due by 11:59pm
Mon Sep 28, 2020	 Lecture 6: Descriptive statistics	to do: 11:59pm
Mon Sep 28, 2020	 Watch movie: Gattaca	to do: 11:59pm
Wed Sep 30, 2020	 follow-up data due https://csub.instructure.com/courses/7238/assignments/62138	due by 11:59pm
Fri Oct 2, 2020	 Descriptive Statistics Assignment https://csub.instructure.com/courses/7238/assignments/62133	due by 11:59pm
Mon Oct 5, 2020	 Lecture 7: Correlation and regression	to do: 11:59pm
Mon Oct 5, 2020	 Required reading on effect sizes	to do: 11:59pm
Fri Oct 9, 2020	 Quiz 3 https://csub.instructure.com/courses/7238/assignments/62122	due by 11:59pm
Fri Oct 9, 2020	 Correlation assignment https://csub.instructure.com/courses/7238/assignments/62131	due by 11:59pm



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Date	Details	
Fri Oct 16, 2020	 t-tests assignment https://csub.instructure.com/courses/7238/assignments/62147	due by 11:59pm
Fri Oct 23, 2020	 Setting up your database for class project https://csub.instructure.com/courses/7238/assignments/62143	due by 11:59pm
Mon Oct 26, 2020	 Topic Modification https://csub.instructure.com/courses/7238/assignments/62146	due by 11:59pm
Mon Oct 26, 2020	 Lecture 9: One-way ANOVA	to do: 11:59pm
Fri Oct 30, 2020	 One-Way ANOVA assignment https://csub.instructure.com/courses/7238/assignments/62141	due by 11:59pm
Mon Nov 2, 2020	 Lecture 10: ANCOVA	to do: 11:59pm
Fri Nov 6, 2020	 ANCOVA https://csub.instructure.com/courses/7238/assignments/62129	due by 11:59pm
Mon Nov 9, 2020	 Lecture 11: Factorial (mixed and regular) ANOVAs	to do: 11:59pm
Fri Nov 13, 2020	 Factorial ANOVA https://csub.instructure.com/courses/7238/assignments/62134	due by 11:59pm
Mon Nov 16, 2020	 Lecture 12: Mixed factorial ANOVA in SPSS	to do: 11:59pm
Fri Nov 20, 2020	 Mixed Factorial ANOVA https://csub.instructure.com/courses/7238/assignments/62140	due by 11:59pm
Mon Nov 23, 2020	 Lecture 13: MANOVA in SPSS  What statistical test are you using for your final paper? https://csub.instructure.com/courses/7238/assignments/62136	due by 11:59pm





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Date	Details	
Fri Dec 4, 2020	 Quiz 4 (https://csub.instructure.com/courses/7238/assignments/62123)	due by 11:59pm
Mon Dec 7, 2020	 Final paper assignment (https://csub.instructure.com/courses/7238/assignments/62135)	due by 11:59pm



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