

San Jose State University
Psychology Department
PSYC 291, Methods and Design for Applied Research
Spring 2024

Instructor: Jill Citron, Ph.D. (jill.citron@sjsu.edu)

Class Format: In-person

Class Meeting Time: Tuesday 9:00-11:45 a.m., Room DMH 353

Office Hours: Mondays & Thursdays, 11:00 – 11:50 a.m. & by appointment

Office: DMH 352

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, with a focus on research most directly relevant to the scientific study of psychotherapeutic interventions. We will discuss 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, data analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and data analytic methods used in conducting research, needs assessment, and program evaluation.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

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1. Discuss dimensions of reliability and validity in relation to applied psychological research.
2. Critically appraise the strengths and limitations of research studies on psychotherapeutic intervention and processes that drive mental health problems.
3. Discuss the strengths and weaknesses of different methodological approaches for evaluating different research questions related to psychotherapeutic interventions.
4. Discuss the role of program evaluation in a community mental health setting.

Required Material

Kazdin, A., (2024). *Research Design in Clinical Psychology*. Cambridge University Press. 6edition. Please note that this is an expensive text. You are encouraged to work from the fifth or fourth editions, if that is a better option for you. The ISBN for paperback is ISBN: 9781108972338 and is \$89.99 retail.

Other class readings will be made available on Canvas.

Course Website/Canvas

All the material shown on the slides in lectures will be available 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.

Attendance, In-Class Participation, and Late Work

You are expected to attend all class meetings, in accordance with the MS Clinical Psychology program's class attendance policy

(<http://www.sjsu.edu/psych/Graduates/clinicalProgram/Current/Policy%20regarding%20missing%20classes%20in%20MS%20Clinical%20program.pdf>).

If you know in advance that you will need to miss class for a training at your practicum, you must let me know at least 2 weeks in advance (ideally during the first week of class), in order to coordinate a plan for you to keep up with our class. If you experience a significant illness or other major life disruption that affects your participation across multiple weeks of the class, I will work with you to come up with a plan for you to make up work and catch up with what you miss.

I expect that you will participate actively in each class meeting, and this also counts toward your grade.

I generally do not accept late work but given the pace of life these days, I will consider brief extensions due to personal and family circumstances beyond students' control. If you need to request this kind of extension, please do so **in advance** of the assignment due date. This is meant to provide flexibility for things like illness, family emergencies, etc. I do *not* attend to give extensions for most other reasons (e.g., student is struggling to balance placement duties and coursework).

Gender Inclusive Language

This course will follow the APA ethical standards affirming people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions and discussion are encouraged and appreciated.

Classroom Protocol and Etiquette

Students are expected to behave with professionalism, respect, and courtesy in all in-class and out-of-class communications with classmates and the instructor. This includes actively participating in class discussions. Given that this is a graduate class, and one that relies on your active participation, I expect you to have your camera and audio on during live class meetings. If you anticipate any issues with this based on your personal situation, please discuss this with me in advance.

Course Requirements

Grades

This class uses a grading contract. You will receive a B+ if you pass the below Core Course Requirements

4 of 5 Article Review Notes (due before weekly class meetings)

6 of 7 Reading Responses (due before weekly class meetings)

Literature Review Project

Flash Talk

For each of the 6 core requirements that you do not complete, your grade will decrease 1/2 of a letter grade (e.g., if you do not do the literature review project, but do complete the other 3 requirements, you'd earn a B- as your course grade).

How do I earn an A? You can earn a grade higher than a B+ by completing the Literature Review, in addition to the above core requirements. Your specific grade would then be as follows, assuming you also complete the 4 required elements:

- “Satisfactory” on the Literature Review = A- in the course
- “Above Expectations” on the Literature Review = A in the course
- “Outstanding” on the Literature Review = A+ in the course

Assignments

Article Review

On seven different occasions, you will read a research article, analyze it in detail *before* class. Then, you will come to class and discuss the article with a small group of classmates. For these articles, you will take notes on the Clinical Research Review Guide. To earn credit, you must answer at least 18 of the 21 questions in your own words. You may also include copy-pasted content from the article to help guide your thinking and small-group discussion, but you **must** also include some response in your own words. Your responses to many questions may be brief and **not** need to be written in a highly formal style (bullet points are not acceptable).

Reading Responses: Each week, you will write a one-page (~250 word) reaction to the readings. On weeks where article review notes are due, your Reading Response should focus on the *other* readings assigned. You should write about the 2-3 things that stood out to you the most from the readings. In weeks where multiple chapters or readings are assigned, you need to discuss content from more than one chapter or reading. Please do reference the specific page(s) in the reading to help clarify what you are responding to.

Literature Review Project: In the first half of the semester, you will conduct a critical analysis of 5 psychotherapy outcomes studies on a specific treatment for a specific mental health problem (e.g., Seeking Safety for adult PTSD, PCIT for child conduct problems, behavioral activation for major depression in adults). This will take the form of an 5-page paper where you summarize each study and critically evaluate its methodological strengths and weaknesses. Specific instructions will be posted on Canvas.

Participation: is also a part of your class grade. You are expected to participate actively in all class meetings. This means that you are actively, constructively, and collegially engaging in small-group and whole-class discussions for the duration of each class. If you are not in attendance, then you cannot participate. Students will get one warning if they do not participate; after that, each session in which they do not participate will decrease their letter grade by 1/3. (e.g., from B+ to B).

Favorite research of the year flash talk: You are to prepare a 3 min flash talk regarding your favorite psychology research of the year. This assignment is designed for you to communicate research findings with a general audience in mind, using succinct, accessible language. Please choose one research article that is the most interesting to you and has been published in the past 2 -3 years (published in 2021, 2022 or 2023). Please make a very brief presentation (preferably 2-4 slides) introducing this article, including the research topic, the reason for the study, the brief methods, results, conclusion, and the relevance of the research findings to the world. Your goal is to promote understanding and interests on this topic for individuals who may not know about this topic. Therefore, being concise, clear, and accessible is essential for this brief presentation.

Name Coach: Name Coach is a tool designed to help us learn how to pronounce the names of your colleagues in class and view their preferred gender pronouns. Use it to record your own name and to listen to recordings made by others. Once you record your name, the recording is available via the Name Coach link in the Canvas left Navigation bar in all courses. Trying to learn everyone's names helps build community in your classes.

Course Schedule

| WEEK | In Class | Before Class | Class Topic | Assignment(s) Due Wednesday before class | |
|--|---|--|--|--|---|
| Week 1 1/30 | Learning Goals | | Course Overview of Clinical Research and Ethics | Name Coach | |
| Week 2 2/06 | Discuss Kazdin & OSC | Kazdin 1, 17 OSC (2015) & Comments | Reliability & Reproducibility | RR 1 OSC Kazdin | Begin to Identify Literature Review Topic |
| Week 3 2/13 | Discuss Readings | Kazdin 2, 4 Woods, Wetterneck & Flessner | Validity | RR 2 ARN 1 (Woods, 2006) Kazdin | Identify Literature Review Topic |
| Week 4 2/20 | Discuss Readings | Kazdin 5-7, Kirsh & Saperstein (1999) | Control Groups and Trial Design | RR3 ARN 2 (POTS, 2012) Kazdin | Identify & read recent literature review |
| Week 5 2/27 | Arch et al., (2012) CBT vs ACT | Arch et al., (2012) | Participant Selection, Therapist Effects, and Investigator Integrity | RR 4 ARN 3 (Arch et al., 2012) | Analyze Target Study 1 |
| Week 6 | | Kazdin 8 | Independent Variable (Treatment Integrity) | RR 5 | Analyze Target Study 2 |
| Week 7 3/05 | Piacentini et al., (2010) | | Independent Variable (Treatment Integrity) | ARN 4 (Piacentini 2010) Kazdin | Analyze Target Studies 3 |
| Week 8 3/12 | Discuss Shapiro, Devilly, & Cahill Articles | Shapiro (1989) & Devilly (1998), Cahill et al., (1999) | Putting it all Together | RR6 Shapiro (1989) Devilly (1998), Cahill (1999) | Analyze Target Study 4 |
| Week 9 3/19 | Discussion Board | | Analyzing EMDR Studies | RR7 | Analyze Target Study 5- optional |
| Week 10 3/26 | Identify Research Sources | | | ARN 5 (TBA) Work on Literature Review | |
| Week 11 Spring Break! | | | | | |

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| Week 12 4/09 | Peer Review for Literature Review | Kazding Ch.12 | | |
| Week 13 4/23 | | | | Literature Review Submission |
| Week 14 4/30 | | Identify one or two areas of expertise for your research network | Using Research to Inform your Practice | Upload Flash Talk Slides to Flash Talk Gallery |
| Week 15 5/07 | Presentations | | Flash Talk: My favorite psychology research of the quarter Wrap-up | |

| WEEK | In Class | Before Class | Class Topic | Assignment(s) Due Wednesday before class | |
|---|---|--|---|---|--|
| Week 1 <i>Jan. 11</i> | Learning Goals | | Course Overview of Clinical Research and Ethics | Name Coach | |
| Week 2 <i>Jan 18</i> | Discuss Kazdin & OSC | Kazdin 1, 17 OSC (2015) & Comments | Reliability & Reproducibility | RR 1 OSC Kazdin | Identify Literature Review Topic |
| Week 3 <i>Jan 25</i> <u>Asynchronous</u> <u>Do not come to campus</u> | Discuss Readings | Kazdin 2, 4 Woods, Wetterneck & Flessner | Validity | RR 2 ARN 1 (Woods, 2006) Kazdin | Identify & read recent literature review |
| Week 4 <i>Feb 1</i> | | Kazdin 5-7, Kirsh & Saperstein (1999) | Control Groups and Trial Design | RR3 ARN 2 (POTS, 2012) Kazdin | Analyze Target Study 1 |
| Week 5 <i>Feb 8</i> | Arch et al., (2012) CBT vs ACT | Arch et al., (2012) | Participant Selection, Therapist Effects, and Investigator Integrity | RR 4 ARN 3 (Arch et al., 2012) | Analyze Target Study 2 |
| Week 6 <i>Feb 15</i> <u>Asynchronous</u> <u>Do not come to campus</u> | Piacentini et al., (2010) | Kazdin 8 | Independent Variable (Treatment Integrity) | RR 5 ARN 4 (Piacentini 2010) Kazdin | Analyze Target Studies 3 & 4 |
| Week 7 <i>Feb 22</i> | Discuss Shapiro, Devilly, & Cahill Articles | Shapiro (1989) & Devilly (1998), Cahill et al., (1999) | Putting it all Together | RR6 Shapiro (1989) Devilly (1998), Cahill (1999) | Analyze Target Study 5- optional |
| Week 8 <i>Feb 29</i> <u>Asynchronous</u> <u>Do not come to campus</u> | Discussion Board | | Analyzing EMDR Studies | RR7 | Work on Literature Review |
| Week 9 <i>March 7</i> | Identify Research Sources | | Using Research to Inform your Practice | Literature Review Submission | |
| Week 10 <i>March 14</i> | Presentations | | Flash Talk: My favorite psychology research of the quarter Wrap-up | Presentation Slides | |

