

CCPX5533: Research Methods in Clinical Psychology

Spring 2022

Meeting Time: Mondays, 7:20-9:00PM ET

Location: Horace Mann Hall 433

Instructor: Christa D. Labouliere, Ph.D.

Email: Christa.Labouliere@nyspi.columbia.edu

Office Hours: By appointment via Zoom

<https://teacherscollege.zoom.us/j/5163287654>

<https://teacherscollege.zoom.us/j/99936988484>

Course Assistant: Isabel Terkuhle

Email: it2293@tc.columbia.edu

Office Hours: By appointment via Zoom

Course Description

Psychology is the science of the mind and behavior, and research methods are the backbone of that science. Whether a therapist in private practice or academic faculty at a university, every psychologist needs a thorough understanding of research methods. Research is what sets science apart from superstition or anecdote.

Regardless of why you decided to pursue psychology, research will make you a better psychologist. Perhaps you wanted to help others – this course will give you the scientific grounding to understand which treatments work and why, and how treatment efficacy is best evaluated. Or maybe you want to better understand the mind and conduct research of your own – this course will introduce you to study design and empirical methodology, and provide critical understanding of their strengths and weaknesses. Whether your interest are in neurobiology, genetics, animal models, human development, assessment and treatment of psychological disorders, the influence of culture and identity, or the implementation of systems-wide public health or epidemiology programs – the same scientific principles underlie all research, so this course should help you evaluate and create good science.

The goal of this course is to provide a survey of research methods and techniques used in the field of psychology, and to have you apply those techniques and develop skills that will help you in your career as a psychologist. Given that modern research is nearly always a team endeavor, your major assignment will be group-based. Likewise, as clear communication and dissemination of research is a critical component of the scientific process, this course will require both written assignments and an oral presentation. It is my hope that these experiences will give you insight into the research process, help you develop professional skills, and maybe even have fun.

Learning Objectives

By the end of this course, you should:

- Be able to clearly discuss research methodologies and their strengths and weaknesses;
- Have the ability to think critically about the methods used in published research you consume;
- Acquire the knowledge and skills to apply these research methods effectively to topics of interest to you and your field of study.

Course Format

This is a 16-week course that will be *hybrid*. The first two weeks of class (1/24 and 1/31) will be held remotely via Zoom. For the remainder of the semester, class will be held in-person in 433 Horace Mann Hall. The college's expectation is that the vast majority of students will attend in-person, but there will also be an option for approved students to join remotely.

Remote access is available via Zoom:

Subject: CCPX5533002: Research Methods in Clinical Psychology

Date/Time: Every Monday from 7:20-9PM ET – January 24th to May 9th, 2022 except March 14th (Spring Break)

Join Zoom Meeting: <https://teacherscollege.zoom.us/j/92239897378?pwd=RVRyaTB4OXJjdjh2c1lyczFycnpYdz09>

Meeting ID: 922 3989 7378

Passcode: RM-Spr2022

One tap mobile: +1 9294362866,,92239897378# US (New York)

Dial by your location: +1 929 436 2866 US (New York)

Find your local number: <https://teacherscollege.zoom.us/u/aeFR7SDARI>

Readings

There will be no textbook for this course; a mix of primary sources and reference texts will be used. All readings are posted to Canvas. The syllabus provides a list of required readings for each week, and these readings can be downloaded either from that week's module or from the *Files* section of the Canvas course website. You are expected to have read the required readings prior to that week's class session and be prepared to discuss them in detail. The first half of the course is quite reading-intensive, but bear with me – you will need these concepts to be prepared for assignments in the latter half of the course.

It is not a requirement, but it will make your life easier if you have ready access to the APA style manual:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th Ed.).

ALL assignments are required to be formatted in APA-style as specified in the 7th edition of the APA style manual. Please note that the 7th edition came out Fall of 2019 and that older editions are very different. (This is not one of those times where the cheaper, older edition is nearly as good; the rules change a LOT from edition to edition.) If you choose not to purchase the style manual, there are several information sources available on the internet on the intricacies on APA-style:

- APA Style Guide Online: <https://apastyle.apa.org/style-grammar-guidelines>
- Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- Himmelfarb Health Sciences Library at George Washington University: <https://guides.himmelfarb.gwu.edu/APA>

These online resources are not infallible; if they contain errors, it does not absolve you of adhering to APA style 7th edition requirements. You may want to utilize the manual available on reserve in the TC Library to resolve any questions.

Grading

Grades are based on the following scale:

98-100% = A+	94-97% = A	90-93% = A-
87-89% = B+	84-86% = B	80-83% = B-
77-79% = C+	74-76% = C	70-73% = C-
<70% = F		

There are no exams in this course. There are five primary components to your grade, and each component is described in detail below:

- Class Participation: 5%
- CITI Research Ethics Course: 5%
- Discussion Leadership: 10%
- Article Review: 30%
- Major Project – Research Proposal: 50%

Class Participation (5%): Once we are out of elementary school, we rarely receive grades for “effort,” but maybe we *should*. Knowledge and talent are important, but a good deal of the research endeavor is intangible – showing up, working hard, being prepared, participating actively in discussions, and learning from your colleagues. You are expected to attend class, either in-person or via Zoom, and be prepared to discuss the readings. Just like any meeting with collaborators in the “real world,” letting me know in advance when you cannot attend is polite and expected for all but emergency circumstances.

The course is divided into two parts – the first half includes predominantly didactic lectures on important content necessary to understand the second half of the course, where you will write your own research proposals and critique primary sources (peer-reviewed journal articles). For both halves, I expect that you will:

- Complete *all* required readings prior to the week's class session
- Attend class on time, either in person or via Zoom
- Be ready to discuss the material critically, engage actively with your classmates, and ask good questions – i.e., *participate*, not just be present.
- Just like any meeting with collaborators in the “real world,” letting me know in advance when you cannot attend is polite and expected for all but emergency circumstances
- Additionally, in the first half of the course, if you have questions, submit them by 5PM ET on the day prior to class using that week's Q&A discussion thread. (Submitting questions to the thread is optional, but guarantees they will be covered in-class, whereas asking in class is dependent on time left over at the end of lecture.) If a classmate asks a question you feel you can answer, feel free to chime in, either on the discussion board or in class!

- In the second half of the course, you are expected to read the discussion questions posted by discussion leaders *prior* to attending class and be prepared to engage in active discussion around these points.

If you are attending in-person, a reminder of course etiquette:

- Please do your best to arrive to class on time. If you must be late, please be minimally disruptive with your arrival.
- All cell phones and devices that provide notifications should be silenced *prior* to the start of class.
- Laptops, tablets, and phones are critical tools of the research endeavor, and thus are welcome in class. However, I have been known to pace the room while teaching, so *please* be respectful and don't let me catch you on Instagram or TikTok. (Remember, active participation is part of your grade.)
- **Masks are required to be worn over the nose and mouth at all times.** Out of respect to your classmates and professors who may have high-risk health concerns you cannot see or immunocompromised loved ones waiting at home, *please, please, PLEASE* wear a mask. In turn, I will wear a mask too, out of my respect for you and the challenges you and your loved ones may be facing, about which I care deeply even if I do not know all the details. Teachers College requires that students wear surgical or higher grade masks (e.g., surgical, N95, KN94, KN95, etc.). You may “double-mask” (i.e., wear a cloth mask over your surgical mask), but a cloth mask alone is no longer sufficient. All students who fail to comply will be asked to leave the class immediately and report to the Vice Provost for Student Affairs. If there is a reason that you cannot wear a mask in class, I recommend that you join remotely so you can still participate without putting your classmates at risk. If you are hearing-impaired or have audio processing difficulties where mask-wearing may interfere with your learning, I also offer pre-recorded, mask-free lectures (so you can see my lips) and record class sessions (so you can review transcripts).
- I know this class overlaps with dinner time for some people and folks may be coming straight from other daytime obligations, so I fully intend to look the other way if you absolutely must refuel. That being said, please ***be respectful*** of other classmates who may have sensory issues, airborne allergies, or dietary concerns (i.e., bring the most quiet, least smelly, low allergen foods possible). Given that mask wearing is required at all times, if you intend to eat during class, please make sure you are sitting at least 6-10 feet from your classmates.

If you are attending remotely, a reminder of Zoom etiquette:

- Out of respect for your classmates, please mute your microphone if you're not speaking. We cannot always control whether we have background noise in our homes, but we can do our best to keep it from disrupting everyone else. Remember to unmute when you have something to say!
- *If you choose to turn your camera off:* Totally fine, but you **MUST** upload a photo or an avatar with some personality. (No one likes to present to blank black boxes.) You can change your profile picture by logging in to the Zoom app or web portal (<https://teacherscollege.zoom.us>), clicking on *Profile*, and selecting *Change*.
- *If you choose to turn your camera on:* You do not need to be “fancy” to attend class, but please wear clothes and be aware of your surroundings (Do not Zoom us from the toilet; I am a little horrified that I need to make this an official rule.) If possible, clear away anything you would be embarrassed to have visible in the background (or leave it – we're all adults and I don't judge). Also, try your best to keep pets and children out of the shot (or else I will absolutely want to meet them and class will go off the rails quickly).

CITI Research Ethics Course (5%): A pre-requisite to submitting a research project for institutional review at most universities is completion of the Collaborative Institutional Training (CITI) Program Research Ethics course. You will need to go to citiprogram.org, register as an affiliate of Columbia University Teachers College by creating a username/password and providing all requested information (select “Student Researcher – Graduate Level” as your role). Once you have made and affiliated your account, complete both the “IRB Social and Behavioral Researchers” and “Responsible Conduct of Research” courses. Please upload PDFs of your completion certificates for both courses to Canvas prior to the deadline to receive credit for completion.

Deadline: Monday, February 14th, 2022 at 5PM ET

Discussion Leadership (10%): Researchers frequently need to lead research meetings and oversee research team proceedings, and this sort of management skill is rarely taught in psychology programs. To get a taste, each student will be responsible for helping lead discussion for one of the topics listed in the syllabus. Due to the size of the class, you may lead discussion with a partner. If partnered, it is up to you how you want to distribute the work.

In order to secure your discussion topic, please review the syllabus to see the articles to be read in Part 2 of the course, and then send an email to me at Christa.Labouliere@nyspi.columbia.edu with 1) your top three choices of article and 2) your preference of whether you wish to lead discussion solo or with a partner. Which articles are still available to present will be posted on Canvas in the Discussion Leaders thread on the discussion board. Article choice and partnership will be determined on a "first-come, first-served" basis. If you feel very strongly about which article you want to discuss or whether you want to co-present, please make your selection sooner rather than later! All selections must be made by February 21, 2022 or an article will be assigned to you.

Each discussion leader (or pair of discussion leaders) must:

- Provide the class with a list of questions or issues that your article raised NO LATER than 5PM ET on the day *before* you will lead discussion. To do this, the discussion leader(s) should post a new thread to the discussion board section of the class Canvas site. When posting, please be sure to select the checkbox to "allow threaded replies." Your discussion points should emphasize what the authors did well and not so well in regard to their methodology, measurement, and study design. Do not generate more than three discussion points per reading.
- Start the discussion with a *very brief* overview of the article. To this end, you can prepare visuals such as a small number of PowerPoint slides if you wish, but this is not required. When I say brief, I mean NO MORE than 5 minutes; if you choose to use slides, we are talking 3-4 slides at most. Please remember that it is expected that everyone has already read the article critically, so you do not need to review the article in depth. The purpose of this assignment is to lead discussion, not do an article presentation.
- Lead a discussion of your article during class. You will be scored on both the quantity and quality of discussion you elicit. Please note that "discussion" is not reading us the materials that have already been read by everyone; discussion consists of integrating the material with what we have covered in this class or other classes, extending the information we all have in common, and pointing out flaws. Discussion leaders should be ready to moderate the discussion and keep it going by asking the class questions about the readings or commenting on the readings as necessary. You will be expected to answer both in-class questions and those submitted via chat by remote learners. The goal of the discussion leader is to provide structure and direction for fellow students during discussion (not to be the discussion). You will need to fill about 30 minutes. The majority of the time should be spent engaging the class in a discussion of the points you have generated and the strengths and weaknesses of the methodology as described in the reading.

Deadline: Select article for discussion – By February 21, 2022 *at the latest*
 Article discussion lead – TBD; different for each student

Article Review (30%): To be a good scientist, you need to also be a good consumer of scientific research. Furthermore, an often-overlooked but critically important part of being a scientist is participation in peer-review of scientific manuscripts! As such, you will get some practice critiquing an article with this assignment. You will be responsible for reviewing the following empirical article, a seminal article by an esteemed TC faculty member:

Bonanno, G. A., Galea, S. Bucciarelli, A., & Vlahov, D. (2006). Psychological resilience after disaster: New York City in the aftermath of the September 11th terrorist attack. *Psychological Science*, 17, 181-186.
<https://www.doi.org/10.1111/j.1467-9280.2006.01682.x>

This quiz is open-book and open-notes, focusing on the purpose and conclusions of the research and the strengths and weaknesses of the study's design and methodology. There is no time limit to complete the 26 questions (a blend of multiple-choice and open-ended responses). The article review quiz is to be completed on your own, not as a group. You are expected to think critically for this assignment, not just repeat what was written in the article. To prepare, read the article and ask yourself the questions necessary to provide a high-quality review:

- What were the authors' research question(s) and hypotheses? Were the methods and statistics selected adequate to answer the question(s)? How do you know that they're adequate?
- What choices did the authors make to improve validity and reliability? What types of reliability were assessed/reported and were they adequate? How do you know? What did the authors do to improve different types of validity (i.e., divergent/convergent, structural, content, internal, external, etc.) and were these efforts adequate? What were their trade-offs between internal and external validity?
- Who was included in the sample? Was the sample adequate? What effect did sample selection have on the validity of findings?
- What study design was used? What are strengths and weaknesses of that design? Did the study design utilize "controls"? If so, what kind (randomization, matched samples, control/comparison groups, statistical controls, others) and were they adequate? If no controls were used, what are the implications of this choice?

- What did the authors measure and how? Be *specific* – describe the measures or tasks involved, including the name, number of items/trials, scale, and any relevant reliability and validity information provided. If no reliability/validity information was provided by the authors, discuss the implications of this choice.
- Do the authors' conclusions make sense, given what they were able to actually test with their methodology? Are there alternative explanations?
- What could the authors have done to improve their methodology in this study? (Hint: No research study is perfect. There is always *something* that could be improved.) What questions did the study raise that you would like to see answered by future research studies?

The article for this assignment is available in the *Files* section of Canvas. To complete the assignment, you will access the quiz via Canvas during Weeks 7-10. You may take the quiz at a time of your convenience and across as many sessions as you wish, so long as it is completed between March 7th and April 1st, 2022 at 5PM ET. As long as you do not hit "submit" or go past the deadline, you may exit the quiz and your work should be automatically saved for when you return. (Please note that there is no actual "save" button; Canvas saves the quiz automatically any time you select an answer or type into a free response box. To be sure your quiz is saved, a notification is provided at the bottom of the quiz that it is saved and as of what time). Please DO NOT submit your quiz until you have completed all questions, as it cannot be revisited once submitted.

Deadline: FRIDAY, April 1st, 2022 at 5PM ET

Major Paper – Research Proposal (50%): In small groups of 3-5 people (Not 2! Not 6!), students will submit a major paper by choosing a topic area of interest and developing a research proposal. Although students will not be required to carry out the research they propose, the opportunity to develop a well thought-out proposal should be helpful to those who wish to develop new lines of research. Some students may eventually use this material to propose an actual research project to the IRB or submit a grant for graduate student funding.

Requirements of the proposal. *This paper must be a research proposal – it cannot be simply a literature review.* A research proposal includes an abstract (no more than 250 words), specific aims and hypotheses to be tested (1-2 pages), relevant background information and a brief literature review to explain the research's rationale (2-3 pages), a brief statement on the significance of the research and why it is important (0.5-1 page), a full description of the method (including measures, procedures, planned analyses, and strengths/limitations; 5-8 pages), and a human subject section (including who the sample will be, how they will be recruited, risks to participants and how they will be mitigated, direct benefits if any, and how participant rights will be protected; 2-4 pages). Please note that your final proposals should be no longer than 15 pages, so if one section approaches the higher end of the page limits, then another section will inherently need to be kept to the shorter ends of the limits.

Your final proposals should be *no longer than 15 pages* (excluding title page and references), and must be written in APA-style (i.e., double-spaced; 1" margins; 11-pt Arial, 11-pt. Calibri, or 12-pt. Times New Roman font; title page; proper heading structure; in-text citations; reference section, etc.). Your grade is determined by the scientific merit of your proposal, as well as adherence to 7th edition APA-style formatting and proper spelling and grammar (yes, this absolutely counts). This is to emphasize that following formatting and submission instructions and thoroughly proofreading are integral unless you want your grant proposals immediately rejected from funding agencies.

Drafts of each section of the proposal will be submitted for feedback and revised prior to the final deadline. To help you maintain progress, different components of this project will be due at different times (see deadlines below); each group will submit one version of each section via Canvas. Please submit drafts of each section as a Word document in order to receive feedback as tracked changes. Within two weeks of submitting each section, you will receive comments much like a "revise and resubmit" for a grant proposal or journal article submission. You will be asked to incorporate my feedback AND provide a "response to reviewers" for your final proposal.

Expectations for group work. Since some students will be taking the course remotely, it is expected that you will meet with your group members outside of class (or communicate electronically) to make progress on this project across the semester. Many students also find technology (e.g., Google Docs for sharing ideas or collaborative writing, Doodle polls for scheduling, etc.) helpful in getting organized. I will be available to help refine your ideas, and it is recommended that you meet with me and Isabel, either during class sessions or by scheduling office hours, to obtain personalized recommendations.

Your grade will be partially determined *by your groupmates' evaluation*. I know that, historically, many students do not *love* group projects, as there are sometimes disagreements about planning/deadlines and/or concerns that the distribution of efforts is not equitable. I think it should go without saying that submitting a group project with your name on it *without actually contributing equally* is a form of academic dishonesty. The explicit expectation is that *everyone* will contribute to group assignments in their own way, though different groups may come to different understandings of how each member can best contribute. I allow group members to decide for themselves who will be responsible for what sections, as this acknowledges different team members' strengths and weaknesses, as well as mimics the real-world research enterprise; those whose work was light on a certain section should take on additional responsibility in other areas so that everyone feels the load is equally distributed. However, this process breaks down if some group members are unresponsive or contribute little of substance across multiple components.

It is my firm belief that most group difficulties arise out of misunderstanding or conflicting expectations, not intention malfeasance. Ultimately, managing group dynamics is a critical part of the research endeavor, and *this challenge is the reason why I have students work in groups on their final projects*. I realized that, when I became faculty, these difficulties did not just go away because we had graduated. (If anything, the stakes are even higher when working with professional colleagues on grants or federally-funded studies.) Like all assignments in this course, my goal was to design as realistic an analogue as possible to real-world research, and unfortunately, dealing with these types of disagreements is a realistic experience felt by the majority of researchers at some point in their careers. When these challenges arise, it is usually because group members had different expectations for deadlines and submissions that were not always explicitly communicated to each other (and were sometimes incompatible). Successful groups have explicit discussions with potential groupmates about these expectations *before* deciding to work together to make sure everyone's work styles mesh (or at least compromise and communicate effectively throughout the project when they do not align). If at any point you feel unfairly burdened or as if communication has broken-down within your group, please reach out to me or Isabel so that we can mediate while there is still time to devise mutually-acceptable solutions. Learning to communicate, negotiate, and contribute fairly when others are counting on you is a requirement of conducting high-quality research. The skills learned in this group project will serve you well later in your research career as, for better or for worse, research is rarely a solo enterprise.

Presentations. Each group will also present their proposal to the class. Again, although students will not carry out the research they propose, the ability to present a scientific research project is an important skill to develop. You will have 25 minutes to present your research proposal in a clear and concise manner. It is preferred if you use PowerPoint or Prezi for this presentation and consider it practice for how you would present at a professional conference. Please submit a Powerpoint or PDF file of your slides via Canvas by 5PM on your presentation date.

Deadlines:

- Select group members and presentation date – By February 21st, 2022 *at the latest*
- Specific aims and hypotheses section, including references (5%) – March 7th, 2022
- Background/significance section, including references (5%) – March 21st, 2022
- Method section, including references (5%) – April 4th, 2022
- Human subjects section (5%) and abstract (5%) – April 11th, 2022
- Final proposal, including “response to reviewers” (50%) – May 2nd, 2022
- Presentation (20%) – May 2nd or 9th, 2022
- Peer evaluation (10%) – By May 9th, 2022

All submissions are due *at 5pm* on the date listed; this means submissions at 5:01pm and later are considered late and will face a 10% deduction. All drafts of specific sections are to be submitted via Canvas in Word document format; final proposals and “response to reviewers” can be submitted via Canvas in either Word or PDF format.

Policies:

Course Etiquette: If you are going to miss a class, wish to attend a class remotely (without being remote-approved by the Office of Student Affairs), or are requesting a change to an assignment due date, *please ask me in writing*. The best way is to send me a brief email (Christa.Labouliere@nyspi.columbia.edu). I may request that we discuss the matter further, either before/after a class or during office hours. However, a brief chat with me during these times *without* a written request does not count; if it is not in my email, it did not happen. Please do not rely on my (occasionally faulty) memory for important matters!

If you send me an email, I will always respond within 24 hours Monday through Friday. If you do not receive a response within 48 hours, please follow-up with me. It is rare (but has happened) that emails or assignments have disappeared into the dark corners of the interwebs and were not received. It is better to send a follow-up than miss out on the window to submit an assignment or make a request.

Remote Attendance Policy: While I know many students prefer online courses and remote learning, I am not permitted to make the determination as to whether students are allowed to attend classes entirely via Zoom; the Office of Student Affairs must make that determination. If you are interested in become approved for remote learning, please email returntocampus@tc.columbia.edu with requests for approval to study remotely on a long-term basis. Students may request to participate in entirely remote learning if they are: a) international students who are unable to return to New York City due to travel or visa restrictions, or b) students with a medical/health condition that have submitted a Remote Instruction Request Form and medical/clinical documentation to the Office of Access and Services for Individuals with Disabilities (OASID). Other circumstances will be considered by the Office of Student Affairs on a case-by-case basis.

Please note that the lack of vaccination without an approved medical or religious exemption is *not* grounds for remote instruction. **The college's expectation is that students without remote approval should be attending classes in-person.** The official college policy is that remote access is *not* an option for non-COVID-related absences, and that alternative options to remote learning should be utilized for non-COVID-related absences (e.g., view class recording, attend office hours, obtain notes from a classmate, ask questions on course discussion boards, etc.). That being said, I have been flexible about remote attendance in the past for students who occasionally cannot attend in-person for personal or health reasons. I encourage students who cannot make it in-person due to geography, illness, or scheduling conflicts to either attend remotely or review the lecture recordings once posted. However, if the college audits remote attendance, they may be stricter with what is allowable. Therefore, to prevent any complications if such an audit were to occur, I encourage students who anticipate needing more than 2-3 weeks of remote instruction to seek remote approval from the Office of Student Affairs (returntocampus@tc.columbia.edu).

Class Recording Policy: To make course content accessible to students taking the course remotely, *all class sessions will be recorded*. Regardless of whether you are joining remotely via Zoom or attending in-person, it is possible that your image or voice could be captured on this recording during your participation. It is TC's policy that, if a course is being recorded, students must be informed in advance; please consider this your notification. Course recordings are protected by FERPA. Recordings will only be used in the course where they were made, accessible via Canvas for only the students enrolled in the course at the time of the recording. Zoom recordings will be accessible for a few months after the semester ends, but are automatically deleted after one year.

Students have the right to control whether their image/voice can be used in a class recording. *Students connecting to the course remotely* can use an avatar instead of turning their camera on if they do not want their image captured, and those who do not want their voice recorded can use the chat feature, discussion boards, or email to submit comments or questions. *For students attending in-person*, students who do not want their image captured should sit in an area of the classroom not covered by the camera so their image is not recorded, and those who do not want their voice recorded can be encouraged to write or use the discussion boards/email to submit comments or questions. All students will have access to the recordings via Canvas; students *may not* download the recording to a computer or other electronic device and *may not* distribute the recording or any portion or transcript of it to anyone else. If a student is found to have downloaded or shared a recording in violation of this rule, the student will be subject to sanctions for academic and general misconduct, including a failing grade for this course. Any other use of class recordings beyond the class requires permission from the College and students' (and anyone else recorded) expressed written permission. Please be respectful of your classmates' privacy and intellectual contributions!

Late Assignments: Assignments are due by the date and time listed. Late assignments (without documentation of personal emergency or illness) will face a 10% grade reduction for each calendar day (including weekends and holidays) that it is overdue. If you fear you will not be able to make a deadline, please let me know as far *in advance* as possible. I tend to be more charitable and flexible to those who plan ahead, as opposed to those sending frantic emails the night before. Of course, emergencies sometimes happen and will be dealt with on a case-by-case basis. However, procrastination and technological failure when submitting minutes before a deadline are a risk you choose to take, *not* an emergency.

COVID Safety: Instructors, students, and staff are a crucial part of keeping COVID-19 numbers low and supporting the College's commitment to providing all members of its community with a safe, healthy, and supportive environment. Therefore, masks are required to be worn, covering both the mouth and nose, in all classrooms and buildings on the Teachers College's campus. Teachers College requires that students wear surgical or higher grade masks (e.g., surgical, N95, KN94, KN95, etc.). You may "double-mask" (i.e., wear a cloth mask over your surgical mask), but a cloth mask alone is no longer sufficient. All students who fail to comply will be asked to leave the class immediately and report to the Vice

Provost for Student Affairs. If you have any questions about COVID safety, please review the Teachers College Preparedness website at: <https://www.tc.columbia.edu/preparedness>.

Academic Integrity: Academic dishonesty is defined as cheating, fabrication, and facilitation of academic dishonesty and/or plagiarism. Students who engage in academic dishonesty in this course will be subject to Departmental and College censure and may fail the course. Please be aware that *intent* is not always required for a written assignment to be plagiarized. Especially when conducting a review of the extant literature, it can be easy to absorb ideas – after all, the goal is to learn and synthesize new content! That being said, a good scientist keeps detailed notes and records so they are prepared to properly cite all intellectual property that contributed to their work.

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at osasid@tc.columbia.edu, stop by 301 Zankel Building, or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

Incomplete Grades: For the full text of the Incomplete Grade policy please refer to [http://www.tc.columbia.edu/policylibrary/Incomplete Grades](http://www.tc.columbia.edu/policylibrary/Incomplete%20Grades)

Student Responsibility for Monitoring TC Email Account: Students are expected to monitor their TC email accounts. For the full text of the Student Responsibility for Monitoring TC email account please refer to [http://www.tc.columbia.edu/policylibrary/Student Responsibility for Monitoring TC Email Account](http://www.tc.columbia.edu/policylibrary/Student%20Responsibility%20for%20Monitoring%20TC%20Email%20Account)

Religious Observance: For the full text of the Religious Observance policy, please refer to <http://www.tc.columbia.edu/policylibrary/provost/religious-observance>

Sexual Harassment and Violence Reporting: Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds Officer is a confidential resource available for students, staff and faculty, including matters concerning “Gender-based Misconduct”. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <https://sexualrespect.columbia.edu/university-policy>. The TC Ombuds Officer may be reached at ombuds@tc.columbia.edu or 212-678-4169.

Emergency Plan: TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.

1. It is the student’s responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
2. Within the first two sessions for the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
3. The plan may consist of downloading or obtaining all available readings for the course or the instructor may provide other instructions.

Schedule

Part I: The Basics

Week 1	January 24, 2022	Introduction
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Week 2	January 31, 2022	Psychological Science
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Readings: (approx. 64 pages)

Hershey, D. A., Jacobs-Lawson, J. M., & Wilson, T. L. (2016). Chapter 1 – Research as a script. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 3-22). Sage Publications.

Leong F. T. L. & Muccio, D. J. (2016). Chapter 2 – Finding a research question. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 23-40). Sage Publications.

Oleson, K. C., & Arkin, R. M. (2016). Chapter 4 – Reviewing and evaluating a research article. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 59-74). Sage Publications.

Gelso, C. J. (2016). Chapter 32 – Applying theories to research: The interplay of theory and research in science. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 455-464). Sage Publications.

Assignment Due:

Getting to Know You: Visit the course Padlet, introduce yourself, and get to know your classmates –
Due by Monday, January 31, 2022 by 5PM ET

REMINDER: Last day to Add/Drop is Monday, January 31, 2022

Week 3	February 7, 2022	Reliability & Validity
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Readings: (approx. 72 pages)

Whitley, B. E. Jr., & Kite, M. E. (2013). Chapter 6 – Developing a measurement strategy. In B. E. Whitley, Jr. & M. E. Kite (eds.), *Principles of Research in Behavioral Science* (3rd Ed.; pp. 146-184). Routledge.
PAGES 146-163 ONLY

Whitley, B. E. Jr., & Kite, M. E. (2013). Chapter 7 – The internal validity of research. In B. E. Whitley, Jr. & M. E. Kite (eds.), *Principles of Research in Behavioral Science* (3rd Ed.; pp. 185-211). Routledge.

Whitley, B. E. Jr., & Kite, M. E. (2013). Chapter 8 – The external validity of research. In B. E. Whitley, Jr. & M. E. Kite (eds.), *Principles of Research in Behavioral Science* (3rd Ed.; pp. 212-238). Routledge.

Week 4	February 14, 2022	Applying Reliability, Validity, & Research Ethics
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Readings: (approx. 38 pages)

Dell, D. M., Schmidt, L. D., & Meara, N. M. (2016). Chapter 12 – Applying for approval to conduct research with human participants. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 175-185). Sage Publications.

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*.

Fisher, C. B., Hoagwood, K., Boyce, C., Duster, T., Frank, D. A., Grisso, T., Levine, R. J., Macklin, R., Spencer, M. B., Takanishi, R., Trimble, J. E., & Zayas, L. H. (2002). Research ethics for mental health science involving ethnic minority children and youths. *American Psychologist*, 57, 1024-1040. <https://doi.org/10.1037/0003-066X.57.12.1024>

Assignment Due:

CITI Research Ethics Course –
Due Monday, February 14th, 2022 at 5PM ET

Week 5 February 21, 2022 **Study Design, Part I:** Experimental & quasi-experimental studies; Randomization; Control and comparison groups; Between-subject, within-subject, and single-subject designs

Readings: (approx. 82 pages)

Wompold, B. E. (2016). Chapter 6 – Designing a research study. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 93-103). Sage Publications.

Whitley, B. E. Jr., & Kite, M. E. (2013). Chapter 9 – True experiments. In B. E. Whitley, Jr. & M. E. Kite (Eds.), *Principles of Research in Behavioral Science* (3rd Ed.; pp. 241-279). Routledge.

Whitley, B. E. Jr., & Kite, M. E. (2013). Chapter 10 – Field research. In B. E. Whitley, Jr. & M. E. Kite (Eds.), *Principles of Research in Behavioral Science* (3rd Ed.; pp. 146-184). Routledge.

Assignment Due:

Select your article for discussion and group members for the research proposal

– Due Monday, February 21st, 2022 at 5PM ET

- For *discussion leadership*, review the syllabus or Canvas discussion thread to see the articles to be read in Part 2 of the course, then send an email to Christa.Labouliere@nyspi.columbia.edu with: 1) your *top three* choices of article and 2) your preference of whether you wish to lead discussion solo or with a partner.
- When your *group membership* is finalized, have *one person* from each group send an email to Christa.Labouliere@nyspi.columbia.edu and CC all group members.

Week 6 February 28, 2022 **Study Design 2:** Descriptive & naturalistic studies; Power; Meta-analysis

Readings: (approx. 89 pages)

Estes, W. K. (2000). Chapter 2 – Basic methods of psychological science. In K. Pawlik & M. R. Rosenzweig (Eds.), *International Handbook of Psychology* (pp. 20-39). Sage Publications.

Whitley, B. E. Jr., & Kite, M. E. (2013). Chapter 11 – Correlational designs. In B. E. Whitley, Jr. & M. E. Kite (Eds.), *Principles of Research in Behavioral Science* (3rd Ed.; pp. 311-336). Routledge.

Myors, B. (2016). Chapter 11 – Statistical power. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 161-172). Sage Publications.

Cooper, H., Robinson, J. C., & Dorr, N. (2016). Chapter 21 – Conducting a meta-analysis. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 315-325). Sage Publications.

Week 7 March 7, 2022 **Measurement**

Readings: (approx. 36 pages)

Whitley, B. E. Jr., & Kite, M. E. (2013). Chapter 6 – Developing a measurement strategy. In B. E. Whitley, Jr. & M. E. Kite (Eds.), *Principles of Research in Behavioral Science* (3rd Ed.; pp. 146-184). Routledge. **PAGES 164-180 ONLY**

Constantine, M. G., & Ponterotto, J. G. (2016). Chapter 7 – Evaluating and selecting psychological measures for research purposes. In F. T. L. Leong & J. T. Austin (Eds.), *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (2nd Ed.; pp. 104-113). Sage Publications.

National Institute of Mental Health. Definitions of the RDoC domains and constructs.

<https://www.nimh.nih.gov/research-priorities/rdoc/definitions-of-the-rdoc-domains-and-constructs.shtml>

National Institute of Mental Health. RDoc Matrix. <https://www.nimh.nih.gov/research/research-funded-by-nimh/rdoc/constructs/rdoc-matrix>

Assignment Due:

Specific aims and hypotheses section (including references for anything cited) –

Due Monday, March 7th, 2022 at 5PM ET

Part 2: Units of Analysis – From Neurons to Nations

Week 8 March 14, 2022 **NO CLASS – Spring Break!**

Week 9 March 21, 2022 **Micro measures – genes, molecules, and cells**

Readings: (approx. 30 pages)

Alboni, S., Van Dijk, R. M., Poggini, S., Milior, G., Perrotta, M., Drenth, T., Brunello N., Wolfer, D. P., Limatola, C., Amrein, I., Cirulli, F., Maggi, L., & Branchi, I. (2017). Fluoxetine effects on molecular, cellular and behavioral endophenotypes of depression are driven by the living environment. *Molecular Psychiatry*, 22, 552-561. <https://doi.org/10.1038/mp.2015.142>

Alexander, N., Kirschbaum, C., Wankerl, M., Stauch, B. J., Stalder, T., Steudte-Schmiedgen, S., Muehlhan, M., & Miller, R. (2018). Glucocorticoid receptor gene methylation moderates the association of childhood trauma and cortisol stress reactivity. *Psychoneuroendocrinology*, 90, 68-75. <https://doi.org/10.1016/j.psyneuen.2018.01.020>

Wertz, J., Belsky, J., Moffitt, T. E., Belsky, D. W., Harrington, H., Avinun, R., Poulton, R., Ramrakha, S., & Caspi, A. (2019). Genetics of nurture: A test of the hypothesis that parents' genetics predict their observed offspring. *Developmental Psychology*, 55(7), 1461-1472. <https://doi.org/10.1037/dev0000709>

Assignment Due:

Background and significance section (including references) –

Due Monday, March 21st, 2022 at 5PM ET

Week 10 March 28, 2022 **Circuits – Neural networks and other physiological systems**

Readings: (approx. 27 pages)

Bryant, R. A., Felmingham, K. L., Malhi, G., Andrew, E., & Korgaonkar, M. S. (2020). The distinctive neural circuitry of complex posttraumatic stress disorder during threat processing. *Psychological Medicine*, 1-8. <https://doi.org/10.1017/S0033291719003921>

Kvadsheim, E. Fasmer, O. B., Osnes, B., Koenig, J., Adolfsdottir, S., Eichele, H., Plessen, K. J., & Sørensen, L. (2020). Lower cardiac vagal activity predicts self-reported difficulties with emotion regulation in adolescents with ADHD. *Frontiers in Psychiatry*, 11, #244. <https://doi.org/10.3389/fpsy.2020.00244>

McTeague, L. M., Rosenberg, B. M., Lopez, J. W., Carreon, D. M., Huemer, J., Jiang, Y., Chick, C. F., Eickhoff, S. B., & Etkin, A. (2020). Identification of common neural circuit disruptions in emotional processing across psychiatric disorders. *American Journal of Psychiatry*, 177, 411-421. <https://www.doi.org/10.1176/appi.ajp.2019.18111271>

Assignment Due:

Article review quiz –

Due **FRIDAY**, April 1st, 2022 at 5PM ET

Week 11 April 4, 2022

Individuals – Within-subject designs, behavior vs. self-report

Readings: (approx. 26 pages)

- Gordon-Smith, K., Perry, A., Di Florio, A., Forty, L., Fraser, C., Dias, M. C., Warne, N., MacDonald, T., Craddock, N., Jones, L., & Jones, I. (2020). Symptom profile of postpartum and non-postpartum manic episodes in bipolar I disorder: A within-subjects study. *Psychiatry Research*, 284, #112748. <https://doi.org/10.1016/j.psychres.2020.112748>
- Helmich, M. A., Wichers, M., Olthof, M., Strunk, G., Aas, B., Aichhorn, W., Schiepek, G., & Snippe, E. (2020). Sudden gains in day-to-day change: Revealing nonlinear patterns of individual improvement in depression. *Journal of Consulting and Clinical Psychology*, 88(2), 119-127. <https://doi.org/10.1037/ccp0000469>
- Le, J., Kou, J., Zhao, W., Fu, M., Zhang, Y., Becker, B., & Kendrick, K. M. (2020). Oxytocin biases eye-gaze to dynamic and static social images and the eyes of fearful faces: Associations with trait autism. *Translational Psychiatry*, 10, #142. <https://doi.org/10.1038/s41398-020-0830-x>

Assignment Due:

Method section (including references) –
Due Monday, April 4th, 2022 at 5PM ET

Week 12 April 11, 2022

Groups – Descriptive studies and clinical trials, behavior vs. self-report

Readings: (approx. 43 pages)

- Carl, E. Stein, A. T., Levihn-Coon, A., Pogue, J. R., Rothbaum, B., Emmelkamp, P., Asmundson, G. J. G., Carlbring, P., & Powers, M. B. (2019). Virtual reality exposure therapy for anxiety and related disorders: A meta-analysis of randomized control trials. *Journal of Anxiety Disorders*, 61, 27-36. <https://doi.org/10.1016/j.janxdis.2018.08.003>
- McCauley, E., Berk, M. S., Asarnow, J. R., Adrian, M., Cohen, J., Korslund, K., Avina, C., Hughes, J., Harned, M., Gallop, R., & Linehan, M. (2018). Efficacy of Dialectical Behavior Therapy for adolescents at high risk for suicide: A randomized clinical trial. *Journal of the American Medical Association Psychiatry*, 75(8), 777-785. <https://doi.org/10.1001/jamapsychiatry.2018.1109>
- Stice, E., Desjardins, C. D. (2018). Interactions between risk factors in the prediction of onset of eating disorders: Exploratory hypothesis generating analyses. *Behaviour Research and Therapy*, 105, 52-62. <https://doi.org/10.1016/j.brat.2018.03.005>

Assignment Due:

Human subjects and abstract sections (including references) –
Due Monday, April 11th, 2022 at 5PM ET

Week 13 April 18, 2022

Systems – Implementation, dissemination, and global mental health

Readings: (approx. 63 pages)

- Kahn, J. P., Cohen, R. F., Tubiana, A., Legrand, K., Wasserman, C., Carli, V., Apter, A., Balazs, J., Banzer, R., Baralla, F., Barzilai, S., Bobes, J., Brunner, R., Corcoran, P., Cosman, D., Guillemin, F., Haring, C., Kaess, M., Bitenc, U. M., Mészáros, ... & Wasserman, D. (2020). Influence of coping strategies on the efficacy of YAM (Youth Aware of Mental Health): A universal school-based suicide preventive program. *European Child & Adolescent Psychiatry*, 29, 1671–1681. <https://doi.org/10.1007/s00787-020-01476-w>
- Keen, A., Thoele, K., Oruche, U., & Newhouse, R. (2021). Perceptions of the barriers, facilitators, outcomes, and helpfulness of strategies to implement screening, brief intervention, and referral to treatment in acute care. *Implementation Science*, 16, #44. 16:44 <https://doi.org/10.1186/s13012-021-01116-0>
- Lovero, K. L., Basaraba, C., Khan, S., Suleman, A., Mabunda, D., Feliciano, P., dos Santos, P., Fumo, W., Mandlate, F., Greene, C., Salem, A. F., Mootz, J. J., Mocumbi, A. O., Duarte, C. S., Gouveia, L., Oquendo, M.A., Wall, M. M., & Wainberg, M. L. (2021). Brief screening tool for stepped-care management of mental and substance use disorders. *Psychiatric Services*, 72, article# 8. <https://doi.org/10.1176/appi.ps.202000504>
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Week 14 April 25, 2022

Populations – Epidemiology, public health, and prevention

Readings: (approx. 43 pages)

Glantz, M. D., Bharat, C., Degenhardt, L., Sampson, N. A., Scott, K. M., Lim, C. C. W., Al-Hamzawi, A., Alonso, J., Andrade, L. H., Cardoso, G., De Girolamo, G., Gureje, O., He, Y., Hinkov, H., Karam, E. G., Karam, G., Kovess-Masfety, V., Lasebikan, V., Lee, S., Levinson, D., ... & Kessler, R. C., on behalf of the WHO World Mental Health Survey Collaborators. (2020). The epidemiology of alcohol use disorders cross-nationally: Findings from the World Mental Health Surveys. *Addictive Behaviors*, 102, #106128. <https://doi.org/10.1016/j.addbeh.2019.106128>

Morrissey, K., & Kinderman, P. (2020). The impact of childhood socioeconomic status on depression and anxiety in adult life: Testing the accumulation, critical period, and social mobility hypotheses. *Social Science and Medicine – Population Health*, 11, #100576. <https://doi.org/10.1016/j.ssmph.2020.100576>

Simpson, C. C., Griffin, B. J., & Mazzeo, S. E. (2019). Psychological and behavioral effects of obesity prevention campaigns. *Journal of Health Psychology*, 24, 1268-1281. <https://doi-org.tc.idm.oclc.org/10.1177/1359105317693913>

Week 15 May 2, 2022

Project Presentations

Assignment Due:

Final proposal, including “response to reviewers” –

Due Monday, May 2nd, 2022 at 5PM ET

Submit Powerpoint Presentation –

First week presenters only

Week 16 May 9th, 2022

Project Presentations

Assignment Due:

Submit Powerpoint Presentation –

Second week presenters only

Submit Peer Evaluation –

Due Monday, May 9th, 2022 at 5PM ET