

# NEW YORK UNIVERSITY

## Department of Psychology

### **Lab in Clinical Research**

V89.0043.001

Spring 2011

Tues & Thurs, 12:00pm – 1:50pm

Room 469, 6 Washington Place

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### **Course Description**

A major objective of this course is to help students discover that research in the area of clinical psychology is a creative process for exploring important issues about personality functioning, interpersonal interaction, psychopathology, and the treatment of psychological disorders. In order to investigate these matters in a useful manner, it is necessary to develop an appreciation of research methods. In the course, students will complete a set of exercises designed to instruct them about key methodological concepts while stimulating creative inquiry in several areas of interest in the field of clinical psychology.

### **Requirements**

The reading requirements for this course are not extensive. Assigned readings and articles related to some of the lab exercises will be made available. All students should purchase a copy of the *Publication Manual of the American Psychological Association* (6th ed.). This is a crucial reference work for learning how to prepare reports of research (and most other written communications) in the field of psychology.

The main requirements are assignments students complete as they work on the exercises that make up the heart of the course. Considerable time will be spent in lab meetings preparing students to complete these assignments. When assignments have been completed, a good deal of time then will be devoted to discussing the results. Because of the nature of the course (a hands-on process in which students move in a step-by-step manner through assignments, at times, working as part of a team), it is crucial to complete all work on time. It is also important that students attend all lab meetings.

There will be no midterm or final exams.

## Evaluation

Determination of grades for the course will be based on assignment grades and class participation as follows:

First assignment	2 units
Second assignment	2 units
Third assignment	1 unit
Fourth Assignment	2 units
Fifth assignment	5 units
Sixth assignment	3 units
Seventh assignment	1 unit
Eighth assignment	4 units
Ninth assignment	1 unit
Tenth assignment	2 units
Eleventh assignment	2 units
Group Projects	2 units
Participation	5 units*

\*Participation is assessed separately from attendance. Participation refers to active involvement in classroom discussions. In addition, attendance in class is required. A student with more than one unexcused absence or two unexcused latenesses will lose a grade increment from his or her final grade for the course for each unexcused absence after the first and one grade increment for every two additional latenesses (e.g., if you earn a B in the course but have two unexcused absences, your final grade will be B-).

Late assignments will result in a reduction of two grade increments for the first day late (e.g., a B+ paper will receive a grade of B-, an A paper will receive a grade of B+), and a reduction of one more increment for each additional day.

## Calendar

January 25	Introduction to the course. Research and clinical psychology. Two main types of research in psychology. Preparation for first assignment.
February 1	First assignment due. Introduction to systematic research.
February 3	Correlational research/Measurement.
February 8	Second assignment due. Discuss scales. Philosophy of science.
February 10	Preparation for third assignment.
February 15	Third assignment due.
February 17	Preparation for fourth assignment. Writing research reports. Reading: <i>APA publication manual</i> , pp. 3-7, 284-287, 306-315.
February 22	Discuss results of fourth assignment. Analyzing data. Reliability and validity of measures. Reading: Gomes-Schwartz, B. (1978). Effective ingredients in psychotherapy: Prediction of outcome from process variables. <i>Journal of Consulting and Clinical Psychology</i> , 46, 1023-1035.
February 24	Continuation of instruction on data entry, data analysis. Preparation for fifth assignment. Reading: <i>APA publication manual</i> , pp. 9-27 (sections 1.05-1.11), 207-214, 220-232, 239-249.
March 1	Fifth assignment due. Discuss results.
March 3	In-class project.
March 8	Experiments. Theory of interpersonal defense. Reading: Westerman, M.A. (1998, June). <i>The interpersonal defense approach</i> . Paper presented at the Society for Interpersonal Theory and Research, Madison, WI.

March 10	Further instruction in data entry and analysis. Preparation for assignment 6.
March 22	Sixth assignment due. Discuss results.
March 24	Preparation for seventh assignment.
March 29	Seventh assignment due. Examining reliability and substantive issues.
March 31	Preparation for eighth assignment.
April 5	Eighth assignment due.
April 7	Preparation for ninth assignment.
April 12	Ninth assignment due. Some useful measures for clinical research. Reading: (1) Cassidy, J. (2000). Adult romantic attachments: A developmental perspective on individual differences. <i>Review of General Psychology</i> , 4, 111-131. (2) McLemore, C. W., & Benjamin, L. S. (1979). Whatever happened to interpersonal diagnosis? A psychosocial alternative to DSM-III. <i>American Psychologist</i> , 34, 17-34.
April 14	Preparation for tenth assignment. Using measures for assessment.
April 19	Further preparation for tenth assignment.
April 21	Tenth assignment due. Interventions in psychotherapy. Preparation for eleventh assignment.
April 26	Eleventh assignment due. Planning group research proposals. Reading: Stiles, W. B. et al. (1986). "Are all psychotherapies equivalent?" <i>American Psychologist</i> , 41, 165-180.
April 28	Preparation for group research proposals.
May 3	Group projects: Presentations.
May 5	Group projects: Presentations.