Course Description
This course will provide a review of issues in measurement, design, and analysis pertinent to research in clinical psychology. The primary goals of the course are 1) to improve your critical acumen in consuming research performed by others and 2) to assist you in formulating, developing, and bringing to fruition your own research ideas. Topics will include methodological issues in 1) measurement and psychological assessment, 2) evaluation of psychological intervention, and 3) testing models of psychological dysfunction.

Readings
Required:

Suggested:

Additional readings will be assigned throughout the course—some are listed on the syllabus and some will be added later. I will provide either electronic copies via email or hard copies for Xeroxing.

Course Format
The course will be taught in three segments. The first segment will consist of presentations describing basic issues in clinical research (e.g., philosophy of science, forms of clinical inquiry, sampling and measurement, threats to methodological rigor, ethics). The format for this segment of class will consist of lectures as well as class exercises, and student participation is strongly encouraged.
1. Following this segment, an in-class, open-book midterm covering the lectures and readings will be given.
2. I will reserve the computer lab and you will answer questions that you will type directly on the computer.
3. You will then email me your exam.
4. Further details will be provided in class.

In-class Article Critiques
In the second segment of the course, class periods will be devoted to discussing and critiquing recently published research in clinical psychology. The goal of this segment is to allow “hands on” application of the topics learned in the initial class segment, and to provide an opportunity to practice and improve your peer review skills. Following the second segment, you will complete a take-home exam, consisting of a written article review. (Further details will be provided).
1. Four articles will be reviewed during each class period.
2. The student will have responsibility to present an overview of the study (i.e., a brief overview of the research questions, design, and findings). This student will pick a paper relevant to his or her master's thesis work and is responsible for distributing the paper to the class at least one week in advance.
3. The student will then lead the critical discussion, but everyone will be expected to participate.

Master's Thesis Topic Presentation
For the final segment of the course, students will give brief individual presentations of their research proposals, followed by a class discussion period. Ideally, these proposals will integrate your thesis research, but this is not a requirement. Feel free to exchange ideas with classmates before presenting the proposal. The in-class
presentations will provide opportunities for presenters to obtain assistance on methodological, logistical, and statistical questions, and for classmates to develop skills in the constructive evaluation of research. Presenters should be open about their concerns, hesitancies, and the possible limitations of their research, and classmates should be forward (but sensitive) in providing constructive criticism and suggestions. The discussions should be viewed as opportunities to benefit from the disparate viewpoints, strengths, and experiences that your classmates can share.

**Master's Thesis Prospectus Papers**

The final product of this course segment will be a written, 10-15 page proposal (double-spaced, typed, APA format), which will include a review of the background literature, methodological issues, proposed design, proposed analyses, and power analyses of the original research project. The proposal will be evaluated according to the feasibility, planning detail, choice of measures, anticipation of obstacles and findings, motivation by well-articulated theory, integration of relevant prior research, and appropriateness of the proposed analyses. The goal is to complete a proposal that will serve as the groundwork for masters thesis. In addition to the final proposal, students will be required to complete several practical assignments relevant to the proposal. These assignments will not be graded, but will be designed to facilitate progress on your proposals.

**Computer/Internet**

1. Many of the readings I assign outside of our text as well as copies of lecture notes are saved as Adobe Acrobat *.pdf files. The Adobe Acrobat reader is a free program that is pre-installed on most computers, but can be downloaded at the Adobe webpage.

2. Please do not submit any paper copies of assignments. Rather, when turning in written assignments, please send them in MS Word or *.rtf format. I cannot easily read Word Perfect files. Do not give me a floppy disk. I do not have any computers with floppy drives. Internet attachments are best. Finally, when we are working on a document together, I use the MS Word tracking and comment features to provide feedback.

**Grading**

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
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<tbody>
<tr>
<td>In class midterm:</td>
<td>25</td>
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<tr>
<td>Take Home written article review:</td>
<td>20</td>
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<tr>
<td>Final proposal:</td>
<td>30</td>
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<tr>
<td>*Class participation (e.g., general participation, presentation on article review; presentation on research proposal, evidence of having completed the readings, etc.)</td>
<td>25</td>
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Final grades will be assigned according to the following scale:

- **A**: 85-100
- **B**: 70-84
- **C**: 60-69

*You’re 25 participation points will be earned as follows. Article presentation (10 points), Thesis Prospectus Presentation (10 points), General Participation (5 points).*

Please note that except in the case of an emergency, no extensions will be granted for any assignments.
Course Schedule

1-14 (Wed.)  No Class—Roy Lilly Memorial

1-21 (Wed.)  Introductions
Philosophy of Science and the Scientific Method

1) KBH, Chapter 1

Class exercise: generating hypotheses incorporating mediation and moderation.

1-28 (Wed.)  Validity in Inference


Class Exercise: Identifying threats to internal validity.

Statistical methods in clinical research

1) KBH, Chapter 4

Proposal Assignment: Review web-page exercise concerning completing a research paper. Narrow your proposal topic.
Then follow the link to The Research Room.

2-4 (Wed.)  Measurement and psychometrics

1) KBH, Chapter 6

Assessment

1) KBH, Chapters 7 & 8

Class exercise: Designing an assessment protocol.

2-11 (Wed.)  No Class—DMF in Washington, DC
2-18 (Wed.) Psychotherapy research I: Overview of conceptual issues, methodology and design

1) KBH, Chapters 14, 15, 17


Proposal Assignment: Schedule meeting before Monday to discuss topic with me.

2-25 (Wed.) Class exercise: NIMH Study section review assignment. Review a grant application, give it a priority score. Details and instructions to follow.

Psychopathology research: Overview of conceptual issues, methodology, and design
1) KBH, Chapters 18 & 19
Class Exercise: Study design.

Ethical issues in clinical research
1) KBH, Chapter 2
Class exercise: Discussion of ethical dilemmas.
Proposal Assignment: Skim three recent KSU theses. Turn in reference list next Monday.

3-4 (Wed.) Ethnicity, gender, and cross-cultural issues in research

1) KBH, Chapter 3

Class activity: discussion regarding issues and strategies for conducting research with diverse samples.

3-11 (Wed.) In-Class Midterm

3-18 (Wed.) Publication and the peer review process

1) KBH, Chapter 5
Choose date to lead article critique, sign-up sheet passed out in class.
Proposal Assignment: Literature review for proposal topic. Turn in tentative bibliography (APA format) Due 3/16

3-23 (Wed.) No class - have a great spring break!

3-30 (Wed.) Critique articles 1 through 4
Written article review due 4/2

4-7 (Wed.) Critique articles 5 through 8
Proposal Assignment: Complete outline for background and introductory sections of proposal. Include bulleted list of tentative research question(s)/hypotheses. Due 4/9.

4-14 (Wed.) Student Presentations 1 through 3
Proposal Assignment: Complete outline for method section. Include bulleted description of participants, measures, procedure, time-line, and analytic plan. Due 4-16.

4-21 (Wed.) Student Presentations 4 through 6

4-28 (Wed.) Student Presentations 7 through 8

5-7 (Wed.) Final Papers due by 5 p.m.