

Fall 2021

Research Methods in Clinical Psychology
Teachers College, Columbia University
MA Program in Clinical Psychology.

Course #: CCPX 5534.001
Tuesdays, 1:00 pm – 2:40 pm
Office Hours: Tuesdays 3-4

Instructor: Randall Richardson-Vejlgaard, Ph.D.
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Syllabus

Outline

This course will provide an introduction to clinical research methods in psychology. Students will be exposed to original sources, including experimental studies, single-case research designs, randomized controlled trials, and qualitative studies. Students will also be introduced to the ethical issues associated with scientific research with human subjects, and the Institutional Review Board process. The focus of this course is to help students become capable producers of scientific research, and more astute consumers of scientific literature, as such students will leave this course with a demonstrated ability to review the literature on a specified topic, design a research study to answer a pertinent question, and develop a credible IRB proposal.

Readings

For students taking research methods for the first time, the text *Research Design in Clinical Psychology* (4th Edition) by Alan E. Kazdin (Allyn & Bacon, Publ) 2003) is a helpful text. Weekly readings are indicated on the Course Schedule, and are posted on Moodle.

Grading

2-page Papers: 50% of grade [Please see Format for Paper guidelines on last page of syllabus]
Students will submit a two-page paper every week based on the reading and discussion of the PREVIOUS week. These papers will represent a significant portion of your grade. Papers should be concise, and represent a coherent understanding of some concept relevant to the class discussion. Outside reading is recommended, and references should be cited according to APA style guidelines. The first paper is due at the beginning of Session 3.

Class participation: 25% of grade

Students will be expected to actively participate in class discussions, and to make formal presentations in class. Students will also bring a written question about the assigned reading to each class session to be posed during class discussions.

Research Proposal: 25% of grade. Students will form groups of 4 or 5, and develop a realistic research proposal. Each group will present their proposed research in class, and submit a completed IRB proposal with all supporting materials in the last session of class. The proposal does not have to be submitted to the IRB.

Course Schedule

Session	Topic	Readings
1	Introduction and overview	<ul style="list-style-type: none"> Green (1981). A Primer of Testing. In Notterman, Joseph M. (Ed). The evolution of psychology: Fifty years of the American Psychologist. Washington, DC, US: American Psychological Association, xxv, 783 pp. doi: 10.1037/10254-014
2	Ethics in Clinical Research	<ul style="list-style-type: none"> Nagy, T. F. (2011). Essential Ethics for Psychologists: A primer for understanding and mastering core issues Washington, DC, US: American Psychological Association. (pp. 199-216). Pech, C., Cob, N., Cejka J.T. (2007). Understanding Institutional Review Boards: practical guidance to the IRB review process. Nutrition in Clinical Practice. Vol 22, 6, 618-28. All students required to take Collaborative Institutional Training Initiative (CITI Program) in Human Subjects Research Basic Course.
3	Philosophy of Science	<ul style="list-style-type: none"> Hunt, H. (2005). Why Psychology is/is not Traditional Science: The self-referential bases of psychological research and theory. Review of General Psychology, Vol 9(4), Dec, 358-374. doi: 10.1037/1089-2680.9.4.358 Miller, R.B. (2004). Psychology and Science. In Facing human suffering: Psychology and psychotherapy as moral engagement. (pp. 115-157). Washington, DC, US: American Psychological Association, xv, 321 pp. doi: 10.1037/10691-004
4	The Randomized Controlled Trial	<ul style="list-style-type: none"> Beck, G.J, Andrasik, F., & Arena, J.G. (1984). Group Comparison Designs in Research Methods in Clinical Psychology. Alan Bellak & Michael Herson (eds). Pergamon Press, New York.
5	The Randomized Controlled Trial	<ul style="list-style-type: none"> Nader-Mohammadi Moghadam, M., Atef-Vahid, M.-K., Asgharnejad-Farid, A.-A., Shabani, A., & Lavasni, F. (2015). Short-term Dynamic Psychotherapy versus Sertraline in Treatment of Social Phobia. Iranian Journal of Psychiatry and Behavioral Sciences, 9(2), e228. http://doi.org/10.17795/ijpbs228
6	Single-Case Research Designs	<ul style="list-style-type: none"> Nock M., Michel, B.D., & Photos, V.I. (2009). Single Case Research Designs. Single Case Experimental Designs: Strategies for Studying Behavior Change, Third Edition. Pearson. Smith, J. D. (2012). Single-Case Experimental Designs: A systematic review of published research and current standards. Psychological Methods. doi: 10.1037/a0029312.
7	Within-Subject and Single-Case Designs	<ul style="list-style-type: none"> Raymond V. Burke, Brett R. Kuhn, and Jane L. Peterson Brief Report: A "Storybook" Ending to Children's Bedtime Problems—The Use of a Rewarding Social Story to Reduce Bedtime Resistance and Frequent Night Waking J. Pediatr. Psychol. (2004) 29 (5): 389-396 doi:10.1093/jpepsy/jsh042.. Kahng, S. W., Chung, K.M., Gutshall, K., Pitts, S.C., Kao, J. & Girolami, K. (2010). Consistent Visual Analyses of Intrasubject Data. Journal of Applied Behavioral Analysis, 43: 35-45. doi: 10.1901/jaba.2010.43-35

Session	Topic	Readings
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8	The Naturalistic Study	<ul style="list-style-type: none"> Leichsenring, F. (2004). Randomized controlled versus naturalistic studies: A new research agenda. <i>Bulletin of the Menninger Clinic</i>: Vol. 68, 2, 137-151.
9	The Naturalistic Study	<ul style="list-style-type: none"> D'Andrea, W, & Pole, N. (2012). A Naturalistic Study of the Relation of Psychotherapy Process to Changes in Symptoms, Information Processing, and Physiological Activity in Complex Trauma. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i>, Vol 4(4), 438-446
10	Qualitative Research	<ul style="list-style-type: none"> Ponterotto, J. (2005). Qualitative Research in Counseling Psychology: A primer on research paradigms and philosophy of Science. <i>Journal of Counseling Psychology</i>. Vol. 52, No. 2, 126–136.
11	Qualitative Research	<ul style="list-style-type: none"> Stewart, R., Stirman S.W. & Chambless, D.L. (2012).. A Qualitative Investigation of Practicing Psychologists' Attitudes Toward Research-Informed Practice: Implications for Dissemination Strategies <i>Research and Practice</i> 2012, Vol. 43, No. 2, 100–109 Reynolds J., Kizito, J., Ezumah, N., Mangesho, P., Allen E., & Chandler C. (2011). Quality assurance of qualitative research: a review of the discourse. <i>Health Research Policy and Systems</i> 9:43. (optional)
12	Meta-Analysis	<ul style="list-style-type: none"> Sloan, D. M., Feinstein, B. A., Gallagher, M. W., Beck, J. G., & Keane, T. M. (2011). Efficacy of Group Treatment for Posttraumatic Stress Disorder Symptoms: A meta-analysis. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i>. Advance online publication. doi: 10.1037/a0026291
13	Cultural Issues in Clinical Research	<ul style="list-style-type: none"> Arnett, J.J.(2009). The Neglected 95%, a Challenge to Psychology's Philosophy of Science. <i>American Psychologist</i>, Vol 64(6), Sep 2009, 571-574. doi: 10.1037/a0016723. Herek, G. (2010). Sexual Orientation Differences as Deficits: Science and Stigma in the History of American Psychology <i>Perspectives on Psychological Science</i> 5(6) 693–699
14	Research presentations	All IRB proposals due. All CITI training certificates due.

Important

Format for Papers

- Your weekly papers should be EXACTLY TWO PAGES LONG, plus references.
- Use Times New Roman font, 11 point, double-spaced, with 1-inch margins.
- Please use quotations *sparingly*, and avoid using lengthy quotations unless you intend to analyze the quoted passage in detail. DO NOT use quotations to illustrate a point you are making.
- Avoid using the first person voice in your papers. Provide information, rather than opinions, and refer to reliable sources of information (i.e., not Wikipedia, class discussion, magazine articles, tv shows etc.).
- Use APA-style citations within the text. Cite every fact you present, and make it clear where your information comes from.
- Use APA-style references for every citation within your paper. Do not include references to sources you read while writing your paper that you do not actually cite in the body of the paper.
- See these websites for style guidelines <http://www.apastyle.org/index.aspx>; <https://owl.english.purdue.edu/owl/resource/560/01/>

Attendance

It's not good to miss class.

Plagiarism

Plagiarism will result in an F in the course, and will be reported to Dean's office in accordance with the University's policy on plagiarism (see Student Handbook). Students should purchase *A Writer's Reference* by Diana Hacker, available at most book stores, for information on proper citation format.

Incompletes

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

Students with Disabilities

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 registering with the office. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

UNI Activation

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

Religious Holidays

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

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, the instructor 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.