

Communication in the Major Application Template

Name of the Major*: Psychology (Bachelor of Science)
Psychology with Concentration in Human Services (Bachelor of Science)

Department/Unit: Psychology

Contact Person: Craig Wendorf, Chair

Report of Dept. Vote: ___ Approve ___ Oppose ___ Abstain Date: _____

*Note: Each major must have Communication in the Major. Majors with multiple concentrations or options may need to have distinct Communication in the Major plans (and hence applications) if the relevant courses are not shared by the different options. Conversely, one application may suffice for multiple majors in a department/unit that share the Communication in the Major portion of the curriculum.

Communication in the Major Learning Outcomes (Step 4)

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon completing this requirement, students will be able to:

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Communication in the Major Course/Instructor Criteria (Step 5)

1. The Communication in the Major requirement addresses discipline-specific communication that builds on the Written and Oral Communication learning outcomes of the Foundation level.
2. Departments or units will designate a minimum of six credits at the 200-level or above within each major to meet the Communication in the Major requirement. Departments may distribute this requirement over any number of courses. These courses may, when appropriate, come from other departments but must be included as part of the major. **List the course(s) designated as the Communication in the Major component for this major:**

PSYC 200 (Research Methods in Psychology)
PSYC 400 (Advanced Research Methods in Psychology) **OR** PSYC 490 (Seminar: Topics in Psychology)

3. These courses must include a plan for how student achievement of the approved Communication in the Major learning outcomes will be assessed. Please describe the overall plan for how Communication in the Major will be assessed within your major:

Coordination of the assessment of the Communication in the Major will fall to the departmental Assessment Committee. As a direct assessment of the outcomes, instructors will identify and report to the assessment committee, at a minimum, work that reflects the best, average, and weakest levels of performance. Indirect assessment of the outcomes will be accomplished by the use of regularly-occurring student self-assessment and course-assessment surveys (which are directly keyed to departmental and disciplinary learning outcomes). A more detailed plan will be developed during the coming academic year.

4. All instructors teaching Communication in the Major courses must complete a workshop coordinated by the Center for Academic Excellence and Student Engagement.

- A. The General Education Committee will work with Bill Lawlor (current WE coordinator) and a representative from the Division of Communication to develop a Communication in the Major training (combining both written and oral communication skills). This will be handled similarly to how WE is handled now. **We will rely on departments to comply with the requirement to ensure that those who teach Communication in the Major components have the required training.**
- B. Anyone who is currently WE certified will be asked to complete an abbreviated training (focusing on the oral communication aspect of the new Communication in the Major requirement). This will allow existing WE instructors to migrate into the new GEP fairly easily.
- C. New instructors completing the new Communication in the Major training will be “reverse grandfathered” and be granted WE certification. (WE classes will need to be offered beyond 2013 for those students who are completing their degrees under the GDR system.)

5. Communication in the Major courses should have sufficiently small enrollments so that students will receive adequate personal feedback, from both instructors and their peers, on their communication skills. Please describe the approximate enrollments in the various courses that will be included in your Communication in the Major requirement:

PSYC 200 has historically capped enrollment at 30 per section (with 3-4 sections per semester). This has allowed instructors to give reasonable feedback and group projects while meeting the needs of our large major. Both PSYC 400 and PSYC 490 have been Writing Emphasis courses in the past. They will continue to be capped at 20 per section.

6. Assignments should be based on the kinds of communication typical of the relevant discipline or profession. Describe the oral and written work that students will do in your Communication in the

Major courses and explain how these reflect what is typical in your discipline. Attach a representative syllabus and assignment for at least one course.

PSYC 200 (Research Methods in Psychology) provides a strong introduction to and refinement of writing as it pertains to the field of Psychology. Students in this class write – in an iterative way – either a research proposal or a report of an empirical study that conforms to the standards of the American Psychological Association’s (APA) Publication Manual. These department views these types of projects as cornerstones of the science of psychology.

PSYC 400 and PSYC 490 will require both discipline-specific writing and speaking. These courses will be tailored to offer the other types of writing (e.g., literature reviews, methodological critiques, research posters, etc.) and speaking (e.g., conference presentations, symposia, roundtable discussions, etc.) that are also important in our field. Again, written work will be judged relative to standards set in the APA Publication Manual, and oral presentations will be judged according to standards and practices typical in our field.

7. Both writing and speaking instruction should be integrated into course discussions and activities and include grading criteria, revision experiences, and opportunities for student peer review. Writing and speaking instruction can be taught together in a single course or divided among courses.

Describe (or attach) the grading criteria for the oral and written assignments in your Communication in the Major courses and describe the way that peer review and revision will be incorporated into these courses.

See attached course documents.



PSYCHOLOGY 200-3: Research Methods in Psychology

Fall 2011

11:00 – 12:15 Tues. & Thurs.

D223 Science Building

Instructor Contact Information

Instructor: Robert J. Nemeth, Ph.D.

Office: D237 Science Building

Office hours: 1:00 – 2:00 p.m. Mon. & Wed., 10:00 a.m. – 11:00 a.m. Fri., or by appointment

Phone: (715) 346-3070 (leave a voicemail message with your phone number, and I'll return your call)

Email: rmemeth@uwsp.edu

Required Textbook

Cozby, P. C. (2009). *Methods in behavioral research*. (10th ed.). Boston, MA: McGraw Hill.

General Philosophy of Teaching

- Promote life-long learning (**thinking for yourself**).
- Foster an intellectual curiosity about questions of human behavior and the mind.
- Develop an appreciation of diverse viewpoints in psychology, including alternative and minority views.
- Help my students develop the following skills that typify an educated adult:
 - organizational skills
 - critical thinking skills
 - verbal and writing skills
 - quantitative skills
- Emphasize **partnership** in learning. I am a facilitator of your learning, so think of me as a valuable resource rather than the “voice of authority.”

Goals/Objectives

Research Methods in Psychology (PSYC 200) will introduce you to the variety of research methods that psychologists use to investigate topics in psychology including both experimental and nonexperimental research. The class will also provide you with the foundation for conducting research including conducting literature reviews and library research, understanding the ethics involved in conducting research, and APA style format for writing research reports and papers in psychology.

Below I enumerate the goals of the class along with associated APA Learning Outcomes in parentheses (see <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>)

By the end of the semester you should be able to

1. explain how psychology operates as a science (APA Learning Outcome 2.1);
2. identify different research designs (i.e., experimental and nonexperimental designs), why they are used, and what their respective advantages and disadvantages are (APA Learning Outcomes 2.2 and 2.4);
3. evaluate psychological research articles along a number of dimensions including validity, significance, and impact (APA Learning Outcomes 3.1 and 3.3);
4. write a complete APA-style research report (APA Learning Outcome 7.1); and
5. describe and assess the ethical concerns and procedures associated with psychological research (APA Learning Outcome 2.5).

Finally, I want to point out that the work you will be doing in Research Methods in Psychology will help you develop practical, work-related skills such as writing, reading and critical analysis, and developing and presenting your ideas.

Class Format

- **Lecture:** During lectures, I will discuss important concepts and principles of research design, research studies, theories, psychologists and other scientific scholars, and ethical issues in psychological research. While my lectures will draw on material in the textbook, **they will not duplicate the textbook**. The degree of overlap may be small or great depending on the topic, and I will present a lot of new material not contained in the textbook. In addition, the lectures will provide you with the background knowledge to complete the class assignments and research project. For this reason, *attendance is expected* at lectures. **Many exam questions will come from the lectures alone.** *If you must miss a lecture, you are responsible for the material you have missed.* Thus, be sure to get lecture notes from *several* classmates (don't depend on only one person's note-taking skills!). I have provided space on this syllabus for you to collect contact information from fellow students.
- **Class Assignments:** We will be critiquing research articles, designing studies, analyzing data, conducting peer reviews of manuscripts, interpreting results, and other exercises related to the week's topic. All class assignments will be tested on the three class exams.

Reading Assignments

Textbook reading assignments are indicated in the class schedule. To gain the most out of our time together, it is essential that you keep up with the course readings. You should read the assigned reading **before** you come to class. If you are ever confused about what you read in the textbook, please feel free to contact me through any of the various means listed above or feel free to ask questions in class (which is preferred, since other students may have the same question).

In addition, we will be reading four journal articles over the course of the semester to supplement the material in the textbook and to give you practice at reading psychological research articles. The articles will be posted on D2L.

Desire 2 Learn (D2L)

Lecture outlines, quizzes, handouts, class announcements, and grades will be posted on *D2L*. Make sure to check D2L on a weekly basis for new material. **To find *D2L*, log on to your *My Point* portal, click on the “Academics” tab in the upper left part of the screen, then click the “*Desire 2 Learn*” link. Alternatively, you can go directly to <https://uwsp.courses.wisconsin.edu/>.**

Attendance

According to UWSP's attendance policy, students are required to attend classes regularly (UWSP Catalog 2011-2013, p. 28, http://www.uwsp.edu/reg-rec/Attendance.aspx#Attendance_Policy). I will not be recording attendance but I expect you to attend every class unless you have an understandable excuse (e.g., illness, unforeseen emergencies, etc.). **If you miss a class, you are responsible for the material you missed.**

Guidelines for Courtesy and Respect in the Classroom

I ask that you please respect five requests during our class meetings:

- Please *ask questions* if you are confused by anything I present in lecture. In all likelihood, if you are confused then others in the class will be confused also.
- Please *ask me to slow down* if I am speaking too fast for you to understand the lecture topic and take good notes.
- Please *minimize disruptions* during class (e.g., conversations, reading or working on other material, cell phones or other electronics, etc.)—doing so will show respect for your fellow classmates (and me).
- Please *show respect for your fellow students and your instructor* during classroom discussions and activities by attending, listening, and being open to diverse perspectives. Our common ground-rule for classroom discussions will be that only one person should be speaking at a time unless the class is broken down into separate group discussions.
- I will let you out on time; please *do not get ready to leave* before the class is over (you might miss something important).

Thank you for your cooperation.

Grading

Exams. There will be three exams over the course of the semester.

- Each exam will cover only the material up to the test. However, in this course later concepts require understanding of earlier concepts.
- The format of the exam will be a combination of multiple-choice and short answer questions.
- The questions will cover the assigned readings and any in-class activities such as lectures, discussions, demonstrations, video/audio, and handouts.
- If you know in advance that you will miss an exam date (e.g., for University functions, family functions such as marriages, religious holidays, etc.), you should contact me as soon as possible. You will be allowed to take the exam early at an arranged time. If you miss an exam due to an unexpected absence (e.g., illness), you must contact me within 48-hours of the exam date to schedule a make-up exam. Should you fail to contact me within the 48-hour period of the exam date, you will be assigned a 0 for that exam.
- I strive to write questions that are challenging and academically rigorous but also fair. If you feel that a question is unfair or inaccurate, you may fill out a Request for Review Form that can be downloaded from *D2L*. You will be asked to indicate what exam and question you wish for me to review, as well as supporting evidence for your argument that a question is unfair or inaccurate. The deadline for a request for review is one week from the date your exam has been returned.

Class Assignments. There will be six class assignments over the course of the semester.

- The class assignments are designed to be completed in one class period. However, to budget for extra time class assignments will officially be due at the beginning of the following class period they are assigned (see course schedule).
- The class assignments are short exercises that will give you practice on the concepts you are learning.
- A number of these assignments require you to read a corresponding journal article. Please see the course schedule for more details.

Research Paper. You will write a complete APA-Style Research Report on an experiment we will conduct in class.

Graded Components of Psych 200	Point Values	Percentage of Grade
Class Assignments: 6 × 5 points	30	10%
Unit Exams: 3 × 70 points	210	70%
Research Paper	60	20%
TOTAL	300	100%

Grades will be given according to the following scale:

Grade	Points	% Total
A	278 – 300	93%-100%
A-	269 – 277	90%-92%
B+	260 – 268	87%-89%
B	248 – 259	83%-86%
B-	239 – 247	80%-82%
C+	230 – 238	77%-79%
C	218 – 229	73%-76%
C-	209 – 217	70%-72%
D+	200 – 208	67%-69%
D	179 – 199	60%-66%
F	≤ 178	≤ 59%

Academic Honesty

- I treat academic honesty seriously. In short, academic honesty means that academic work you submit for your classes is yours alone (unless explicitly allowed by your instructor to work together with another and submit your assignment jointly), that you have properly cited sources of information in your work, that you have not misrepresented, in whole or in part, another person's work as your own, and that you respect the academic work of others.
- If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions up to and including suspension or expulsion from the university as permitted in Chapter UWS 14, "Student Academic Standards and Disciplinary Procedures," of the *Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System*.
- Copies of Ch. UWS 14 can be found in electronic form at <http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf> and in paper form at The Office of Student Rights and Responsibilities, each residence hall desk, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean. I recommend that you get a copy and read about your rights and responsibilities. In addition, Ch. UWS 14 provides specific examples of academic misconduct.
- For additional information about academic misconduct, specifically plagiarism, go to <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>.

Course Withdrawal

- If you wish to drop the class, you must do so within published deadlines in order to avoid a failing grade or loss of reimbursable tuition. The published deadlines can be found at <http://www3.uwsp.edu/regrec/Pages/addDropWithdrawals.aspx>.

For Assistance:

- If you find that you are having academic difficulties in this course, please contact me. I am interested in helping you succeed in this course.
- For personal difficulties or concerns (e.g., stress, depression, etc.), please consider seeking the professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553, <http://www.uwsp.edu/counseling/>.
- If you are in need of additional accommodations due to a diagnosed disability, please contact me and the Office of Disability Services within the first two weeks of the semester. The Office of Disability Services can be found at 103 Student Services Center, and can be contacted at 346-3365, <http://www.uwsp.edu/special/disability/>.

Class Schedule

I reserve the right to make changes to the class schedule as circumstances dictate (e.g., class is canceled due to bad weather). Any cancellations of class will be announced through email and will be posted as an announcement on *D2L*. Any subsequent changes in the schedule will be announced in class and on *D2L*.

WEEK	DATE	TOPIC	READINGS/DUE DATES
Research Foundations			
1	Sept. 6	Introduction <ul style="list-style-type: none"> • Course Objectives and Expectations 	No Readings
	Sept. 8	Psychological Science <ul style="list-style-type: none"> • Scientific Goals and the Research Process • Basic vs. Applied Research 	Ch. 1
2	Sept. 13	Literature Review and Library Research <ul style="list-style-type: none"> • From Research Question to Hypothesis to Prediction 	Ch. 2
	Sept. 15	<ul style="list-style-type: none"> • Library Research (LRC 310) • Class Assignment 1: Library Research and References 	Ch. 2
3	Sept. 20	Reading and Writing Research Reports <ul style="list-style-type: none"> • Writing Style and The Elements of a Research Report • How to Read a Journal Article 	Appendix A Class Assignment 1 Due Jordan and Zanna (1999)
	Sept. 22	<ul style="list-style-type: none"> • Class Assignment 2: Reading a Research Report 	McDaniel & Einstein (1986)
4	Sept. 27	Ethics in Research <ul style="list-style-type: none"> • History and Development of Ethical Principles • Ethical Procedures and Dilemmas in Research 	Ch. 3 Class Assignment 2 Due
	Sept. 29	<ul style="list-style-type: none"> • Class Assignment 3: Ethics in Research 	IRB Submission Form
5	Oct. 4	Conclusion of Unit 1: Research Foundations <ul style="list-style-type: none"> • Peer Review 	Method Section Due Class Assignment 3 Due
	Oct. 6	Unit Exam 1: Research Foundations <ul style="list-style-type: none"> • Psychological Science • Literature Review and Library Research • Reading and Writing Research Reports • Ethics in Research 	Covers class material from 9/6 – 10/4 and Chs. 1-3, & Appendix A

Nonexperimental Research			
6	Oct. 11	Studying Behavior <ul style="list-style-type: none"> Defining and Measuring Variables Relationships Between Variables Independent/Dependent Variables 	Ch. 4
	Oct. 13	<ul style="list-style-type: none"> Causality Four Types of Validity 	Ch. 4 Anderson et al. (1999)
7	Oct. 18	Measurement Concepts <ul style="list-style-type: none"> Reliability Construct Validity 	Ch. 5
	Oct. 20	<ul style="list-style-type: none"> Reactivity and Measurement Scales 	Ch. 5 Annotated Reference Section & Intro Outline Due
8	Oct. 25	Observational Research <ul style="list-style-type: none"> Naturalistic Observation 	Ch. 6
	Oct. 27	<ul style="list-style-type: none"> Systematic Observation, Case Studies and Archival Research Class Assignment 4: Observational Research 	Bushman & Anderson (Study 2, 2009)
9	Nov. 1	Survey Research <ul style="list-style-type: none"> Questionnaire Construction 	Ch. 7 Class Assignment 4 Due
	Nov. 3	<ul style="list-style-type: none"> Administering Surveys 	Talarico and Rubin (2003)
10	Nov. 8	Conclusion of Unit 2: Nonexperimental Research <ul style="list-style-type: none"> Scoring and Analyzing Data/Disc. Results 	
	Nov. 10	Unit Exam 2: Nonexperimental Research <ul style="list-style-type: none"> Studying Behavior Measurement Concepts Observational Research Survey Research 	Covers class material from 10/11 – 11/8 and Chs. 4-7
Experimental Research			
11	Nov. 15	Experimental Design <ul style="list-style-type: none"> Basic Experiments Experimental Designs 	Ch. 8
	Nov. 17	Conducting Experiments <ul style="list-style-type: none"> Manipulating the IV and Measuring the DV Control and Additional Considerations 	Ch. 9 Ch. 8 (pp. 265-285) Intro, Methods, and Results Section Due
12	Nov. 22	<ul style="list-style-type: none"> Class assignment 5: Experimental Design 	Bushman & Anderson (Study 1, 2009)
	Nov. 24	Thanksgiving – No Class!	
13	Nov. 29	Complex Experimental Designs <ul style="list-style-type: none"> Increasing Levels and Variables 	Ch. 10 Class Assignment 5 Due
	Dec. 1	<ul style="list-style-type: none"> Interpretation of Factorial Designs & Types of Factorial Designs Class Assignment 6: Complex Designs 	No Readings
14	Dec. 6	Quasi-Experimental Designs <ul style="list-style-type: none"> Single Case Designs and Program Evaluation Quasi-Experimental Designs 	Ch. 11 Class Assignment 6 Due
	Dec. 8	<ul style="list-style-type: none"> Developmental Research Designs 	Ch. 11

15	Dec. 13	Conclusion of Unit 3: Experimental Research <ul style="list-style-type: none"> • Generalizing Results 	Ch. 14
	Dec. 15	<ul style="list-style-type: none"> • Catch-up day/Review 	No Readings Full Research Paper Due
16	Dec. 21 10:15 a.m. - 12:15 p.m.	Unit Exam 3: Experimental Research <ul style="list-style-type: none"> • Experimental Design • Conducting Experiments • Complex Experimental Designs • Quasi-Experimental Designs • Generalizing Results 	Covers class material from 11/15 – 12/15 and Chs. 8-11, & 14

Student Contacts

- If you ever need to miss class, you should contact a few classmates to find out what you missed. Although I am happy to help you with any material you missed, you are responsible for all missed material and should first seek out fellow students to prepare for the next class period. Please take a few minutes to obtain contact information from fellow students sitting around you.

<u>Name</u>	<u>Phone</u>	<u>Email</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

PERFORMANCE SUMMARY

(Your record of class performance)

Class Assignments	
CA 1	/5
CA 2	/5
CA 3	/5
CA 4	/5
CA 5	/5
CA 6	/5
<i>Sub-total</i>	<i>/30</i>

Research Paper	
Annotated Ref & Outline	/10
Intro	/10
Method	/10
Results	/10
Discussion	/10
Abstract & Revisions	/5
Peer Review	/5
<i>Sub-total</i>	<i>/60</i>

Exams	
Exam 1	/70
Exam 2	/70
Exam 3	/70
<i>Sub-total</i>	<i>/210</i>

Total Score	/300
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Peer Review of the First Draft of the Method Section

This handout will take you through the steps in the peer-review.

- You should make a response to each bullet – Comments can be made on this form or directly on the paper. **Write a note indicating you have reviewed that material and like what you see, or write a comment or refer the author to a comment written on the draft.**

Peer Reviewer _____ Author of the Paper _____

I. Overall Structure and Appearance -- Review the paper briefly, focusing on the following

- Choice of font and font size
- Margins
- Appropriate Heading and Subheadings

II. Method – Is the necessary information provided?

- Participants
- Materials
- Procedure

III. Writing mechanics -As you work through the peer review, be sure to keep an eye on writing mechanics. **Please check off that you have done each of the following:**

- Circle and indicate all **typos and misspellings** on the draft
- Circle and indicate all misuses of **verb tense** (e.g., using present tense where past tense is appropriate)
- Circle and indicate all misuses of **punctuation** (e.g., inappropriate use of commas, semicolons, colons, etc.)
- Circle and indicate or otherwise mark **awkward sentences**. (if you have a suggestion for wording provide it directly on the paper.)

Rubric for Grading This Assignment

Category	Unacceptable	Acceptable	Excellent
Completeness and Thoroughness of Assignment (0-5 points)	<input type="checkbox"/> Incomplete and lacking substance	<input type="checkbox"/> Some good suggestions, but not completely thorough	<input type="checkbox"/> Complete and thorough with substantive suggestions for improvement

Introduction Section

You introduction section should follow the general guidelines for an introduction (i.e., from general to specific and providing for motivation for current study). In addition, your introduction section should state clearly your hypotheses.

Category	Unacceptable	Acceptable	Excellent
Substance	<input type="checkbox"/> The introduction does not explain why this is an important research question to study. <input type="checkbox"/> The introduction is unclear on what the past research on the topic has shown. <input type="checkbox"/> The introduction does not provide a clear statement of hypotheses.	<input type="checkbox"/> The introduction section begins generally, but is a little unclear about why this is an important research question to study <input type="checkbox"/> The introduction gives some background on past research, but is unclear about what is appropriate to conclude regarding past research. <input type="checkbox"/> The introduction provides hypotheses, but is unclear about the predictions.	<input type="checkbox"/> The introduction section begins generally by explaining why this is an important research question to study. <input type="checkbox"/> The introduction section provides a clear overview of what past research has shown on the topic. <input type="checkbox"/> The introduction leads to a clear statement of hypotheses.
Writing Clarity	<input type="checkbox"/> Writing contains numerous awkward sentences that severely limit the clarity of the section.	<input type="checkbox"/> Writing has some awkward sentences that somewhat limit the clarity of the section.	<input type="checkbox"/> Writing is clear and concise.
Organization	<input type="checkbox"/> The organization of the section is haphazard with little transition between ideas.	<input type="checkbox"/> The organization of the section has some consistency with ideas generally linked by transitions, but some jarring transitions remain.	<input type="checkbox"/> The organization of the section is clear with ideas clearly linked by transitions.
Writing Mechanics	<input type="checkbox"/> There are many mistakes in writing mechanics (i.e., misspellings, punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> There are minor errors in writing mechanics (i.e., a few misspellings, errors in punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> Mechanics (i.e., spelling, punctuation, grammar) of the section are correct.

_____ /10 points

Method Section

The method section will include the three major sections (i.e., participants, materials, and procedure) and will include sufficient detail so that another research could replicate the study. Please see Appendix A in your Cozby textbook for writing guidelines and a sample manuscript.

Category	Unacceptable	Acceptable	Excellent
Sufficient Detail	<input type="checkbox"/> The method section is missing key details or is considerably vague as to make it difficult to replicate the study.	<input type="checkbox"/> The method section is complete and all key details have been mentioned. However, the description of the participants, materials, or procedure is vague and could be clarified.	<input type="checkbox"/> The method section contains sufficient detail in each sub-section that the study could be replicated.
APA Style Headings	<input type="checkbox"/> APA Style subheadings are missing or incorrect.	<input type="checkbox"/> Method contains subheadings but is not formatted in APA Style.	<input type="checkbox"/> Method is appropriately divided into correctly formatted APA Style subheadings.
Writing Clarity	<input type="checkbox"/> Writing contains numerous awkward sentences that severely limit the clarity of the section.	<input type="checkbox"/> Writing has some awkward sentences that somewhat limit the clarity of the section.	<input type="checkbox"/> Writing is clear and concise.
Organization	<input type="checkbox"/> The organization of the section is haphazard with little transition between ideas.	<input type="checkbox"/> The organization of the section has some consistency with ideas generally linked by transitions, but some jarring transitions remain.	<input type="checkbox"/> The organization of the section is clear with ideas clearly linked by transitions.
Writing Mechanics	<input type="checkbox"/> There are many mistakes in writing mechanics (i.e., misspellings, punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> There are minor errors in writing mechanics (i.e., a few misspellings, errors in punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> Mechanics (i.e., spelling, punctuation, grammar) of the section are correct.

_____ /10 points

Results Section

The results section will include a brief description of the descriptive results of your research. The results should address your hypotheses stated in the introduction section.

Category	Unacceptable	Acceptable	Excellent
Verbal Description of Results	<input type="checkbox"/> The results section is considerably unclear or missing the descriptive statistics of the experiment. <input type="checkbox"/> The results section is considerably unclear or missing a statement indicating whether the hypotheses were supported by the findings.	<input type="checkbox"/> The results section is somewhat unclear in describing the descriptive statistics of the experiment. <input type="checkbox"/> The results section is somewhat unclear about whether the hypotheses were supported by the findings.	<input type="checkbox"/> The results section provides a clear statement of the descriptive statistics of the experiment. <input type="checkbox"/> The results section clearly indicates whether the hypotheses were supported by the findings.
Figure/Graph	<input type="checkbox"/> The results section is missing a graph of the results. <input type="checkbox"/> The results section is missing a reference to the figure.	<input type="checkbox"/> The results section includes a graph of the results, but the graph is unclear.	<input type="checkbox"/> The results section includes an appropriate graph of the results. <input type="checkbox"/> The results section includes a reference to the figure.
Writing Clarity	<input type="checkbox"/> Writing contains numerous awkward sentences that severely limit the clarity of the section.	<input type="checkbox"/> Writing has some awkward sentences that somewhat limit the clarity of the section.	<input type="checkbox"/> Writing is clear and concise.
Organization	<input type="checkbox"/> The organization of the section is haphazard with little transition between ideas.	<input type="checkbox"/> The organization of the section has some consistency with ideas generally linked by transitions, but some jarring transitions remain.	<input type="checkbox"/> The organization of the section is clear with ideas clearly linked by transitions.
Writing Mechanics	<input type="checkbox"/> There are many mistakes in writing mechanics (i.e., misspellings, punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> There are minor errors in writing mechanics (i.e., a few misspellings, errors in punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> Mechanics (i.e., spelling, punctuation, grammar) of the section are correct.

_____/10 points

Discussion Section

The discussion section should provide an interpretation of your results in light of your hypothesis and in light of past research and theory. Discussion sections usually start with a brief review of what the research study consisted of and what was found, before proceeding to the implications of the research (both theoretical and practical). Limitations and future research ideas may also be discussed.

Category	Unacceptable	Acceptable	Excellent
Substance	<input type="checkbox"/> The discussion section does not include a brief overview of the study and findings or is considerably unclear about what was done or found. <input type="checkbox"/> The discussion section provides little analysis of the results in light of the hypotheses or past research or is considerably unclear. <input type="checkbox"/> The discussion section gives little analysis of the implications of the study or is considerably unclear. <input type="checkbox"/> The discussion section provides little discussion of the limitations of the current study or suggestions for future research or is considerably unclear.	<input type="checkbox"/> The discussion section starts with a brief overview of the study and findings, but is a little unclear about what was done or found. <input type="checkbox"/> The discussion section gives some analysis of the results in light of the hypotheses and past research, but is unclear about what conclusions are appropriate. <input type="checkbox"/> The discussion section gives some analysis of the implications of the study, but is unclear about what conclusions are appropriate. <input type="checkbox"/> The discussion section ends with a discussion of the limitations of the current study and suggestions for future research, but is unclear.	<input type="checkbox"/> The discussion section starts with a brief overview of the study and findings. <input type="checkbox"/> The discussion section provides an insightful analysis of the results in light of the hypotheses and past research. <input type="checkbox"/> The discussion section examines theoretical and practical implications of the results. <input type="checkbox"/> The discussion section ends with a discussion of the limitations of the current study and suggestions for future research.
Writing Clarity	<input type="checkbox"/> Writing contains numerous awkward sentences that severely limit the clarity of the section.	<input type="checkbox"/> Writing has some awkward sentences that somewhat limit the clarity of the section.	<input type="checkbox"/> Writing is clear and concise.
Organization	<input type="checkbox"/> The organization of the section is haphazard with little transition between ideas.	<input type="checkbox"/> The organization of the section has some consistency with ideas generally linked by transitions, but some jarring transitions remain.	<input type="checkbox"/> The organization of the section is clear with ideas clearly linked by transitions.
Writing Mechanics	<input type="checkbox"/> There are many mistakes in writing mechanics (i.e., misspellings, punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> There are minor errors in writing mechanics (i.e., a few misspellings, errors in punctuation, errors in subject/verb agreement, etc.).	<input type="checkbox"/> Mechanics (i.e., spelling, punctuation, grammar) of the section are correct.

_____ /10 points

Title Page and Abstract

The title page should include a title that clearly indicates the variables being studied. You should also include the affiliation of the author. The abstract should provide a short summary of what was studied, how, and what was found (no more than 250 words).

Category	Unacceptable	Acceptable	Excellent
Title Page	<input type="checkbox"/> The title is missing or considerably unclear about the key variables in the demo. <input type="checkbox"/> The title is missing author and/or affiliation	<input type="checkbox"/> The title mentions key variables but is vague as to relationship between variables.	<input type="checkbox"/> The title clearly conveys the key variables of interest in the demonstration. <input type="checkbox"/> The title includes author and affiliation
Abstract	<input type="checkbox"/> The abstract is missing or considerably unclear about what was done and found in the study.	<input type="checkbox"/> The abstract is unclear about what was done and found in the study.	<input type="checkbox"/> The abstract gives a clear summary of the study and what was found.

_____ /5 points

Psychology 490--Fall 2010--Mood Disorders and Anxiety (WE)

Professor: Amy Herstein Gervasio, Ph.D. Office: Sci B-339. Telephone x 3954
Meeting Times: M, W, 9:35-10:50 in Sci D-214. Final Exam time: Thurs, Dec 16, 12:30-2:30 pm (possible take-home exam.) Office hours: M, W 11-12; T 3-4; Th afternoons by appointment.

CLASS OBJECTIVES.

This upper level seminar has four major "content" goals: 1) to study various mood disorders in depth, along with specific anxiety disorders most likely to be comorbid with depression; 2) to enhance understanding and application of the research methods used to categorize, study, and provide etiological explanations for these disorders; 3) to increase knowledge of research-based treatment methods for depression and related anxiety disorders; and 4) to increase facility in writing using APA style. In addition, there are two other "process" goals: 1) to enhance empathy for people suffering from mood disorders, and 2) to encourage class discussion about behaviors that are often stigmatized by our society.

This class is not a substitute for either expert medical and psychological diagnosis or personal therapy.

REQUIRED PURCHASED and TEXT RENTAL TEXTS.

1. Hammen, C. & Watkins, E. (2008). Depression (2nd ed.). East Sussex, UK: Psychology Press Ltd./Taylor & Francis. Designated as **H** with chapter number on syllabus. [Purchase at bookstore.]
2. Wehrenberg, M. & Prinz, S.M. The anxious brain: The neurobiological basis of anxiety disorders and how to effectively treat them. Designated as **WP** with chapter number on syllabus. [Purchase at bookstore.]
3. [from Text Rental]. Scott, J.M., Koch, R., Scott, G.M. & Garrison, S.M. (2002). The psychology student writer's manual. (2nd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall. Designated as **SK** with chapter number on syllabus.

REQUIRED RESERVE READING.

On electronic reserve (not D2L) with one hard copy in the reserve room of the library. Designated as **e-R & author(s) name**: Other reserve reading may be substituted or added. This list is in alphabetical order.

1. Cassian, J. (2000). "Of the spirit of Accidie" (pp. 71-74). Reprinted in J. Radden (Ed.). The nature of melancholy: From Aristotle to Kristeva. NY: Oxford University Press .
2. Barlow, D.H. (2003). The nature and development of anxiety and its disorders: Triple vulnerability theory. Eye on Psi Chi, 7 (2), 14-20.
3. Miklowitz, D.J. (2007). The role of the family in the course and treatment of bipolar disorder. Current Directions In Psychological Science, 16, 192-196.
3. Research: a) Oltmanns, T. F. & Emery, R. E. (2001). Selections on Research Methods from Abnormal Psychology (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall. Includes 16-18 one page items.

- b) Patten M.L.(2005) "Effect size" (pp 129-132). Three pages from Understanding research methods (5th ed.) Glendale, CA, Pyczk Publishing.
4. Personal accounts of mood disorders and anxiety.
- a) Thompson, Tracy. (1999). Selections from The Beast (pp. 62-69). In H.H. Kim (Ed.) Depression: Contemporary issues companion. San Diego, Greenhaven Press.
- b) "Case of Gina". Adapted from Gorenstein, E. & Comer, R.J. (2002). Case studies in abnormal psychology (pp. 63-79). NY: Worth Publishers.
- b) Styron, W. (1992). Selections from Darkness visible (pp. 36 -42; 50-68.) NY: Vintage.
- c) Jamison, K. (1995). Selections from An unquiet mind (pp. 3-45; 110-111). NY: Alfred Knopf.
5. TBA-bipolar disorder.

*A useful graduate text that I have placed on reserve is: Gotlib, I.H. & Hammen, C. (2002). Handbook of depression. NY: Guilford Press.

ATTENDANCE. Attendance is expected but I will not take roll. As noted below, class participation is encouraged.

ASSIGNMENTS AND GRADING. Grades will be based on two exams, a final with a take home portion, three drafts of a research paper with a 15 minute presentation of the paper, 4-5 brief homework and in-class assignments, and participation.

Grading. Depending of the circumstances, papers may be given two grades: a) one for content and argumentation as well as use of APA style and citation and integration of sources; and b) one for organization and paragraph structure, appropriate diction; appropriate grammar, punctuation, spelling, and proof reading.

1) Tests. Tests will primarily use essay format, although on occasion short answers and multiple choice items will be included.

2) Homework. Brief essay topics (designated as "Short writing") based on case studies, readings, or general topics of interest will be assigned several times during the semester. Some of these will receive specific points or letter grades, others will receive a "check-off" for a "good faith effort" but will not be given a letter grade, although they must be turned in. Homework must be turned in on the due date at the beginning of class.

3) Paper. See separate handout.

4) Participation Grade. This grade includes my estimation of your preparedness, your willingness to spontaneously apply your experience to readings, as well as asking questions of me or other students, answering questions posed by me or other students, responding with a good-faith effort when called upon, and volunteering for in-class exercises, along with your general deportment. (Participation grades will be lowered if you "text" while in class, pass notes, talk with your friends while I'm lecturing or others are discussing, work on material not pertaining to the class, repeatedly come in late or fall asleep, or exhibit other inappropriate "high school" behavior.) Note that participation is worth about the same number of points as a test, so excellent participation can enhance

your final grade. While exact points are determined at the end of the semester, typical participation grades are as follows.

A-/A: You have excellent attendance, are clearly prepared for class, spontaneously ask or answer questions during class, serve as leader in group discussion, volunteer for in-class exercises. The person who receives a full "A" for participation would be seen by others as one who "carries the class". It is entirely possible for all students to receive A's for participation.

B: You have excellent attendance and deportment and occasionally spontaneously ask or answer questions during class. You respond in good faith when called upon by the instructor.

B-/C+: You have excellent attendance and deportment but rarely participate in discussion. You rarely ask or answer questions during class, rarely spontaneously volunteer for homework discussion or bring information back to the class during group exercises. Your non-verbal behavior makes it clear that you do not want to be called upon.

C/D: You repeatedly miss class, regularly come into class late or rarely speak in class; you exhibit bad deportment such as passing notes; you regularly fall asleep or "text" during class; you continually make excuses or ask for favors regarding due dates or make-up tests.

Final grade: I generally grade using typical percentages (i.e. 93% and above of the total number of points available is an A). Many students find that at the end of the term their final grade is higher than they expected. For instance, if you earned 320/360 points you would have 88%, which is typically a B+. Depending upon the overall level of the class, I may choose to treat the total number of points as 350, thus making a score of 325/350 an A-. I record points only, not letter grades; if your test score is 45/50, your grade is roughly a 90% or an A-. If you "fail" a test, you will still receive points, but if you don't take a test or turn in an assignment you will receive 0 points.

ABSENCE and LATE ASSIGNMENT POLICY.

HUNTING SEASON, PERSONAL OR FAMILY VACATIONS, INCREASED JOB HOURS and BEING ON A SPORTS TEAM DO NOT CONSTITUTE DIRE MEDICAL EMERGENCIES and will not be counted as excuses for not turning in assignments, papers, or for missing tests and in-class assignments. Being on a team does not automatically excuse you from class. MEDICAL EMERGENCIES ARE UNDERSTANDABLE, ESPECIALLY DURING FLU SEASON. MILITARY EMERGENCIES ARE ACCOMODATED AS MUCH AS POSSIBLE.

Late drafts 1 and 2 of your paper will lose one full letter grade (A becomes a B, etc.) for each day it is late. Late drafts will only be accepted because of a reasonable medical or family emergency past one class period after it was due. You will note that Draft 2 is due on a Friday, which gives you more time than if it was due in class on a Wed. **NO LATE FINAL DRAFTS OF THE PAPER WILL BE ACCEPTED.** You must turn in all three drafts of the paper in order to pass the class.

Late homework and short assignments will only be accepted because of a reasonable medical or family emergency past one class period after it was due, unless there is a dire medical emergency. This means that if a paper draft or homework was due on Wednesday, late homework will not be accepted after the following Monday; if homework was due on Monday, it will not be accepted past the Wednesday of the same week. E-mail files will not be accepted unless there is a dire medical emergency, or unless I give you permission.

Note: if you have a chronic illness that makes it probable that you will repeatedly miss class, please inform both me and Jim Joque at the Disability Services offices at x3365. DS is a great department that can inform your professors of a prolonged illness so that you will not have to discuss your health with each of your professors. Do this early in the term. **Don't miss a full week of class without informing your advisor or a professor of the problem.**

PLAGIARISM AND UNAUTHORIZED COLLABORATION.

Plagiarism is a felony in the state of Wisconsin. It constitutes an automatic F in the course. Plagiarism includes but is not limited to:

- 1) Copying or paraphrasing the work of other students and passing it off as your own.
- 2) Copying the information in published literature or on the internet verbatim, without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own.
- 3) Closely paraphrasing the information in published literature (i.e. changing only one verb in a sentence, whether cited or not) leading the reader to believe that the writing and ideas are your own.
- 4) Unauthorized collaboration includes, but is not limited to, asking for or giving information to other students for tests, papers, projects, etc. when prohibited by the professor, and/or not explicitly stating that you asked for or received the information from someone else. Actual examples of unauthorized collaboration which I have encountered at UWSP follow.

Resource collaboration. Student A and Student B choose the same topic. Student A finds all the references and gives them to student B, who finds nothing of her own. Both list exactly the same references in the reference list.

Writing collaboration. Student C and Student D are in the same class. They choose the same topic for their paper. They each write separate first drafts, then trade them. In the final draft, Student C adds information from D and vice versa. They hand in very similar, but not exact, papers, complete with the same erroneous information. (Note that I encourage having a friend not in the class read your first draft to advise you on organization, argumentation, and grammar. The Writing Center tutors in the IMC can also help you. Having someone read your paper for grammatical errors is not the same as collaboration.)

Take-home exam rules. Unless otherwise noted, there is to be no discussion with other students about a take-home exam or about questions on the final exam that are given to you ahead of time. Examples: 1) Student E has trouble organizing a take-home final. E phones Student F who has completed it already. F, trying to be nice, "gives

some ideas" to student E who takes notes while on the phone. E and F turn in very similar finals, complete with the same opening sentences and basic arguments. 2) Two questions for the final exam are given to the class prior to the exam. It is explicitly stated that students may not discuss the questions with each other. Four students get together in a group to discuss the answers.

STUDENT'S RIGHTS AND RESPONSIBILITIES.

Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below:

<http://www.uwsp.edu/Admin/stuaffairs/rights/rightsChap14.pdf>

Course Withdrawal. Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add>

ASSIGNMENTS AND POINTS

Dates	Assignment	Approx %	Approx Points
9/22	Paper choices	--	--
9/29	Two abstracts due	3	10
10/13	Paper Draft 1 [160 pts. total for three drafts]	9	35--Dr 1
10/18	Test 1	10	40
various	Homework & Short writing	10 total	40-45
Fri 11/12	Paper Draft 2 due in my mailbox in dept office by 3 pm	14	55--Dr 2
11/22	Test 2	10-12	40-45
various	Presentations	5	20
	Participation	10	40
12/8	Paper-- Final draft	18	70—Dr 3
12/16 Thurs	Final exam--meeting time	8-10	30-40
	Total	100	380-400

Syllabus Fall 2010

Week/ Date	Day	Topic	Readings/Assignments for that day
9/6	M	Holiday	
2. 9/8	W	Introduction/Historical views	e-R: Cassian
3. 9/13	M	Diagnosis of depression	H: ch 1; SK: ch 1-2
	W	Course of depression	H: ch 2-3;
4. 9/20	M	Start Research methods	e-R: Case of Tracy Thompson; e-R: Oltmanns research # 1-8; e-R: Patten on Effect size
	W	Research methods/Reading and writing about journal articles Paper topic choice due	e-R: Oltmanns research #9-15; SK: ch 6, especially 100-104; ch 7 107-111
5. 9/27	M	The brain	WP: Intro and ch 1; SK ch 2 on grammar
	W	More about the brain/Biology of depression Two article abstracts due	WP: ch 2; H: ch 4 to pp 67-79
6. 10/4	M	Library instruction	H: ch 4, 80-90
	W	Discuss writing Short writing due based on e-R	SK: ch 9 121-127 e-R's: Styron and Jamison
7.10/11	M	Life stress and depression/ Writing	H: ch 5; SK: 3 APA style; ch 4, on sources
	W	Mood disorders and the family DRAFT 1 DUE plus 3 more abstracts	H: ch 6
8. 10/18	M	Test # 1	
	W	Treatment of depression	H: ch 7-8
9. 10/25	M	Bipolar disorders	e-R: Case of Gina; TBA causes
	W	Bipolar	e-R: Miklowitz
10. 11/1	M	Anxiety overview/ Writing Short writing due	
	W	Factors in anxiety	e-R: Barlow
11. 11/8	M	Panic disorder	WP: ch 3-4
	W	Panic DRAFT 2 DUE FRI 11/12, 3 pm	WP: ch 5
12. 11/15	M	Generalized anxiety disorder	WP: ch 6-7
	W	GAD	WP: ch 8
13. 11/22	M	Test # 2	
	W	Catch-up/Writing Short writing or in class exercise	
14. 11/29	M	Personality & Substance abuse disorders	TBA
	W	Presentations I/Writing	Review APA quirks; use SK
15. 12/6	M	Presentations II	
	W	Presentations III Final draft of paper due 12/8, 3 pm	
16. 12/13	M	Presentations IV	
	W	Presentations V/Wrap up	
16.	Th	Final Exam/Meeting time Dec 16, 12:30-2:30	

Psy 490—Paper Instructions for Research Review and Critique
Final draft of written paper due Wed 12/8, 3 pm in my dept. mailbox. See syllabus for late draft policy. NO LATE FINAL DRAFTS OF THE PAPER WILL BE ACCEPTED.

Part A. Drafts of Paper. Your 10-15 page paper will review and critique at least four scholarly articles on one specific topic related to mood disorders. Choice of topics are listed at the end of the instructions. To ensure that each student deals with a unique area, please indicate your first three choices on the enclosed sheet by 9/23. If you are interested in a topic that is not listed, write in the topic. Every attempt will be made to accommodate your choices for this project. You may not choose a topic that is the same as a paper you have written for another class, such as 401 or 350. Remember that you should also use other relevant sources, such as our texts, reserve readings, a journal review article, or the DSM-IV to discuss issues presented in your paper.

Purpose. The purpose of your paper will be a thorough discussion and critique of each of the four research articles. For each article you should discuss and evaluate (a) the rationale for the study; (b) the design of the study (e.g. cross sectional, longitudinal, correlational, etc.) (c) composition and recruitment of the subject population including the appropriateness of an analogue or clinical study where relevant; (d) if relevant, the experimental groups used; (e) if relevant, the placebo or control group(s) used; (f) the dependent or outcome measures used by the researchers; (g) where relevant, the methods for verifying the expertise or reliability interviewers, raters, and/or therapists; (h) the actual results, including mention of simple statistics such as percentages or differences in treatment or control groups, correlations, or measures of effect; (i) the researchers' conclusions about the meaning or limitations of the study. Note that you do not have to slavishly adhere to the order presented here; use a format relevant to your articles. You also may include other aspects of research design or theoretical constructs not listed here.

End the paper with a well-reasoned comparison and summary of the articles. What do they tell us about the topic? What are their implications for practice or public policy, etc.? Compare and contrast the four research designs, dependent measures, subject population, findings, etc. Are discrepancies among findings related to the use of different populations, different dependent measures, different experimental groups? Propose future research to counter criticisms of the methodology or to expand understanding of the phenomenon.

We will compose the paper in 5 steps.

- 1) Rank order of choices for topics is due by 9/22.**
- 2) Homework with titles and abstracts of two of your four articles is due by 9/29.** If you have any doubt about the appropriateness of the full-text articles you have found, be sure to see me ASAP. you may submit all four if you want.
- 3) Draft 1 introduction and critique of two articles due by 10/13. In addition, find three more articles, of which you will use a final two for your other drafts.**
- 4) Draft 2 revision, critique of all four articles, plus outline of summary due by Fri 11/12, 3 pm in my mailbox in the Dept. office.**
- 5) Final draft with revisions and concluding summary due 12/8, 3 pm.**

While several people may be assigned to review related or similar topics, your paper and choice of articles must be your own. You must not collaborate on the written paper. (If you have any doubts, see me or refer the section on plagiarism and collaboration in the syllabus.) Your paper must follow APA format for organization, section headings, references, etc. Information, quotations, and opinions of others must be cited using APA style.

Example of Issues Covered in a Methodological Review Paper

Your topic is the role of optimism in coping with depression. You find five articles. Quinn (1998) and Armstrong (2000) focus on optimism in college students, and Bayer & Bosnich (2002) study the elderly. Jones & Smith (2004) and Smith, Dorey, & Jones (2005) are a research team with several related articles on studies of children's optimism, so you include two of their studies. You might discuss the following issues. (Obviously, the details are missing from the example given below, and APA style is not used. The five articles are fictitious; other references are not.)

1. Theoretical rationale. Jones & Smith (2004) cite Seligman's (1991) theory of optimism and review previous research. Bayer relates optimism to Beck's (1979) hopelessness/hopefulness conceptions. You briefly discuss the relationship between these theories.

2. Research methods. Jones & Smith's (2004) study of children uses a cross sectional design, while Smith et. al (2005) use a longitudinal design. In the cross sectional design children are told they will be taking an important test and then are asked to indicate how optimistic they are about their grades. The study of college students and the elderly both use the Beck Depression Inventory-II (Beck, et al., 1996) as a measure of depression. Four different measures of optimism are used in the five studies. You compare these methods and discuss their adequacy. Two studies are by the same research team; you show how the studies build on each other.

3. Findings. The two studies of children reveal contradictory findings. Jones & Smith (2004) suggest that almost all children under the age of 10 are optimistic; therefore, optimism doesn't predict depressive symptoms. Smith et al.'s (2005) study suggests that children who are optimistic about their abilities regardless of how well they do show fewer symptoms of sadness and higher self esteem. Quinn (1997) and Armstrong (2000) demonstrate that optimism in college students is moderately related to depression. At the other end of the age spectrum, Bayer and Bosnich's (2002) study reveals that elderly people living in their own homes show less optimism yet also less depression.

4. Critique. Your critique focuses on the difficulty of operationalizing the construct of optimism. The four measures used do not seem similar. You ponder whether optimism is the same as high self-esteem or whether optimism about one's own abilities is the same as optimism about the future of the world (suppose the elderly were asked about the latter)? Other problems deal with research design. Quinn's (1997) study uses college

students with depression but doesn't use a control group. None of the studies used non-White populations.

5. Suggestions. You propose a modification about the study of children to include children who actually suffer from depression, not just children who might be sad after getting a poor grade. You propose a study that deals with optimism in different generations of family members, some of whom suffer from depression and some of whom do not, in order to understand whether optimism seems to be an attitude toward life that is learned in families.

Part B. Paper Presentation (various dates). Students with similar topics will lead a 15-20 minute oral presentation/discussion in the class summarizing your paper. While you may want to review the basic components of the theory on which the studies are based the presentation should focus on your research findings from two of the four studies. Classmates in the audience are expected to have read the related chapters in our texts and to enter into the discussion. I may choose to name another class member as a discussant. You are encouraged to make handouts, outlines, transparencies, etc. that will help classmates assimilate the material. If two or more people have similar topics, you may collaborate on the presentation, but each member of the group must participate in the presentation. Presentations will be graded on organization, clarity of oral explanation, understanding of research methods, implications for theory and practice, and ability to answer questions from me and/or from the class. (A more detailed handout will be given later.)

Tear off sheet for choices on next page.

Topics: Rank order your top 3 choices.

Name _____

Choice 1 _____

Choice 2 _____

Choice 3 _____

1. Alcoholism or drug use and its relation to depression or bipolar disorder
2. Childhood/adolescent depression or bipolar disorder: extent, diagnosis, treatment
3. Cognitions and their role in causation and maintenance of depression
4. Cognitive therapy: outcome studies for depression or anxiety
5. Comorbidity of mood or anxiety disorders
6. Comorbidity with personality disorders, especially borderline personality
7. Cultural differences in the manifestation of depression: Asians, African-Americans, Hispanics, etc.
8. Demographics: how prevalent is depression or bipolar disorder? Is it really increasing?
9. Drugs: controlled outcome/effectiveness studies of drugs such as prozac, lithium, etc.
10. ECT (electroconvulsive therapy) or new magnetic resonance alternatives to ECT:
11. Elderly: extent of depression; relation of neurological changes and depression; or of depression and chronic illness; relation of life changes and depression
12. Elderly: anxiety disorders in later life
13. Family coping factors in the intergenerational transmission of depression or bipolar disorder
14. Gender: specific explanations for gender differences in depression or anxiety
15. Interpersonal Psychotherapy (IPT) for depression or anxiety: outcome studies
16. Marital discord and satisfaction: its role in depression and treatment
17. Measurement of depressed and manic mood states/general mood states
18. Predicting depression: prospective studies of life stresses
19. Relapse or recurrence rates (choose depression, anxiety, bipolar disorder)
20. Seasonal Affective Disorder: is it a separate diagnosis; controlled studies of treatment
21. St. John's Wort and alternative treatments for depression such as exercise: controlled studies
22. Suicide: suicide prevention; suicide statistics for specific categories of depression
23. Treating depression and anxiety together

Other: _____

Name _____ Psy 490-Draft 2- Rubric Topic _____ Grade _____ /55

C- to B- adequate/proficient; B to B+ very good; A- to A+ excellent. Note that boxes refer to explicit criticism and praise, not just reiteration. Attached last 2 articles Noted non- US study Used page numbers

Included title page			
Included abstract			
Good faith effort at revision of intro and critique from Dr 1 with note to Dr. G.			
Revised reference list			
Critique itself	-- Inadequate	✓ Adequate/Proficient	+ Very good/ ++ Excellent
Introduction	jumped into analysis, barely mentioned rationale	included background info such as a review	Background plus prefigured whole paper, but not too long
Basic design of each study	2_____ 3_____ Understood hypotheses, basic design/use of controls, but more reiteration than critique; Lit crit/Opinion, not design crit	2_____ 3_____ Good balance of reiteration and critique; Explicitly noted positive and negative aspects but not in depth	2_____ 3_____ + Depth in pos and neg aspects ++ Critiqued complex design components
Population utilized	2_____ 3_____ Barely commented on population/ dx exclusion criteria; Misunderstood	2_____ 3_____ Noted size of sample, ethnicity, gender, "the usual" [foreign]; Trivial criticisms or praise	2_____ 3_____ Thoughtful. relevant criticisms or praise; Results truly would be different if diff population used
Objectivity of researchers or information [may not apply to all studies]	2_____ 3_____ Barely noted or misunderstood training of interviewers, therapists, raters	2_____ 3_____ Noted equivalency of training, mention reliability of sources, etc.	2_____ 3_____ In-depth analysis of issues of objectivity; Kappa scores etc.
Dependent measures	2_____ 3_____ Barely noted or misunderstood use of DV's or correlational variables	2_____ 3_____ Mentioned important DV's vaguely or merely named them; Commented briefly on reliability or validity; Vague multimethod	2_____ 3_____ More on rel. or validity; Understood multimethod; Standardization vs. "self report"; Suggested other dep meas to strengthen study
Results [you do not need to copy F, t-tests or other stats tests results]	2_____ 3_____ Did not report concrete results but understood basic idea; Misunderstood some results	2_____ 3_____ Reported some % results or r's Understood concepts such as "specificity/sensitivity"	2_____ 3_____ Noted more concrete results than abstract; Effect sizes or other information such "clinical significance", interaction effects or differential results for diff groups

	-- Inadequate	✓ Adequate/Proficient	+ Very good/ ++ Excellent
Real world implications	2_____ 3_____ Barely noted, obvious	2_____ 3_____ Mentioned specific implications but trivial	2_____ 3_____ Nuanced; Integrated implications from several studies
Draft 2 Depth of Summary/Comparison in narrative or outline form			
-- Inadequate	No conclusions/comparison or obvious ones		
✓ Adequate	Related three articles in a few ways (subjects, dep measures, etc.); Noted authors' conclusions or suggestions about implications or future research/ ending is rehash of intro		
+ Very good	Above plus subtle comparison; Narrative or Outline integrated results from three articles, Suggested non trivial future research; connected results to other information such as our text, readings		
++ Excellent	Above plus relation of theory or results to design. Example of nuance: noted that definitions of CBT were very different in two studies, but similar in two others. Behavioral foci of the BT portions were responsible for differences in results. Or, non understanding of female anxiety in Mexican culture (ataques) may wrongly inflate pathology in a study of outcome in American whites vs. Hispanics.		

Writing: + very good; ✓ adequate; - poor			
overall organization		diction/word choice (no slang)	
paragraph structure/transitions		grammar	
sentence structure		spelling & proofing	
APA style in text/ no first, 2 nd person		APA headings	
APA correct and enough citation of sources		APA refs match	
Abbreviations for comments on papers			
?? or Unclear	Do not understand/poorly reasoned	¶backwards P	New paragraph needed
three underlines	Capitalization	PosP	Possessive pronoun problem
loopy line	Delete letter {s}	Pro	Pronoun referent [this, these]
1 st : 2 nd ①②	Misuse of "I" ; Misuse of "you"	Punct	Punctuation error (semicolon, colon, comma)
GR. [⚡]	grammatical error(s) or awkward phrasing	PV	Passive voice
Cite	Should cite source here	Rhet	Rhetorical question or cliché
Colloq /slang	Colloquial, slang or informal language	RO	Run-on sentences, comma splice
D or mm	Dangling or misplaced modifiers	Sp	Spelling
Frag	Sentence fragment	WC	Incorrect word choice

Other:

Presentations for Psy 490

Your group will lead a 15-20 minute oral presentation and discussion summarizing your papers. You may assign different members of the group to introduce the topic, synthesize material, etc., but everyone in the group must participate. There is no need to have public speaking anxiety, but you need to take your role seriously. Make every effort not to miss class the day you are assigned to present. You have already received a revised syllabus with dates for presentations, but I have also included the names of group members at the end of this handout.

Basically, after an overview of the topic (e.g. comorbidity, treatment, etc.) each person will choose **one** article from their paper to discuss in depth. Present the design, population, measures, basic findings, and other relevant material. Give some concrete findings such as the percentage of people who seem to have comorbid substance use and depressive disorders or the percentage of people who improved in a certain therapy. You do not have to present your critique in depth, but if you think it is relevant you might point out the major strength or weakness of the study, or comment upon an unusual design. Then, as a group, decide which other articles you want to mention that add to or disconfirm the individual findings. (Students will be able to apply what you discuss to some questions on our take home final. For example, if Allison likes the design in Scott's study, she might apply it to a future study of her own.)

Classmates in the audience are expected to have reviewed the related chapters in our texts or e-reserve readings prior to the presentation and to enter into the discussion. (If necessary, I may assign members of the audience to serve as discussants to ask questions on a given day.)

The group should make a brief, hard copy outline of the presentation that will help classmates and me assimilate the material. I do not encourage or expect complex power-point presentations. Make 21 copies (for the 20 people in the class and me). Pat Klemen will allow you to use our copier. Be sure to put your general topic and all your names on the handout as well as the full citation for the one article from each of your papers that you discuss.

The following ideas will help you choose the focus. There is an example of a) truncated information about a study and b) and a truncated handout on the next pages.

- Choose important information regarding the over-all purpose of your studies and their general findings.
- If you were going to write a test question, what information would you want students to know? For example, what are important risk factors for depression or suicide? What are minor risk factors?
- Try to integrate your findings with our readings or with presentations of other students.
- What implications do the studies have for etiology, epidemiology, treatment, or theory? For example, does successful CBT treatment for GAD show less recurrence after 6 months than CBT for depression? Why?
- What kind of research would you want to see conducted in the future? Don't mention cliched ideas such as "the sample size needs to be bigger".

Students who are in the audience will fill out evaluation forms that also attempt to integrate the group's findings with information from their own papers.

Presentations are worth 20 points. Ten points will be given for the group as a whole and 10

points will be given to the individual, in order to be fair. If you feel that someone has not contributed to the group, please let me know privately.

Student Comments on Presentations

Group 1 Topic: _____

Names of Student Presenters: (not necessarily in order): _____

1) organization _____

2) clarity of oral presentation _____

3) depth of conceptualization of theory or rationale _____

4) results _____

5) mention critique of research _____

5) implications/integration of material of the diff grp members _____

6) future research _____

7) clarity of handout: _____

8) ability to answer questions _____

9) other _____

10) ONE QUESTION I WANT TO ASK.

11) TWO (or MORE) WAYS INFORMATION FROM THIS GROUP MIGHT RELATE TO
MY OWN PAPER

.

Example of a Brief Recap of Your Study

My study by Butler, Fennel, Robson, and Gelder (1991) compared Cognitive Behavior Therapy (CBT) and traditional behavior therapy for Generalized Anxiety Disorder (GAD). There were 57 subjects and 2 therapists. Cognitive therapy fit what we discussed in class, with a focus on cognitive distortions....etc. The BT used exposure and many relaxation exercises.... Dependent measures were the Hamilton Anxiety Scale, STAI-Trait Scale, BAI, BDI, Dysfunctional Attitude Scale, Cognition Checklist, and others measuring mood, cognition, expectations, and background. As noted in class, many people with GAD also had depressive symptoms, which is why the BDI was used. Results were that participants' symptoms improved with both therapies, with a very large effect size of.... At the end of treatment, 60% of the people with GAD no longer even merited the diagnosis. Results were even better at the 6 months follow-up, where.... However, there were significant differences between the therapies. The CBT therapy did significantly better than BT in improving symptoms of GAD...[give data]. A positive thing about the study was the recruitment of participants. The researchers were very thorough in their exclusion and inclusion criteria; people were just recently diagnosed with GAD, which helped to control for extraneous variables. A negative aspect of the research method was that there were only 8 male participants and the results were not reported for males compared to females. The fact that there were very few men can be due to characteristics of the disorder, but regardless it still creates questions when generalizing to the population at large. Implications are that CBT can be used in treatment for GAD, and is one of the more effective therapies for it. BT could also be quite useful especially if people have more physical symptoms. As we will see in Mary's section, which comes next, CBT compares favorably to studies comparing medication for GAD, also.

Example of Outline for Handout [fabricated study]: Family Treatment of Depression

I. Introduction: Impact of depressed mothers.....Why family treatment?

II. Mary Jones reviewed Pater, P. & Mater, M/ (2005). Family therapy with depressed mothers and teens. *Journal of Cross-cultural Treatment*, 3, 155-165.

A. Sample size: 60 families where mother and teen was depressed; only four dropouts.

B. Design: three groups: individual IPT, Family systems therapy (FST), wait list control. Therapy lasted for 12 sessions. Therapists were well trained.

C. Dependent measures: Dyadic adjustment scale; Beck Depression Inventory; Family Happiness Scale; HAM-D interview, video tape of problem solving test

D. Results: Individual IPT therapy did just as well to remediate depression as FST. IPT successful for 60% (12/20) versus 54% for FST and 15% for WL. Both helped increase family satisfaction. However, families with three or more children did better in FST.

E. Critique

1. Positive: large sample that included blacks and whites

2. Well defined therapies, used behavioral measures of family problem solving via videotaping

F. Future research:

1. Need more large scale research with manuals for dealing with chronic illness

2. Compare true FST to other therapies that involved parents like parent management training

G. Implications: FST not necessarily better than individual psychotherapy; IPT better for depression...compare to Group Member Joe's study of IPT vs. CBT.

III. Rest of studies of group and integration