

Psychology 191(03)/Psychology 293A
Fall 2014

Course: 1.0 credit hour; Monday 1-4 p.m. NSB 245

Prerequisites: Psyc 49, Fundamentals of Psychology or equivalent; Psyc 146, Statistics for the Behavioral Sciences or equivalent; Psyc 151, Research Methods in Psychology or equivalent.

Recommended: 2 other upper division or graduate courses

Instructor: Marian Liu

Office: Psychology NSB 143, 430-3268, maliu@mills.edu

Office Hours: Tuesday & Thursday 9:00-9:30 a.m. and by appointment

Course Description: This course guides two cohorts of students in designing and implementing a senior research or Infant Mental Health masters thesis project. All students will gain experience in the tools required to complete a masters thesis, and advanced to a professional level in oral presentation and statistical analysis using SPSS.

2-year Master's Students, +1 Grad Master's Students, Psychology Senior IMH+1's: The final product for this course is the Human Subjects Proposal and the written thesis proposal.

Important dates for graduate students receiving a masters degree May 2015:

- December 1, 2014 – Last day to submit graduate petition for master's degree candidacy
- April 15, 2015 – Last day to get faculty signatures for thesis
- April 17, 2015 – Last day to submit final thesis to Provost's Office -- Submit to Library. Instructions for submission requirements are on the web.
- Thesis oral presentation ~ April 25(?), 2015, TBA - ECE presentations in Dept. of Education. This is an all day event; plan to be present the entire day.
- Thesis oral defense - TBA, finals week. Submit printed bound copy of thesis to Dr. George and Dr. Perez during orals.

Course goals: There are many goals for this course. Some of those goals are course-specific (e.g., reading and understanding the research literature related to development and infant mental health) and others are department or College program goals (e.g., writing APA style papers; being able to make thoughtful changes in a global, multicultural society). These goals are identified more fully below:

1. *Educating students to think critically and understand the value of the scientific method as a way of thinking about questions concerning the causes (and therapeutic approaches) to behavior.* I will assess your course contributions and assignments for your ability to differentiate among the basic conceptual and empirical approaches to the psychological study of children and families. You should be able to clearly state the context, problem, and/or potential solution(s) to infant mental health and/or developmental problems.
2. *Possess knowledge of contemporary psychological principles and theories.* I will assess your assignments for how you are able to incorporate theory and research in psychology in your master thesis proposal and oral presentations of original research.

3. *Have the ability to find, and to read with comprehension, research studies in the professional literature.* I will assess your assignments for the ability to locate articles in the psychological literature and how you organize and apply them to your thesis. I will also assess how well you integrate review, and critically examination, of the scientific literature in your peer review response to the work of other students.
4. *Have the ability to apply the scientific method to questions concerning the causes of (and therapeutic approaches to) behavior in order to be able to assess children for serious mental health and developmental problems in a culturally competent and developmentally appropriate way.* You should be able to demonstrate the use of the scientific method, and scientific research findings, to answer questions in infant mental health and development, and how well you can explain an idea, express your feelings, or support a conclusion in cultural context and defend your position with scientific references.
5. *Learn to link assessment information on individual treatment strategies that foster healthy emotional and relationship development.* You should be able to demonstrate competence in linking healthy and pathological development when applying scientific research to thinking about treatment and intervention implications for infant mental health. I will assess your assignments for your ability to integrate material in this class with implications for infant mental health.
6. *Develop the ability to communicate effectively and responsibly in writing in interpersonal contexts and learn to work in collaboration with others.* You should be able to demonstrate the ability to work together with others in thoughtful and productive collaboration in developing new ideas and providing productive critical feedback as assessed in your oral presentations and peer review assignments.
7. *Challenge students to consider ways to effect thoughtful changes in society.* You should be able to describe and explain how the study of development can be used to understand cultural similarities and differences within our culture and cross-culturally.

Required Texts:

- 1) *APA Style Manual 6th ed.* (2010)
- 2) Bell, J. (2009). *Clean, well-lighted sentences.* New York, NY: W. W. Norton.
- 3) George, D., & Mallery, P. (2014). *IBM SPSS Statistics 21 Step by Step: A Simple Study Guide and Reference (13/E Ed.).* Boston, MA: Pearson.

List of Assignments:

Student Cohort	Assignment	Due date and submission	Points
ALL	Presentation #1, #2a, & #3	See course outline for dates. Presenter submit PPT slides to BB in your "peer review" assignment folder.	50 points
2-year Masters Students only	Presentation #2b	See course outline for dates. Presenter submit PPT slides to BB in your "peer review" assignment folder.	50 points
ALL	Presentation peer reviews x15	Due by 9 p.m. the day following the presentation. Send to presenter by email. Submit review to peer review assignment folder on BB.	10 points each
2-year Masters Students only	SPSS assignments x6	Due by 9 p.m. See course outline for dates. Submit to BB as Word files (do not submit SPSS results files).	25 points each
2-year Master's Students & Psychology Senior IMH+1's	Individual appt summaries x5	Due by 9 p.m. the day prior to apt. See course outline for dates. Submit to BB.	20 points each
2-year Master's Students & Psychology Senior IMH+1's	Human Subjects Proposal draft 1	Due by 5 p.m. on Nov. 10. Send by email to reviewer. Submit draft to BB.	100 points
2-year Master's Students & Psychology Senior IMH+1's	Human Subjects Proposal peer review	Due by 5 p.m. on Nov. 12. Send by email to author. Submit review to BB.	25 points
2-year Master's Students & Psychology Senior IMH+1's	Human Subjects Proposal to HS committee	Due by 5 p.m on Nov. 21. Submit appropriate number of copies to HS committee chair. Submit final draft to BB.	
2-year Master's Students & Psychology Senior IMH+1's	Thesis Proposal draft 1	Due by 5 p.m. on Dec. 1. Submit to BB.	100 points
ALL	Thesis Proposal final (New proposals from 2-	Due by noon on Dec. 12. Submit to BB	150 points

	year Master's Students & Psychology Senior IMH+1's; revised proposal from +1 Grad Master's Students)		
+1 Grad Master's Students	80% of data collection for new participants, or data analysis/preparation for archival participants	Due by 5p.m. on Dec. 8.	150 points

Note that the inability to turn work on schedule, including peer reviews, and multiple draft submissions that do not address adequately required revisions may result in as much as a final course letter grade lower than the point value above.

Oral Presentations: All presentations should be prepared using Power Point. This organizational structure of the presentation follows APA format and is similar to the areas covered in a Research Review Template (e.g., Introduction, Methods, etc.). Do not include a "references slide" on the power point presentation, even though you will include reference citations in the presentation. Be sure to include a slide at the end of the presentation with conclusions and implications for the field of infant mental health. Guidelines for the presentation are on Blackboard. Bring presentation to class on a memory stick to be transferred to a PC computer on the day of your presentation. E-mail the presentation to yourself and cc Marian as a backup.

Time Limit: Presentations are 15 minutes, and 15 minutes for follow-up discussion. Be sure to practice the time limit. Presenters will not get extra time if the presentations are too long.

APA Style: All papers, including the Human Subjects Proposal, should be completed by using APA writing and referencing style 6th ed. Power Point presentations should use APA style.

Peer Review: The peer review process is one of the essential elements of the scientific process. Peer review is a form of criticism, the goal of which is to provide a helpful perspective on a study that is different from the researcher. Criticism is a term that raises our anxiety levels and can make us uncomfortable. It is important to understand that criticism in science is in the service of improving one's work. It is important for reviewers' comments to be articulated in a constructive and non-hurtful way. Comments about positive and strong elements of the study should be noted. Suggestions for change should be worded in a professional and helpful fashion and include ideas about not only what to change but suggestions as how to make changes or things to consider/add. It is equally important for the person receiving the review not to become defensive.

To reviewers: Peer review examines all critical research dimensions, including but not limited to the articulation of the theoretical and empirical foundation for the study (i.e., are all the required studies included; suggestions for other research), research design, statistical analysis (when applicable), and interpretation and conclusions drawn from the results. Peer review also checks

for production problems, such as APA style and writing quality. It is not the reviewer's responsibility to correct production problems; the peer reviewer is not an editor. The reviewer should note some specific problems and comment generally that the author needs to fix these problems in the next draft.

To authors: Authors should read the reviews carefully and decide if suggestions are warranted or not applicable to their paper. If warranted, make changes. If not applicable, do not make changes.

Grading peer reviews: Reviews will be graded according to the reviewer's ability to provide constructive comments. No paper or presentation is perfect. Reviews that do not make suggestions or provide constructive criticism will be graded down. This means that reviewers must be thoughtful and take the time needed to provide constructive feedback. It is not okay to send the manuscript back simply stating all is okay. Spend some time on your review.

- **Presentation Reviews:** All students will provide a review of each individual oral presentation (1, 2a, 3, and 2b).
- **Human Subjects Proposal Review:** Your proposal should be reviewed by one other student in the class prior to submitting the paper to the professor. Each student should participate in a peer review of another student's Human Subjects Proposal. Be sure that you give your reviewer time to complete the review so that you can make changes and submit your proposal by the due date for the professor's signature.
 - a. Author: Send your proposal via e-mail attachment to your reviewer.
 - b. Reviewer: Use Word to make notes and suggestions. Save a new file that includes your initials in the title, send it to the author via e-mail attachment and submit the reviewed document via Blackboard for review credit.
 - c. Proposal submission: Submit to the professor via Blackboard what you propose to be the final Human Subjects Proposal.
 - d. Make the changes and corrections suggested by the professor and the reviewer. Submit the final proposal via Blackboard and get the professor to sign the Human Subjects Signature page.
 - e. Submit the proposal following the web instructions for submission to the Mills College Human Subjects Committee.

SPSS: SPSS is the statistical package that you will be using to analyze the data for your thesis. Statistical analysis serves as a bridge between your knowledge of theory and research in the field and your understanding and application of statistical concepts to your research and the research of others. Your work with SPSS in this course draws on your basic knowledge of statistics (from Psyc 146 or an equivalent course) and is organized as tutorial using the exercises in the text and other assignments. See course outline for assignments.

Individual Appointments: Students are expected to be prepared with materials for individual appointments.

- First appointment: Select a target study. See description of thesis below. Submit a research review for the study selected.
- Other appointments: Use thesis template provided to build thesis proposal.

Human Subjects Proposal: The Human Subjects Proposal is required for research with human participants. The proposal instructions, guidelines and frequently asked questions for preparing a proposal are on the Mills web site. The proposal should not be as expansive as your final paper. The Human Subjects Proposal is an edited abbreviated form of the basic background and methods for your study to set enough background for you as the researcher and the committee members to understand the risks and benefits to human participants. A human subjects proposal is completed before the final proposal or study. Steps to completing the proposal:

1. See all information on the Mills web site (http://www.mills.edu/administration/provosts_office/human_subject_protocol_overview.php).
2. **Nov. 10** - Draft 1: Write your 1st proposal draft and submit it to one student in your cohort for peer review. Send to reviewer using e-mail attachment and submit draft to Marian using Blackboard.
3. **Nov. 12** – Human Subjects peer reviews due. Make comments on the draft using Word "review" tools. Send the reviewed document to the author via e-mail and submit review to Marian using Blackboard.
4. **Nov. 17** - Submit revised draft to Mairan on Blackboard.
5. **Nov. 21** - Final Human Subjects Proposal: The title page must be signed by Marian and Professor George. Submit final proposal to Marian on Blackboard.

Human Subjects Proposal Deadlines are non-negotiable, but feel free to submit drafts and final proposal in advance of these deadlines (in fact, I would like to encourage you to do so).

Thesis Proposal: The thesis proposal (i.e., study that you develop) will be a study that replicates and extends an existing study or collaborative research supervised by a Mills infant mental health faculty member. This study is referred to from this point forward as the "target" study.

To replicate and extend a study means to replicate the question of the study selected and add one or more “twists” to how you investigate the question. Your study will not duplicate of the target study; the target study serves as a conceptual and methodological template. Your final proposal must describe a study that is manageable using the resources available to you, including assessments. You will be collecting your own data and analyzing your own measures. Some target studies may be very large. Others may use methods that you cannot complete in a short term project or that you are not prepared to analyze yourself. Use other studies to help you think about how to replicate the target so that it is manageable to collect data.

The thesis proposal is the extensive description of your study that will serve as the draft you will use to produce your final thesis. The proposal contains all APA paper elements except the completed results and discussion sections and related tables or figures for these sections.

In addition to the standard elements of an APA paper, the thesis proposal includes an expanded description of each measure that includes information about the established validity and reliability of the measures. This is a standard requirement for a research thesis, even though this information is not always required for publication. This means that you need to read more about this measure by reading publications by the measure developers and others who have used the measure. Include a full paragraph on demonstrated validity and reliability.

Blackboard. This course uses Blackboard for all work submitted to the professor.

Grading: Grades are calculated based the accumulated point average received on the above course assignments and turning assignments in on time. Students who miss a significant number of class meetings or turn in late assignments will receive grades lower than their point average depending on the amount of class missed. Grades are assigned using the following percent distribution: A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 59 and below. Grades of A or B are required to maintain acceptable graduate student standing.

Incompletes: College policy on Incompletes- students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this class, students must complete all work to qualify for consideration of an incomplete. Students who have not completed substantial coursework should not assume that they will be "given" an incomplete at the end of the semester.

Students with Disabilities: Every effort will be provided to make this class universally accessible. Though “reasonable accommodation” is the legal right of people with disabilities, this course is designed to be universally accessible for students regardless of disability or other individual categorization. Students with needs for alternate learning materials or strategies should contact SSD in the Cowell Building by calling 430-2130 in order for those accommodations and services to be arranged promptly. All assignments are due as stated on the syllabus unless other accommodations are made directly with the professor. Do not assume more time will be allotted.

Policy on Academic Integrity and Classroom Expectations: Students are expected to take responsibility for their learning, respect the opinions of others, and uphold the principles of academic freedom and the Mills Honor Code (see Student Handbook for complete description) for written work and class conduct. Plagiarism is a breach of academic trust. For purposes of the Mills College Honor Code, plagiarism is defined as intentionally or knowingly using someone else’s ideas, words, and/or thoughts without properly citing the author. All work that is not cited is presumed to be that of the writer.

The instructor will decide an appropriate response to Academic Integrity Standards violations. This may include lowering the grade or refusal to accept a particular assignment, failing the course, and/or reporting the incident to the Provost and Dean of the Faculty for further sanction.

Course Outline and Tentative Schedule

	Topic	Assignment	Statistics SPSS
Week 1			
Aug. 27	Class meets for the first time on September 8.	Begin searching for research that could serve as the foundation of your thesis. See description of thesis above.	
Week 2			
Sep. 1	Labor Day- no class		
Sep. 5			SPSS assignment: George & Mallory, Ch.'s 1, 2. No homework to turn in.
Week 3			
Sep. 8	Lecture: Research design, Human Subjects, and PPT presentations	Continue reviewing research that could serve as the foundation of your thesis. See description of thesis above.	
Sep. 12			SPSS #1 George & Mallory, Ch. 3. <i>Creating and editing a data file</i> . Create an SPSS data file for 25 cases from the data provided in the chapter.
Week 4			
Sep. 15	Presentation #1	1:05-1:35 Liz Burger 1:40-2:10 Meghan Hinsch Break 2:30-3:00 Liz Walker 3:05-4:00 Explain thesis proposal development and template	
Sep. 16	Peer Review Presentation #1 due		
Sep. 19			SPSS assignment. Do the exercises at the end of George & Mallory, Ch. 4, <i>Managing data</i> . Use the data files on Blackboard. No homework to turn in.
Week 5			
Sept. 22	Presentation #2a	1:05-1:35 Katie Bianco 1:40-2:10 Kira Lewis Break 2:30-3:00 Britta Shine	

		3:05-3:35 Natalie Brazeau	
Sep. 23	Peer Reviews Presentation #2a due		
Sep. 26			SPSS #2. George & Mallory, Ch. 5. <i>Graphs</i> . Exercises # 1, 2, 3.
Week 6			
Sep. 29	Presentation #3	1:05-1:35 Constance Jaramillo 1:40-2:10 Rachel Acereto Break 2:30-3:00 Rachel Tissell 3:05-3:35 Rachana Ali	
Sep. 30	Peer Reviews Presentation #3 due		
Oct. 3			SPSS #3. George & Mallory, Ch. 6. <i>Frequencies</i> . Exercises # 1, 3, 5.
Week 7			
Oct. 6	Individual appointments <i>See sign up sheet outside Marian's office</i>		
Oct 10			SPSS assignment. Do the exercises at the end of George & Mallory, Ch. 7, <i>Descriptive statistics</i> . No homework to turn in.
Week 8			
Oct. 13	Individual appointments <i>See sign up sheet outside Marian's office</i>		
Oct. 17			SPSS #4. George & Mallory, Ch. 8, <i>Crosstabulation...</i> Exercises # 1, 3. Be sure to answer all of the questions (1-10) for each exercise.
Week 9			
Oct. 20	Individual appointments <i>See sign up sheet outside Marian's office</i>		
Oct. 24			SPSS assignment. Do the exercises at the end of George & Mallory, Ch. 9, <i>Means procedure</i> . No homework to turn in.
Week 10			
Oct. 27	Individual appointments <i>See sign up sheet outside Marian's office</i>		

Oct. 31			SPSS #5. George & Mallory, Ch. 10, <i>Bivariate correlation</i> . Exercises # 1, 2.
Week 11			
Nov. 3	Individual appointments <i>See sign up sheet outside Marian's office</i> (Marian will be at a conference in D.C. from Nov. 5 to Nov. 9.)		
Week 12			
Nov. 10	Class meeting to check in	Human Subjects draft 1 due	
Nov. 12		Human Subjects peer review due	
Nov. 15			SPSS #6. George & Mallory, Ch. 11, <i>t-Test Procedure</i> . Exercises # 2, 5, 7, 8.
Week 13			
Nov. 17	Class meeting to check in	Human Subjects title page faculty signature	
Nov. 21		Submit Human Subjects proposal to committee chair	
Week 14			
Nov. 24	Presentation #2b + discussion	Present your thesis project. 1:05-1:35 Katie Bianco 1:40-2:10 Kira Lewis Break 2:30-3:00 Britta Shine 3:05-3:35 Natalie Brazeau	
Nov. 25	Peer Reviews Presentation #2b due		
Week 15			
Dec. 1	Class meeting to check in	Thesis Proposal draft 1 due	
Week 16			
Dec. 8	Class meeting to check in		
Dec. 12	Final Thesis Proposal due by noon 7 p.m. Thesis celebration pot luck @ Professor George's home. Details TBA.		