Research Methods in Developmental Psychology- WAC
The University of Toledo
Department of Psychology
PSY 4500-058 CRN 56670

Instructors:	Dr. Kamala London	**Course Website**: Blackboard Learn
	Quincy Miller, Christina Perez,	**Class Location**: **Webex**
	and Kristina Todorovic	**https://utoledo.webex.com/meet/kamala.london**
Email:	kamala.london@utoledo.edu	
Office Hours:	M, W 10-11 and Friday by appt	**Class Day/Time**: Webex Fridays 11:30-12:30
Office Location:	UH 1880B	**Lab Day/Time**: TBA
Instructor Phone: 419-530-2352		**Credit Hours**: 4
Offered:	Fall 2020	

SPECIAL COURSE EXPECTATIONS DURING COVID-19

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patient and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments timely and/or health concerns related to COVID.

CATALOG/COURSE DESCRIPTION

A hybrid course developed to provide students both classroom and laboratory experiences to provide training in designing and conducting research in forensic developmental psychology; includes work on research projects. The course is also writing intensive- weekly writing assignments and a final course project will help develop students' writing skills.

COURSE OVERVIEW/ TEACHING METHODOLOGY

We will have a "live" class meeting via the web-ex address link provided above. The class meeting will operate like a regular discussion class except that we are meeting over the computer instead. This is an upper level discussion course. Even though we will be online, I encourage you to participate in our discussion. The class is small and unique where we can have a conversation. The course will prepare you for the methodology of graduate school classes.

STUDENT LEARNING OUTCOMES

- Be trained and certified in ethical psychological research practices
- Discuss and articulate basic principles of scientific research, measurement, and experimental design
- Discuss and articulate both historical and contemporary ethical issues associated with research involving the development of autobiographical memory
- Understand the special methodological challenges of forensic developmental research
- Communicate and work with young children as research participants
- Use library and other resources to conduct a scientific literature review
- Assist to design and conduct a research project with young children
- Communicate research findings effectively, both orally and in writing
- Evaluate others' research critically and constructively
- Be able to code and enter research data into SPSS

PREREQUISITES

Students are expected to have previously taken Research Methods (PSY3110) with a minimum grade of a C-.

TEXTS AND ANCILLARY MATERIALS

Electronic copies of readings will be provided to you via our course website.

TECHNOLOGY REQUIREMENTS

Students will need a device and a highspeed internet connection for the web-ex meetings. Students will need access to a computer that can download the UT SPSS. Instructions will be provided in class on how to download SPSS.

COURSE EXPECTATIONS AND ASSIGNMENTS

<u>Expectations</u>

1. Attend and participate in weekly class meetings

   - We will hold weekly meetings throughout the semester. During these meetings, students will be introduced to new research ideas, methodologies, statistics, etc. Moreover, students will be expected to update the group on the progress of ongoing efforts for experiential learning tasks (see below). Issues relevant to the careers of undergraduate students (e.g., graduate school preparation), as well as topics covering the technological and methodological demands of the field will also be covered. **It is expected that students attend EVERY meeting and contribute to discussion.** If a student must miss a meeting due to illness or some other university-appropriate excuse, please let the instructor know in advance of the missed class.

2. Write weekly reflection papers

   - Students will write a reflection paper for each week's readings. These papers will be 1 page (double spaced). In your reflection papers, students will briefly summarize the topic of the meeting (1 paragraph) and provide thoughtful questions that you would want to ask about the topic (1 paragraph). Students will submit their discussion points via blackboard by midnight on the evening before the class meetings. **Students will hand in 7 reflection papers during the semester and can choose which weeks they want to submit these.**

3. Writing project

   This course is a writing intensive course and is part of our Writing Across the Curriculum (WAC) program at UT. All students will complete a written project on a topic that is relevant to forensic developmental psychology. More information on paper topics will be presented in class. Unless otherwise specified, the final paper should be 7 to 8 double spaced pages (not including the title page, abstract, and references) in APA format. We will provide feedback and give you the opportunity to improve your writing throughout the various deadlines. There will be 3 interim deadlines for aspects of the final paper where you will receive feedback: (1) topic selection paragraph (2/7), (2) literature review (3/6), (3) annotated outline (3/27). You will submit a rough draft and both receive and provide feedback to classmates (4/24). You will have the opportunity to revise the final project based on peer feedback. More details will be provided in class and on Blackboard. Students will present their projects during a web-ex lab meeting at the end of the semester. **The final paper should be uploaded to Blackboard by 11:55pm on Friday of the last week of classes**.

4. Complete laboratory tasks

- As part of the experiential learning component of the course, students will be assigned to various research-related tasks involving experiments in forensic developmental psychology. To facilitate this, students will be assigned times during the semester where they will complete these tasks. Students are expected to complete 6 hours of experiential learning tasks per week. The number of lab hours may vary according to rules with Covid-19 and human subjects research. These tasks will include some combination of the following:

  o Data Collection. Data collection is a vital responsibility of every student in the course and significant time will be spent on research ethics, experiment training, and correct experimental protocols. If data is not collected correctly, the research project dies there. It is important to remember that the success or failure of our psychological research projects will have a significant impact on the professional lives for all people in the lab (faculty, graduate students, and undergraduate students). As such, we rely heavily on students in the data collection stage of the research process and we always appreciate their efforts. Data collection can involve:

    ▪ As an experimenter (or confederate), it is imperative that the study be ready to go when participants arrive. To ensure that everything is set up *before* the study start time, please arrive early so that you have time to set up and prepare the necessary materials. Also, when running studies, keep an eye out for problems and be pro-active in finding solutions. Finally, experimenters are expected to dress appropriately when running participants.

  o Help design/implement studies. Every study starts with an idea, but it must eventually be polished into a workable study. Students will contribute to this process by doing pilot testing, developing stimuli, creating IRB protocols, designing surveys, and so on (note that the specific task will depend upon the nature of the project and a student's role in the project).

  o Enter/code data. An important step in the research process is correctly entering and coding data. Basically, research participants will provide us with their thoughts, feelings, and behaviors. Afterwards, we need to translate this information into numbers for data analysis. Thus, data entry/coding helps us make the transition from a heap of raw data collected in our research rooms to the condensed findings that we report to other researchers at conferences and in research articles. This step requires great care, vigilance, and training. This is the "not-so-glamorous" step in the research process—but—it is also one of the most critical. At some point in the semester, all students will be involved in the data entry and coding process.

- Scheduling: Everybody's schedule is taken into account when assigning weekly tasks and lab hours. If you are scheduled for hours, we expect that you will be available via computer (or in person if that becomes permissible) during your assigned hours. As such, you will need to provide your weekly schedule (if it will change from week-to-week) to your supervisor with no less than a week's notice. Any failure to meet these exceptions can result in a reduced grade or withdrawal from the course.

- Supervisors: Every student will be assigned to a specific supervisor (Christina, Kristina, or Quincy). While you will be working in the developmental lab as a whole, you will be working closely with your supervisor on selected tasks. Effective communication with your lab supervisor is essential to ensure the lab runs smoothly. As communication is key to running an effective research lab, ineffective communication with your lab supervisor may result in a reduced letter grade**.**

- Logging Hours: All research assistants are required to create a Google email account. The lab uses an online system for logging hours that can only be assessed via Google drive, which requires a Gmail

- account. Be aware that you must log your hours along with tasks completed during your hours. While your supervisor will keep track of your hours, it is your responsibility to log your hours on the Google drive document. Falsifying hours will result in a grade of "F" for the course.

Grading:
Your grade will be based on meeting attendance and participation, weekly reaction papers, a written project & presentation, and completion of laboratory tasks. The following is outline of the grading system.

Assignment	Possible Points
Attendance & participation in Friday meetings	130 points
7 weekly reflection papers (10 points each)	70 points
Outline and rough draft of project	50 points
Final project and presentation	100 points
Lab tasks	100 points
Total	**450 points**

Letter Grades

A	93+%	≥ 417 points	C	73-76%	329-346
A-	90-92%	405-416	C-	70-72%	315-328
B+	87-89%	392-404	D+	67-69%	302-314
B	83-86%	374-391	D	63-66%	284-301
B-	80-82%	360-373	D-	60-62%	270-283
C+	77-79%	347-359	F	< 60%	≤ 269

ACADEMIC POLICIES
Information about UT policies is available on the following websites and summarized below.
Undergraduate Policies: http://www.utoledo.edu/policies/academic/undergraduate/

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance. Students can find this policy along with other university policies listed by audience on the University Policy webpage (http://www.utoledo.edu/policies/audience.html/#students).

Advising, Success Coaching and Meetings with Students
Student academic support services (academic advising, success coaching, tutoring, etc.) will continue to be offered in

multiple modalities this fall including by phone, virtual chat, email, text, and face-to-face appointments. Due to the COVID-19 pandemic, it is highly recommended that 1:1 meetings with students occur online whenever possible. Please follow this link to view a comprehensive list of Student Academic and Support Services (http://www.utoledo.edu/studentaffairs/departments.html) available to you as a student

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the Student Disability Services Office (http://www.utoledo.edu/offices/student-disability-services/) by phone: 419.530.4981 or email at StudentDisability@utoledo.edu.

SAFETY AND HEALTH SERVICES FOR UT STUDENTS
Please use the following link to view a comprehensive list Campus Health and Safety Services available to you as a student.

INCLUSIVE CLASSROOM STATEMENT
In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

Week	Assignment:	Readings
1 8/21	Orientation, Introductions, Ethics, and CITI Training	Visit website below and pick 2-3 brief case examples to read and discuss with classmates http://emhr.net/
2 8/28	Historic allegations of maltreatment	Miller et al. (under review) Please bring in one case you have heard or read about related to the #metoo movement
3 9/4	Introduction to Forensic Developmental Psychology	Look up McMartin Daycare and read up on it. Watch the movie *The Indictment* (with James Wood)
4 9/11	Outcry & analyzing cases	Calado et al. (under review) Outcry Episodes 1-2

5 9/18	Outcry & analyzing cases	Outcry Episodes 3-5
6 9/25	Autism & transgression paradigm	Todorovic et al. (in preparation)
7 10/2	Language and "Do you know" prompts	Perez et al. (under review)
8 10/9	Perceptions of child witnesses	Miller et al. (under review)
9 10/16	Evidence-based interviewing	T. Lyon video
10 10/23	What do interviewers do (and why)	McAuliff et al (2020)
11 10/30	Repressed memory	Otgaar et al. (2020)
12 11/6	50 myths in psychology	Lilienfeld et al. (2010)
13 11/13	Your choice! We will pick a topic	TBA
14 11/20	Student Presentations	