

Psychology 331A0-001
Laboratory in Research Methods in Psychology: Developmental
Spring, 2020

Steven Landau, Ph.D. (selandau@ilstu.edu)
Caroline Signa (cesigna@ilstu.edu)
Nitza Torres-Gonzales (nmtorr2@ilstu.edu)

Office Hours: MWF: 9:00-10:00
Office: 445 DeGarmo/Phone: 438-8138

Purpose: Psychology 331.01 is an advanced laboratory course that will provide the conceptual and practical knowledge to design and implement research studies with child participants. Students are expected to have satisfactorily completed Psychology 138: *Reasoning in Psychology Using Statistics* and Psychology 231: *Research Methods in Psychology*. Basic familiarity with SPSS is expected. By virtue of readings, lecture, class discussions, writing assignments, and active participation in various aspects of research implementation, students will learn how to review relevant research, conform to ethical guidelines, specify research hypotheses, develop and execute a research plan, and communicate research findings both orally and in writing.

Required Text: Cozby, P. C. & Bates, S. C. (2018). *Methods in behavioral research* (13th ed.). Boston, MA: McGraw-Hill.

Recommended: American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Organization of this course: On Tuesdays, a lecture will be presented that corresponds with the assigned reading from the Cozby and Bates text. Students will be expected to have read the assignment and take a quiz (worth 5 points) to reflect understanding of that topical assignment. During the semester, 10 quizzes will be administered, and only administered in class. The lowest quiz score will be dropped at the end of the semester.

On Thursdays, the class will focus on the design and implementation of a laboratory-based investigation regarding the social problems of children with Attention-deficit/Hyperactivity Disorder (ADHD). Readings will be assigned, and students will prepare nine annotations (each worth 10 points). These annotations will serve as the source of class discussion on the day they are due. See webpage for format requirements and examples. To receive credit for the annotation, you must (a) submit a *hard copy* in class on the due date and (b) attach a copy of the title/first page of the journal article you selected for the annotation. Annotation evaluation will focus on (1) the extent to which your selected study aligns with the assigned investigation; (2) the quality of scientific writing (including grammar/punctuation; and (3) adherence to APA publication style guidelines.

Active and frequent participation in class discussion is expected. There will be other assignments pertaining to the implementation of the investigation, and each of these will be described as the class progresses through the semester. Additional activities include the preparation of a research proposal plus a full-length research manuscript pertaining to the ADHD study.

Grades for the Course: Final grades, based on a curve applied to total points, will result from the following activities:

Best 9 of 10 quizzes (5 points each)	50 points (19% of final grade)
Nine annotations (10 points each)	90 points (34%)
Research proposal	50 points (19%)
Research manuscript	<u>75 points (28%)</u>
TOTAL	265 POINTS (100%)

Psychology 331A01-001
 Laboratory in Research Methods in Psychology: Developmental
 Spring, 2019

Semester Schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Assignment</i>
Week 1	Tu. Jan. 14	Orientation to the course	
	Th. Jan. 16	Orientation to the study of children's peer relations and social status	Read: Gioia & Landau (2010) and Howard & Landau (2010). Available at my 331 website. No annotations.
Week 2	Tu. Jan. 21	What is research?	Read: Cozby & Bates: Ch. 1 (Quiz #1)
	Th. Jan. 23	Children's peer relations	Read: Nishina et al. (2005). Submit annotation of a different study regarding children's peer relation problems.
Week 3	Tu. Jan. 28	Planning a study and the role of theory	Read: Cozby & Bates: Ch. 2 (Quiz #2)
	Th. Jan. 30	What is ADHD?	Read: Hoza et al. (2005). Submit annotation of a different study regarding symptoms and peer problems associated with ADHD.
Week 4	Tu. Feb. 04	Studying behavior	Read: Cozby & Bates: Ch. 4 (Quiz #3)
	Th. Feb. 06	Further discussion of ADHD	Read: Humphrys et al. (2016). Submit annotation of a different study about ADHD peer problems.
Week 5	Tu. Feb. 11	Methods of measuring behavior	Read: Cozby & Bates: Ch. 12 (Quiz #4)
	Th. Feb. 13	Disturbed peer relations among children with ADHD	Read: Walcott & Landau (2004). Submit annotation of a different study about ADHD symptoms that may affect peer relations.

Week 6	Tu. Feb. 18	Using direct observation of behavior as a research method	Read: Cozby & Bates: Ch. 6 (Quiz #5)
	Th. Feb. 20	Training in direct observation of behavior	Read: Dodge et al. (1983). Submit annotation of <i>this</i> study. plus Bring downloaded observation materials to class
Week 7	Tu. Feb. 25	Discussion of research proposal	
	Th. Feb.27	Discussion of research proposal	Submit completed peer entry code sheets
Week 8	Tu. Mar. 03	Measurement, reliability, and validity.	Read: Cozby & Bates: Ch. 5 (Quiz #6)
	Th. Mar. 05	SUBMIT RESEARCH PROPOSAL	
Week 9	Tu. Mar. 10	No class - Spring Vacation	
	Th. Mar. 12	No class - Spring Vacation	
Week 10	Tu. Mar. 17	Conducting ethical research and CITI on-line training	Read: Cozby & Bates: Ch. 3 (Quiz #7)
	Th. Mar. 19	Discussion of data analysis for ADHD peer entry study	
Week 11	Tu. Mar. 24	Inferential statistics	Read: Cozby & Bates: Ch. 13 (Quiz #8) Submit CITI ethics certification
	Th. Mar. 26	Further discussion of data analysis	Read: Normand et al. (2011). Submit annotation of a different study about ADHD peer problems.
Week 12	Tu. Mar. 31	Conducting research	Read: Cozby & Bates: Ch. 9 (Quiz #9) Complete data analysis
	Th. Apr. 02	ADHD, executive functioning, and peer problems	Read: Bunford et al. (2015). Submit annotation of a different study regarding ADHD executive functioning deficits.

Week 13	Tu. Apr. 07	Experimental designs	Read: Cozby & Bates: Ch. 8 (Quiz #10)
	Th. Apr. 09	How to write the Results section of the manuscript	Read: Bunford et al. (2015). Submit annotation of this study.
Week 14	Tu. Apr. 14	How to write the Discussion section of our manuscript	
	Th. Apr. 16	Further discussion of Discussion section	Read: Lee et al. (2018). Submit annotation of this study.
Week 15	Tu. Apr. 21	How to prepare the final research manuscript	
	Th. Apr. 23	Further discussion of the research manuscript	
Week 16	Tu. Apr. 28	SUBMIT RESEARCH MANUSCRIPT	
	Th. Apr. 30	Wrap-up	

Spring, 2020
ReggieNet/Milner Electronic Reserve Readings

- Bunford, N., Evans, S. E., Becker, S. P., & Langberg, J. M. (2015). Attention-deficit/Hyperactivity Disorder and social skills in youth: A moderated mediation model of emotion dysregulation and depression. *Journal of Clinical Child and Adolescent Psychology, 43*, 283-296.
- Dodge, K. A., Schlundt, D. C., Schocken, I., & Delugach, J. D. (1983). Social competence and children's sociometric status: The role of peer group entry strategies. *Merrill-Palmer Quarterly, 29*, 309-336.
- Hoza, B. et al. (2005). What aspects of peer relationships are impaired in children with Attention-deficit/Hyperactivity Disorder? *Journal of Consulting and Clinical Psychology, 73*, 411-423.
- Humphrys, K. L., Galán, C. A., Tottenham, N. & Lee, S. S. (2016). Impaired social decision-making mediates the association between ADHD and social problems. *Journal of Abnormal Child Psychology, 44*, 1023-1032.
- Lee, C. A., et al. (2018). Forming first impressions of children: The role of Attention-deficit/Hyperactivity Disorder symptoms and emotion regulation. *Journal of Child Psychology and Psychiatry, 59*, 556-564.
- Nishina, A., Juvonen, J., & Witkow, M. R. (2005). Sticks and stones may break my bones, but names will make me feel sick: The psychosocial, somatic, and scholastic consequences of peer harassment. *Journal of Clinical Child and Adolescent Psychology, 34*, 37-48.
- Normand, S., Schneider, B. H., Lee, M. D., Maisonneuve, M-F., Kuehn, S. M., & Robaey, P. (2011). How do children with ADHD (mis)manage their real-life dyadic friendships? A multi-method investigation. *Journal of Abnormal Child Psychology, 39*, 293-305.
- Puttallaz, M., & Gottman, J. M. (1981). An interaction model of children's entry into peer groups. *Child Development, 52*, 986-994. (read this to prepare Method section of proposal and manuscript)
- Tseng, W-L., Kawabata, Y., Gau, S. S-F, & Crick, N. R. (2014). Symptoms of Attention-Deficit/Hyperactivity Disorder and peer functioning: A transactional model of development. *Journal of Abnormal Child Psychology, 42*, 1353-1365.
- Walcott, C. M., & Landau, S. (2004). The relation between disinhibition and emotion regulation in boys with Attention Deficit Hyperactivity Disorder. *Journal of Clinical Child and Adolescent Psychology, 33*, 772-782.

Assigned readings for January 16, plus other relevant documents, can be accessed at:

<https://about.illinoisstate.edu/selandau/>

Collaborative Institutional Training Initiative (CITI) Ethics training: Details to be presented in class

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the [StudentAccess.IllinoisState.edu](https://studentaccess.illinoisstate.edu).