ADVANCED RESEARCH METHODS IN DEVELOPMENTAL PSYCHOPATHOLOGY
Psychology 125c: Spring, 2008

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These two seminars are coordinated with the Fernald Child Study Center Research Intern program for undergraduates in Psychology and are open only to Fernald Interns.

Objectives. The 125b and 125c seminars will facilitate students' learning about research approaches utilized by psychologists to conduct research in developmental psychopathology. Our exploration of research approaches in the Winter Quarter considered: hypothesis testing; controls to reduce threats to validity; measurement; and descriptive, correlational, and longitudinal designs. We considered research approaches within the context of studies in child clinical psychology that addressed issues such as: measure development, behavioral observation, continuity over time, risk and protective factors, self-regulation, high risk parenting, parent-child interaction, family stress, and well-being. This quarter we will focus on intervention research broadly in developmental psychopathology. We will consider frequently used designs (e.g. groups; single subjects), program contexts (e.g. evidence-based programs and program evaluation, in university, schools, hospitals, and community agencies) and program focus (e.g. behavioral parent training; externalizing disorders – conduct disorder, ADHD; internalizing disorders – anxiety, depression, eating disorders; developmental disabilities). We will continue to examine ethical issues throughout the quarter.

There will be an emphasis on the "case study" approach to learning; students will learn about research methods primarily by in depth consideration of selected research studies. These represent a range of issues in child psychopathology, clinical populations, and research approaches. Exposure to research methods will be through presentations, readings, class discussions, writing, class presentations, and – most importantly -- participation in the conduct of research. The seminar will be uniquely tailored to fit with other experiences that students have in the Fernald Research Internship program.

Prerequisites: Participation in the year-long Fernald Research Intern Program.

Meetings: All meetings are at the Fernald Child Study Center. We will meet for 10 hours weekly, distributed as follows: (a) One and a half hour seminar TUESDAYS 3:30-5:00; (b) One and a half hour coding meeting, other research activity (or sometimes a seminar) THURSDAYS 3:30-5:00; (c) 7 hours of supervised experience in one or more research projects.

Evaluation: Evaluation methods will include: (a) a term paper (due Tuesday, June 5), (b) participation in the seminar, and related written assignments, and (c) participation in the research practicum. There will be no exams.

Weekly Assignments: Students are required to submit brief weekly assignments based on the readings. For several weeks (Weeks 3, 4) these are indicated in the syllabus. For most other weeks they will involve a brief (paragraph or so) article critique; specifics will be announced in class each week.
SCHEDULE OF CLASSES

SPRING QUARTER: INTERVENTION RESEARCH

1. April 1    CFS Research Presentations
2. *April 10  Intervention Research: Issues and Group Designs; SPSS Analyses #5
3. April 15   Intervention Research: Single Subject Designs
4. April 22   Parent Training Studies
5. *May 1     Evidence Based Treatments & The MTA Study
6. May 6      Evidence Based Treatments & Autism Spectrum Disorders
7. May 13     Program Evaluation in Community-Based Interventions
8. May 20     Research critique: Child/Adolescent Intervention studies
9. May 27     Child/Adolescent Intervention studies (con.); Student research reports
10. June 3    Student research reports

* Thursday classes

Background References (Optional):


Kazdin, A. (1999). Research in contemporary clinical psychology: Design and implementation. In T. G. Plante, Ed., Contemporary clinical psychology, Chapter 6 (pp. 97-124). This chapter is a no-frills presentation of basic methods and issues in research. It too overlaps with what you have covered in Psych 100B, but will be a good review.

SPRING QUARTER EXPANDED SCHEDULE OF CLASSES AND READINGS

Readings designated with (*) are required. Others are optional. Copies of all readings (required and optional) are available in the CFS office. Please try to read the papers listed under each topic before class that week. Readings are listed in the best order to read them.

Week 1. CFS RESEARCH PRESENTATIONS


Week 2. INTERVENTION RESEARCH: ISSUES and GROUP DESIGNS.

SPSS ANALYSIS EXERCISE #5


Week 3. INTERVENTION RESEARCH: SINGLE SUBJECT DESIGNS

We will continue our discussion of group designs and then consider single subject designs. We will consider several approaches to single-subject research, and then focus on student presentation of three single-subject experiments. The Kazdin chapter will be good background.

*Read one of the following single case articles (as assigned in class) and be prepared to report on it in class. Copies will be distributed in the first class.


**Week 4. PARENT TRAINING STUDIES**

We will discuss the Cunningham, Bremner, & Boyle study from the perspective of the methodological points raised in the Peterson and Bell-Dolan article. Score Cunningham et al. on the Ten (plus) Commandments checklist that will be handed out in class.


**Week 5. EVIDENCE BASED TREATMENT AND THE MTA STUDY**


**Week 6. EVIDENCE BASED TREATMENT FOR AUTISM SPECTRUM DISORDERS**

of intensive behavior analytic and eclectic treatments for young children with autism. *Research in developmental disabilities, 26*, 359-383. This is based on Lovaas (1987); it provides support for ABA and raises issues about evidence base for autism treatments.

Lovaas, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology, 55*, 3-9. This is the classic paper portrayed in a film that we will watch part of; it raises a host of issues about design of intervention research.


### Week 7. PROGRAM EVALUATION IN COMMUNITY-BASED INTERVENTIONS


### Week 8. RESEARCH CRITIQUE: CHILD/ADOL. INTERVENTION STUDIES


### Week 9. CHILD/ADOLESCENT INTERVENTION ARTICLES; STUDENT PRESENTATIONS

Current articles on topics of interest to class; to be distributed in class.

### Week 10 STUDENT PRESENTATIONS

This class will feature presentations by interns on term paper research.