ADVANCED RESEARCH METHODS IN DEVELOPMENTAL PSYCHOPATHOLOGY
Psychology 125c: Spring, 2011

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 Friday, June 1), (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 most weeks they will involve a brief (paragraph or so) article critique; specifics will be announced in class each week. For several weeks they are described in the syllabus.
SCHEDULE OF CLASSES

SPRING QUARTER: INTERVENTION RESEARCH

1. April 3  Evidence based treatments: Group designs
2. April 10 Ten Commandments of Program Evaluation: Behavioral Parent Training
3. April 17 Evidence Based Treatments for Child Anxiety/Depression
   Adapting an EBT to a new population
4. April 24 Intervention Research: Single Subject Designs (Dr. Baker)
5. May 1    Evidence-based treatment for Autism Spectrum Disorders
6. May 8    Evidence-based treatment for children with OCD: Guest speaker Tara Peris
   Friday, May 11: Proposals for final papers due
7. May 15   Evidence-based treatments for ADHD (Dr. Baker)
8. May 22   Mindfulness and ACT as evidence-based treatments for ADHD: adapting EBTs to a new disorder: Guest speaker Natalie Wieland
   Draft of final papers due for those who want feedback
9. May 29   Translating evidence-based practices to the community: Guest speaker Mike Reding
   Friday, June 1: Final papers due by 12pm
10. June 5  Student presentations

Background References (Optional; all available at Fernald):


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 read the papers listed under each topic before class that week. Readings are listed in the best order to read them.

Week 1. INTERVENTION RESEARCH: ISSUES and GROUP DESIGNS.


Week 2. 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 3. EVIDENCE-BASED TREATMENT FOR CHILD ANXIETY/DEPRESSION


**Week 4. 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 5. EVIDENCE BASED TREATMENT FOR AUTISM SPECTRUM DISORDERS**


**Week 6. EVIDENCED-BASED TREATMENT FOR CHILDREN WITH OCD**


**Week 7. EVIDENCE BASED TREATMENTS FOR ADHD**


**Week 8. EVIDENCE BASED TREATMENT FOR ADHD: MINDFULNESS & ACT**


**Week 9. TRANSLATIONAL RESEARCH**


**Week 10 STUDENT PRESENTATIONS**

This class will feature presentations by interns on term paper research and/or PURC presentations.