Clinical Research Seminar  
Psychology 381: Spring 2011

Professor  
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Class Meeting Information  
Thursday 1:30-3:15 pm, 342 John Dewey Hall

Purpose of the course. At the most basic level, there are two purposes to the clinical research seminar: 1) Oral and written presentation of a database research project; and 2) Discussion, consideration, presentation on professional development issues. In regard to the first point, the graduate student will work with his/her mentor to develop and conduct a research study. This study will then be written in a journal article format (APA style) and submitted to the instructor for feedback. In addition, graduate student will put together a presentation on the research study which will be presented in class for feedback from the instructor and classmates.

Within this larger context, there are three specific aims:

Aim 1. To offer a professional context whereby students can propose a study and present the results and implications of the findings derived from it. The goal is to help produce methodological sound findings that are clearly and effectively disseminated to an audience with varied interests/experiences.

Aim 2. To facilitate professional development by providing a structure for discussing, critical thinking, and problem-solving issues related to research development in clinical psychology.

Aim 3. To used the combined utilization of experiential and theoretical learning exercises. The working assumption is that we, as a class, will work together to learn key concepts in an efficient, systematic, and supportive manner.

Parameters of Projects, Responsibilities, and Feedback.

- Presentation: Students will work with their research mentor to propose a study, including the theory, rationale, methodology, analytic approach, results, findings, implications, and interpretative caveats. This activity constitutes the “presentation” for the class. It can be completed as one (both aims and results) or as two (two separate presentations – one for aims and the other for the results). The decision needs to made in conjunction with feedback/guidance from your research mentor. The presentations should be no more than 30-minutes in length, leaving 10-15 minutes for a question/answer session. Please note that if a student is using technology aids for their presentation (a good idea), they should take the appropriate steps to schedule such materials and set them up before the scheduled date.
• **Paper:** On the *same day* that students give the results presentation, they will turn in a written paper that describes the study. All papers should be prepared in accordance with APA-style guidelines. Ten points will be deducted every day that the paper is late.

• **Instructor feedback:** Direct feedback on each presentation will be provided by the instructor in an individual meeting as well as written feedback on the paper itself (within one week from the presentation unless there is a scheduling problem).

• **Student feedback:** Students enrolled in the class will provide written feedback regarding the presentation style and format using a standardized sheet provided by the instructor. These ratings will be average and imputed into their presentation grade. It will amount to 10% of the total score for the presentation.

• **Mini-writing assignments:** Occasionally, we will have mini professional development writing assignments.

**Details of Evaluation.**

Course grades will be determined by performance (percentage term) in each of the following course domains, as indexed by the following:

- Proposal presentation (20 points; this score constitutes instructor and student feedback).
- Research results presentation (20 points; this score constitutes instructor and student feedback).
- Research paper (30 points).
- Attendance and active participation (15 points).
- Completion of student ratings of peer presentations and professional development mini-writing assignments (15 points).

**Range of grade values:**

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<tr>
<td>A+</td>
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<td>C-</td>
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**Note.** Until the proposal, presentation of results, and final paper are completed students will receive a grade of “XC” denoting “work in progress.” Completion of the project (including completion of the paper) will constitute completion of the “comprehensive” or “preliminary” exam for clinical students. Students must enroll in Grad 497 (Doctoral Comprehensive Exam) at some point for this to appear on their transcript. On the day that they present their results/turn in their
paper, they should bring a completed (except for the grade) grade of change for to the instructor.

**Schedule**