

Instructor Materials for Teaching Research Methods Using a Consulting Model

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The consulting model described here began 10 years ago when I taught Research Methods for the first time. I set out to create a course that would engage students in the process of solving real-world problems. Following a problem-based learning (PBL) approach (see Schmidt, Rotgans, & Yew, 2011, for a description of PBL), students work in collaborative teams employed by a fictional company (RM Consulting) that has been hired to provide recommendations to clients. Throughout the semester, students develop a variety of skills through the process of applying concepts from the textbook to the client’s request. To understand the model, consider the following client example:

*Principal Pedroia of Fenway Middle School is concerned about the rise in pediatric obesity. He believes he can make a small difference in the world by addressing this problem at his school. He is thinking about replacing the existing “balls, bats, and racquets” physical education classes with a curriculum designed around exergaming technology (e.g., Wii, Xbox Kinect, virtual stationary bike/treadmill racing) to improve student fitness and fitness attitudes.*

*Request: Make a recommendation as to whether or not Principal Pedroia should switch to an exergaming physical education curriculum in order to see improvements in fitness and fitness attitudes.*

In addition to the use of authentic and engaging problems as the stimulus for learning, PBL is characterized by collaborative group work, instructors as facilitators rather than directors of learning, limited lecturing, and time for self-study (Schmidt et al., 2011). In many ways, applying PBL to Research Methods is like turning the entire course into what many would consider the laboratory component.

 This approach to teaching Research Methods supports the development of psychological literacy, a priority established in 2008 at the National Conference on Undergraduate Education in Psychology. Psychological literacy is defined as the ability to use knowledge and skills gained through psychology courses to solve personal, community, and professional problems (McGovern et al., 2010). This approach also addresses the issue that, although knowledge about research methods may increase, students’ attitudes about the utility of research and interest in conducting research do not increase (and in some studies have been shown to decrease) after taking Research Methods (Holmes & Beins, 2009; Manning, Zachar, Ray, & Lobello, 2006; Sizemore & Lewandowski, 2009). Vittengl and colleagues (2004) reported that students’ perceived relevance of research to future professional plans is one of the best predictors of student interest in research. The consulting model described here provides concrete connections between research and real-world professional (and personal) decisions.

 One model of teaching Research Methods that has been associated with significant improvement in the perceived utility of research methods, designed by Ciarocco, Lewandowski, and Van Volken (2013), utilizes active learning, scaffolding, and collaborative team work. The consulting model described here not only shares many of the characteristics of the approach used by Ciarocco and colleagues, it also provides the opportunity to select clients to match the topical and/or professional interests of a group of students.

This teaching resource provides a description of the consulting model and ready-to-use teaching materials. Specifically, the following pages include

* a description of the consulting model and the ways in which activities are connected to the textbook (see [p. 5](#TheConsultingModel));
* a figure that illustrates the order and flow of activities throughout the semester (see [p. 10](#Figure1));
* explicit connections between the consulting model and the five goals established in the *APA Guidelines for the Undergraduate Psychology Major, Version 2.0* (*Guidelines 2.0*; APA, 2013; see [p. 11](#ConnectionstotheAPAGuidelines2));
* a discussion of the differences between this approach and other approaches to teaching Research Methods (see [p. 13](#DifferencesbetweenthisModelandOtherApp));
* suggestions for ways in which the consulting model can be adapted to meet instructor, course, and curricular objectives (see [p. 14](#AdaptingThisModelToMeetInstructor));
* tips for creating new clients (see [p. 1](#TipsForCreatingClients)6);
* ready-to-use activities and assignments (see [Appendix A](#_Appendix_A._Activities));
* a description of each team member role (see [Appendix B](#_Appendix_B._Team)); and
* a list of 50 clients (see [Appendix C](#_Appendix_C._Master)).

# The Consulting Model

This consulting model is designed to simulate several real-world professional activities and is fully integrated into the Research Methods course. Throughout the semester, students work in collaborative teams of four to apply concepts from the textbook to a series of assignments that culminate in a recommendation for a client. A schematic of the model is provided in [Figure 1](#Figure1). Before the course begins, the instructor selects a short list of clients from a master list of 50 clients (see [Appendix C](#MasterClientList)) to present to the class. When possible, the short list of clients is based on the topical and professional interests of students in the course.

At the start of the semester, students submit letters of application to work on specific client teams and in specific roles (Operations Manager, Director of Library Research, Director of Research Design, Director of Public Relations, and Chief Editor; the Chief Editor position is only used when course enrollment requires groups of five students). Descriptions of each role are included in [Appendix B](#TeamRoles). In addition to providing a mechanism for creating groups, the letters of recommendation provide an opportunity for students to practice letter writing skills. Students submit as many letters of application as they want; however, each client/role combination is printed as a separate letter. The instructor sorts the letters by client and role. If more than one student applies for a role for a specific client, the instructor selects the person who submitted the letter that best articulates the knowledge and skills needed for the role and/or client and is written in a polished professional style (mastery of mechanical correctness and word choice). Students are not expected to already possess the knowledge and skills needed for a role or client. In fact, they are encouraged to apply to work for clients that provide the opportunity to acquire new knowledge and for roles that provide the opportunity to develop news skills.

At the first team meeting, each group creates a team contract. The contract includes descriptions of mechanisms for communication, expectations for response time, and methods for using technology to share information, for making decisions, and for addressing conflicts. The Operations Manager is responsible for submitting the signed contract, recording notes of all meetings, and posting meeting notes in a digital location that the team and the instructor can access. Although students collaborate on activities throughout the semester, most graded assignments are submitted by each student and reflect the student’s ability to communicate what the team has discussed. This increases individual accountability and reduces the concern many students have that their grades will be negatively impacted by students who contribute less.

One of the most important steps in this model is breaking down the client request into the questions that need to be answered. Although many of the client requests are written in ways that suggest a simple yes/no recommendation, most recommendations require qualifications. For example, Dr. Gamble-Prothro, an internist, has noticed her mood is better when she is physically active. She requests a recommendation as to whether she should prescribe physical activity to patients who report depressive symptoms (see [p. 73](#BeasleyGambleProthro) for the full client description and recommendation request). To answer this question, students need to consider whether the goal is to improve mood and/or other symptoms of depression, whether the symptoms meet the criteria for a clinical diagnosis, and whether the choice is between physical activity and medication. It is also important that students address the client’s request and not a related topic. For example, Dr. O. Zing, a medical pain specialist, asks whether he should add a health psychologist to his treatment team (see [p. 84](#OZing)). Although many pain management techniques complement or are an alternative to biomedical treatment (e.g., acupuncture, yoga), students must stick to methods that a health psychologist would use.

Once it is clear that students understand their client’s request, they receive instruction for locating sources and summarizing articles (both review and research articles). The process of reviewing sources takes several weeks and occurs concurrently with the first few chapters of the text (an introduction to psychological scientific thinking, sources of information, and scientific claims and validities). Note that the order of chapters described here is for a specific text; however, the success of the consulting model does not depend on a particular chapter/topic order. Under the leadership of their Director of Library Research, team members coordinate the location and review of sources. The first wave of summaries requires each team member to contribute two unique summaries, one of which must be a research article. After instruction for how to integrate sources and properly use in-text citations, each team prepares a brief presentation that integrates the findings from the first wave of summaries (i.e., a group of four will integrate the information collected from eight sources) and includes a list of the next sources to be summarized (along with the rationale for their choices). Students repeat this process with a second wave of sources. For the third and final wave of sources, each student adds one additional source and the presentation includes a comprehensive integration of all of the sources summarized. The summaries are shared among group members so that a group of four will have a total of 20 sources on their topic by the end of the literature review process. At this point, each student writes a formal recommendation to the client that includes proper in-text citations and a reference list.

For this model to work, students need adequate class time to collaborate on activities. This is accomplished by flipping the classroom. Students read and study each chapter on their own time and take chapter quizzes in class. On the day a quiz is scheduled, time is allotted at the start of class for students to ask questions about the chapter (depending on the chapter, this can take 10-20 min). Next, they take a quiz, which is collected and reviewed. In the remaining time, students collaboratively apply the concepts from the chapter. This model was created for a course that meets twice each week for 75 min, and many activities (e.g., making a list of outcome variables associated with the client’s request and methods of measuring each) can be completed in the remaining class time; however, more complex activities (e.g., one that includes listing the variables that are relevant to the client’s request, creating a correlation matrix of hypothesized values, and creating scatterplots with hypothetical data to represent two variable combinations) are scheduled for two days. Teams are selected to share completed activities with the class. These activities are not graded; the purpose is to reinforce the content of the text and to provide opportunities for students to develop problem-solving and communication skills.

At the end of the semester, after learning about different research methods and completing in-class application activities, each team designs a study that addresses its client’s request and adds to the literature. The design process is conducted under the leadership of the Director of Research Design. The Director of Public Relations coordinates the preparation of a presentation that is delivered to a mock IRB (the class) by the Director of Research Design. In addition to discussing methods for protecting participants, students provide each other with feedback on their study designs. Next, each student submits an APA-style research report (using hypothetical data) that goes through a blind peer-review process. Prior to the review process, students read an article by Lovejoy, Revenson, and France (2011) about the peer-review process. Following the peer-review, students receive feedback in the form of a letter from the editor of a journal (the instructor) and peer reviewer comments. Each student then submits a revised research report with a letter to the editor that describes the changes made to the paper.

The final task for each team is to provide a formal presentation to the client. Teams are scheduled individually to present their recommendations to their respective clients. Clients are represented by faculty members from a variety of departments. Even though most clients are written as individuals, each client is represented by two to four faculty members. The goal is to simulate a professional environment in which a presentation is made to individuals outside of the “company.” If faculty members are not available to play the role of client, advanced students who completed the course could be an alternative. The Director of Public Relations coordinates the creation of the presentation for the client recommendation. The recommendation includes a review of the literature and a description of the hypothetical study conducted by the team. Following the recommendation, the client asks questions and decides whether students presented sufficient evidence to support the recommendation.

The final individual assignment is a self-evaluation and an evaluation of each team member. The content of the evaluations is not shared with group members (and does not influence grades); however, students can choose to meet with the instructor to receive a verbal summary based on instructor observations and information obtained through team member evaluations.

Figure 1. Schematic of the Consulting Model

Students submit letters of application for roles on client teams

Instructor creates collaborative teams

Teams meet and create team contracts

Chapter quizzes and application activities

* Psychology as a science
* Sources of information
* Critically thinking about research
* Ethical issues

Each team dissects the client’s request and identifies questions associated with the request

Each team systematically searches, summarizes, integrates, and reports to the class

Each student submits a written recommendation to the client with the team’s sources appropriately cited and referenced

Chapter quizzes and application activities

* Measurement
* Surveys and observations
* Sampling
* Bivariate correlational research
* Multivariate correlational research
* Experiments
* Confounds
* Factorial designs
* Quasi-experiments
* Replication, generalization, application

Each team designs a study that addresses the clients request and adds to the literature

Each team presents a proposal to the Mock IRB (the rest of the class) and receives feedback on the design and consent procedures,

Each student submits an APA-style research report with hypothetical data

Each student receives peer and instructor feedback on the research report

Each team prepares and provides a formal oral recommendation to the client (represented by faculty members)

Each student submits self and team member collaboration evaluations

Each student submits a revised research report

Note: This schematic reflects the order of chapters in *Research Methods in Psychology 2e: Evaluating a World of Information* (Morling, 2015) but can be modified to fit a different text. (Click [hyperlink](#TheConsultingModel) to return to the narrative description of the consulting model)

# Connections to the American Psychological Association *Guidelines 2.0*

All five goals identified in the *APA Guidelines for the Undergraduate Psychology Major, Version 2.0* (*Guidelines 2.0*; APA, 2013) can be met through this approach to teaching Research Methods. Most clients pose questions that reflect everyday life, involve fields other than psychology that rely on psychological science to make decisions, and address topics that encompass the breadth of the field (Goal 1). For example, Principal Pedroia asks a question about the use of modern technology to address an education-related issue that requires knowledge associated with human development, social influences, behavior change, and biological psychology.

The real-world questions posed by these fictional clients challenge students to put aside personal beliefs based on anecdotal evidence, and the activities promote psychology information literacy, problem-solving, and design skills (Goal 2). For example, students who work on Principal Pedroia’s request must recognize that their respective middle school physical education classes and personal attitudes about exergaming may not correspond with evidence of the effectiveness of traditional physical education curricula or exergaming. They must also determine how they can answer the client’s question with published data from correlational, experimental, and quasi-experimental designs and how they can add to the literature by designing correlational, experimental, and quasi-experimental studies. In the design process, students can choose to address basic research questions that are the foundation of the applied question or they can design studies that directly address the application.

In addition to giving students the opportunity to identify and address ethical issues associated with conducting research, clients can be selected so that students address social issues, global issues, and public policy; working in collaborative groups provides the opportunity to develop an understanding of how individual differences influence the beliefs and values that then influence the collaborative experience (Goal 3). For example, Aliyah Houston (see [p. 90](#AliyahHouston)) asks for a recommendation to address identity threat in the workplace. Identity threat in the workplace is an important social issue, and, through this topic, students learn to recognize the ways in which their own beliefs about identity threat influence their respective contributions to their group.

This educational model supports the development of communication skills across a variety of formats and for a variety of audiences (Goal 4). Through the collaborative process, students must orally communicate contributions within their respective collaborative teams and to the class as a whole. Individually, they write letters of application, a recommendation to the client, and a formal research report. Each group packages the information as an oral presentation for a scientific audience (the mock IRB) and for a nonscientific audience (the client).

Finally, this model for teaching Research Methods contributes to professional development (Goal 5). While applying psychology concepts to a specific workplace setting, students learn to negotiate differing opinions and develop strategies to balance their personal preferences with decisions that are in the best interest of the group. Establishing team roles allows students to develop leadership and project management skills while concurrently contributing to the group in a supportive role that reflects self-regulation.

The activities and assignments provided in this resource are identified by the *Guidelines 2.0* goals (1 – 5) and outcomes (e.g., 1.2, 2.3) they meet. Additionally, clients that provide the opportunity to meet specific outcomes also include the *Guidelines 2.0* identifiers. For example, Keri Wilson, Director of Communications for the Public Health Department, requests a recommendation that will help her address recent decreases in vaccinations due to misinformation about the connection between vaccinations and autism reported in the press (see [p. 83](#KeriWilson)). In addition to the goals and outcomes met by all client requests, this client topic specifically meets Goal 3 (Ethical and Social Responsibility in a Diverse World), Outcome 3.3. (adopt values that build community at local, national, and global levels), Indicator 3.3d (describe psychology-related issues of global concern). Instructors can use the *Guidelines 2.0* information to select activities and assignments for their courses, and departments can use this information to assess the course within the major curriculum.

# Differences between this Model and Other Approaches to Teaching Research Methods

This approach to teaching research methods differs from other models in four distinct ways. First, although students can apply to work on topics that interest them, they cannot choose topics beyond the list presented by the instructor. This forced-choice approach may not be desirable to instructors who prefer to have students select their own topics; however, it allows the instructor to prepare for the topics in advance, which is not possible when topics are determined after the semester has begun. Second, as already described, the instructor does not lecture but uses a form of the flipped classroom. This provides a critical shift toward using instructional time for the development of higher order, problem-solving. Third, the course emphasizes collaboration, scaffolding, and modeling. The activities are designed to develop skills needed to work effectively with a team. Assignments challenge students, and the instructor’s role is to provide each team with just enough support to continue moving forward. Students are encouraged to help each other and to help other teams during activities. Fourth, students do not collect or analyze data; they create tables and figures from hypothesized results because the client requests are beyond the scope of what can be collected in one semester. Thus, this model would not be appropriate for a course for which data collection is a requirement; however, the model would be appropriate for a course that requires data analysis if an instructor created client questions that reflect existing databases or if the instructor created databases with fictional data.

# Adapting this Model to Meet Instructor and/or Department Objectives

 This consulting model and corresponding assignments can be adapted to meet instructor and/or department needs and objectives . Instructors are discouraged from attempting to adopt the model as-is all at once. Rather, instructors are encouraged to try several of the activities the first semester and add more the next time the course is offered. Instructors are also encouraged to have the entire class work on the same client request the first semester. The single client approach is described in more detail below.

 When selecting the number of clients for the class, the first consideration is the number of students enrolled in the course. Providing support in one class meeting to more than five teams working on different topics is a challenge. Thus, assuming each team includes four or five students and each team is responsible for a different client request, the ideal class size is no greater than 25. If the enrollment is greater than 25, two teams can work on each client request. One advantage of having two teams work on the same client is that teams typically approach the same client in different ways and this provides a great opportunity for students to compare and contrast responses to activities.

 If enrollment is greater than 25, the entire class can work on one client request rather than dividing the class into groups that address different requests. As suggested earlier, the single client option should also be considered the first time the model is adopted. In this variation, students work in collaborative teams to complete activities and then report solutions to the class. The client is chosen from a set of three options that each student rank orders (a summary table of rank orders is presented to the class and the class determines the client based on the results). Students are assigned to teams based on a survey of skills (students rate their own abilities across a variety of skills such as searching data bases, reading and summarizing sources, creating presentations, delivering presentations) so that skill sets complement one another. When the single client approach is used, the team application assignment, mock IRB, and recommendation to the client are eliminated.

 One of the greatest features of this model is the ability to select clients that address specific topics that can be examined empirically while simultaneously building content knowledge reflective of one or more goals from *Guidelines 2.0* (as already discussed). For example, if collaborative team skills are a priority, instructors can assign client requests that address team work questions, such as Connie Shienshus (see [p. 94](#ConnieShienshus)), who requested tips for selecting and training individuals likely to succeed in a team environment. If the research course is specific to a topical area within psychology (e.g., biological, social, health, human development), instructors can choose or create clients to address specific applications related to those areas. For example, a Research Methods in Social Psychology course might include Tia Nguyen, the President of the Parent-Teacher Organization at Center Middle School, who would like the school to address the issue of bullying (see [p. 67](#TiaNguyen)). A Research Methods in Human Development course might include Hunter Le, a spokesperson for a non-profit organization, who was asked to comment on the potential dangers of videogame playing, computer use, and television viewing on the visual health and development of children and adolescents (see [p. 61](#HunterLe)).

 This model also provides the flexibility to select clients that are interesting to the students . If the students in a department tend to pursue clinical careers, careers with children, or health-related professions, then clients with clinical, developmental, and health questions should be selected, respectively. If an instructor does not know the students prior to the course, advisors and mentors might be able to provide information about student interests. Or, an instructor could send an email prior to the start of the semester to get an idea of the interests of the class. It is not essential that every student be interested in all of the clients presented to the class; however, a student-centered selection of clients is important (Schmidt et al., 2011).

 Appendix A includes ready-to-use activities and assignments that can be chosen to fit with the goals and content of the course. For example, if one of the primary objectives for the course is for students to develop APA-style research report writing skills, then more writing activities and assignments can be added and one or more design activities can be removed. The selection and sequence of activities can be modified to reflect the content and order of material presented in the course textbook. If the textbook presents observational methods in one chapter and survey methods in another chapter, then the Survey and Observations Activity (see [p. 41](#SurveysAndObservationsActivity)) can be assigned after both chapters have been covered or the activity can be modified to address each separately. If the textbook does not include a chapter on multivariate correlational research, then the related activity can be excluded.

 Although most activities can be considered optional when adapting the model, a few are important to include. Because team collaboration is an integral part of PBL, activities related to team creation and to evaluation are essential. Instructors might prefer other methods of creating teams, establishing team contracts, and evaluating team members over the methods described here. Regardless of the specific method, each of these team-specific activities should be included and should be explained to students in terms of process and importance.

# Tips for Creating Clients

 A list of 50 clients is provided in [Appendix C](#MasterClientList); however, instructors are encouraged to create new clients that might better fit the goals of their courses and the interests of their students. Following a review of research that examined the qualities of good problems for PBL, Schmidt and colleagues (2011) concluded that problems should be authentic, be appropriate for the students’ learning level, prompt discussion, be framed in a way that students can clearly identify the related learning issues, stimulate students to engage in self-directed learning, and be interesting. Inspiration for new clients can come from a variety of sources, including

1. **Student interests**

Chip Nosez (see [p. 76](#ChipNosez)) was created following several conversations with a student about fMRI research investigating psychodynamic concepts.

1. **The *Monitor on Psychology* (American Psychological Association)**

Not only does the cover of the *Monitor* highlight contemporary issues, advances in research, and long-standing research questions, each issue includes articles about how psychologists are applying their knowledge, expertise, and research findings. Issues also include a section called *In Brief* that provides 100-200 word snapshots of recent research findings.

1. **The *Observer* (Association for Psychological Science)**

Like the *Monitor*, the *Observer* highlights contemporary issues, advances in research, and long-standing research questions. Each issue includes a section called *Uncommon Careers* that showcases individuals using psychological science in other arenas. Each issue also includes a section called *Teaching Current Directions in Psychological Science* that describes methods for using reviews from *Current Directions* in the classroom.

1. **Conference Presentations**

Paper presentations provide current findings, and keynote presentations provide an extensive discussion of a research topic. The inspiration for V. Hickle Jalopy (see [p. 99](#VHickleJalopy)) came while I listened to an excellent presentation on distracted driving by David Strayer at the National Institute on the Teaching of Psychology.

1. **Literature reviews and meta-analyses**

Literature reviews and meta-analyses indicate a sufficient literature exists for a question. A review can provide a foundation for a topic that is outside of the instructor’s area of expertise. *Current Directions in Psychological Science* is an excellent source for reviews because each article is written by an expert on that topic.

1. **Media reports of research findings and trends**

Media blasts on recently published research findings are great sources because students often hear one or more of these sound bites. My preference is the network news reports of newly published findings because many suggest implications that are not warranted by the research design or findings; however, more comprehensive reports that include appropriate interpretations of results and last for more than 10 seconds are also good. The question asked by Professors Tappen and Golden about whether students should take notes in longhand or on their laptops (see [p. 69](#TappenAndGolden)) caught the attention of news agencies when the Mueller and Oppenheimer (2014) study was published. Thomas Harlan’s question about teaching hearing children to sign before they speak (see [p. 61](#ThomasHarlan)) addresses a trend that has been discussed in the media and seen on reality television programs.

1. **Conversations with family and friends who work in other professions.**

Chief Chris Berguson (see [p. 96](#ChiefBerguson)) was inspired by a conversation with a friend. Over dinner one night, my friend casually and matter-of-factly described the way he successfully solved a problem with bike thefts at a subway station. I was not surprised that his solution was consistent with psychological research, but I was impressed by the systematic, evidence-based approach he took to developing his solution.

1. **Claims of “in my day…” and “everybody knows…”**

Jonas Lamb’s question about whether or not to he should tell others he was diagnosed with bipolar disorder (see [p. 75](#JonasLamb)) was inspired by the statement a woman made that, “in her day, people did not talk about their issues.” And, Bertha Egregia’s goal of raising a professional golfer and an honors student (see [p. 60](#BerthaEgregia)) addresses the phrase “practice makes perfect.”

When creating new clients, it is important to ask the following questions:

1. **Will students be interested in this topic?**

Student interests vary from section to section and semester to semester, and it can be difficult to stay on top of those changes; however, finding out what students are thinking and talking about can be accomplished by asking students in other courses and asking other professors what students talk about and write about in their courses.

1. **Does the client’s request meet the goals established for the course?**

If the course emphasizes survey methods, then a client request should include variables that can be measured through surveys. If the course emphasizes laboratory research, then the client request should reflect a problem for which laboratory research exists. If the emphasis is on experimental design, the client request must lend itself to experimental manipulation.

1. **Does the client’s request encompass more than one area within psychology?**

This is an advantage, but is not a requirement. When client requests can be addressed using research conducted in multiple areas within psychology (e.g., biological psychology, social psychology, cognitive psychology), students gain a better understanding of the commonalities and differences between the areas. The other advantage is that students whose primary interests are in different areas can share an interest in the same client.

1. **Does the client’s request encompass research conducted in disciplines in addition to psychology?**

It is essential that students become aware of what is published by professionals in other disciplines. Not only does this ensure students do not develop a psychology-centric perspective, it also prepares students for the increasingly interdisciplinary research arena.

1. **Is the body of literature sufficient to meet the goals established for the quantity of literature required?**

As described here, teams are required to locate, summarize, and integrate 20 sources (25 for a five-person team). An instructor may want students to accumulate fewer or more sources. Regardless, it is important to determine what is available before creating the client.

1. **Can the client’s request be addressed through a variety of research methods?**

The pedagogical model requires students to think about how they would answer a question using both correlational and experimental methods. Some clients may not lend themselves to one or the other. Students might have to determine how to quantify a categorical variable or might have to choose a quasi-experimental design over an experimental design for ethical purposes.

1. **Is the answer obvious?**

An obvious answer is fine if the research methods used to provide the answers are complex. For example, V. Hickle Jalopy wants to know if he should include hands-free technology in all of his new vehicles (see [p. 99](#VHickleJalopy)). Recently, students in one section knew that research indicates hands-free technology is problematic before they even began to read the literature. What they did not know was how researchers collected the evidence.

1. **Does the client’s request fit the description of the client’s inspiration?**

Students often get caught up in the back story and fail to address the client’s request for a recommendation. When creating new clients, be prepared to address this if the backstory includes more information than the client’s actual request.

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## Appendix A

## Activities and Assignments

Activities and assignments that connect the content of the course to the client requests used in the consulting model are listed below with the respective goals, outcomes, and indicators from *Guidelines 2.0* for each. Ready-to-use activity forms and assignment instructions can be accessed by clicking the hyperlinks.

1. [Team Application Assignment](#TeamApplicationAssignment)……………………………………………………………. 28

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Goal 4. Communication, Outcome 4.3. Interact Effectively with Others

Goal 5. Professional Development, 5.1. Apply Psychological Content and Skills to Career Goals

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Goal 4. Communication, Outcome 4.1. Demonstrate Effective Writing for Different Purposes

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Goal 5. Professional Development, 5.2. Exhibit Self-Efficacy and Self-Regulation

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Goal 5. Professional Development, 5.2. Exhibit Self-Efficacy and Self-Regulation

Goal 5. Professional Development, 5.4. Enhance Teamwork Skills

**Team Application Assignment**

**Overview**:

The purpose of this assignment is to give you the opportunity to indicate which client topics interest you and which role(s) you are interested in filling for your team.

**Application Process**:

For this assignment, you are to write a letter of application for each role and client that interests you. You may apply for as many (or few) positions as you want. You are encouraged to apply for more than one position in the event that another student applies for the same position.

Your application should be formatted as a letter, and should be addressed to:

Hiring Manager

RM Consulting

888 The Science Way

Evidence, MA 02115

[You are not applying to work for your client; please do not address your letters to your client.]

Identify the client team and role for which you are applying and include information about your education, skills, and interests. The best applicant gets the job. Sometimes the best applicant is the person who has the most skills and knowledge for the role and the client. Other times, the best applicant is the person who does not have the skills and/or knowledge to fit the role or the client, but who is able to communicate enthusiasm and value in having the opportunity to develop those skills and/or that knowledge.

Each application requires a separate letter. Please ***do not*** write one letter that indicates all the clients and/or roles that interest you.

**Submitting Your Assignment:**

A hardcopy of each letter of application must be submitted at the beginning of class on **\_\_\_\_\_\_\_\_\_\_.**

Team Contract Activity

|  |
| --- |
| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Team Member | Role | Strengths |
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|  |  |  |
| Method of communication outside of class:  |
| Expectations for reading and responding to emails sent by group members: |
| Method(s) of collaboration (how will you use technology to share/integrate information?): |
| Method for making decisions (how will the team decide which ideas to use?): |
| Conflict resolution (how the team will address conflicts between members, should any arise?): |
| Other team expectations/rules: |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print name Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print name Signature

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Print name Signature

Client Request Activity

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| *The first thing your team needs to do is figure out what the client is asking and to list questions related to the client’s request.* **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Write the client’s request (exactly as stated in the client description): |
| In the words of your team, what is the client asking? |
| What are the variables of interest? |
| What questions does the team need to answer in order to prepare a recommendation for the client? |

Team Search Strategy Activity – Wave 1

*Now that your team has determined what the client is asking, you need to develop a strategy for locating and summarizing sources. The Director of Library Research is responsible for managing this discussion, and the Operations Manager is responsible for completing and submitting the form.*

|  |
| --- |
| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *Describe the strategy the team will use to efficiently search the literature by answering the following questions:* |
| Does the team know of any authors who have published articles related to this topic? If so, who are they? Will every team member search every known author? If not, indicate who is responsible for which. |
| What key words will be used? Will every team member search every key word? If not, indicate who is responsible for which. |
| Which databases will be used? Will every team member search every database? If not, indicate who is responsible for which. |
| Which journals would be useful to search for articles related to the client’s request that have been published by psychologists? Will every team member search each of these journals? If not, indicate who is responsible for which. |
| How will the team communicate during the search process to make sure you do not duplicate sources?  |
| How will the references and respective article types (review, research) and abstracts be collected by the Director of Library Research? |

**Article Summary Assignment and Integration Activity**

**Overview**:

For the next several weeks, your team will locate, summarize, and integrate sources related to your client’s request. Each team member is responsible for critically summarizing five sources that are different from the sources summarized by other team members. The first two summaries of the five sources (Wave 1) are due next week. At least one of the two sources summarized by each team member must be a research article. Two more summaries (Wave 2) are due the following week, both of which must be of research articles. The fifth and final summary (Wave 3) is due the week after that and can be either of a research or review article, depending on what best fits the needs of the team.

**Sources:**

**The Director of Library Research will lead the team through the article search and selection process. It is important that the team be very selective when choosing articles to summarize since these will be the sources on which the team bases, in part, the recommendation to the client. All sources must be from peer-reviewed journals.**

**Teams should NOT select all five articles for each team member at one time. Focus on the first two for each team member and then make decisions about the additional sources AFTER you complete the first wave of summaries.**

**Article Summaries**:

Use the summary templates and follow the summary instructions provided. Submit a printed copy of each in class on the due date(s) and an electronic copy of each by email to the instructor.

**Source Integration and Presentation:**

After each team member has submitted her or his first two sources, the team will prepare a presentation (10-minute maximum) to communicate the integration of the sources to the class. You must cite information included in the slides using APA format and include an APA style reference list for the summarized sources at the end. The presentation will also include information about the articles the team plans to summarize next with a justification for why you selected those articles for the next wave.

**Preliminary Written Recommendation Assignment**

**Provide a written recommendation to the client based on the evidence your team accumulated from the review and research articles. Incorporate in the recommendation all of the sources summarized by your team, cite them correctly, and include them in the reference list. You can discuss the recommendation with your team members; however, each team member must write her or his own recommendation.**

NIH Protecting Human Research Participants Course Assignment

Prior to our next class meeting, complete the National Institutes of Health (NIH) Protecting Human Research Participants (PHRP) Course online (<https://phrp.nihtraining.com/users/login.php>). The NIH PHRP website suggests you allot three hours to complete this online course. Bring a printed copy of the course certificate to class.

Ethical Considerations Activity

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| --- |
| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Director of Research Design: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *Given your client’s question, what are some of the ethical issues your group will have to consider when designing your study? These might include aspects of the population that would be studied, methods of recruiting participants, expected risks and benefits of participation, and/or risks to participants during the process of gathering and sharing of data. List and describe potential issues below and indicate which of the APA Ethical Principles is associated with each.* |
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Measurement Activity

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| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Director of Research Design: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *Create a list of outcome variables that should be measured to provide evidence related to the client’s request . Identify multiple methods of measurement that have been reported in the literature to assess each variable and describe each method of measurement in terms of measurement type and scale. Provide reliability and validity information reported in the sources you have summarized.*  |
| **Outcome Variable 1:** |
| Methods of Measurement (provide at least two per variable) | Type and Scale for each method of measurement | Reliability and Validity information for each method of measurement (provide citations) |
|  |  |  |
|  |  |  |
|  |  |  |
| **Outcome Variable 2:** |
| Methods of Measurement (provide at least two per variable) | Type and Scale for each method of measurement | Reliability and Validity information for each method of measurement (provide citations) |
|  |  |  |
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| **Outcome Variable 3:** |
| Methods of Measurement (provide at least two per variable) | Type and Scale for each method of measurement | Reliability and Validity information for each method of measurement (provide citations) |
|  |  |  |
|  |  |  |
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| **Outcome Variable 4:** |
| Methods of Measurement (provide at least two per variable) | Type and Scale for each method of measurement | Reliability and Validity information for each method of measurement (provide citations) |
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Surveys and Observations Activity

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| --- |
| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Director of Research Design: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *You have two options for this activity. Your team can create either a survey or a method of observation to measure one of the variables related to your client’s request. Regardless of choice, provide a conceptual definition for the variable.* ***Survey****: If your team designs a survey, include at least five items that reflect the tips for writing well-worded questions discussed in the text. The survey will need a name and instructions.* ***Observation****: If your team designs an observational method, provide an operational definition for the variable, instructions for observers, and a form for recording observations.*  |
| Variable:Conceptual definition:Method (survey or observation):Operational definition (if observation): |
| *Submit a typed, ready-to-use form of your survey/observation method. Copies will be made and distributed to the class for discussion and feedback. They will not be used for data collection purposes.* |

Sampling Activity

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| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Director of Research Design: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *If your team were to conduct a study to answer your client’s question, who would be included in the sample and how would you recruit study participants? Identify inclusion and exclusion criteria and describe two different sampling techniques you might use to address your client’s request.*  |
| Inclusion criteria: |
| Exclusion criteria: |
| List any criteria that would require additional measurement and how you would measure them (e.g., if major depressive disorder is an exclusion criterion, how would you measure it?) |
| Name of sampling method 1:Describe how you would use this method to identify the participants for your study: |
| Name of sampling method 2:Describe how you would use this method to identify the participants for your study: |

Bivariate Correlational Research Activity

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| --- |
| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Director of Research Design: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| List the quantitative variables related to your client’s request that would be appropriate to include in a correlation. |
| Choose two variables from the list above and write a hypothesis for the predicted association.  |
| Create a scatterplot (with hypothetical data points) to represent the predicted association stated in the hypothesis above. |
| List categorical variables related to your client’s request that would be appropriate for a test of association. |
| Choose one categorical variable and one quantitative variable from the lists above and write a hypothesis for the predicted association.  |
| Create the corresponding bar graph (with hypothetical averages) to represent the predicted association stated in the hypothesis above.  |

Multivariate Correlational Research Activity

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| --- |
| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Director of Research Design: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Identify one predictor variable and one criterion variable related to the client’s request. Predictor = Criterion =  |
| Identify a potential *moderator* variable associated with the two variables listed above. |
| Illustrate the hypothesized *moderation* using the format provided in the textbook. |
| Identify a potential *mediator* variable associated with the two variables listed above. |
| Illustrate the hypothesized *mediation* using the format provided in the textbook. |
| Describe the steps (in order) that would be followed to examine the *mediation* hypothesis illustrated above.1.2.3.4.5. |

 Research Design Activity

|  |
| --- |
| **Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Director of Research Design: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *Select the most appropriate research design (one-way, factorial, or quasi-experiment) to fit your client’s request.* |
| Identify the design:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Identify the independent variable(s) [or predictor variable(s), if a quasi-experiment]: |
| Identify the dependent variable(s) [or outcome variable(s), if a quasi-experiment]: |
| State the hypothesis(es): |
| Create a flow chart to illustrate the design:  |
| Create a table and figure to illustrate the hypothesized results. |

Mock IRB Activity

|  |
| --- |
| *The purpose of the Mock IRB is for your team to (1) practice describing your study and (2) receive feedback on your study design and methods for protecting participants.* *The Director of Research Design is responsible for leading the team through the design process and presenting the study on behalf of the team.**The Director of Public Relations is responsible for coordinating the creation of the presentation and study materials (informed consent form, recruiting flyers, intervention scripts, and questionnaires) and the electronic submission of the documents to the instructor.*Each team will have 15 minutes to present the information listed below and 15 minutes to answer questions from the IRB.To support the description of your study, please create a presentation that includes the following: * study title
* study purpose
* hypotheses
* participant information (number, characteristics, inclusion/exclusion criteria, sampling method)
* design flow chart
* manipulation or grouping details
* measures
* procedures
* benefits and potential risks to participants and methods used to minimize participant risk
* methods used to protect participant data
* an explanation of how your study addresses the client’s request and adds to the existing literature

Submit an electronic copy of your presentation along with an informed consent form, recruiting flyers, intervention scripts, questionnaires, and the debriefing script the day before your team is scheduled to present to the IRB.  |

Research Report Assignments

|  |
| --- |
| **First Submission:**Each student will submit an APA-style research report for peer review. Team members can discuss the organization and contents of the research report; however, each student must write her or his own paper. The sources summarized by the team earlier in the semester will be used for the introduction and, as appropriate, the discussion section. Hypothetical results will be used in lieu of real results. **Peer Review:**After research reports are submitted, each student will provide an anonymous review of another student’s research report using the guidelines outlined in Lovejoy, Revenson, and France (2011). Later, each student will receive feedback in the form of a letter from the editor (your professor) of a fictional journal. Attached to the letter will be the comments from the peer reviewer. **Revised Research Report and Letter to the Editor:**Each student will revise her or his research report using the feedback provided by the editor and peer reviewer. Along with the revised research report, each student will submit a letter to the editor that indicates the changes made to the document.  |

Lovejoy, T. I., Revenson, T. A., & France, C. R. (2011). Reviewing manuscripts for peer-review journals: A primer for novice and seasoned reviewers. *Annals of Behavioral Medicine*, *42*, 1-13. <http://dx.doi.org/10.1007/s12160-011-9269-x>

Client Recommendation Assignment

|  |
| --- |
| *The purpose of the presentation is to sell your recommendation to the client. A good sell requires effective delivery and strong evidence. The representatives for the client will determine whether or not to accept your recommendation. They will determine this based on:*The quality of the presentation:* audibility
* clarity
* confidence
* organization
* visual aids
* capturing and maintaining the interest of the client

The quality of the content:* strength of arguments
* quality of supporting evidence
* quantity of supporting evidence
* strength of your research design

Your recommendation will be organized in the following order (deviation from this order will likely lead to client confusion):* state the client’s request
* state your recommendation
* provide clear conceptual definitions of the variables related to the client’s request
* provide evidence from the literature to support your recommendation (refer to specific studies and provide citations)
* explain your study (hypotheses, participants, manipulation (if appropriate), measures, procedures
* provide hypothetical results (include tables/figures)
* identify limitations
* discuss the ways in which the study contributes to the literature
* apply your findings to the client’s request
* restate your recommendation

Each team will have 15 minutes to make its recommendation to the client. After the recommendation, the client will ask questions.  |

Collaboration Evaluation Assignment

*This evaluation requires considerable reflection on your own collaborative behaviors and skills as well as thoughtful discussion of the collaborative behaviors and skills of your team members. Your comments should be written in complete sentences and include examples.*

Self-Evaluation

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please answer the following questions about your experiences working with your team this semester.

1. How would you describe yourself as a team member? For example, did you take a leadership role during most discussions? Did your role change to fit the task? Did you listen but say little? (You are not limited to these options.)
2. What do you believe were your most significant contributions to your team? Provide specific examples of the contributions you made to your team discussions this semester.
3. What collaborative skills did you improve this semester? Provide specific examples of changes you made this semester in the ways in which you work in collaborative teams.
4. What collaborative skills do you believe you need to continue to work on? Be specific.

Team Member Evaluations:

*Make a copy of this form to evaluate each team member. Please be sure to write the respective team member’s name at the top of each form. Attach the completed forms to your self-evaluation.*

Team member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please answer the following questions about your experiences working with this member of your team.

1. How would you describe this person as a team member? For example, did she or he take a leadership role during most discussions? Did her or his role change to fit the task? Did she or he listen but say little? (You are not limited to these options.)
2. What do you believe were this person’s most significant contributions to your team? Provide specific examples of the contributions this member made to team discussions this semester.
3. What collaborative skills do you believe this person improved this semester? Provide specific examples of changes made this semester in the ways this person works in collaborative team.
4. What collaborative skills do you believe this person needs to continue to work on? Be specific.

## Appendix B

## Team Roles

**Operations Manager**

The Operations Manager is responsible for managing the team and the project. The Operations Manager will run the meetings, establish a timeline for completing tasks, identify issues as they arise, and enact solutions. The Operations Manager is responsible for keeping notes (minutes) of every meeting, for maintaining communication among the members of the team, and for providing the Head of Consulting (class instructor) with regular progress reports.

Skills: The person who applies for this position should have (or is interested in developing) strong organization and communication skills. Some knowledge of the consulting topic is desirable. This person should also enjoy solving puzzles and thinking outside of the box, should be comfortable with (or be interested in developing skills in) facilitating group decisions and coordinating individual contributions to a single group product.

**Director of Library Research**

The Director of Library Research is responsible for managing the literature search and summary process. This person will guide the team through the search for relevant resources such that the team summarizes the most relevant journal articles for the topic. This person is responsible for keeping an up-to-date reference list (in APA style) and sharing the team summary table with the Head of Consulting.

Skills: The person who applies for this position should have (or be interested in developing) strong computer, critical thinking, and leadership skills. This person should have (or be interested in developing) experience searching the internet for professional journals and organizing information to be shared with others.

**Director of Research Design**

The Director of Research Design is responsible for managing the research design process. This person will oversee the design aspect of the Mock IRB proposal, will provide a brief study overview during the Mock IRB, and will keep track of all suggestions provided by the instructor and the IRB for research design improvements. This person will lead the group in the process of determining the final research design used in making the recommendation to the client and will ensure that all elements of the design are included in the presentation to the client.

Skills: The person who applies for this position should enjoy solving puzzles and thinking outside the box, should be comfortable with (or be interested in developing skills in) facilitating group decisions and coordinating individual contributions to a single group product.

**Director of Public Relations**

The Director of Public Relations is responsible for overseeing the design and creation of the materials used in the presentation to the IRB and the formal presentation to the client. This includes the format, style, and graphics used to communicate the research design and the final recommendation. If the team does not include a Chief Editor, the Director of Public Relations will ensure that materials have been proofread (either by doing it himself or herself or by identifying a team member to do so).

Skills:  The person who applies for this position should be creative and should be able to use (or learn to use) presentation software. This person should be able to manage creative brainstorming sessions and feel comfortable making final design decisions.

**Chief Editor**

The Chief Editor is responsible for making sure all materials prepared for the IRB and the client have been through a thorough proofreading process.

Skills: The person who applies for this position should have (or want to develop) strong writing skills, an eye for detail, and the ability to provide corrections to others in a professional manner. This person should be able to work well under pressure and be able to make final editing decisions.

## Appendix C

## Master Client List

The Master Client List includes 50 clients that represent the breadth of the field. Each client description provides a brief backstory and a specific request for information. Each client listing also includes two to four major topical areas within psychology (e.g., biological psychology, cognitive psychology) associated with the problem. The topical areas are provided as search terms that can be used to find clients on the list that meet student interests and/or course objectives. Additionally, each client listing includes an article (magazine and/or peer-reviewed) that addresses the problem. For many clients, the article provided is a review (either narrative or meta-analysis). The articles give the instructor a basic overview of what is known or an introduction to the topic. The instructor can choose whether or not to provide the students with the articles.

***Topical Search Terms:***

|  |  |  |
| --- | --- | --- |
| Abnormal Psychology | Human Development | Psychology of Addictions |
| Addiction | Individual Differences | Psychology of Aging |
| Biological Psychology | Media Psychology | Psychology of Emotion |
| Clinical/Counseling  | Military Psychology | Psychology of Religion |
| Cognitive Psychology | Motor Skills | Psychopharmacology |
| Criminal Psychology | Neuroscience | School Psychology |
| Diversity | Organizational Psychology | Sensation and Perception |
| Educational Psychology | Performance Psychology | Social Psychology |
| Exercise Psychology | Personality Psychology | Sport Psychology |
| Family Psychology | Positive Psychology  | Substance Use and Abuse |
| Health Psychology | Psychology and Law |  |

**Organization of Clients**

Broad categories were created to provide some organization to the list of clients. Although many clients could be listed under more than one category, only one was used per client. The categories are in the following order:

[Human Development](#HumanDevelopment)……………………………………………………………………………. 59

[Education/Learning](#EducationLearning)……………………………………………………………………………… 64

[Abnormal/Clinical/Counseling](#AbnormalClinicalCounseling)………………………………………………………………….. 71

[Health](#Health)……………………………………………………………………………………………. 77

[Family/Relationships](#FamilyRelationships)……………………………………………………………………………. 85

[Work/Professional](#WorkProfessional)……………………………………………………………………………….. 89

[Crime/Law](#CrimeLaw)………………………………………………………………………………………. 96

[Technology](#Technology)……………………………………………………………………………………… 98

**Human Development:**

**Mr. Azure, Little Sox Baseball League**

Mr. Azure is planning the post-season banquet for the Little Sox Baseball League. In a meeting with league coaches, he announced he has ordered trophies for every child on every team. Coach Windom asked what the trophies were for and was not happy with the response. Mr. Azure said the parents expected their children to receive trophies for going to practice on Saturdays, playing in games, and cheering for each other when sitting on the bench. Coach Windom said the only trophies that should be given are for the players on each of the teams that won the playoff game for their respective age group. Mr. Azure said the trophies are a symbol of praise and praise is important to keep children motivated. Coach Windom said children who receive trophies for showing up and playing will not develop a clear sense of their individual strengths and weaknesses. He also suggested some children might suffer embarrassment for receiving a trophy when everyone knows they are not very good players.

*Request: Make a recommendation as to whether or not every child should receive a trophy for the purpose of motivation and future performance.*

**Human Development, Psychology of Motivation**

Mueller, C. M., & Dweck, C. S. (1998). Praise can undermine children’s motivation and performance. *Journal of Personality and Social Psychology*, *75*, 33–52. <http://dx.doi.org/10.1037/0022-3514.75.1.33>

Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, *36*, 1117–1142. <http://dx.doi.org/10.1177/0149206309352246>

***Bertha Egregia, Dedicated Mom***

Bertha Egregia always wanted to have a child who would become a professional golfer. She also always wanted to have a child graduate from high school *summa cum laude*. Fortunately, she was blessed with twin daughters and is well on her way to preparing Callaway for a career in golf and Summer to be an honors student. She believes the key to expert performance is deliberate practice. Quite simply, she believes that long and intense practice is the key to success. Her husband, Arnold Egregia, believes that experts are born with the capacity to succeed and, without the requisite genetics, no amount of additional practice will make a difference. Before Mrs. Egregia insists the girls give up other activities to accommodate more practice and before she signs the girls up for extra sessions, she wants to know if the extra practice will help them reach her goals.

*Request: Make a recommendation as to whether or not Bertha Egregia should make arrangements for her daughters to be able to practice more to ensure that Callaway will become a professional golfer and Summer will graduate high school with honors.*

**Educational Psychology, Sport Psychology, Performance Psychology**

Macnamara, B. N., Hambrick, D. Z., & Oswald, F. L. (2014). Deliberate practice and performance in music, games, sports, education, and professions: A meta-analysis. *Psychological Science*, *25*, 1608–1618. <http://dx.doi.org/10.1177/0956797614535810>

***Thomas Harlan, Director, Sunshine Day Care***

Thomas Harlan is the director of Sunshine Day Care. He has heard that children can learn to sign before they learn to speak and that learning to sign can actually help them learn to speak sooner. He wants to support the language development of the children at his day care center and is wondering if he should start teaching sign language at Sunshine Day Care.

*Request: Make a recommendation as to whether or not Thomas Harlan should teach sign language at Sunshine Day Care and, if so, at what age he should start.*

**Human Development, Language, Cognitive Psychology**

Fitzpatrick, E. M., Thibert, J., Grandpierre, V., & Johnston, J. C. (2014). How HANDy are baby signs? A systematic review of the impact of gestural communication on typically developing, hearing infants under the age of 36 months. *First Language*, *34*, 486–509. [http://dx.doi.org/10.1177/0142723714562864](http://dx.doi.org/10.1177/0142723714562864%20)

Goodwyn, S. W., Acredolo, L. P., & Brown, C. A. (2000). Impact of symbolic gesturing on early language development. *Journal of Nonverbal Behavior*, *24*, 81–103. [http://dx.doi.org/10.1023/A:1006653828895](http://dx.doi.org/10.1023/A%3A1006653828895%20)

***Hunter Le, Eyes on the Future***

Mr. Le is the spokesperson for Eyes on the Future, a non-profit organization that helps get the word out about issues related to children and adolescents. He was asked to comment on the potential dangers of videogame playing, computer use, and television viewing on the visual health and development of children and adolescents.

*Request: Make a recommendation as to what Mr. Le should say about the effects of videogame playing, computer use, and television viewing in his statement about the visual health and development of children and adolescents.*

**Sensation and Perception, Biological Psychology, Human Development**

Richtel, M. (2011, January 5). Eye specialists question Nintendo’s warning on 3-D technology and children. *The New York Times.* Retrieved from <http://bits.blogs.nytimes.com/2011/01/05/eye-specialists-question-nintendos-warning-on-3-d-technology-and-children/?_r=0>

National Public Radio. (2011, January 3). *Nintendo warns parents of eye risks in 3-D game.* <http://www.npr.org/2011/01/03/132622521/nintendo-warns-parents-of-eye-risks-in-3-d-game>

Note: Vision specialists interviewed for the respective news reports commented that nothing in the literature supported Nintendo’s concern. This client should be adopted for use with students who are eager to learn about the development of vision and who are comfortable with a topic for which there are few sources directly related to the client’s request.

***Ajay Patel, Director of Parent Preparation, Oakenpalms Adoption Agency***

As the director of parent preparation for Oakenpalms Adoption Agency, Ajay Patel is responsible for developing workshops and printed materials for adoptive parents. He would like to address the concern that adoptive parents do not bond with babies to the same degree as biological parents and would like to provide support to help adoptive parents develop strong bonds with their children.

*Request: Provide Mr. Patel with information regarding bonding between adoptive parents and children, including whether or not bonding is different between adoptive and biological parents and ways in which adoptive parents can develop strong bonds with their children.*

**Human Development, Family Psychology, Social Psychology**

van den Dries, L., Juffer, F., van IJzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2009). Fostering security? A meta-analysis of attachment in adopted children. *Children and Youth Services Review*, *31*, 410–421. [http://dx.doi.org/ 10.1016/j.childyouth.2008.09.008](http://dx.doi.org/%2010.1016/j.childyouth.2008.09.008)

***Ellen Zaneman, Activity Director, Mellow Hill Estates***

Ellen Zaneman is responsible for creating programs for the residents of Mellow Hill Estates, a community of homes that are owned and inhabited by individuals who are at least 55 years old. Ms. Zaneman’s primary goal is to contribute to positive aging; however, she is not quite sure what it means to age positively, to know if someone has aged positively, or how to help Mellow Hill Estates residents age positively.

*Request: Provide Ms. Zaneman with a clearer understanding of what positive aging is, how to determine if someone is aging positively, and what contributes to positive aging so that she can create appropriate programs.*

**Psychology of Aging, Positive Psychology, Cognitive Psychology, Health Psychology**

Depp, C., Vahia, I. V., & Jeste, D. (2010). Successful aging: Focus on cognitive and emotional health. *Annual Review of Clinical Psychology*, *6*, 527–550. <http://dx.doi.org/10.1146/annurev.clinpsy.121208.131449>

**Education/Learning**

***Zena Cabot, Ed.D., Dean of Students, Cauley College***

Dr. Cabot, the Dean of Students at Cauley College, has heard a lot of reports in the news over the past few years about the benefits of mindfulness training. She heard mindfulness training is associated with a variety of health outcomes and even improved memory and cognition. She is wondering if she should provide mindfulness training for students. Before she invests in this type of program, she would like to know what mindfulness training is, what the training includes, what the full-range of benefits are, and how/why it works.

*Request: Make a recommendation as to whether or not Dean Cabot should provide mindfulness training for students and provide the information she has requested.*

**Health Psychology, Cognitive Psychology, Biological Psychology, Clinical/Counseling, Educational Psychology**

Note: This client contributes to *Guidelines 2.0* Goal 1. Knowledge Base in Psychology, Outcome 1.3 Describe applications of psychology, Indicator 1.3B Evaluate how the mind and body interact to influence psychological and physical health.

Eberth, J., & Sedlmeier, P. (2012). The effects of mindfulness meditation: A meta-analysis. *Mindfulness*, *3*, 174–189. <http://dx.doi.org/10.1007/s12671-012-0101-x>

***Kia Keen, M.Ed., Academic Coach***

Kia Keen, an academic coach at a state university, is developing a workshop series to improve students’ learning. She is planning to provide five workshops, each reviewing a different learning technique (e.g., highlighting, using notecards, practice testing). She has created a list of possible techniques to cover, but does not know which five are most effective.

*Request: Recommend five learning techniques that have been demonstrated to be effective for Ms. Keen to include in her workshop series.*

**Psychology of Learning, Cognitive Psychology, Educational Psychology**

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, *14*, 4–58. <http://dx.doi.org/10.1177/1529100612453266>

**Lotske and Wisely**

Two First Year Seminar (FYS) instructors, Noah Lotske and Sharon Wisely, were discussing Facebook one day. Noah Lotske believes Facebook is an important way for students to stay socially connected while they make new friends at college. Sharon Wisely believes that Facebook is a distraction and may interfere with many aspects of psychological and social well-being. Although the discussion started off as friendly banter, they realized that it is important for them to know the true benefits and/or consequences of Facebook use and develop FYS content accordingly.

*Request: Make a recommendation as to whether or not the FYS instructors should address Facebook use in the FYS course and, if so, what they should include.*

**Human Development, Social Psychology, Cognitive Psychology, Educational Psychology, Media Psychology**

Anderson, B., Fagan, P., Woodnutt, T., & Chamorro-Premuzic, T. (2012). Facebook psychology: Popular questions answered by research. *Psychology of Popular Media Culture*, *1*, 23–37. <http://dx.doi.org/10.1037/a0026452>

Gray, R., Vitak, J., Easton, E. W., & Ellison, N. B. (2013). Examining social adjustment to college in the age of social media: Factors influencing successful transitions and persistence. *Computers & Education*, *67*, 193–207. <http://dx.doi.org/10.1016/j.compedu.2013.02.021>

**Kay Mistry, Ph.D., Associate Professor of Science**

Dr. Mistry is always looking for ways to improve students' exam performance. One day Dr. Knight told her about a study that showed that writing about test anxiety immediately before an exam can increase exam scores. On another day, Dr. Covan told her about defensive pessimism and strategic optimism, two coping strategies used by students to manage performance anxiety. Dr. Covan told her that defensive pessimists manage anxiety by thinking about (and preparing for) bad outcomes and strategic optimists manage anxiety by avoiding thoughts of impending performance situations. Dr. Mistry wants to provide students with the opportunity to write about their anxiety before exams but is concerned that this might be counterproductive (if not detrimental) for the students who use a defensively pessimistic strategy.

*Request*: Make a recommendation as to whether or not Dr. Mistry should provide time immediately before exams for students to free-write about their test anxiety.

**Cognitive Psychology, Educational Psychology, Personality Psychology**

Ramirez, G., & Beilock, S. L. (2011). Writing about testing worries boosts exam performance in the classroom. *Science*, *331*, 211–213. <http://dx.doi.org/10.1126/science.1199427>

Norem, J. K., & Illingworth, K. S. S. (1993). Strategy-dependent effects of reflecting on self and tasks: Some implications of optimism and defensive pessimism. *Journal of Personality and Social Psychology*, *65*, 822–835. [http://dx.doi.org/10.1037/0022-3514.65.4.822](http://dx.doi.org/10.1037/0022-3514.65.4.822%20)

***Tia Nguyen, Parent-Teacher Organization President, Center Middle School***

Tia Nguyen is a dedicated parent and president of the Parent-Teacher Organization (PTO) at Center Middle School. She would like the school to address the issue of bullying (both face-to-face and cyberbullying) and is looking for a recommendation as to how the school might best do so.

*Request: Make a recommendation to Ms. Nguyen as to how Center Middle School can best address the issue of bullying.*

**Human Development, School Psychology, Social Psychology**

Note: This client contributes to *Guidelines 2.0* Goal 3. Knowledge Base in Psychology, Outcome 3.2 Build and enhance interpersonal relationships, Indicator 3.2B Promote civility in self and others.

Merrell, K. W., Gueldner, B. A., Ross, S. W., & Isava, D. M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly*, *23*, 26–42. <http://dx.doi.org/10.1037/1045-3830.23.1.26>

Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-based bullying prevention programs’ effects on bystander intervention behavior. *School Psychology Review*, *41*, 47–65.

***State University College***

The President of State University College was recently accused of contributing to the college binge drinking problem by not developing programs to combat the problem. In an interview with the press he stated that underage students experience considerable peer pressure to drink and that, because it is illegal to drink before the age of 21, underage drinkers go to great lengths to hide their drinking. He stated that the current drinking age makes it very difficult for him and his staff to directly monitor and supervise drinking behaviors.

*Request: Make a recommendation as to whether or not State University College should develop programs to reduce binge drinking among their students and/or if the College should push for changes in the legal drinking age.*

**Human Development, Social Psychology, Substance Use and Abuse**

DeJong, W., & Blanchette, J. (2014). Case closed: Research evidence on the positive public health impact of the age 21 minimum legal drinking age in the United States. *Journal of Studies on Alcohol and Drugs*, *S17*, 108–115. <http://dx.doi.org/10.15288/jsads.2014.s17.108>

Pitts, J. R., Johnson, I. D., & Eidson, J. L. (2014). Keeping the case open: Responding to DeJong and Blanchette’s “Case Closed” on the minimum legal drinking age in the United States. *Journal of Studies on Alcohol and Drugs*, *75*, 1047–1049. <http://dx.doi.org/10.15288/jsad.2014.75.1047>

Vernig, P. M., & Orsillo, S. M. (2014). Drinking motives and college alcohol problems: A prospective study. *Journal of Substance Use*. <http://dx.doi.org/10.3109/14659891.2014.923053>

Wechsler, J., Dowdall, G. W., Davenport, A., & Castillo, S. (1995). Correlates of college student binge drinking. *Journal of Public Health*, *85*, 921–926. <http://dx.doi.org/10.2105/AJPH.85.7.921>

***Oscar Kenneth Tappen, Ph.D., Assistant Professor of English and Cyrus Lance Golden, Ph.D., Assistant Professor of Biology***

Dr. Tappen and Dr. Golden are in a heated debate regarding the use of laptops in the classroom. Dr. Tappen believes students should be encouraged to use laptops in class. He believes taking notes on a laptop is more efficient and the quality of notes is better. Many students agree with this claim, stating that typing notes in class is much faster than writing by hand and makes it possible to get everything down exactly as stated by the professor. He also says laptops can be used for other purposes such as quick queries (e.g., definitions of terms, answers to questions generated during class discussion) and believes that engaging in this type of activity provides the instructor with opportunities for modeling and developing skills needed to locate and critically evaluate electronic sources. Dr. Golden believes students should be discouraged from using laptops in class. He believes laptops provide distractions because students can have other windows open while taking notes. He believes handwriting notes is better because it requires students to determine what to write rather than simply transcribing what the professor says. He says students can use their cellphones for quick queries, thus not restricting his ability to support the development of skills needed to locate and critically evaluate electronic sources. He says the sound of tapping on keys is annoying.

*Request: Make a recommendation as to whether or not laptops should be used in the classroom.*

**Cognitive Psychology, Educational Psychology**

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, *25*, 1159–1168. <http://dx.doi.org/10.1177/0956797614524581>

***Snow Vanna Winkle, M.D.***

Dr. Winkle is the Dean of Students at Excella University. Students tell Dr. Winkle that they do not sleep very much or very well, and she believes that her students would be healthier and would learn more if they were better rested. She would like to start a program she calls the *Sleep Initiative* to help students sleep, feel, and learn better; however, this will cost money.

*Request: Make a recommendation as to whether or not Dr. Winkle should develop a program to increase sleep among students and, if so, what outcomes she should expect to find if students had better sleep habits.*

**Biological Psychology, Cognitive Psychology, Health Psychology, Social Psychology, Human Development**

Hershner, S. D., & Chervin, R. D. (2014). Causes and consequences of sleepiness among college students. *Nature and Science of Sleep*, *6*, 73-84. [http://dx.doi.org/10.2147//NSS.S62907](http://dx.doi.org/10.2147/NSS.S62907)

**Abnormal/Clinical/Counseling**

***Grandpa Burney***

Grandpa Burney tells his children, grandchildren, great grandchildren, and anyone else who crosses his path to *turn that frown upside down*. He believes that if people would just smile a little more, they would feel better. He believes that our brains and our hearts are easily tricked by putting on a smile and that our health can be improved by smiling more. He is so confident in his opinions that he plans to make a bet with his heirs. If he is right, each heir will have to take him to dinner and a comedy show. If he is wrong, he has to cook one of his fantastic meals for them. Being the savvy grandpa that he is, he wants the evidence before he makes the bet.

*Request: Make a recommendation to Mr. Burney as to whether or not he should bet his heirs that smiling can change a person’s emotions and improve health.*

**Abnormal Psychology, Clinical/Counseling, Biological Psychology, Social Psychology**

Strack, F., Martin, L. L., & Stepper, S. (1988). Inhibiting and facilitating conditions of the human smile: A nonobstrusive test of the facial feedback hypothesis. *Journal of Personality and Social Psychology*, *54*, 768-777. <http://dx.doi.org/10.1037/0022-3514.54.5.768>

Kim, M. J., Neta, M., Davis, F. C., Ruberry, E. J., Dinescu, D., Heatherton, T. F.,…Whalen, P. J. (2014). Botulinum toxin-induced facial muscle paralysis affects amygdala responses to the perception of emotional expressions: Preliminary findings from an A-B-A design. *Biology of Mood & Anxiety Disorders*, *4(*11). <http://dx.doi.org/10.1186/2045-5380-4-11>

***Nick Camel, Robust Health Insurance Co.***

Nick Camel is responsible to determining the benefits provided by Robust Health Insurance Co. He is currently reviewing benefits for smoking cessation treatment. Chantix®, an oral medication, and the various over-the-counter nicotine replacement options (patches, gum, nasal spray, inhalers, and lozenges) are the only treatments currently covered, each with a co-pay of $5. He has noticed that many subscribers seek smoking cessation treatment more than once and is wondering if adding counseling as a requirement for receiving the benefit would increase the effectiveness of medication and nicotine replacement treatments so that patients do not need to engage in so many attempts to quit.

*Request: Make a recommendation as to whether or not Nick Camel should require counseling for subscribers of Robust Health Insurance Co. who receive coverage for oral medication or nicotine replacement treatment for smoking cessation.*

**Addictions, Psychopharmacology, Health Psychology, Clinical/Counseling**

Merluzzi, A. (2014). Breaking bad habits. *Observer*, *27*(1), 20-24. Retrieved from <http://www.psychologicalscience.org/index.php/publications/observer/2014/january-14/breaking-bad-habits.html>

Stead, L. F., & Lancaster, T. (2012). Combined pharmacotherapy and behavioural interventions for smoking cessation. *Cochrane Database of Systematic Reviews*, *10*. <http://dx.doi.org/10.1002/14651858.CD008286.pub2>

***Beasley Gamble-Prothro, M.D.***

Dr. Gamble-Prothro, an internist, noticed that her mood is more positive after she goes for a long walk. She believes that most of her patients who complain of symptoms of depression could relieve their symptoms better by engaging in regular physical activity than by taking anti-depressants.

*Request: Make a recommendation as to whether or not Dr. Gamble-Prothro should prescribe regular physical activity, rather than anti-depressants, to patients with depressive symptoms.*

**Psychology of Emotion, Abnormal Psychology, Clinical/Counseling, Exercise Psychology**

Reed, J., & Buck, S. (2009) The effect of regular aerobic exercise on positive-activated affect: A meta-analysis. *Psychology of Sport and Exercise*, *10*, 581–594. <http://dx.doi.org/10.1016/j.psychsport.2009.05.009>

Stanton, R., & Reaburn, P. (2014). Exercise and the treatment of depression: A review of the exercise program variables. *Journal of Science and Medicine in Sport*, *17*, 177–182. <http://dx.doi.org/10.1016/j.jsams.2013.03.010>

**Van Gobach, Ph.D.**

Dr. Gobach works with trauma patients. He has used expressive writing with great success in his practice for many years, but he is interested in trying new forms of treatment. He is considering using art therapy and/or music therapy; however, he does not want to waste his time learning new forms of therapy or waste his clients' time with therapy that is not as effective as (or more effective than) the expressive writing that he currently uses.

*Request: Make a recommendation as to whether or not Dr. Gobach should add art and/or music therapy to the treatment options he provides his trauma patients.*

**Trauma Psychology, Psychology of the Arts, Clinical/Counseling**

Bensimon, M., Amir, D., & Wolf, Y. (2012). A pendulum between trauma and life: Group music therapy with post-traumatized soldiers. *The Arts in Psychotherapy*, *39*, 223–233. <http://dx.doi.org/10.1016/j.aip.2012.03.005>

Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, *8*, 162–166. <http://dx.doi.org/10.1111/j.1467-9280.1997.tb00403.x>

Schouten, K. A., de Niet, G. J., Knipscheer, J. W., Kleber, R. J., & Hutschemaekers, G. J. M. (2014). The effectiveness of art therapy in the treatment of traumatized adults: A systematic review on art therapy and trauma. *Trauma, Violence, & Abuse*, 1–9. <http://dx.doi.org/10.1177/1524838014555032>

***Sheena Jane, Founder, The Teale School***

Sheena Jane is starting a new school, The Teale School, for children with autism. Her vision for the Teale School is to provide the best and most comprehensive approach to supporting the development of children diagnosed with autism. She assumes applied behavior analysis (ABA) is effective; however, she is wondering about other interventions such as physical activity, nutrition, music, and art.

*Request: Make a recommendation to Ms. Jane as to the best and most comprehensive approach The Teale School can offer children with autism.*

**Abnormal Psychology, Educational Psychology, Human Development, Motivation**

Francis, L. (2005) Autism interventions: A critical update. *Developmental Medicine & Child Neurology*, *47*, 493–499. <http://dx.doi.org/10.1111/j.1469-8749.2005.tb01178.x>

***Jonas Lamb***

Jonas Lamb was recently diagnosed with bipolar disorder . He is concerned about telling others due to the stigma attached to mental illness. He does not want to be treated differently because of his diagnosis. On the other hand, he wonders if telling others would help de-stigmatize mental illness. His mother says mental illness does not carry the stigma that it once did and tells him not to worry about it.

*Request: Make a recommendation as to whether or not Mr. Lamb should avoid telling others about his diagnosis because of associated stigma or if telling others is likely to help de-stigmatize mental illness.*

**Clinical/Counseling, Social Psychology, Cognitive Psychology**

Note: This client was inspired by the June, 2009 issue of the *Monitor on Psychology* (<http://www.apa.org/monitor/2009/06/index.aspx>) that includes several articles on this topic.

Corrigan, P. W., Morris, S. B., Michaels, P. J., Rafacz, J. D., & Rüsch, N. (2012). Challenging the public stigma of mental illness: A meta-analysis of outcome studies. *Psychiatric Services*, *63*, 963–973. <http://dx.doi.org/10.1176/appi.ps.201100529>

Schomerus, G., Schwahn, C., Holzinger, A., Corrigan, P. W., Grabe, H. J., Carta, M. G., & Angermeyer, M. C. (2012). Evolution of public attitudes about mental illness: A systematic review and meta-analysis. *Acta Psychiatrica Scandinavica*, *125*, 440–452. <http://dx.doi.org/10.1111/j.1600-0447.2012.01826.x>

***Chip Nosez***

Chip Nosez is thinking about applying to graduate programs in clinical psychology. The first step he must complete before looking for programs is to determine which of the therapeutic approaches he would like to pursue. He was going to dismiss the psychodynamic approach because he does not think there is enough evidence to support the central tenets (e.g., unconscious needs, drives, and motives; defense mechanisms) or techniques (e.g., analysis of transference, dream interpretation, hypnosis); however, he recently saw a news report that indicated recent research (including brain imaging studies) supports the efficacy of the psychodynamic approach. Chip is wondering if there is sufficient evidence to support the theory and its application or if hypnosis and dream interpretation are best viewed as forms of entertainment.

*Request: Make a recommendation as to whether or not Chip should rethink his negative views of the psychodynamic approach before he dismisses the theory and therapeutic techniques.*

**Clinical/Counseling, Neuroscience**

Axmacher, N., Kessler, H., & Waldhauser, G. T. (2014). Editorial on psychoanalytical neuroscience: Exploring psychoanalytic concepts with neuroscientific methods. *Frontiers in Human Neuroscience*, *8*, 674. <http://dx.doi.org/10.3389/fnhum.2014.00674>

***Seth Susmar, Nurse Practitioner***

Seth Susmar is a nurse practitioner who would like to do a better job addressing the needs of patients with panic disorder. Rather than provide a prescription for anti-anxiety medication or provide a generic referral to the mental health center, he would like to figure out which form of treatment is most effective. If medication is effective, he can prescribe it himself; however, if another form of treatment is more effective, he wants to be able to find a professional who provides that form of treatment and then refer patients directly to that person.

*Request: Make a recommendation to Mr. Susmar as to the best form of treatment for panic disorder and, if it includes mental health support, what key criteria he should be looking for in a professional or center to make a referral*

**Abnormal Psychology, Clinical/Counseling, Psychopharmacology**

Mitte, K. (2005). A meta-analysis of the efficacy of psycho- and pharmacotherapy in panic disorder with and without agoraphobia. *Journal of Affective Disorders*, *88*, 27–45. <http://dx.doi.org/10.1016/j.jad.2005.05.003>

**Health**

***Fixit Insurance Company***

Subscribers frequently ask if stress management programs are covered under the Fixit Insurance plan. At this time, the insurance company does not reimburse for stress management programs; however, after reading an article in a popular magazine, the CEO has suggested the company look into this.

*Request: Make a recommendation as to whether or not reimbursement for stress management programs is likely to be worthwhile, in the long-run, for Fixit Insurance.*

**Health Psychology, Biological Psychology**

Sharma, M., & Rush, S. E. (2014). Mindfulness-based stress reduction as a stress management intervention for healthy individuals: A systematic review. *Journal of Evidence-Based Complementary and Alternative Medicine*, *19*, 271–286. <http://dx.doi.org/10.1177/2156587214543143>

***Brianna Scanlon***

Brianna Scanlon has been trying to lose weight for the past two years. One night she told her friends how frustrated she is because she has not been able to lose more than a couple of pounds. Each friend offered an opinion about what it takes to lose weight. Bridgette said losing weight is simply a matter of self-control. Nico said Brianna should push food out of her mind. Jules insisted it is simply a matter of calories in – calories out. And, Amy said it is all a matter of changing the reward system in your brain.

*Request: Tell Ms. Scanlon which of her friends is correct. Explain what she should to do to lose weight.*

**Biological Psychology, Cognitive Psychology, Health Psychology, Social Psychology**

Note: This client was inspired by an *In Brief* entry in the *Monitor on Psychology* (November, 2014) that describes the following study:

Deckersbach, T., Das, S. K., Urban, L. E., Salinardi, T., Batra, P., Rodman, A. M.,…Roberts, S. B. (2014). Pilot randomized trial demonstrating reversal of obesity-related abnormalities in reward system responsivity to food cues with a behavioral intervention. *Nutrition & Diabetes*, *4*, 1–7. <http://dx.doi.org/10.1038/nutd.2014.26>

***Grey Geokath, M.D.***

As a surgeon, Dr. Geokath believes that surgery is necessary and essential in some situations; however, he also believes in the power of prayer. He does not think one religion is better than another; he thinks that all patients would respond better to surgery and recover more quickly if they prayed every day.

*Request: Make a recommendation as to whether or not Dr. Geokath should prescribe prayer for his surgical patients.*

**Psychology of Religion, Health Psychology, Social Psychology**

Hunsberger, J., Cheng, M. J., & Aslakson, R. A. (2014). Spirituality and religiosity during the perioperative period for cancer patients and their family: An integrative systematic review. *Palliative Medicine and Hospice Care Open Journal*, *1*, 8–15. <http://dx.doi.org/10.17140/PMHCOJ-1-103>

***Oscar Golden IV***

Oscar Golden IV is the heir of a fortune estimated at 1 billion dollars. He read an article in *Time* that suggested watching film stars smoke in movies influences whether or not individuals will pick up the habit. According to the article, exposure to smoking images can even influence children as young as 10 years old. Mr. Golden would like to donate $10,000,000 to help prevent kids from initiating smoking.

*Request: Make a recommendation as to whether or not Mr. Golden’s money would be well spent if he were to donate $10,000,000 to support the crusade to reduce smoking by minimizing smoking images in feature films.*

**Social Psychology, Psychology of Addiction, Media Psychology**

Morgenstern, M., Sargent, J. D., Engels, R. C. M. E., Scholte, R. H. J., Florek, E., Hunt, K.,… Hanewinkel, R. (2013). Smoking in movies and adolescent smoking initiation: Longitudinal study in six European countries. *American Journal of Preventive Medicine*, *44*, 339–344. <http://dx.doi.org/10.1016/j.amepre.2012.11.037>

***Health ’R Us***

The Director of Patient Services at Health ’R Us Community Medical Center read an interesting article in a magazine about doctor and patient communication styles. The article indicated that doctors differ in how they communicate with patients and patients differ in the kind of communication styles they prefer. She is wondering if she should institute a program that would match doctor and patient styles. Her hopes are that this kind of program would increase patient satisfaction as well as adherence (compliance) to treatment.

*Request: Make a recommendation as to whether or not the Director of Patient Services at Health ’R Us Community Medical Center should institute a doctor-patient matching program to increase patient satisfaction and adherence.*

**Health Psychology, Social Psychology, Psychology of Individual Differences**

Cvengros, J. A., Christensen, A. J., Cunningham, C., Hillis, S. L., & Kaboli, P. J. (2009). Patient preference for and reports of provider behavior: Impact of symmetry on patient outcomes. *Health Psychology*, *28*, 660–667. <http://dx.doi.org/10.1037/a0016087>

***Highrowgliphic Associates***

The Chief of Medicine at Highrowgliphic Associates heard that patients who use emotional disclosure respond better to the stress that accompanies the diagnosis and treatment of chronic and life-threatening illnesses than patients who do not engage in emotional disclosure. He is thinking about prescribing emotional disclosure to patients.

*Request: Make a recommendation as to whether or not providers should recommend patients to use emotional disclosure when faced with the stress of the diagnosis and treatment of chronic or life-threatening illness.*

**Health Psychology, Clinical/Counseling**

Frattaroli, J. (2006). Experimental disclosure and its moderators: A meta-analysis. *Psychological Bulletin*, *132*, 823–865. <http://dx.doi.org/10.1037/0033-2909.132.6.823>

Meads, C., & Nouwen, A. (2005). Does emotional disclosure have any effects? A systematic review of the literature with meta-analyses. *International Journal of Technology Assessment in Health Care*, *21*, 153–164. Retrieved from <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=292640&fileId=S026646230505021X>.

***Principal Pedroia, Fenway Middle School***

Principal Pedroia of Fenway Middle School is concerned about the rise in pediatric obesity. He believes he can make a small difference in the world by addressing this problem at his school. He is thinking about replacing the existing “balls, bats, and racquets” physical education classes with a curriculum designed around exergaming technology (e.g., Wii, Xbox Kinect, virtual stationary bike/treadmill racing) to improve student fitness and fitness attitudes.

*Request: Make a recommendation as to whether or not Principal Pedroia should switch to an exergaming physical education curriculum in order to improve fitness and fitness attitudes among his students.*

**Exercise Psychology, Health Psychology, Human Development, Educational Psychology**

Ennis, C. D. (2013). Implications of exergaming for the physical education curriculum in the 21st century. *Journal of Sport and Health Science*, *2*, 152–157. <http://dx.doi.org/10.1016/j.jshs.2013.02.004>

***Provider Depot***

The medical staff at Provider Depot are frustrated with patients not adhering to medical regimens. The staff say they take a lot of time examining and diagnosing their patients and they spend a good deal of time explaining treatment plans. One physician assistant noticed that patients with strong social support tend to adhere better to the medical regimens she prescribes and suggested that adherence could be increased by enlisting the support of members of patients’ social networks.

*Request: Make a recommendation as to whether or not social support is important for increasing adherence to medical regimens and whether or not the staff at Provider Depot would gain anything from requiring all patients be screened for social support.*

**Health Psychology, Social Psychology**

DiMatteo, M. R. (2004). Social support and patient adherence to medical treatment: A meta-analysis. *Health Psychology*, *23*, 207–218. <http://dx.doi.org/10.1037/0278-6133.23.2.207>

***Keri Wilson, Director of Communications, Public Health Department***

Ms. Wilson is the Director of Communications for the Public Health Department. One of the biggest issues she deals with is fear of vaccination. Vaccination fears skyrocketed following the publication of an article by Andrew Wakefield in 1998 that claimed a vaccination-autism link. Despite the fact that there were flaws in the study, that subsequent research failed to support the connection, and that the study was withdrawn by the publisher, vaccination rates have decreased and rates of diseases that can be prevented by vaccination have increased. Ms. Wilson wants to better understand how misinformation can be so influential and would like to know how to address it in her community so that vaccination rates will improve.

*Request: Explain the cognitive factors that contribute to the difficulty in fixing misinformation and make a recommendation as to how Ms. Wilson can create a campaign to address vaccination misinformation.*

**Cognitive Psychology, Social Psychology, Health Psychology**

Note: This client contributes to *Guidelines 2.0* Goal 3. Ethical and Social Responsibility in a Diverse World, Outcome 3.3 Adopt values that build community at local, national, and global levels, Indicator 3.3d Describe psychology-related issues of global concern .

This client was inspired by *The Panic Virus* by Seth Mnookin (2011).

Lewandowsky, S., Ecker, U. K. H., Seifert, C. M., Schwarz, N., & Cook, J. (2012). Misinformation and its correction: Continued influence and successful debiasing. *Psychological Science in the Public Interest*, *13*, 106–131. <http://dx.doi.org/10.1177/1529100612451018>

***O. Zing, M.D.***

Following the decision by the U.S. Food and Drug Administration to remove a frequently prescribed anti-inflammatory drug from the market, Dr. Zing noticed that many of his patients appear reluctant to take other anti-inflammatory and pain medications. More and more patients are asking about approaches to pain management that complement or replace medication. Dr. Zing is considering hiring a health psychologist who could provide these treatment options within his practice.

*Request: Make a recommendation as to whether or not Dr. Zing should add a health psychologist to his treatment team based on evidence-based approaches a health psychologist could deliver to significantly reduce pain and improve the quality of life of pain patients.*

**Health Psychology, Biological Psychology, Psychopharmacology, Clinical/Counseling**

Jensen, M. P. (2011). Psychosocial approaches to pain management: An organizational framework. *Pain*, *152*, 717–725. <http://dx.doi.org/10.1016/j.pain.2010.09.002>

**Family/Relationships**

***I. M. Bugby, M.D.***

Dr. Bugby is confused about the importance of social support. She believed that social support is essential to health until she heard that popularity can increase risk for getting sick. As a doctor who prides herself on the being on the cutting edge of patient care, and with the increase in concerns over new strains of the flu, she is at a loss for where social support fits in her practice.

*Request: Make a recommendation as to whether or not Dr. Bugby should encourage her patients to increase their social networks in this current health climate.*

**Health Psychology, Biological Psychology, Social Psychology, Clinical/Counseling**

Hamrick, N., Cohen, S., & Rodriguez, M. S. (2002). Being popular can be healthy or unhealthy: Stress, social network diversity, and incidence of upper respiratory infection. *Health Psychology*, *21*, 294–298. <http://dx.doi.org/10.1037/0278-6133.21.3.294>

***Daisy Dogg, M.D.***

Dr. Dogg recently read a news report that pets offer social support that is comparable to what humans offer. She was most impressed by the fact that pets might actually influence their owner’s blood pressure. As a cardiologist, she is wondering if she should advise her high risk patients to get pets.

*Request: Make a recommendation as to whether or not Dr. Dogg should prescribe pets for her patients who are at high risk for cardiovascular issues.*

**Social Psychology, Health Psychology**

Herzog, H. (2011). The impact of pets on human health and psychological well-being: Fact, Fiction or hypothesis? *Current Directions in Psychological Science*, *20*, 236– 239. <http://dx.doi.org/10.1177/0963721411415220>

***Dr. Alice Goode***

Dr. Goode specializes in gerontology. She noticed that many of the adult children who bring their parents in for office visits seem to have more colds than the average adult. Although these adult children are not her patients, she is concerned about their health and wonders if the frequency of symptoms is due to the responsibilities associated with caring for their parents. Dr. Goode would like to know if her suspicions are correct and if some kind of support program might help these caregivers.

*Request: Make a recommendation as to whether or not Dr. Goode should develop a caregiver program for her patients’ caregiving children as a method of improving the health (preventing illness) of these caregivers.*

**Health Psychology, Social Psychology, Psychology of Aging, Clinical/Counseling**

Kiecolt-Glaser, J. K., Marucha, P. T., Mercado, A. M., Malarkey, W. B., & Glaser, R. (1995). Slowing of wound healing by psychological stress. *The Lancet*, *346*, 1194– 1196. [http://dx.doi.org/10.1016/S0140-6736(95)92899-5](http://dx.doi.org/10.1016/S0140-6736%2895%2992899-5)

Nichols, L. O., Martindale-Adams, J., Burns, R., Graney, M. J., & Zuber, J. (2011). Translation of a dementia caregiver support program in a health care system – REACH VA. *Archives of Internal Medicine*, *171*, 353– 359. <http://dx.doi.org/10.1001/archinternmed.2010.548>

***Matrimony Makers, Inc.***

The president of Matrimony Makers, Mondo Luv, is looking for a new marketing approach for his company. Mr. Luv noticed people are waiting longer and longer to get married, which is not good for business. He heard that married people are healthier and happier than single people. He would like to adopt the advertising slogan *Matrimony Makers: Saving Lives one Heart at a Time*.

*Request: Make a recommendation as to whether or not Mr. Luv should adopt this new advertising slogan in order to sell marriage as a path to health and happiness.*

**Health Psychology, Family Psychology, Social Psychology**

Koball, H. L., Moiduddin, E., Henderson, J., Goesling, B., & Besculides, M. (2010). What do we know about the link between marriage and health? *Journal of Family Issues*, *31*, 1019– 1040. <http://dx.doi.org/10.1177/0192513X10365834>

Liu, H., & Umberson, D. J. (2008). The times they are a changin’: Marital status and health differentials from 1972 to 2003. *Journal of Health and Social Behavior*, *49*, 239– 253. <http://dx.doi.org/10.1177/002214650804900301>

Robles, T. F. (2014) Marital quality and health: Implications for marriage in the 21st century. *Current Directions in Psychological Science*, *23*, 427– 432. <http://dx.doi.org/10.1177/0963721414549043>

***Apple White and Florian Prince, One and Done Matching, Inc.***

Apple White and Florian Prince are the founders and directors of One and Done Matching, a new full-service matchmaking service. Ms. White and Mr. Prince want to create matches that will lead to long-term marital satisfaction. They are looking for recommendations as to what the best predictors of long-term marital satisfaction are so they can develop the most efficient and effective assessments tools.

*Request: Make a recommendation to Ms. White and Mr. Prince as to what the best predictors of marital satisfaction are and how these predictors can best be assessed.*

**Family Psychology, Biological Psychology, Social Psychology**

Note: The inspiration for this client is from

Sleek, S. (2014). Genetically ever after*. Observer*, *27*, 14-17, 35. Retrieved from <http://www.psychologicalscience.org/index.php/publications/observer/2014/february-14/genetically-ever-after.html>

Claxton, A., O’Rourke, N., Smith, J. Z., & DeLongis, A. (2012). Personality traits and marital satisfaction within enduring relationships: An intra-couple discrepancy approach. *Journal of Social and Personal Relationships* *, 29*, 375– 396. <http://dx.doi.org/10.1177/0265407511431183>

Jerskey, B. A., Panizzon, M. S., Jacobson, K. C., Neale, M. C., Grant, M. D., Schultz, M.,… Lyons, M. J. (2010). Marriage and divorce: A genetic perspective*, Personality and Individual Differences, 49*, 473–478. <http://dx.doi.org/10.1016/j.paid.2010.05.007>

***Danielle Wiseman***

Danielle Wiseman and her boyfriend, Paul Barry, just broke up. In an effort to move on, she packed up any and all items that remind her of their relationship and decided to block all thoughts of Paul. She put the box of memories in the garage and whenever thoughts of Paul enter her mind, she does whatever it takes to push the thoughts back out. It has been two weeks and it is not working. She cannot seem to stop thinking about Paul Barry.

*Request: Make a recommendation as to whether Ms. Wiseman should expect her approach to start working soon or if she should give up this approach and try something else to getting over Paul.*

**Cognitive Psychology, Psychology of Emotion**

The inspiration for this client is from Daniel Wegner’s thought suppression research often referred to as the “white bear studies.”

Wegner, D. M. (2011). Setting free the bears: Escape from thought suppression. *American Psychologist*, *66*, 671-680. <http://dx.doi.org/10.1037/a0024985>

Wegner, D. M., Schneider, D. J., Carter, S. R., White, T. L. (1987). Paradoxical effects of thought suppression. *Journal of Personality and Social Psychology*, *53*, 5– 13. <http://dx.doi.org/10.1037/0022-3514.53.1.5>

**Work/Professional**

***Frederic Burr, Supervising Manager of Branding, Creeyateev Consultants, Inc.***

Mr. Burr, the new Supervising Manager of Branding for Creeyateev, Inc., is responsible for the success of the creative team that designs product naming and packaging materials for clients of Creeyateev Consultants. It is very important that his team be highly motivated, but he is confused about whether he needs to hire individuals who are motivated by nature or if he needs to provide some system of rewards to motivate them.

*Request: Provide a recommendation as to whether Mr. Burr can best create a highly motivated team by hiring motivated people or providing motivating rewards.*

**Motivation, Cognitive Psychology, Organizational Psychology**

Hocine, Z., & Zhang, J. (2014). Autonomy support: Explaining the path from leadership to employee creative performance. *Open Journal of Social Sciences*, *2*, 417– 423. <http://dx.doi.org/10.4236/jss.2014.26048>

***Aliyah Houston, Human Resources Director, The Company***

Aliyah Houston is the Director of Human Resources at The Company. One of the things she likes most about The Company is the diversity of employees. She would like to ensure that diversity is an asset for The Company and not an issue. She read an article about identity threat in the workplace and would like to know which groups of individuals are most likely to experience identity threat, what the impact of identity threat is on the individual and the workplace, and what The Company can do to increase identity safety.

*Request: Advise Ms. Houston on the issue of identity threat, including who is at risk, what the implications are, and what can be done to reduce threat and increase safety.*

**Diversity, Organizational Psychology, Individual Differences, Social Psychology**

Note: This client contributes to *Guidelines 2.0* Goal 1. Knowledge Base in Psychology, Outcome 1.3 Describe applications of psychology, Indicator 1.3D Explain how psychological constructs can be used to understand and resolve interpersonal and intercultural conflicts.

Emerson, K. T. U., & Murphy, M. C. (2014). Identity threat at work: How social identity threat and situational cues contribute to racial and ethnic disparities in the workplace. *Cultural Diversity and Ethnic Minority Psychology*, *20*, 508–520. <http://dx.doi.org/10.1037/a0035403>

***Janet J Industries***

The management at Janet J Industries is concerned about work stress. One manager remembers learning something in a business course about employee control. The idea, she recalls, is that work stress can be reduced by giving employees control over their work hours and other aspects of their work days. The management team wonders if increasing employee control will reduce work stress and will lead to a healthier, more productive work team.

*Request: Make a recommendation as to whether or not Janet J Industries should develop methods of increasing employee control to increase employee health and productivity.*

**Health Psychology, Organizational Psychology, Social Psychology, Individual Differences**

de Jonge, J., van Vegchel, N., Shimazu, A., Schaufeli, W., & Dormann, C. (2010). A longitudinal test of the demand-control model using specific job demands and specific job control. *International Journal of Behavioral Medicine*, *17*, 125–133. <http://dx.doi.org/10.1007/s12529-010-9081-1>

***Brynn Kitt, Executive Director of Human Resources, Brentmando Toys***

Brynn Kitt, the head of Human Resources for Brentmando Toys, is currently reviewing the maternity and paternity leave policies for the company. The current policy is based on state law which provides for 8 weeks leave for eligible employees. Ms. Kitt would like to know if there would be any benefit from Brentmando Toys exceeding the 8-week length of leave currently provided. Specifically, she is wondering if a longer leave would result in physically and psychologically healthier children and parents, which would ultimately benefit the company.

*Request: Make a recommendation as to whether or not Ms. Kitt should extend the time given for maternity and paternity leave at Brentmando Toys as a mechanism for supporting the optimal health of the employees and their children.*

**Human Development, Organizational Psychology, Cognitive Psychology, Health Psychology, Family Psychology**

Brooks-Gunn, J., Han, W.-J., & Waldfogel, J. (2002). Maternal employment and child cognitive outcomes in the first three years of life: The NICHD Study of Early Child Care. *Child Development*, *73*, 1052–1072. <http://dx.doi.org/10.1111/1467-8624.00457>

Chatterji, P., & Markowitz, S. (2012). Family leave after childbirth and the mental health of new mothers. *The Journal of Mental Health Policy and Economics*, *15*, 61–76. Retrieved from <http://www.icmpe.org/test1/docs/15-061_text.pdf>

***Hugh Moore, CEO, Kramer and Costanza, Inc.***

Mr. Moore, CEO of Kramer and Costanza, Inc., noticed that his friends who laugh a lot seem to be healthier than his friends who do not laugh much. He wonders if laughter is, in fact, the best medicine and if he should consider developing work-based programs to encourage laughter among employees. He believes that more laughter equals fewer sick days, which means more productivity.

*Request: Make a recommendation as to whether or not Mr. Moore should develop work-based laughter programs for the employees of Kramer and Costanza as a method of improving health and productivity.*

**Health Psychology, Organizational Psychology**

Martin, R. A. (2002). Is laughter the best medicine? Humor, laughter, and physical health. *Current Directions in Psychological Science*, *11*, 216–220. <http://dx.doi.org/10.1111/1467-8721.00204>

Strean, W. B. (2009). Laughter prescription. *Canadian Family Physician*, *55*, 965–967. Retrieved from [http://www.cfp.ca/content/55/10/965.full.pdf+html](http://www.cfp.ca/content/55/10/965.full.pdf%2Bhtml)

***Paula Pokrifki, Lt. General, US Army Reserves***

Lt. Gen. Paula Pokrifki is responsible for reviewing and revising the officer training program for the U.S. Reserve Officers’ Training Corps. Selecting and training programs are revised on a regular basis to ensure that the systems align with the evolving demands of Army officers. Lt. Gen. Pokrifki would like to know what new selection and training tools have been developed and how successful they are.

*Request: Make a recommendation to Lt. Gen. Pokrifki as to what the best evidence-based selection and training tools are for officers.*

**Military Psychology, Individual Differences, Personality Psychology, Organizational Psychology**

Note: A special edition of *Military Psychology* was devoted to this topic in 2014. The introduction to the special issue is the following:

Rumsey, M. G. (2014). Introduction to the special issue on conceptualizing and predicting performance of military officers. *Military Psychology*, *26*, 253–258. <http://dx.doi.org/10.1037/mil0000049>

***Connie Shienshus, Executive Director of Human Resources, Phyffo Apps***

In addition to maintaining the company benefits plan and ensuring legal compliance to state and federal requirements for Phyffo Apps, a fast-growing mobile application design company, Connie Shienshus is responsible for the hiring and training of employees. Her success with the company depends on her ability to identify, hire, and train individuals who will not only be proficient in their individual positions but will also be able to work in teams. She would like to know if some personality characteristics are most likely to predict who will be committed to the organization, predict productivity and team performance, and predict counterproductive behaviors. If so, she would like to know how she can best assess these characteristics during the hiring process. Furthermore, she would like to know if these characteristics can be developed through worksite training programs if an applicant is has the technical ability but lacks the desired personality characteristics.

*Request: Make a recommendation as to whether or not Connie Shienshus can assess personality characteristics in the hiring process to determine if applicants will be reliable and productive employees who will succeed in team work, how she can best assess these characteristics, and if training can effectively improve these characteristics.*

**Individual Differences, Personality Psychology, Performance Psychology, Organizational Psychology**

Bell, S. T. (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *Journal of Applied Psychology*, *92*, 595–615. <http://dx.doi.org/10.1037/0021-9010.92.3.595>

Mount, M., Ilies, R., & Johnson, E. (2006). Relationship of personality traits and counterproductive work behaviors: The mediating effects of job satisfaction. *Personnel Psychology*, *59*, 591–622. [http://dx.doi.org/ 10.1111/j.1744-6570.2006.00048.x](http://dx.doi.org/%2010.1111/j.1744-6570.2006.00048.x)

***The Student Government Association, School University***

The Student Government Association (SGA) is putting together a petition to stop group work in courses at School University. The highly motivated, hard-working student leaders on campus say they are tired of being required to work in groups with less motivated and lazy students. They do not see any personal value in collaborative group work, unless charity to those less academically gifted is deemed valuable. They do not believe that group work leads to better products than individual work or that there is any way to increase the effectiveness of collaborative groups. They are planning to print 1000 signs with the message “Stop the Free Loading! Say NO to Group Work!” Before they continue, they would like to make sure the money for the signs is well spent.

*Request: Make a recommendation to the Student Government at School University as to whether or not they should continue their campaign to abolish group assignments across campus.*

**Social Psychology, Organizational Psychology, Performance Psychology**

Shuffler, M., DiazGranados, D., & Salas, E. (2011). There’s a science for that: Team development interventions in organizations. *Current Directions in Psychological Science*, *20*, 365–372. <http://dx.doi.org/10.1177/0963721411422054>

**Crime/Law**

***Chris Berguson, Chief of Police***

Chief Berguson is looking for solutions to a bike theft problem. The problem is that many commuters who bike to the subway station return at the end of the day to discover their bikes are gone. He heard a report on National Public Radio about a program developed by a police department that reduced the number of bike thefts by 67% by putting a life-size cardboard cop by the bike racks. He is also considering installing cameras near the bike racks. Before he adopts this program, Chief Berguson wants to know if any research evidence supports the use of cardboard cops and, if so, if using cardboard cops is better than installing surveillance cameras.

*Request: Make a recommendation as to whether Chief Berguson should use cardboard cops or surveillance cameras to reduce bike thefts.*

**Social Psychology, Criminal Psychology, Cognitive Psychology**

National Public Radio (Producer). (2013, August 7). Cardboard Cutout Is An Effective Police Officer [broadcast transcript]. Retrieved from <http://www.npr.org/2013/08/07/209751426/the-last-word-in-business>

Nettle, D., Nott, K., & Bateson, M. (2012). ‘Cycle thieves, we are watching you’: Impact of a simple signage intervention against bicycle theft. *PLoS ONE*, *7*, e51738. <http://dx.doi.org/10.1371/journal.pone.0051738>

Note: The literature on this topic is smaller and will require much more search time and creativity than most other clients; however, this topic is great for connecting basic research on self-consciousness to applied research specific to social behavior.

***Sherri Locke-Holmes, J. D.***

Ms. Locke-Holmes is a defense attorney representing a client charged with murder. The prosecutor’s case is based on eyewitness testimony. The witness said that he saw the defendant in a heated argument with the victim in an alley next to a popular bar and restaurant. The witness said he later saw the defendant exit through the bar doors 20 minutes before the body was discovered in the alley. Ms. Locke-Holmes would like to build her case on the factors that may have influenced the accuracy of the eye-witness testimony and would like to prepare her argument to address any misconceptions the jurors might have about eyewitness testimony.

*Request: Provide Ms. Locke-Holmes with information about the factors that influence the accuracy of eye-witness testimony and recommend whether or not she needs to be concerned about juror misconceptions about eye-witness testimony.*

**Cognitive Psychology, Psychology and Law, Social Psychology**

Loftus, E. F. (2013). 25 years of eyewitness science……finally pays off. *Perspectives on Psychological Science*, *8*, 556–557. <http://dx.doi.org/10.1177/1745691613500995>

**Technology**

***B. Michael Bruin, Director of Public Relations, HDMYGames, Inc.***

As the director of public relations for HDMYGames, Inc., a company that has developed and sold some of the most popular videogames on the market, Mr. Bruin is often asked about the potential costs and benefits of videogaming. In his standard response, he talks about the motor and problem-solving skills his children developed by playing videogames and says that he does not know anyone who became hostile or suffered any social ramifications from playing videogames. The problem with his answer is that it is based on anecdotal evidence. He would like to know if empirical evidence is consistent with the claims he has been making or if he needs to modify his statements to be consistent with research findings.

*Request: Make a recommendation as to whether research supports Mr. Bruin’s statements about the benefits (motor and problem-solving skill development) and lack of costs (hostility and social issues) associated with playing videogames or if Mr. Bruin needs to modify his statements.*

**Human Development, Motor Skills, Cognitive Psychology, Psychology of Emotion, Clinical/Counseling**

Granic, I., Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. *American Psychologist*, *69*, 66–78. <http://dx.doi.org/10.1037/a0034857>

***V. Hickle Jalopy, President of Sanshand Motor Company***

When Mr. Jalopy took over Sanshand Motor Company in 2010, he vowed to design the safest vehicles possible for the 21st century driver. To this end, he is considering adding several hands-free options to all new Sanshand vehicles. In addition to hands-free call management (dialing, talking, disconnection), he is also considering adding voice-based texting, e-mail, Twitter, and Facebook interface.

*Request: Make a recommendation as to whether or not Mr. Jalopy should add hands-free options for phone conversations, texting, e-mailing, Tweeting, and Facebook to increase safety among drivers of new Sanshand vehicles.*

**Cognitive Psychology, Motor Skills, Sensation and Perception**

Hamilton, B. C., Arnold, L. S., & Tefft, B. C. (2013). *Distracted driving and perceptions of hands-free technologies: Findings from the 2013 Traffic Safety Culture Index*. Washington, DC: AAA Foundation for Traffic Safety. Retrieved from <https://www.aaafoundation.org/sites/default/files/2013%20TSCI%20Cognitive%20Distraction.pdf>

Strayer, D. L., Cooper, J. M., Turrill, J., Coleman, J., Medeiros-Ward, N., & Biondi, F. (2013). *Measuring cognitive distraction in the automobile*.Washington, DC: AAA Foundation for Traffic Safety. Retrieved from <https://www.aaafoundation.org/sites/default/files/MeasuringCognitiveDistractions.pdf>