Explanation of Project(s)
This semester students will be administering and collecting measures from DBT Skills Training group members at Utah State Hospital. They will also be involved in entering data from psychological outcome measures and individual therapy data, namely the Difficulties in Emotion Regulation Scale (DERS), the Dialectical Behavior Therapy Ways of Coping Checklist (DBT-WCCL), and the DBT Diary Card.

Course Rationale
Research Assistants: Being a research assistant is an educational experience for all students who wish to pursue graduate studies in psychology and related fields.

Capstone: A capstone course is an educational experience for advanced students that integrate classroom activity with supervised practical experience in instructional, community, or research settings. Students enrolled in a capstone course must meet the following prerequisites: and completing of Psychology 101, 111, 210, 301, 302, and 304 (or be concurrently enrolled in 302 or 304), one core course from Cluster A, B, or C, and three other 300-level psychology courses (or concurrently enrolled in the third course).

Learning outcomes
The outcomes of this course are aligned with Departmental Learning Outcomes #3 and #4: (#3) “Use computers and other research-related technology to collect, access, manage, and interpret research information.” (#4) “Apply the principles of psychology in ….a research mentoring setting (430R)”.

Research Assistant Job Description/Course Requirements
Each student is expected to fulfill the following:

Time Commitment: Perform an average of at least 3 hours of work per week, per credit hour taken. These hours include time spent in lab meetings (1 credit=3 hours, 2 credits=6 hours, 3 credits=9 hours). The time requirements are double what they would be during a normal fall/winter semester during spring and summer terms.

Attendance and Punctuality: Attend lab meetings and be on time. Roll will be taken each meeting at approximately 3:00pm. If you are going to miss a lab meeting, or need to leave early, you need to notify the lab coordinator in advance.
Weekly Assignments: Each week you will be responsible for completing your assigned research tasks in a timely manner. You will be expected to enter DBT Diary Card data the day after each homework group is held (Monday). Also, on a monthly basis, you will be expected to administer and enter scores for the DBT-WCCL and DERS for approximately 9 to 11 group members.

Reflective Paper/Student Self-Evaluation: At the end of the semester, students are required to reflect upon and report their contributions to the lab relative to their specific lab projects, course requirements, and their goals by writing a thoughtful one page, double-spaced reflective paper. Please also place your suggestions or concerns about the lab. At the conclusion of your paper, please insert a brief paragraph explaining the specific grade (A, A-, B+, etc.) that you feel that you deserve for the course, based on your performance, attitudes, and contributions to the lab. Their project leader will confirm the points or assign their own points (if necessary), with a note of explanation. Full points will be received for papers that include the outline listed above. Dr. Burlingame will make the final determination of point values and the grade you receive.

Interview: Students will review their Reflective Papers/Student Self-Evaluations individually with either the lab coordinator or Dr. Burlingame (depending on schedules and availability). The purpose of the interview is to reflect on the nature of the student’s lab experience, to draw attention to and praise his or her contributions to the lab, and to identify areas of strength as well as areas in need of further strengthening. This interview is worth 5 points, all of which will be assigned if you complete the interview.

Course Grading Criteria and Guidelines
Because this course is largely participation-based, it follows that grades should be determined on the basis of a student’s active participation and conscientious efforts. The course requirements are designed to create a learning environment in which a student can learn how to be a successful researcher (and citizen!) by engaging in a variety of lab activities. Points are given in specific assignment areas that evaluate a student’s ongoing and total participation and contributions. It is assumed that students are self-motivated, goal-directed, committed, diligent, conscientious, and that they will complete the course requirements at a high level of performance. If you fail to complete the following assignments your grade will be negatively affected.

1. Possible Points:

   a. Completion of OQ entry/research responsibilities  30
   b. Reflective Paper/Student Self-Evaluation          10
   c. End-of-the-Semester Interview                 10
   d. Hour Requirements/Quality of work            50
   Total Points                                    100

2. Grading Chart:
A = 100-93%  A- = 92-90%  B+ = 89-88%  B = 87-83%  B- = 82-80% and so on. Our expectation is that you will get feedback if your grade is going below a B+ so that you will not receive anything less.

3. **Losing Points:**
   a. Absences: Given that this is a formal class for which you will be graded, attendance at lab meetings is *mandatory.* We wish to allow very few, if any, exceptions to this policy. Further, if you cannot make a particular lab meeting, you must contact the project leader beforehand to excuse yourself and to offer an explanation why, get caught up on lab activities; check in regarding your status, and so forth. **To emphasize the importance of attendance, beginning with your second unexcused absence, each additional absence will reduce the grade by one step on the chart above after total points are added.**

**Plagiarism**

It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course with you. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation), because doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism. Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career. For this reason, please follow the course guidelines for when and when not to read other 378 students' papers (including those from other sections) or have them read yours. In addition, please use only those sources that meet the course criteria for acceptable reference materials.[1]

**Academic Honesty**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See [http://www.byu.edu/honorcode](http://www.byu.edu/honorcode) for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 801-422-5895 or 801-422-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 2170 WSC (801-422-2767). Reasonable academic accommodations are reviewed for all students who have
qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 301-422-5895, D-282 ASB.

Student Learning Outcomes
Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.

Honor Code Standards
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment
Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities
If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC) 801-422-2767. This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.