

PSY 397: Research Methods in Personality & Clinical Psychology
Tues. & Thurs. 10:30 a.m.-12:20 p.m., PAS 3026
Fall 2005

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OVERVIEW:

The emphasis of the course is on understanding research in personality and clinical psychology, from theory to methods and applications. The course will be a balance between lectures, reading, and experiential learning through inside and outside-of-class exercises. Assigned reading will review basics in research methods, provide a framework for understanding current directions and controversies in the field, as well as the methodological approaches used to address these questions. Assigned readings come from both texts and the research literature, and will be available online at the course website as well as on reserve at the Dana Porter library.

COURSE FORMAT:

As you will note, the course schedule contains three main in-class formats: lectures, discussion forums, and writing clinics. Each of these is described briefly below.

Lecture & In-class Demonstrations:

Formal lectures will review key issues in the various designs used in personality and clinical research, and in-class demonstrations and exercises will be used to further illustrate these methods. Lectures are designed to help you to better understand the empirical work you will review for the discussion forums.

Discussion forum:

After 7 of the formal lectures (class dates labeled "Discussion Forum") we will spend half of the class time discussing the article which you reviewed and submitted commentaries on the day prior. The articles you review demonstrate the research methods described in the previous class period. Discussion for each class will be generated by your comments and questions from the readings.

Writing clinic: For classes labeled "Writing Clinic" we will spend half of the class time reviewing how to write sections of an APA style manuscript. We will use examples from the literature as well as a discussion of class research projects to learn how to craft a compelling theoretical argument and communicate results of empirical work.

COURSE REQUIREMENTS:

You will have opportunities to demonstrate your command of the materials through discussion commentaries, quizzes, two class exercises, and a writing assignment. These requirements are specifically outlined below.

Discussion commentary/questions: You will be asked to submit a commentary and questions for readings labeled “Discussion Articles”. These comments must be submitted via the web one full day prior to the next class (e.g., All discussion forums fall on Tuesday, thus all comments and questions are due on Monday by 10 a.m.). Comments or questions submitted after the posted deadlines will be counted as a zero. This exercise is designed to help you think critically about the readings and help us craft discussions on the materials. As a note, I am searching for high quality, thoughtful questions and comments here---not quantity. Guidelines about potential areas to critique are reviewed in the handout “Critiquing Research” and will further be explained in class on September 27th. Credit for these submissions will be calculated across the term and will comprise 30% of your total grade.

Quizzes: For each class period labeled “Quiz” (7 in total), you will be given a brief quiz that tests your knowledge of the research methods described in the previous class and your general knowledge about the content and methods used in the research you reviewed for that class discussion section. Quizzes that are missed will be counted as a zero. There are seven quizzes over the course of the term, however only six will be counted toward your grade. Thus, the lowest mark of the seven quizzes will be dropped. The average of your six quizzes will comprise 30% of your total grade.

Outside-class exercises: During the semester you will have the opportunity to “live the life of the participant” in two exercises. For Exercise #1, you will be completing a 5-day daily diary. Instructions will be given in class on September 15th and the study will run until September 22nd. For exercise #2, you will be conducting a naturalistic study, collecting data individually outside of class. Instructions will be given in class on September 22nd and data will be due in class on September 27th. Your participation is essential for these demonstrations to be effective. Adequate completion of each exercise will be worth 5% of your grade in the course, totaling 10% for completion of both exercises. “Adequate completion” will be specifically defined in exercise materials distributed.

Brief report: We will aggregate the data from the two class exercises and provide you with summaries of the results by October 4th. From that point, you will get to choose from which data set you would like to write a brief report. This brief report will include all sections of an APA-style research paper. The paper must be no longer than 15 pages in length (the 15 pages does not include title page, abstract, references, and tables) and adhere to APA-style outlined in the *Publication Manual of the American Psychological Association, 5th Edition* (2001). This brief report is due by 5 p.m. on November 24th and will be worth 30% of your grade in the course.

Summary of grading:

Discussion commentary/questions	30%	Exercise #1	5%
Quizzes	30%	Exercise #2	5%
Brief report	30%		

PLEASE NOTE: If you have questions about assignments, or would like to review your standing in the class at any time during the semester, please contact the instructor for an appointment. The objective is for you to understand and learn the material, so please schedule a meeting if you are finding the information challenging or are having difficulties with the assignments.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. Those turned in after the posted deadlines will receive a zero. That said, if extenuating circumstances arise, please inform the instructor immediately (prior to the deadline) to make alternative arrangements. Decisions to accommodate alternative arrangements will be made in accord with university policies.

Responsibility for equipment

In this course, each student will receive a palm pilot, a wireless keyboard, a hot-synching cradle, and a carrying case for the equipment. This equipment will be used throughout the term in various capacities, including note taking, in-class demonstrations, and field data collection. You may use this equipment for the entire fall term. A copy of your Waterloo identification will be taken when you sign out the equipment and it will be kept on registry with the Department of Psychology until the equipment is returned at the end of the term. The palm pilots are quite an innovative way to collect information, however they are also quite expensive and require great care on the part of you, the student. When you sign out the palm pilot and its accessories, you are agreeing to accept the responsibility for returning the palm pilot and its accessories in the same condition as when you signed it out. In the event that the equipment is lost or significantly damaged while in your possession, you will be responsible for the value of the equipment (\$650). If you do not agree to these terms and conditions, please notify the instructor for an alternative arrangement.

NOTE: Please be aware of the following university policies

- All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your TA or course instructor for guidance or consult "How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors" (<http://watarts.uwaterloo.ca/~sager/plagiarism.html>). Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.
- Students who believe that they have been wrongfully or unjustly penalized have the right to grieve. Please refer to Policy #70 (Student Grievance) at <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.html>.

DATE	TOPIC	Important notes
September		
13	Course introduction & APA style primer	
15	Review of research methods concepts	BEGIN EXERCISE 1
20	Review of research methods concepts	
22	Review of research methods concepts, research ethics	EXERCISE 1 DATA DUE BEGIN EXERCISE 2
27	Critiquing research and introduction to writing a research report	EXERCISE 2 DATA DUE
29	Self-report measures & observational designs	REMINDER: DISCUSSION QUESTIONS DUE OCT 3 rd by 10 a.m.
October		
4	Writing clinic: Introduction section Discussion forum	QUIZ
6	Experimental designs	REMINDER: DISCUSSION QUESTIONS DUE OCT 10 th by 10 a.m.
11	Writing clinic: Method section Discussion forum	QUIZ
13	Implicit measures	REMINDER: DISCUSSION QUESTIONS DUE OCT 17 th by 10 a.m.
18	Writing clinic: Results section Discussion forum	QUIZ
20	Genetics and neurobiology	REMINDER: DISCUSSION QUESTIONS DUE OCT 24 th by 10 a.m.
25	Writing clinic: Discussion section Discussion forum	QUIZ
27	Diary studies	REMINDER: DISCUSSION QUESTIONS DUE OCT 31 st by 10 a.m.
November		
1	Discussion forum	QUIZ
3	Diagnosis: deriving criteria, measurement	
8	Clinical interview & behavioral assessment	
10	Longitudinal designs & treatment outcome research	REMINDER: DISCUSSION QUESTIONS DUE NOV 14 th by 10 a.m.
15	Discussion forum	QUIZ
17	Psychotherapy, drug and combo studies	REMINDER: DISCUSSION QUESTIONS DUE NOV 21 st by 10 a.m.
22	Discussion forum	QUIZ
24	*****NO CLASS BRIEF REPORT DUE*****	
29	Personality and Intelligence Testing	
December		
1	Multi-method measurement Redefining the scope of research	IN-CLASS DISCUSSION [NO QUIZ]

READINGS:

NOTE: Readings bolded and marked “*” indicate those DISCUSSION ARTICLES for which you will submit commentary/questions.

Sept. 13th: Course introduction, review of web design and palm pilot use.

Sept. 15th: NO ASSIGNED READINGS....START READING FOR REMAINDER OF CLASS!!

Lecture will cover the nature of scientific inquiry. If you would like a review of these concepts see:

Rosenthal, R., & Rosnow, R. L. (1991). *Essentials of behavioral research* (pp. 3-45). Boston, MA: McGraw-Hill.

Sept. 20th: NO ASSIGNED READINGS....START READING FOR REMAINDER OF CLASS!!

Lecture will cover a review of statistics. If you need a basic review of statistical concepts see:

Pelham, B. W., & Blanton, H. (2003). A brief course in statistics. In: *Conducting Research in Psychology: Measuring the weight of smoke, 2nd Edition* (Chapter 10, pp. 286-309). Wadsworth/Thomson Learning.

Rosnow, R. L., & Rosenthal, R. (2002). *Beginning behavioral research: A conceptual primer, 4th Edition*. New Jersey: Prentice Hall.

Chapter 9: Survey Design and Subject Recruitment, pp. 207-231 [sampling, biases]
 Chapter 10: Summarizing the data, pp. 233-252 [measures of central tendency, spread, z-scores]
 Chapter 11: Examining Relationships, pp. 253-272 [correlation]
 Chapter 12: Statistical significance and Practical Importance, pp. 273-294
 [p-value, effect size, hypothesis testing, Type I & II error]
 Chapter 13: The t Test, pp. 295-313
 Chapter 14: The F Test, pp. 314-337

Sept. 22nd

Bersoff, D. M., & Bersoff, D. N. (1999). Ethical principles in clinical research. In P. C. Kendall, J. N. Butcher, & G. N. Holmbeck (Eds.), *Handbook of Research Methods in Clinical Psychology, 2nd edition* (pp. 31-53). New York: J. Wiley & Sons.

Lecture will cover a review of reliability and validity. If you need a review of these concepts see:

Rosnow, R. L., & Rosenthal, R. (2002). Reliability and validity. *Beginning behavioral research: A conceptual primer, 4th Edition* (pp. 138-159). New Jersey: Prentice Hall.

Sept. 27th

Jordan, C. J. & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III, Eds. *The Compleat Academic: A Career Guide, 2nd Edition* (pp. 185-219). Washington, D. C.: American Psychological Association.

Sept. 29th

Rosnow, R. L., & Rosenthal, R. (2002). Systematic observational methods. *Beginning behavioral research: A conceptual primer, 4th Edition* (pp. 81-104). New Jersey: Prentice Hall.

Oct. 4th

Main, M. (1996). Introduction to the special section on attachment and psychopathology: 2. Overview of the field of attachment. *Journal of Consulting and Clinical Psychology, 64*, 237-243.

***Toth, S. L., Maughan, A., Manly, J. T., Spagnola, M., & Cicchetti, D. (2002). The relative efficacy of two interventions in altering maltreated preschool children's representational models: Implications for attachment theory. *Development and Psychopathology, 14*, 877-908.**

Oct. 6th

Pelham, B. W., & Blanton, H. (2003). Experience carefully planned: Experimental research designs. In: *Conducting Research in Psychology: Measuring the weight of smoke, 2nd Edition* (pp. 153-183). Wadsworth/Thomson Learning.

Oct. 11th

***Grolnick, W. S., Gurland, S. T., DeCoursey, W., & Jacob, K. (2002). Antecedents and consequences of mothers' autonomy support: An experimental investigation. *Developmental Psychology, 38*, 143-155.**

Oct. 13th

Bargh, J. A., & Chartrand, T. L. (2000). The mind in the middle: A practical guide to priming and automaticity research. In H. T. Reis, & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 253-285). Cambridge University Press.

Oct. 18th

***Andersen, S. M., Reznik, I., Manzella, L. M. (2000). Eliciting facial affect, motivation, and expectancies in transference: Significant-other representations in social relations. *Journal of Personality & Social Psychology, 71*, 1108-1129.**

Oct. 20th

Pinel, J. P. J. (2002). Biopsychology (pp. 4-17, 34-40, 46-49, 105-131). Boston: Allyn and Bacon.

Oct. 25th

***Deater-Deckard, K., Pike, A., Petrill, S., Cutting, A. L., Hughes, C., & O'Connor, T. (2001). Nonshared environmental processes in social-emotional development: an observational study of identical twin differences in the preschool period. *Developmental Science*, 4, F1-F6.**

***Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., Taylor, A., & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, 297, 851-854.**

Oct. 27th

Reis, H. T., & Gable, S. L. (2000). Event-sampling and other methods for studying everyday experience. In H. T. Reis, & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 190-222). Cambridge University Press.

Nov. 1st

***Laurenceau, J. P., Feldman Barrett, L., & Pietromonaco, P. R. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology*, 74, 1238-1251**

Nov. 3rd

Hartung, C. M., & Widiger, T. A. (1998). Gender differences in the diagnosis of mental disorders: Conclusions and controversies of the DSM-IV. *Psychological Bulletin*, 123, 260-278.

Nov. 8th

Groth-Marnat, G. (1997). *Handbook of psychological assessment, 3rd edition* (pp. 67-98 **Assessment interview**). New York: J. Wiley & Sons.

Nov. 10th

Rosnow, R. L., & Rosenthal, R. (2002). Categories of quasi-experimental research. *Beginning behavioral research: A conceptual primer, 4th Edition* (pp. 184-206). New Jersey: Prentice Hall.

Nov. 15th

***Ollendick, T. H. (1995). Cognitive behavior therapy of panic disorder. *Behavior Therapy*, 26, 517-531.**

Nov. 17th:

Kendall, P. C., Flannery-Schroeder, E. C., Ford, J. D. (1999). Therapy outcome research methods. In P. C. Kendall, J. N. Butcher, & G. N. Holmbeck (Eds.), *Handbook of Research Methods in Clinical Psychology*, 2nd edition (pp. 330-352). New York: J. Wiley & Sons.

[NOTE: I have assigned only a part of the chapter]

Nov. 22nd

***Keller, M.B., McCullough, J. P., Klein, D. N., Arnow, B., Dunner D. L., Gelenberg A. J., Markowitz, J. C., Nemeroff, C. B., Russell J. M., Thase, M.E., Trivedi, M.H., & Zajecka, J. (2000). A comparison of nefazodone, the cognitive behavioral-analysis system of psychotherapy, and their combination for the treatment of chronic depression. *New England Journal of Medicine*, 342, 1462-70.**

Nov. 24th

No readings.....BRIEF REPORT DUE!!!!

Nov. 29th

Groth-Marnat, G. (1997). *Handbook of psychological assessment*, 3rd edition (pp.393-403 **Rorschach**, 458-470 **TAT**, 499-506 **Projective drawings**). New York: J. Wiley & Sons.

Dec. 1st:

Shedler, J., Mayman, M., & Manis, M. (1993). The *illusion* of mental health. *American Psychologist*, 48, 1117-1131.

* **NOTE:** Please read the following article, as we will be discussing its implications for this class period

Sternberg, R. J., & Grigorenko, E. L. (2003). Unified psychology. In A. E. Kazdin (Ed.), *Methodological issues & strategies in clinical research*, 3rd edition (pp. 23-47). Washington, DC: American Psychological Association.