

**University of Waterloo**  
**Department of Psychology**  
**Research Methods in Personality and Clinical Psychology (PSYCH 397 Section 001)**  
**Held with: Social Science Advanced Research Methods (PSYCH 389 Section 003)**  
**Fall 2018**  
**Tuesdays 8:30-11:30 a.m., PAS 4032**

**INSTRUCTOR AND T.A. INFORMATION**

Instructor: Dr. Pamela Seeds, Ph.D., C.Psych.  
Office: PAS 3040  
Office Phone: 519-888-4567 extension 38132  
Office Hours: Wednesday 10:00 – 11:00 a.m.  
Email: [pamela.seeds@uwaterloo.ca](mailto:pamela.seeds@uwaterloo.ca)

T.A. Kevin Capobianco  
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Office Hours: Tuesday 2:00 - 3:00 p.m.  
Email: [kpcapobianco@uwaterloo.ca](mailto:kpcapobianco@uwaterloo.ca)

**COURSE DESCRIPTION (PSYCH 397)**

Current research methods and procedures employed in personality and/or clinical psychology research will be covered. Activities may include research proposals, group and/or individual projects (e.g., 'hands on' lab experience and data collection), research reports, critiques of published and proposed research, individual and/or group presentations.

*Prerequisite:* PSYCH 257/257R or PSYCH 323R; Level at least 3A Honours Psychology or Make-up Psychology students; Psychology average at least 74%.

*Corequisite:* PSYCH 391

*Antirequisite:* PSYCH 389, 393, 395, 399; Psychology Research Intensive Specialization

**COURSE DESCRIPTION (PSYCH 389)**

Topics explore social science research methods in Psychology. Consult departmental listings for upcoming topics, which may include naturalistic observation, factorial experiment design, behavioural coding, survey/questionnaire construction, interviewing, and/or linguistic analysis. Activities may include research proposals, group and/or individual projects (e.g., lab experience, data collection), research reports, critiques of published/proposed research, and student presentations.

*Prerequisite:* PSYCH 257/257R; Level at least 3A Honours Psychology Research Intensive Specialization or Honours BSc Psychology or Make-up Psychology.

*Corequisite:* PSYCH 391

*Antirequisite:* PSYCH 393, 395, 397, 399

## **COURSE GOALS AND LEARNING OUTCOMES**

This course is about the research methods used in the scientific study of personality and clinical psychology. Within the course we will be covering theory, methods and applications through a combination of didactic and experiential learning. You will have opportunities to demonstrate your command of the materials through in-class discussions, quizzes/tests, and assignments.

Upon completion of this course, students should be able to:

- A. Understand the strengths and weaknesses of various research designs.
- B. Understand the strengths and weaknesses of various measurement methods.
- C. Critically evaluate research in personality and clinical psychology from a methodological viewpoint.

## **REQUIRED TEXT**

- Leary, Mark R. (2017). Behavioral research methods (7th edition). Toronto: Pearson.
- A copy of the textbook is available through 3-hour reserve at the Dana Porter Library
- Additional readings will be assigned for each lecture and will be available through LEARN and Course Reserves at the Dana Porter Library.

## **COURSE REQUIREMENTS AND ASSESSMENT**

<u>Assessment</u>	<u>Date of Evaluation/Due Date</u>	<u>Weighting</u>
Practice In-Class Quiz (graded but not counted toward your mark in the class)	Sept. 18	0%
APA Style Test	Sept. 25	10%
Information Literacy Test	Oct. 2	10%
Article Critique Assignment (In-Class)	Oct. 2	10%
Article Critique Assignment (Independently at home)	Oct. 11	10%
In-Class Quizzes (6)	Oct. 16, 23, 30, Nov. 6, 13, 20	5% each
In-Class Assignments (6) Deadlines will vary based on class requirements	Oct. 16, 23, 30, Nov. 6, 13, 20	5% each
Article Critique Review/Test	Nov. 27	10%

*If you add the above, it equals 110%. For final grade calculation in the course, students will be allowed to drop their lowest 10% (which may be any combination of assignments and/or tests).*

*Please be aware that the course is designed to allow students to drop up to 10% of their lowest grade items in the calculation of their final grade. Evaluative components of the course equal more than 100% if they are all completed as scheduled. This 'buffer' allows students to have some instances where they may miss a quiz or assignment for any reason, and not need to make it up. Instead, they can take a grade of '0' on that component and drop it as part of their lowest 10%. The lowest 10% items may comprise any combination of quizzes, tests, and/or assignments.*

### **APA Style Test.**

By completing this in-class test, you will learn how to format a scientific research paper in the style used by Psychology according to the American Psychological Association (APA) Style Guide.

### **Information Literacy Test.**

By completing this in-class test, you will learn how to:

1. Identify key sources of information to remain current in the field.
2. Discover some mechanisms to evaluate articles/authors/journals.
3. Navigate the University of Waterloo library system to access relevant information in the field from anywhere in the world.

### **In-Class Quizzes.**

In 6 of the lectures, there will be a brief in-class quiz to assess your understanding of the assigned readings (textbook chapters, journal articles, webpages, etc.). Each quiz should take no more than 15 minutes to complete. Quizzes will be made up of multiple choice, fill-in-the-blank, and matching questions. Each quiz will be worth 5% of your grade. Please refer to the section below entitled 'Accommodations to Course Requirements' for information about what to do should you be unable to write a quiz.

### **In-Class Assignments.**

During at least half of the lectures, there will be in-class activities and group work. On 6 occasions, you will be responsible for handing in a brief written assignment. These assignments are an opportunity for you to apply your knowledge to specific issues related to research in the area of personality and clinical psychology. Depending on their length, they will be due by the end of the day or at a negotiated deadline a short time in the future (e.g., by the following Thursday at 11:59pm). Each assignment will be no more than 1-4 pages in length, and will be worth 5% of your grade. Some assignments will be submitted as a group, with others being individual submissions. For all group work, students will be able to give anonymous qualitative feedback to their group members and quantitative feedback to the instructors about the amount of relative contribution per group member for grading purposes. Further details about this weighting scheme and feedback will be provided in class.

## Article Critiques

You will have an opportunity to evaluate 2 empirical articles (1 with group consultation, 1 independently). Please prepare a 2 to 4 page outline summarizing the article using the outline provided for each empirical article (they will vary slightly depending on the type of methodology being used). You may see a general example on [LEARN](#). Please turn in critiques in-person at the end of class or online if later in the day.

## Article Critique Review/Test

You will have the opportunity to demonstrate your ability to analyze and critique an empirical article in-class. A very brief article will be provided to you and the start of the class, and you will be required to read and answer a series of questions about it. You will have 90 minutes to complete this 'test', which will be worth 10% of your final grade. This component will be completed on the final day of the course.

## ACCOMMODATION FOR COURSE REQUIREMENTS

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
  - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
  - seek medical treatment as soon as possible
  - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
  - submit that form to the instructor **within 48 hours**
  - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- **In the case of a missed final exam**, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- **In the case of a missed assignment deadline, midterm test, or quiz**, the instructor will either:
  - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
  - provide an extension.
- **In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- **Elective arrangements** such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

**\*\*Please note** that alternative arrangements for the assignments/tests/quizzes will only be made if there is a **major** disruption in your ability to function academically due to **documented** health reasons or personal problems. If you are in that situation, I need you to call me at least an hour in advance of the graded course component you are missing (519-888-4567, ext. 38312; be sure to call rather than e-mail!) and you will need to provide your formal documentation as soon as possible. All documentation must date from before the missed assignment, not after it. That is, the documentation must represent *first-hand knowledge* of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation. If you miss an assignment for a documented reason, you need to make arrangements as soon as possible to make it up.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing a test/exam. Cover any readings and arrange to borrow notes from a classmate; professors can't give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during her office hours after you have borrowed and reviewed lecture notes from a classmate.)

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

**Requests for accommodation based on religious holidays** must be submitted to the student's instructor(s) as soon as the conflict becomes apparent; in any case, no later than one week following the publication of the final exam schedule. Instructors may provide accommodations as outlined in the [Accommodations section](#) of the Undergraduate Calendar. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

***This chart represents the most commonly observed religious and national holidays in Fall 2018. This list is not exhaustive and others may be accommodated as requested.***

Dates	Religious holiday
Thursday, September 6	Paryushana-Parva (Jain)
Monday, September 10 - Tuesday, September 11	Rosh Hashanah/New Year (Jewish)
Wednesday, September 19	Yom Kippur (Jewish)
Thursday, September 20	Ashura (Islam)
Monday, October 1	Shemini Atzeret (Jewish)
Wednesday, November 7	Diwali (Sikh, Hindu)

Thursday, November 22	Thanksgiving Day (USA)
Friday, November 23	Guru Nanak's Birthday/Bikarami (Sikh)
Thursday, December 13	Aga Khan's Birthday (Islam Ismaili)

### **LATE WORK**

Assignments submitted late without justification will receive a 1 mark penalty after two days late and one mark penalty each day thereafter. For example, if you submit your Individual Article Critique (worth 10%) two days late, 1 mark will be subtracted from your mark out of 10. If you submit the Individual Article Critique four days late, 3 marks will be subtracted from your mark out of 10.

### **ELECTRONIC DEVICE POLICY**

Cell phone ringers must be turned "off" or to "vibrate" during class time. Cell phones should be put away during lectures. Students are welcome to bring laptops to class (but see warning under Learning Contract, below). Students wishing to audiotape lectures must request special permission from the instructor. Videotaping lectures is not permitted.

### **ATTENDANCE POLICY**

Attendance in class will be tracked and graded. Students are expected to attend all classes unless there is compelling medical, religious, or compassionate reason.

## COURSE OUTLINE

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
1	Sept. 11	Introduction to the course & conceptual overview of the research area	<a href="#">Wikipedia article on positive psychology</a>		Dr. Seeds
2	Sept. 18	Coming Up with Research Questions; Overview of Research Measurement/Methodologies  Scientific Writing & APA Style 101	Kazdin, A.E. (2003). Chapter 5  Leary, M. E. (2017). Chapter 16  American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6 <sup>th</sup> ed.). Washington, DC: Author. **available on Reserves from Dana Porter library**	In-Class Quiz (Practice Only – graded but not for marks)	Dr. Seeds
3	Sept. 25	Information Literacy - Library Research Workshop & Live Search	None	Library Research Workshop <b>Note: Held in PAS 1237</b>	Dr. Seeds & Tim Ireland (Library Liaison)
3	Sept. 25			APA Formatting Test – open book	

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
3	Sept. 25	Group Article Critique Practice	Spenhoff, M., Kruger, T.H.C., Hartmann, U., & Kobs, J. (2013). Hypersexual behavior in an online sample of males: Associations with personal distress and functional impairment. <i>The Journal of Sexual Medicine</i> , 10, 2996-3005.	Demonstration: working through article critique example in preparation for article critique assignments/ test	Dr. Seeds
4	Oct. 2	Information Literacy - Live Search Test		Information Literacy Test: Complete the in-class test using the skills you learned the previous week <b>Note: Held in PAS 1237</b>	Dr. Seeds & Tim Ireland (Library Liaison)
4	Oct. 2	Group Article Critique	Burton, C. M., & King, L. A. (2008). Effects of (very) brief writing on health: The two-minute miracle. <i>British Journal of Health Psychology</i> , 13, 9-14.	Article critique: Work in groups to complete the assigned article critique. Submit as a group.	Dr. Seeds



Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
5	<b>Oct. 11</b> ***make-up day for Tuesday, Oct. 9 Fall Break***	Realities of Research in Clinical Psychology: Viewpoint from a PhD Student	TBA		Kevin Capobianco
5	<b>Oct. 11</b> ***make-up day for Tuesday, Oct. 9 Fall Break***	Ethical Issues in Clinical Research	Leary, M. R. (2017). Chapter 15	Assignment: Complete the in-class activities (ungraded).	Dr. Seeds
5	<b>Oct. 11</b> ***make-up day for Tuesday, Oct. 9 Fall Break***	Individual Article Critique Due Date	Please select one of three article choices to complete your independent article critique. (see <a href="#">LEARN</a> )	Individual Article Critique Due by 11:59 p.m. to LEARN Dropbox	
6	Oct. 16	Measurement of Behaviour	Leary, M.R. (2017). Chapter 3 & Chapter 4 pp. 66-75.  Arthen, I. <u>The Story of Real Vampires</u> . <i>FireHeart</i> , 2.	In-Class Quiz  Group Work: Complete the in-class assignment.	Dr. Seeds

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
7	Oct. 23	Observer-Report Measurement	<p>Leary, M. R. (2017). Chapter 4 pp. 58-65; 76-80.</p> <p>Varghese, A. L., &amp; Nilsen, E. (2013). Incentives improve the clarity of school-age children's referential statements. <i>Cognitive Development</i>, 28, 364-373.</p>	<p>In-Class Quiz</p> <p>Assignment: Complete the in-class assignment in groups.</p>	Dr. Seeds
8	Oct. 30	Experimental Methods	<p>Leary, M. R. (2017). Chapter 9, 10</p> <p>Orr, E. M. J., &amp; Moscovitch, D. A. (2014). Physical appearance anxiety impedes the therapeutic effects of video feedback in high socially anxious individuals. <i>Behavioural and Cognitive Psychotherapy</i>, 42, 92-104.</p>	<p>In-Class Quiz</p> <p>Assignment: Complete the in-class assignment in groups.</p>	Dr. Seeds
9	Nov. 6	Quasi-Experimental Methods	<p>Leary, M. R. (2017). Chapter 13</p> <p>Ransom, D. C., LaGuardia, J. G., Woody, E. Z., &amp; Boyd, J. L. (2010). Interpersonal interactions on online forums addressing eating concerns. <i>International Journal of Eating Disorders</i>, 43, 161-170.</p>	<p>In-Class Quiz</p> <p>Assignment: Complete the in-class assignment in groups.</p>	Dr. Seeds
10	Nov. 13	Correlational Methods	Leary, M. R. (2017). Chapters 7 & 8	In-Class Quiz	Dr. Seeds

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			Fallis, E. E., <b>Rehman, U. S.</b> , & <b>Purdon, C.</b> (2014). Perceptions of partner sexual satisfaction in heterosexual committed relationships. <i>Archives of Sexual Behavior, 43</i> , 541-550.	Assignment: Complete the in-class assignment.	
11	Nov. 20	Applied Developmental Science: Epidemiological and Clinical Approaches to Evaluation	<p>Barker, C. &amp; Pistrang, N. (2002). Chapter 11</p> <p><b>Browne, D. T.</b>, Wade, M., Prime, H., &amp; Jenkins, J. M. (2018). School readiness amongst urban Canadian families: Risk profiles and family mediation. <i>Journal of Educational Psychology, 110</i>, 133-146.</p> <p><b>Browne, D. T.</b>, Puente-Duran, S., Shlonsky, A., Thabane, L., &amp; Verticchio, D. (2016). A randomized trial of wraparound facilitation versus usual child protection services. <i>Research on Social Work Practice, 26</i>, 168-179.</p>	<p>In-Class Quiz</p> <p>Assignment: Complete the in-class assignment.</p>	Dr. Dillon Browne

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments &amp; Tests</b>	<b>Lecturer</b>
12	Nov. 27	Contemporary Controversies in Research	TBA		Dr. Seeds
		Individual Article Critique	TBA	Article Critique Test (article given in-class and you must read and complete your submission)	Dr. Seeds

## **ACADEMIC INTEGRITY**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

## **PLAGARISM DETECTION SOFTWARE**

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

*Note:* students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®. See [guidelines for instructors](#) for more information.

## **CONCERNS ABOUT A COURSE POLICY OR DECISION**

**Informal Stage.** We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca); Phone 519-888-4567 ext. 38790

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](#)

- [Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Dr. Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca).

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## **ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

**Note for students with disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

## **MENTAL HEALTH SUPPORTS**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## **TERRITORIAL ACKNOWLEDGEMENT**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

## **ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO**

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

## **THE OFFICIAL VERSION OF THE COURSE OUTLINE**

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

## **OTHER HELPFUL INFORMATION**

University of Waterloo [Department of Psychology](#)  
University of Waterloo [Registrar's Office](#)  
[Canadian Psychological Association](#)  
[American Psychological Association](#)  
[Association for Psychological Science](#)  
[Ontario Psychological Association](#)  
[The Canadian Council of Professional Psychology Programs](#)  
[The College of Psychologists of Ontario](#)  
[Society for a Science of Clinical Psychology](#)  
[Society of Clinical Psychology](#)  
[Society of Clinical Child & Adolescent Psychology](#)  
[Society for Research in Psychopathology](#)  
[Canadian Association for Cognitive and Behavioural Therapies](#)  
[Association for Behavioral and Cognitive Therapies](#)  
[Canadian Register of Health Service Psychologists](#)