

PSY 397: Research Methods in Personality & Clinical Psychology
Tues. & Thurs. 10:30 a.m.-12:20 p.m., PAS 3026
Fall 2004

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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. You will have opportunities to demonstrate your command of the materials through in-class presentations and discussions, writing assignments, and two exams.

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.

Lectures will review key issues for the topic area, and discussion for each class will be generated by your comments and questions from the readings. Thus, it is absolutely vital that you read the assigned materials.

COURSE REQUIREMENTS:

Discussion commentary/questions: You will be asked to submit a commentary and questions about the readings for each class that your fellow students are scheduled to present. These comments must be submitted via the web one full day prior to the next class (e.g., if class is on Tuesday, all comments and questions are due on Monday by 10 a.m.). Your participation in generating the discussion will be calculated across the term and will comprise 5% of your total grade. This exercise is designed to help you think critically about the readings and help your fellow students craft discussions on the presented materials. As a note, I am searching for high quality, thoughtful questions here---not quantity. Guidelines about potential areas to critique will be provided on-line and will be explained in the first class.

In-class presentation and a written critique of the literature you present: In eight of the class sessions we will have presentations by small groups about some published research in the topical area. For the presentation, your group will be expected to summarize the main theoretical ideas, methods, and results of

the studies reviewed, and lead the discussion about the methodological issues raised and potential directions for future research. Groups may schedule meetings with the instructor to help navigate this endeavor. The presentation will be worth 10% of your grade in the course.

Accompanying the presentation, each member of the group will be required to provide his or her own individually written evaluation of the issues of measurement, design, analysis, and critique of the study. It is important that your critique appreciates the merits of the study as well as turns a critical eye toward potential problems in the theory and/or methods, and discusses potential designs for future research. The written critique is due on the day that you present and must be 2- 4 pages in length, APA style (double-spaced, 12-point font, etc.). The written critique will be worth 10% of your grade in the course.

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 4-day daily diary during the week of September 28th. Instructions will be given in class on September 28th. For exercise #2, you as a class will be designing a naturalistic study within class and will collect data individually outside of class for 1 week. Your participation is essential for these demonstrations to be effective. Adequate completion of Exercise #1 will be worth 10% of your grade in the course, while adequate participation in Exercise #2 will be worth 5% of your grade. “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 19th. 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 the abstract, introduction, method, and results sections of an APA-style research paper. The paper must be no longer than 10 pages in length (thus, the “brief” part of brief report), APA-style, double-spaced, 12-point font. This brief report will be worth 20% of your grade in the course.

Exams: Exam 1 will cover lectures and reading assignments prior to October 21st, while Exam 2 will cover lectures and reading assignments from October 26th to the final day of class. Both exams will be administered in-class as scheduled on the syllabus. Exams will consist of multiple choice questions, as well as a choice between essays or short answer questions. Each exam will be worth 20% of your grade; thus, exams in total will comprise 40% of your total class grade.

Extra credit: Sometimes students would like additional opportunities to supplement their grade in the course. Several research articles have been posted on the website under the extra credit section. Each extra credit assignment is worth 2 points, and you may only earn up to 4 points total to be added to your final grade. For each extra credit opportunity, you will be asked to review one article and provide the following: a summary of the study and results, an evaluation of the methodology, and a discussion on ways to extend the studies (e.g., make up a new design). The specific format for this literature critique is located in the extra credit section. Points will be awarded based on the quality of work, not simply on completion.

Summary of grading:

Discussion commentary/questions	5%
In-class presentation	10%
Written critique of presentation materials	10%
Exercise #1	10%
Exercise #2	5%
Brief report	20%
Exam 1	20%
Exam 2	20%

Extra credit

Up to 4 points total (Each opportunity = max of 2 pts)

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/info/cal/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		
14	Course introduction & APA style primer	
16	Review of research methods concepts	
21	Review of research methods concepts	
23	Review of research methods concepts Scope of research in personality	
28	Self-report measures: Examples from the study of traits	
30	Observational designs	Class presentations
October		
5	Experimental designs: Examples from the study of motivation	Class presentations
7	Implicit measures: IAT, priming measures	Class presentations
12	Genetics and neurobiology of personality	Class presentations
14	Diary studies	
19	Longitudinal designs Critical issues: stability vs. variability	Class presentations
21	Exam I	
26	Scope of clinical research & special issues	
28	Diagnosis: deriving criteria, measurement	
November		
2	Dimensional vs. categorical approaches to diagnosis & assessment	
4	Clinical assessment---clinical interview, behavioral/observational assessment	In class demonstrations
9	Personality testing: MMPI-2	
11	Personality testing: Rorschach, TAT, projective drawings	In class demonstration
16	Intelligence testing: WAIS, WPPSI	In class demonstration
18	Treatment outcome research: study designs	
23	Psychotherapy studies	Class presentations
25	Drug and combo studies, placebo effects	Class presentations (2 groups)
30	Multi-method measurement Redefining the scope of research	
December		
6	Exam II	

READINGS:

NOTE: Readings marked with “*” indicate those articles which groups will be presenting, These starred articles are also the ones for which you will submit a commentary and questions.

Sept. 14th: Course introduction, review of web design and palm pilot use.

Sept. 16th: No assigned readings....start reading for remainder of class!

Sept. 21st

Carver, C. S., & Sheier, M. F. (2000). *Perspectives on personality, 4th edition* (pp.2-35). Boston, MA: Allyn & Bacon.

Sept. 23rd

Carver, C. S., & Sheier, M. F. (2000). *Perspectives on personality, 4th edition* (pp.37-52). Boston, MA: Allyn & Bacon.

Sept. 28th

Carver, C. S., & Sheier, M. F. (2000). *Perspectives on personality, 4th edition* (pp. 56-88). Boston: Allyn & Bacon.

Sept. 30th

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. 5th

*Koestner, R., Ryan, R. M., Bernieri, F., & Holt, K. (1984). Setting limits on children's behavior: The differential effects of controlling versus informational styles on children's intrinsic motivation and creativity. *Journal of Personality, 54*, 233-248.

Oct. 7th

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.

*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. 12th

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

*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. 14th

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.

Oct. 19th

*Kernis, M.H., Cornell, D. P., Sun, C-R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

Oct. 21st: **EXAM I**

Oct. 26th

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.

Oct. 28th

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. 2nd

Widiger, T. A., & Frances, A. J. (2002). Toward a dimensional model for the personality disorders. In P.T. Costa, Jr. & T. A. Widiger (Eds.), *Personality disorders and the five-factor model of personality*, 2nd edition (pp. 23-44). Washington, DC: American Psychological Association.

Nov. 4th

Groth-Marnat, G. (1997). *Handbook of psychological assessment*, 3rd edition (pp. 66-98). New York: J. Wiley & Sons.

Nov. 9th

Groth-Marnat, G. (1997). *Handbook of psychological assessment*, 3rd edition (pp.205-223 **MMPI**). New York: J. Wiley & Sons.

Nov. 11th

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.

Nov. 16th

Groth-Marnat, G. (1997). *Handbook of psychological assessment, 3rd edition* (pp. 133-157, **WAIS, WPPSI**). New York: J. Wiley & Sons.

Nov.18th: No assigned readings....get started on next week!

Nov. 23rd

*Wampold, B. E., Mondin, G. W., Moody, M., Stich, F., Benson, K., & Ahn, H.-N. (1997). A meta-analysis of outcome studies comparing bona fide psychotherapies: Empirically, "all must have prizes." *Psychological Bulletin, 122*, 203-215.

Critiques of Wampold et al.:

*Crits-Cristoph, P. (1997). Limitations of the dodo bird verdict and the role of clinical trials in psychotherapeutic research: Comment on Wampold et al. (1997). *Psychological Bulletin, 122*, 216-220.

*Howard, K. I., Krause, M.S., Saunders, S. M., & Kopta, S. M. (1997). Trials and tribulations in the meta-analysis of treatment differences: Comments on Wampold et al. (1997). *Psychological Bulletin, 122*, 221-225.

*Wampold, B. E., Mondin, G. W., Moody, M., & Ahn, H. (1997). The flat earth as a metaphor for the evidence for uniform efficacy of bona-fide psychotherapies: Reply to Crits-Cristoph (1997) and Howard et al. (1997). *Psychological Bulletin, 122*, 226-230.

Nov. 25th

*Elkin, I., Shea, J.T., Watkins, J.T., et al. (1989). National Institute of Mental Health Treatment of Depression Collaborative Research Program: General effectiveness of treatments. *Archives of General Psychiatry, 46*, 971-982.

*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. 30th

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

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.

Dec. 6th: **Exam II**