

Syllabus for Psychology 397 – Section 1
Research Methods in Personality and Clinical Psychology
Tuesdays and Thursdays 10:30-12:20, PAS 3026
Fall 2008

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Course Objectives:

This course is about the research methods used in the scientific study of personality and abnormal psychology (psychopathology). 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 presentations and discussions, writing assignment, and an exam.

Course Structure:

Weekly reading assignments 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 the textbook and the research literature, and will be available online at the ACE course website. Please be sure to read the assigned papers and textbook chapters prior to attending class. Class time will be divided roughly in half, with the first part of class time devoted to a lecture, and the second part either to lecture-related research demonstrations or student presentations.

Textbook:

Kazdin, Alan A. (2003). *Research Design in Clinical Psychology*, 4th Ed. Boston, MA: Allyn & Bacon.

Evaluation:

Your grade in this course will be based on the following:

1. *Midterm Exam:* An exam based on material in the course readings and presented in lecture between September 11 and October 16. This exam will be worth 30% of your final grade.
2. *Research Activities:* Throughout the first half of the term, we will be actively collecting and analyzing data as a class. You will be required to complete a series of online activities (e.g., questionnaire measures, diary-like entries) in accordance with weekly deadlines. Your input of the data will count towards the *Participation* portion of your grade in the course (10% of your final grade). The data collected will be used as the basis for your *Research Paper* (described below).
3. *Research Paper:* The research paper will be formulated based on the results of the *Research Activities* (described above). The paper will be completed in sections (e.g., Introduction, Methods, Results, Final Draft) that will be due at different time points throughout the term. You will receive a separate outline

with the specific requirements and deadlines for this assignment on September 17. A general summary of the expectations for this paper is presented below.

You will provide a brief overview of a theory (4 pages) and review relevant background research (2 pages). You will explain how your proposed research will test some aspect of the theory. This will be followed by an explanation of the design of the study and how the data may be analyzed the data. You will be expected to make clear hypotheses and predictions on the basis of the theory (2 pages). Once the data is collected, you will use portions of it (depending on your selected theory/topic) to write up the results section. These sections will be handed in as rough drafts (deadlines TBA) prior to the submission of the final paper and will count towards the *Research Paper Assignments* portion of your grade in the course (15% of your final grade). The *Final Research Paper* will be worth 25% of course grade and will be due December 10, 2008. The penalty for late submissions is 5% per day.

Please consult with the TA or myself regarding the exact topic and source material for your paper.

4. *Review of Article*: You will be required to read and critique one of three articles. Guidelines for reviewing research literature will be discussed throughout lectures. You will be provided with more specific instructions for this assignment after the midterm. The critique will be worth 10% of your final grade.
5. *Discussion Papers*: Starting the second week of class, you will be asked to submit a commentary (thought paper) on the assigned readings for that particular week. These comments must be submitted via ACE one full day prior to the lecture (i.e., all comments and questions are due on Wednesday by 10 am). 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 generate active discussions on the materials. The focus of your comments should be on quality (i.e., thoughtful questions and comments) and not quantity. Credit for these submissions will be calculated across the term and will comprise 10% of your total grade.

Breakdown of Marks:

Midterm Exam	30%
Research Paper	
Participation	10%
Assignments	15%
Final Draft	25%
Review of Article	10%
Discussion Papers	10%

Below is a quick summary of the course.

Week	Date	Readings	Lecture	Assignments
1	Sep. 9 & 11	Kazdin (2003) Chapter 1 (pp. 3-17), 2, 3, 4	Introduction to the course Research Methodology, Validity and Bias	Completion of Online Measures
2	Sep. 16 & 18	Kazdin (2003) Chapter 5 Mook (1983). In defense of external invalidity. <i>American Psychologist</i> , 38, 379-387. Wicker (1985). Getting out of our conceptual ruts... <i>American Psychologist</i> , 40, 1094-1103.	Philosophy of Science and the Research Design Process	Discussion Paper #1
3	Sep. 23 & 25, Oct. 2	Kazdin (2003) Chapters 6, 7, 8 Shadish (2002). Revisiting field experiments: Field notes for the future. <i>Psychological Methods</i> , 7, 3-18. Hsu (1989). Random sampling, randomization.... <i>Journal of Consulting and Clinical Psychology</i> , 57, 131-137. Maher (1978). Stimulus sampling in clinical research.... <i>Journal of Consulting and Clinical Psychology</i> , 46, 643-647.	Experimental Research	Discussion Paper #2
4	Oct. 7 & 9	Kazdin (2003) Chapter 9 Cowles & Davis. (1982). On the origin of the .05 significance level. <i>American Psychologist</i> , 37, 553-558. Cohen (1990). Things I have learned (so far). <i>American Psychologist</i> , 45, 1304-1312.	Observational Research	Discussion Paper #3
5	Oct. 14, 16 & 21	Kazdin (2003) Chapters 14, 15 Jacobson & Truax (1991). Clinical significance.... <i>Journal of Consulting and Clinical Psychology</i> , 59, 12-19. Prentice & Miller (1992). When small effects are impressive. <i>Psychological Bulletin</i> , 112, 160-164.	Assessment of Interventions and Evaluation of Data	Discussion Paper #4

6	Oct. 23	None	Midterm	None
7	Oct. 30 & Nov. 4	Kazdin (2003) Chapter 13 Clark & Watson (1995). Constructing validity: Basic issues in objective scale development. <i>Psychological Assessment</i> , 7(3), 309-319. Meyer et al. (2002). Psychological Testing and Psychological Assessment: A Review of Evidence and Issues. <i>American Psychologist</i> , 56, 128- 165.	Assessment Methods	Discussion Paper #5
8	Nov. 6		Discussion of Midterm and Writing Clinic	
9	Nov. 11 & 13	Kazdin (2003) Chapter 12 Camic et al. (2003). Naming the stars: Integrating qualitative methods into psychological research. In Camic et al. (Eds.) <i>Qualitative research in psychology: Expanding perspectives in methodology and design</i> . (pp. 3-15). Washington, DC, US: APA. Haverkamp & Young (2007). Paradigms, Purpose, and the Role of the Literature: Formulating a Rationale for Qualitative Investigations. <i>Counseling Psychologist</i> , 35(2), 265-294.	Qualitative Research	Discussion Paper #6
10	Nov. 18 & 20	Kazdin (2003) Chapters 10, 11 Hayes (1981). Single case experimental design... <i>Journal of Consulting and Clinical Psychology</i> , 49, 193-211. Peterson et al. (1983). Attributions and depressive mood shifts: A case study using the symptom-context model. <i>Journal of Abnormal Psychology</i> , 92(1), 96-103	Single-Case Designs	Discussion Paper #7
11	Nov. 25 & 27	Kazdin (2003) Chapter 17 Rosenthal (1994). Science and	Ethics	Discussion Paper #8

		ethics in conducting, analyzing, and reporting psychological research. <i>Psychological science</i> , 5, 127 -134. Fly et al. (1997). Ethical Transgressions of Psychology Graduate Students: Critical Incidents With Implications For Training. <i>Professional Psychology: Research and Practice</i> , 28, 492-495.		
12	Dec. 10		Research Paper is Due	

Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.

A Few Other Notes

All students should activate their UW computer accounts each term. The accounts give students access to applications such as word processing, statistical and graphics packages, and electronic email as well as access to the Internet. For those who are not planning to use their UW email addresses, please do one of the following things:

- change your email address on QUEST to the one that you want posted on the University Directory, or
- on the UW account, arrange for the email from your UW account to be forwarded to your alternate email address.

Psychology majors should check the Psychology Undergraduate Web Site (<http://www.psychology.uwaterloo.ca/ugradprog/>) regularly for updates (e.g., psychology course offerings for F/W/S, volunteer and/or part-time paid research positions, application deadlines for scholarships, etc.)

NOTE: Please be aware of the following university policies with respect to academic offences

- 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 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) and on the Web at: <http://www.adm.uwaterloo.ca/infosec/Policies/policy71Sept2008.htm>
- 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. For more information on categories of academic offenses, most notably plagiarism, see “Avoiding Academic Offences” (http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.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 Petitions and Grievances) at:
<http://www.adm.uwaterloo.ca/infosec/Policies/policy70Sept2008.htm>
- Students appealing a decision made under Policy #70 (Student Petitions and Grievances) or Policy #71 (Student Discipline) are asked to refer to Policy #72 (Student Appeals) at:
<http://www.adm.uwaterloo.ca/infosec/Policies/policy72Sept2008.htm>

Final Note: This syllabus may be modified slightly as the term progresses. In particular, office hours will need to be selected and may need to change. *If there is a discrepancy between a hard copy syllabus and the outline posted on ACE, the outline on ACE will be deemed the official version.*