

**University of Waterloo**  
**Department of Psychology**  
**Psych 397 section 1**  
**Research Methods in Personality and Clinical Psychology**  
**Fall 2013**  
**Mondays and Wednesday 10:00-11:20am, HH 334**

**Instructor and T.A. Information**

Instructor: Pamela Seeds  
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Office Hours	Tuesday 2-3pm

**Course Description**

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.

**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, a research project, quizzes and a midterm test.

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

- A. Understand the strengths and weaknesses of various research designs.
- B. Critically evaluate research in personality and clinical psychology from a methodological viewpoint.
- C. Design a research protocol to explore a research question in personality or clinical psychology.

**Required Text**

- Leary, Mark R. (2012). Behavioral research methods (6th edition). Toronto: Pearson.

## Recommended Text

- APA (2013). Publication Manual of the American Psychological Association, (6th edition). Washington: American Psychological Association.

## Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Information Literacy Assignment	Oct. 2	5%
Research Proposal: Literature Review	Oct. 9	10%
Research Proposal: Review of Measurement / Research Methods	Oct. 21	10%
Midterm Test 1	Oct. 23 & 28	20%
Research Proposal: Hypotheses	Nov. 4	5%
Research Proposal: Method Section	Nov. 18	5%
Research Proposal: Power Analysis	Nov. 18	5%
Group Presentation	Nov. 18 & Dec. 2	5%
Midterm Test 2	Nov. 25 & 27	20%
Final Research Proposal	Dec. 9	15%
Total		100%

### Information Literacy Assignment.

By completing this assignment, 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
4. Utilize citation software to cite information sources to maintain academic integrity

### Literature Review.

Divide the review into two or more sections. Explain how you divided up the writing and submit your sections separately. (4-5 pages, not including references).

### Review of Measurement / Research Methods.

Divide this into two or more sections. Explain how you divided up the writing and submit your sections separately. (2-3 pages each, not including references).

### Midterm Test 1.

Midterm test based on material in the course readings and presented in lectures. The first half of the exam will contain multiple choice and short answer questions. The second half of the exam will contain a few application questions requiring you to apply your knowledge to a novel research problem.

### Hypotheses Section.

Independently write a 'hypotheses' section with clearly stated connections to theory testing or other method of advancing knowledge in the area. (1 page or less)

**Method Section.**

Prepare a method section for your research proposal, including all stimuli, a detailed description of the experimental method, a description of participants (including any exclusionary criteria). Work on this together, and submit one copy for the group, with each member to receive an identical grade. (1-2 pages).

**Power Analysis and Justification.**

Provide a power analysis for your research proposal, justifying your assumptions. Work on this together, and submit one copy for the group, with each member to receive an identical grade. (1-2 pages).

**Group Presentation.**

Provide a brief (15-20 mins) presentation on your research proposal to the class.

**Midterm Test 2.**

Midterm test based on material in the course readings and presented in lectures. The first half of the exam will contain multiple choice and short answer questions. The second half of the exam will contain a few application questions requiring you to apply your knowledge to a novel research problem.

**Final Research Proposal.**

Share all of your work with your group members so that each group member has each other's sections of the literature review and each other's methods/measures review and each other's hypotheses sections with the comments we provided available to everyone. Independently edit and submit a final draft of the research proposal.

Introduction (5-10 pages)

Method (1-2 pages)

Power Analysis (1-2 pages)

**Course Outline**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments &amp; Workshops</b>
1	Sept 9 & 11	Introduction to the course	None	Group Work: Form groups of 2-3 students per group and begin discussion of project.
2	Sep 16 & 18	Review of Personality and Abnormal Psychology	Leary, M.R. (2012). Chapters 1,2  Buss, D.M. (2009). How Can Evolutionary Psychology	Library Research Workshop  <b>Tim Ireland (Library Liaison)</b>

Week	Date	Topic	Readings Due	Assignments & Workshops
			<p>Successfully Explain Personality and Individual Differences? Perspectives on Psychological Science, 4, 359-366. doi: 10.1111/j.1745-6924.2009.01138.x</p> <p>Nettle, D. (2006). The evolution of personality variation in humans and other animals. American Psychologist, 20, 622–631. doi: 10.1037/0003-066X.61.6.622</p>	<p><b>Note: Held in PAS 1237</b></p> <p>Group Work: Decide on topic and agree on a set of 2-3 readings to get started.</p> <p>Assignment: Enter personality ratings from class in LEARN.</p> <p>Assignment: Background reading for group project.</p>
3	Sep 23 & 25	Descriptive Research	Leary, M.R. (2012). Chapter 6, 16	<p>Writing Workshop: Literature Review</p> <p>Group Work: Refine research question. Divide literature review into two or more equal parts.</p> <p>Assignment: Read for and write your section of the literature review.</p>
4	Sept 30 & Oct 2	Quasi-Experimental Methods	<p>Leary, M.R. (2012). Chapter 13</p> <p>Purdon, Gifford, McCabe, Antony (2005). Thought dismissability in obsessive-compulsive disorder versus panic disorder. Behaviour Research and Therapy, 49, 646-653. doi: 10.1016/j.brat.2011.07.001</p>	<p>Writing Workshop: Writing a Methodological Review</p> <p><b>Information Literacy Assignment Due</b></p>

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments &amp; Workshops</b>
				<p>Group Work: Discuss methods of testing your research question. Discuss potential assessment methods / measures. Agree on papers to read collectively.</p> <p>Assignment: Revise your section of the literature review. Read for and write the review of methods / measures.</p>
5	Oct 7 & 9	Self-Report Measurement	<p>Leary, M.R. (2012). Chapter 3, Chapter 4 pp. 80-90.</p> <p>Cronbach, L.J. &amp; Meehl, P.E. (1955). Construct validity in psychological tests. Psychological Bulletin, 52, 281-302. doi: 10.1037/h0040957</p>	<p><b>Literature Review Due</b></p> <p>Group Work: Discuss your assigned papers, share source material, identify other key papers for review of methods / measures.</p> <p>Assignment: Write review of methods / measures.</p>
	Oct 14	<b>Thanksgiving</b>	<b>University Closed - No Class</b>	
6	Oct 16 & 21	Observer-Report Measurement	<p>Leary, M.R. (2012). Chapter 4, pp. 71-80; 91-95.</p> <p>Ambady, N. (2010). The Perils of Pondering: Intuition and Thin Slice Judgments. Psychological Inquiry, 21, 271-278. doi:</p>	<p>Writing Workshop: Writing the Introduction to a Grant Proposal</p> <p><b>Review of Measurement /</b></p>

Week	Date	Topic	Readings Due	Assignments & Workshops
			<p>10.1080/1047840X.2010.524882</p> <p>De Los Reyes, A., Thomas, S.A., Goodman, K.L., &amp; Kunder, S.M.A. (2013). Principles underlying the use of multiple informants' reports. <i>Annual Review of Clinical Psychology</i>, 9, 123-149. Doi: 10.1146/annurev-clinpsy-050212-185617</p> <p>Oltmanns, T.F. &amp; Turkheimer, E. (2009). Person perception and personality pathology. <i>Current Directions in Psychological Science</i>, 18, 32-36. DOI: 10.1111/j.1467-8721.2009.01601.x</p>	<p><b>Methods Due</b></p> <p>Group Work: Discuss your chosen method for addressing your research question. Discuss hypotheses to be tested and what results are expected. Discuss how this work advances knowledge.</p> <p>Assignment: Study for exam.</p>
7	Oct 23 & 28	<b>MIDTERM EXAM</b>	None	Assignment: Write Hypotheses section.
8	Oct 30 & Nov 4	Implicit Measurement	<p>DeHouwer, J., Teige-Mocigemba, S., Spruyt, A., Moors, A. (2009). Implicit measures: A normative analysis and review. <i>Psychological Bulletin</i>, 135, 347-368. doi: 10.1037/a0014211</p> <p>Gawronski, B., LeBel, E.P., Peters, K.R., Banse, R. (2009). Methodological issues in the validation of implicit measures: Comment on De Houwer, Teige-Mocigemba, Spruyt, and Moors (2009). <i>Psychological Bulletin</i>, 135 (3), 369-372. doi: 10.1037/a0014820</p> <p>Schnabel, K., Asendorpf, J.B., Greenwald, A.G. (2008). Assessment of individual</p>	<p><b>Hypotheses Section Due</b></p> <p>Writing Workshop: Method Section, Power Analysis and Justification</p> <p>Group Work: Prepare for joint submission of the Method section. Prepare group presentation.</p> <p>Assignment: Write Method section.</p>

Week	Date	Topic	Readings Due	Assignments & Workshops
			<p>differences in implicit cognition: A review of IAT measures. <i>European Journal of Psychological Assessment</i>, 24, 210-217. doi: 10.1027/1015-5759.24.4.210</p> <p>Gawronski, B. (2009). Ten frequently asked questions about implicit measures and their frequently supposed, but not entirely correct answers. <i>Canadian Psychology</i>, 50 (3), 141-150. doi: 10.1037/a0013848</p>	
9	Nov 6 & 11	Correlational Methods	<p>Leary, M.R. (2012). Chapter 7, 8</p> <p>Constantino, M.J., Arnow, B.A., Blasey, C., Agras, W.S. (2005). The association between patient characteristics and the therapeutic alliance in cognitive-behavioral and interpersonal therapy for Bulimia Nervosa. <i>Journal of Consulting and Clinical Psychology</i>, 73, 203-211. doi: 10.1037/0022-006X.73.2.203</p>	<p>Group Work: Discuss power analysis as it relates to your project. Prepare for submission of your Method section and power analysis.</p> <p>Assignment: Write power analysis and justification.</p>
10	Nov 13 & 18	Randomized Controlled Trials	<p>Leary, M.R. (2012). Chapter 9, 10</p> <p>Van Ameringen, M., Mancini, C., Oakman, J.M. (1999). Nefazodone in social phobia. <i>Journal of Clinical Psychiatry</i>, 60 (2), 96-200. doi: 10.4088/JCP.v60n0205</p> <p>Van Ameringen, M., Mancini, C., Oakman, J., Walker, J., Kjernisted, K., Chokka, P., Johnston, D., Bennett, M., Patterson, B. (2007). Nefazodone in the treatment of generalized social phobia: A randomized, placebo-controlled trial. <i>Journal of Clinical Psychiatry</i>,</p>	<p><b>Method Section Due</b></p> <p><b>Power Analysis Due</b></p> <p><b>Group Presentations</b></p>

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments &amp; Workshops</b>
			68 (2), 288-295. doi: 10.4088/JCP.v68n0215	
11	Nov 20	Single Case Research	Leary, M.R. (2012). Chapter 14	<b>Group Presentations</b> Assignment: Study for Exam
12	Nov 25 & 27	<b>MIDTERM EXAM 2</b>	None	
13	Dec 2	Program Evaluation		<b>Group Presentations</b>  Assignment: Prepare final draft of research proposal
	Dec 9			<b>Final Research Proposal Due</b>

### **Late Work**

Assignments submitted late will receive a 1 mark penalty after two days late and one mark penalty each day thereafter. For example, if you submit your Literature Review (worth 10%) two days late, 1 mark will be subtracted from your mark out of 10. If you submit the Literature Review four days late, 3 marks will be subtracted from your mark out of 10.

### **Information on Plagiarism Detection**

Plagiarism detection software should not be necessary in this course due to the close contact between the TA and group members every step of the way.

### **Electronic Device Policy**

You are welcome to bring electronic devices to the class to be used for course-related activities. Please turn cell phones to silent mode or turn them off entirely.

### **Attendance Policy**

Lecture material will not repeat information from the textbook; most lecture material will be new and intended to enhance your understanding of the topic. Time is set aside each week for in-class group work. Attendance is strongly encouraged.



## **Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

### **Cross-listed course**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **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.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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](#).

**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](#).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

### **Other sources of information for students**

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

### **Accommodation for Students with Disabilities**

**Note for students with disabilities:** The [AccessAbility Services office](#), 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 AS office at the beginning of each academic term.