

University of Waterloo
Department of Psychology
Psych 397 Section 1
Research Methods in Personality and Clinical Psychology
Fall 2014
Monday and Wednesday 10:00-11:20am, HH 334

Instructor and T.A. Information

Instructor: Jonathan Oakman
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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.

Prerequisite: PSYCH 257 or PSYCH 323R plus PSYCH 291 and PSYCH 292;
Honours Psychology or Make-up Psychology students.

Corequisite: PSYCH 391

Antirequisite: PSYCH 393, 395, 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 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. (2012). Behavioral research methods (6th 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> |
|--|--|------------------|
| In-Class Quizzes | Sept. 15, 22, 29, Oct. 6, 15, 20, 27, Nov. 3, 10, 17, 24, Dec. 1 <i>Keep best 10 out of 12 to total 50%</i> | 5% each |
| <i>Participation Activities:</i> | | |
| Information Literacy Test | Sept. 24 | 5% |
| Article Critique Assignment (In-Class) | Nov. 5 | 5% |
| In-Class Assignments | Oct. 8, Oct. 22, Oct. 29, Nov. 12, 26 | 5% each |
| Article Critique Assignment (In-Class) | Nov. 19 | 5% |
| Article Critique Assignment (Final) | Dec. 5 | 10% |
| <i>Drop your lowest and count your best twice to total 50%</i> | | |
| Research Participation Bonus Credits (Optional) | Dec. 1 (final day of undergraduate classes) | up to 4%** |
| Total | | 100% |

***Please note:* Students cannot earn more than 100% in the course so not all earned credits may be applied to final grade.

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.

At the start of 12 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.). These quizzes 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. No make-up quizzes will be allowed—if you miss a quiz for any reason, you will receive a 0. Students will be able to keep their best 10 out of 12 quiz grades, which will contribute 50% of your final grade.

In-Class Assignments.

During at least half of the lectures, there will be in-class activities and group work. On 5 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. They will be due by the end of class or 5 p.m. the following day. Each assignment will be no more than 1-2 pages in length, and will be worth 5% of your grade. No make-up assignments will be allowed—if you miss one for any reason, you will receive a 0. Students will be able to drop their lowest participation activity and count their best twice, which will contribute a total of 50% of your final grade.

Article Critiques

You will have an opportunity to evaluate 3 empirical articles (2 with group consultation, 1 independently). Please prepare a 1 to 1 ½ 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 attached. Please turn in critiques in-person at the end of class or online if later in the day.

Research Participation Bonus Credits (Optional).

You may also earn bonus credits for participation in research (see additional handout entitled “Research Experience Marks” for details). Please note that students cannot earn more than 100% in the course so not all bonus credits earned may be applied to the final grade (up to 4%).

Course Outline

| Week | Date | Topic | Readings Due | Assignments & Tests | Lecturer |
|------|----------|---|---|---|---|
| 1 | Sept. 8 | Introduction to the course | None | | Dr. Seeds & Dr. Oakman |
| 1 | Sept. 10 | Conceptual overview of the research area | Wikipedia article on positive psychology | | Dr. Seeds & Dr. Oakman |
| 2 | Sept. 15 | Coming Up with Research Questions | Kazdin, A.E. (2003). Chapter 5 pp. 110-129. | In-Class Quiz | Dr. Seeds |
| 2 | Sept. 17 | Information Literacy Part 1 - Library Research Workshop | None | Library Research Workshop Note: Held in PAS 1237 | Dr. Seeds & Tim Ireland (Library Liaison) |
| 3 | Sept. 22 | Overview of Research Measurement/ Methodologies | Kazdin, A.E. (2003). Chapter 5 pp. 130-147. | In-Class Quiz | Dr. Seeds |
| 3 | Sept. 24 | Information Literacy Part 2 – Live Search | None | Information Literacy Test: Complete the in-class test using the skills you learned the previous week Note: Held in PAS 1237 | Dr. Seeds & Tim Ireland (Library Liaison) |
| 4 | Sept. 29 | Descriptive Research Methods | Leary, M. R. (2012). Chapter 6. | In-Class Quiz | Dr. Oakman |
| 4 | Oct. 1 | 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</i> | Demonstration: working through article critique example in preparation for | Dr. Oakman |

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|------|--------|-------------------------|---|---|------------|
| | | | <i>Medicine, 10</i> , 2996-3005. doi:10.1111/jsm.12160 | 3 critique assignments | |
| 5 | Oct. 6 | Self-Report Measurement | Leary, M.R. (2012). Chapter 3, Chapter 4 pp. 80-90. Arthen, I. The Story of Real Vampires . FireHeart, 2. | In-Class Quiz | Dr. Oakman |
| 5 | Oct. 8 | Self-Report Measurement | Read <u>one</u> of the following as assigned by the instructor: Steed, L. G. (2002). A psychometric comparison of four measures of hope and optimism. <i>Educational and Psychological Measurement, 62</i> , 466-482. doi:10.1177/00164402062003005 Benson, P. L. & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. <i>The Journal of Positive Psychology, 4</i> , 85-104. doi:10.1080/17439760802399240 Pöhlmann, K., Gruss, B., & Joraschky, P. Structural properties of personal meaning systems: A new approach to measuring meaning of life. <i>The Journal of Positive Psychology, 1</i> , 109-117. doi:10.1080/17439760600566008 Watkins, P.C., Woodward, K., Stone, T., & Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude, and relationships with subjective well-being. <i>Social</i> | Group Work: Read your assigned paper on <u>one</u> topic within the positive psychology area and complete the in-class assignment. | Dr. Oakman |

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|------|---------|-----------------------------|---|---|------------|
| | | | <p><i>Behavior and Personality, 31, 431-452.</i></p> <p>Waterman, A. S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. <i>Journal of Personality and Social Psychology, 64, 678-691.</i></p> <p>Jason, L. A., Reichler, A., King, C., Madsen, D., Camacho, J., & Marchese, W. (2001). The measurement of wisdom: A preliminary effort. <i>Journal of Community Psychology, 29, 585-598.</i> doi:10.1002/jcop.1037</p> | | |
| 6 | Oct. 13 | | Thanksgiving – No Class | | |
| 6 | Oct. 15 | Program Evaluation | Barker, C. & Pistrang, N. (2002). Chapter 11 | In-Class Quiz | Dr. Oakman |
| 7 | Oct. 20 | Observer-Report Measurement | <p>Leary, M. R. (2012). Chapter 4 pp. 71-80; 91-95.</p> <p>Nave, C. S., Sherman, R. A., & Funder, D. C. (2008). Beyond self-report in the study of hedonic and eudaimonic well-being: Correlations with acquaintance reports, clinician judgments and directly observed social behavior. <i>Journal of Research in Personality, 42, 643-659.</i> doi:10.1016/j.jrp.2007/09/001</p> | In-Class Quiz | Dr. Seeds |
| 7 | Oct. 22 | Observer-Report Measurement | None | Assignment: Complete the in-class assignment in | Dr. Seeds |

| Week | Date | Topic | Readings Due | Assignments & Tests | Lecturer |
|------|---------|----------------------------|--|--|------------|
| | | | | groups. | |
| 8 | Oct. 27 | Implicit Measurement | Rowatt, W. C., Powers, C., Targhetta, V., Comer, J., Kennedy, S., & Labouff, J. (2006). Development and initial validation of an implicit measure of humility relative to arrogance. <i>The Journal of Positive Psychology, 1</i> , 198-211. doi: 10.1080/17439760600885671 | In-Class Quiz | Dr. Oakman |
| 8 | Oct. 29 | Implicit Measurement | None | Assignment: Complete the in-class assignment in groups. | Dr. Oakman |
| 9 | Nov. 3 | Experimental Methods | Leary, M. R. (2012). Chapter 9, 10 Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. <i>Journal of Personality and Social Psychology, 84</i> , 377-389. | In-Class Quiz | Dr. Seeds |
| 9 | Nov. 5 | Experimental Methods | Burton, C. M., & King, L. A. (2008). Effects of (very) brief writing on health: The two-minute miracle. <i>British Journal of Health Psychology, 13</i> , 9-14. doi:10.1348/135910707X250910 | Article critique: Work in groups to complete the assigned article critique. Submit as a group by the end of the day. | Dr. Seeds |
| 10 | Nov. 10 | Quasi-Experimental Methods | Leary, M. R. (2012). Chapter 13 Grant, G. M., Salcedo, V., Hynan, L. S., Frisch, M. B., & Puster, K. (1995). Effectiveness of quality of | In-Class Quiz | |

| Week | Date | Topic | Readings Due | Assignments & Tests | Lecturer |
|------|---------|------------------------------|---|--|------------|
| | | | <p>life therapy for depression. <i>Psychological Reports</i>, 76, 1203-1208. doi:10.2466/pr0.1995.76.3c.1203</p> <p>Layous, K., Nelson, S. K., Oberle, E., Schonert-Reichl, K. A., & Lyubomirsky, S. (2012). Kindness counts: Prompting prosocial behavior in preadolescents boosts peer acceptance and well-being. <i>PLoS one</i>, 7, e51380. doi:10.1371/journal.pone.0051380</p> | | |
| 10 | Nov. 12 | Quasi-Experimental Methods | None | Assignment: Complete the in-class assignment in groups. | Dr. Seeds |
| 11 | Nov. 17 | Correlational Methods | <p>Lear, M. R. (2012). Chapter 7 (pp.) 8 pp. 163-169</p> <p>Wood, A. M., Joseph, S., & Maltby, J. (2009). Gratitude predicts psychological well-being above the Big Five facets. <i>Personality and Individual Differences</i>, 46, 443-447.</p> | In-Class Quiz | Dr. Seeds |
| 11 | Nov. 19 | Correlational Methods | Zawadzka, A. M., & Zalewska, J. (2013). Can humility bring happiness in life? The relationship between life aspirations, subjective well-being, and humility. <i>Roczniki Psychologiczne/Annals of Psychology</i> , 16, 433-449. | Article critique: Work in groups to complete the assigned article critique. Submit your individual work by the end of the day. | Dr. Seeds |
| 12 | Nov. 24 | Randomized Controlled Trials | Jazaieri, H., Jinpa, G. T., McGonigal, K., Rosenberg, E. L., Finkelstein, J., Simon-Thomas, E., | In-Class Quiz | Dr. Oakman |

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|------|---------|----------------------------|---|---|------------|
| | | | <p>Cullen, M., Doty, J. R., Gross, J. J., & Goldin, P. R. (2013). Enhancing compassion: A randomized controlled trial of a compassion cultivation training program. <i>Journal of Happiness Studies</i>, 14, 1113-1126. doi: 10.1007/s10902-012-9373-z</p> <p>Mitchell, J., Stanimirovic, R., Klein, B., & Vella-Brodrick, D. (2009). A randomised controlled trial of a self-guided internet intervention promoting well-being. <i>Computers in Human Behavior</i>, 25, 749-760. doi: 10.1016/j.chb.2009.02.003</p> <p>Sergeant, S. & Mongrain, M. (2014). An online optimism intervention reduces depression in pessimistic individuals. <i>Journal of Consulting and Clinical Psychology</i>, 82, 263-274. doi: 10.1037/z0035536</p> | | |
| 12 | Nov. 26 | Randomized Clinical Trials | None | Assignment: Complete the in-class assignment in groups. | Dr. Oakman |
| 13 | Dec. 1 | Single Case Research | Leary, M. R. (2012). Chapter 14 | In-Class Quiz | Dr. Oakman |
| | Dec. 5 | | Article(s) TBA | Individual Article Critique Due | |

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 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

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 required in order to complete the in-class assignments and quizzes, and as such is strongly recommended for success in the course.

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.

Concerns about the Course or Instructor (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](#) *as of July 1, 2014*) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach

Email: reibach@uwaterloo.ca

Phone: 519-888-4567 ext. 38790

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. See Policy 70 and 71 below for further details.

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.