

PSY 397: Research Methods in Personality & Clinical Psychology

Thurs. 2:30 p.m.-5:20 p.m., DWE 3519
Fall 2008

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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 exercises. 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. Most of the readings will be available online, but all will be found as paper copies in the psychology department copy room (PAS 4032) and outside my office (PAS 3045).

COURSE FORMAT:

As you will note, the course schedule contains three main in-class formats: lectures, discussion forums, and in class demonstrations. Each of these components is described briefly below.

Lecture & In-class Demonstrations:

Formal lectures will review key issues in the various designs used in personality and clinical research, and in-class demonstrations and exercises will be used to further illustrate these methods. Lectures are designed to help you to better understand the empirical work you will review for the discussion forums.

Discussion forum:

After 5 of the formal lectures, we will spend some class time discussing the article that you reviewed and for which you submitted commentaries on the day prior. The articles that you will read and review demonstrate the research methods described in the previous class period. Discussion for each class will be generated by your comments and questions from the readings.

Optional writing clinic: In addition to regular classes, on two occasions during the semester we will offer optional writing clinics that will be held outside of the regularly scheduled class time. These writing clinics will offer a review of how to write sections of an APA style manuscript. We will use examples from the literature as well as a discussion of the class research project (Exercise 1) to learn how to craft a compelling theoretical argument and communicate results of empirical work. Although these workshops are optional, and much of the materials presented will be available on ACE, we highly recommend that you attend at least one of the workshops.

COURSE REQUIREMENTS:

You will have opportunities to demonstrate your command of the materials through discussion commentaries, tests, exercises, and a writing assignment. These requirements are outlined below.

Discussion commentaries & forum: You will be asked to submit a commentary and questions for readings labeled “Discussion Articles”. These comments must be submitted via the web one full day prior to the next class (i.e., all comments and questions are due on Wednesdays by 10 a.m.). 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 craft discussions on the materials. Please note, I am searching for high quality, thoughtful questions and comments here---not quantity. Guidelines for these critiques are reviewed in the handout “How to critique the literature” and will further be explained in class on September 11th. As mentioned previously, after 5 of the formal lectures we will spend the class time discussing the article that you reviewed and on which you submitted commentaries the day prior. When an article is assigned for discussion, 50% of your grade will come from your written comments submitted online, while the other 50% will come from attendance and participation in the in-class discussion groups. In total, credit for your commentary submissions and the in-class discussion forum will be calculated across the term and will comprise 25% of your total grade.

Tests: For each class period labeled “Test” (3 in total), you will be tested on your knowledge of the research methods described in the previous class and your general knowledge about the content and methods used in the research you reviewed for the class discussion forums. Tests that are missed will be counted as a zero. The tests will comprise 30% of your total grade.

Exercises: For Exercise #1, you will have the opportunity to “live the life of a participant” by completing an online study. Instructions will be given in class on September 11th and the study must be completed by September 18th. Exercise #2 will be completed in class and involves conducting observations on mock clinical interviews. Exercise #3 will be completed in class and involves conducting observations on play therapy. Your participation is essential for these demonstrations to be effective. Adequate completion of each exercise will be worth 5% of your grade in the course, totaling 15% for completion of all exercises. “Adequate completion” will be specifically defined in the exercise materials that will be distributed.

Brief report: Data from Exercise 1 will be aggregated and summaries of the results will be given to you on October 2nd. You will use these data to complete worksheets that will make up a brief report. This brief report will cover the major sections of an APA-style research paper. All of the worksheets are due by the beginning of class on November 6th and will be worth 30% of your grade in the course. Please note that you may schedule time with the TA to clarify questions with this assignment and get feedback, but make sure to do this in advance of the final deadline.

We will review each of your worksheets, give you detailed written feedback, so that based on these comments you can then have an opportunity to rewrite the brief report. All rewrites are due by the beginning of class on November 27th. NOTE: The rewrite IS NOT mandatory. However, should you choose to rewrite these worksheets, your original draft will then be weighted 20% and your rewrite will be weighted 10% in your final grade calculations (rather than 30% for the original brief report).

Summary of grading:

Discussion commentary/questions	25%	Exercise #1	5%
Tests	30%	Exercise #2	5%
Brief report	30%	Exercise #3	5%

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.

NOTE: Please be aware of the following university policies

- **Academic Integrity:** in order to maintain a culture of academic integrity, members of the University of Waterloo community 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 offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>
- **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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>
- **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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>
- **Avoiding Academic Offences:** http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

DATE	TOPIC	Important notes
Sept.		
11	Part 1: Course introduction Part 2: Research ethics	
18	Part 1: Review of research methods concepts Part 2: Review cont.	<ul style="list-style-type: none"> • EXERCISE 1 DUE completed online • Read “writing a research report” powerpoint show • Reminder: Discussion questions (Gable et al., 2006) due Sept 24th by 10 a.m.
25	Part 1: Survey methods & observational designs Part 2: Discussion forum	<ul style="list-style-type: none"> • Reminder: Discussion questions (Collins & Feeney, 2004) due Oct 1st by 10 a.m.
Oct.		
2	Part 1: Experimental designs Part 2: Discussion forum	<ul style="list-style-type: none"> • Reminder: Writing clinic w/ Prof Stinson this week (time & place TBA)
9	TEST #1	<ul style="list-style-type: none"> • Reminder: Discussion questions (Berk & Anderson, 2000) due Oct 15th by 10 a.m.
16	Part 1: Implicit measures Part 2: Discussion forum	<ul style="list-style-type: none"> • Reminder: Discussion questions (Patrick et al., 2004) due Oct 22nd by 10 a.m.
23	Part 1: Diary studies Part 2: Discussion forum	<ul style="list-style-type: none"> • Reminder: Writing clinic w/ Prof Stinson this week (time & place TBA)
30	TEST #2	
Nov.		
6	Part 1: Diagnosis: deriving criteria, measurement Part 2: Personality & Intelligence testing	<ul style="list-style-type: none"> • BRIEF REPORTS DUE • In class demos
13	Part 1: Clinical interview Part 2: Behavioral assessment	<ul style="list-style-type: none"> • EXERCISES 2 & 3 completed in-class • Reminder: Discussion questions (Mortberg et al., 2006) due Nov 19th by 10 a.m.
20	Part 1: Psychotherapy, drug and combo studies Part 2: Discussion Forum	
27	TEST # 3	<ul style="list-style-type: none"> • BRIEF REPORTS OPTIONAL REWRITES DUE

READINGS:

NOTE: Readings bolded and marked “*” indicate those DISCUSSION ARTICLES for which you will submit commentary/questions.

Sept. 11th:

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.

Sept. 18th:

Lecture will cover the nature of scientific inquiry. If you would like a review of these concepts see:

Rosenthal, R., & Rosnow, R. L. (1991). *Essentials of behavioral research* (pp. 3-45). Boston, MA: McGraw-Hill.

Lecture will cover a review of statistics, reliability, & validity. If you need a basic review see:

Pelham, B. W., & Blanton, H. (2003). A brief course in statistics. In: *Conducting Research in Psychology: Measuring the weight of smoke, 2nd Edition* (Chapter 10, pp. 286-309). Wadsworth/Thomson Learning.

Rosnow, R. L., & Rosenthal, R. (2002). *Beginning behavioral research: A conceptual primer, 4th Edition*. New Jersey: Prentice Hall.

Chapter 6:	Reliability and validity, pp. 138-159
Chapter 9:	Survey Design and Subject Recruitment, pp. 207-231 [sampling, biases]
Chapter 10:	Summarizing the data, pp. 233-252 [measures of central tendency, spread, z-scores]
Chapter 11:	Examining Relationships, pp. 253-272 [correlation]
Chapter 12:	Statistical significance and Practical Importance, pp. 273-294 [p-value, effect size, hypothesis testing, Type I & II error]
Chapter 13:	The t Test, pp. 295-313
Chapter 14:	The F Test, pp. 314-337

NOTE: This book also has a companion website to help you clarify anything you may be confused about. They have powerpoint presentations that summarize the chapter, as well as exercises, flashcards, and quizzes to help you learn key concepts. See: http://wps.prenhall.com/hss_rosnow_beginning_5/0,8870,1235692-,00.html

Sept. 25th

***Gable, S.L., Gonzaga, G., & Strachman, A. (2006). Will you be there for me when things go right? Responses to capitalization in romantic couples. *Journal of Personality and Social Psychology, 91*, 904-917.**

Rosnow, R. L., & Rosenthal, R. (2002). Systematic observational methods. *Beginning behavioral research: A conceptual primer, 4th Edition* (pp. 81-104). New Jersey: Prentice Hall.

Oct. 2th

***Collins, N. C., & Feeney, B. C. (2004). Working models of attachment shape perceptions of social support: Evidence from experimental and observational studies. *Journal of Personality and Social Psychology*, 87, 363-383.**

Pelham, B. W., & Blanton, H. (2003). Experience carefully planned: Experimental research designs. In: *Conducting Research in Psychology: Measuring the weight of smoke, 2nd Edition* (pp. 153-183). Wadsworth/Thomson Learning.

See the following to help you with the writing clinic:

Jordan, C. J. & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III, Eds. *The Compleat Academic: A Career Guide, 2nd Edition* (pp. 185-219). Washington, D. C.: American Psychological Association.

Oct. 9th

TEST #1

Oct. 16th

***Berk, M. S., & Andersen, S. M.. (2000). The impact of past relationships on interpersonal behavior: Behavioral confirmation in the social-cognitive process of transference. *Journal of Personality & Social Psychology*, 79, 546-562.**

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.

Oct. 23rd

***Patrick, H., Neighbors, C., & Knee, C. R. (2004). Appearance-related social comparisons: The role of contingent self-esteem and self-perceptions of attractiveness. *Personality and Social Psychology Bulletin*, 30, 501-514.**

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. 30th

TEST #2

Nov. 6th

BRIEF REPORT WORKSHEETS DUE!

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.

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. 13th

Groth-Marnat, G. (1997). *Handbook of psychological assessment, 3rd edition* (pp. 67-98 **Assessment interview**). New York: J. Wiley & Sons.

Nov. 20th

***Mortberg, E., Clark, D. M., Sundin, O., Wistedt, A. (2006). Intensive group cognitive treatment and individual cognitive therapy vs. treatment as usual in social phobia: a randomized controlled trial. Acta Psychiatrica Scandinavica, 115, 142-154.**

Kendall, P. C., Flannery-Schroeder, E. C., Ford, J. D. (1999). Therapy outcome research methods. In P. C. Kendall, J. N. Butcher, & G. N. Holmbeck (Eds.), *Handbook of Research Methods in Clinical Psychology, 2nd edition* (pp. 330-353). New York: J. Wiley & Sons. [**NOTE: I have assigned only a part of the chapter**]

Nov. 27th

TEST #3

BRIEF REPORT WORKSHEET REWRITES DUE!!!