

**PSY 397: Research Methods in Personality & Clinical Psychology**  
**Tues. & Thurs. 10:30 a.m.-12:20 p.m., PAS 3026**  
**Fall 2007**

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**Instructor:** Jennifer La Guardia  
**Office:** PAS 3016  
**Phone:** (519) 888-4567, ext. 34844  
**Email:** jlag@uwaterloo.ca  
**Office hours:** Tuesdays 2 - 4 p.m. or by appointment

**Teaching Assistant:** Liz McFadden  
**Office:** PAS 3208  
**Email:** demcfadd@uwaterloo.ca  
**Office hours:** Wednesdays 10-12 or by appointment

**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. 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 PAS 4032 and on reserve at the Dana Porter library.

**COURSE FORMAT:**

As you will note, the course schedule contains three main in-class formats: lectures, discussion forums, and writing clinics. Each of these 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 6 of the formal lectures (class dates labeled "Discussion Forum") we will spend the class time discussing the article which you reviewed and 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.

**Writing clinic:** For the classes labeled "Writing Clinic" we will spend the class time reviewing 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. You have the opportunity to have the TA review early drafts of sections of your brief report. The TA will provide written feedback for those sections turned in by the deadlines listed below. These drafts ARE NOT mandatory but are HIGHLY recommended, as they provide you with some early feedback so you may learn how to appropriately rewrite your paper before it is officially due.

For early feedback, sections are due to the TA as follows:

Methods:	Sept. 27 <sup>th</sup>	Introduction:	Oct. 18 <sup>th</sup>
Results:	Oct. 4 <sup>th</sup>	Discussion:	Nov. 1 <sup>st</sup>

### **COURSE REQUIREMENTS:**

You will have opportunities to demonstrate your command of the materials through discussion commentaries, quizzes, two class exercises, and a writing assignment. These requirements are specifically 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 (e.g., All discussion forums fall on Tuesday, thus all comments and questions are due on Monday 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. As a 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 11<sup>th</sup>. As mentioned previously, after 6 of the formal lectures we will spend the class time discussing the article which you reviewed and submitted commentaries on the day prior. For each week, 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 30% of your total grade.

**Quizzes:** For each class period labeled “Quiz” (6 in total), you will be given a brief quiz that tests 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 that class discussion section. Quizzes that are missed will be counted as a zero. There are six quizzes over the course of the term, however only five will be counted toward your grade. Thus, the lowest mark of the six quizzes will be dropped, and the average of your five remaining quizzes will comprise 30% of your total grade.

**Exercises:** and clinical researcher. For Exercise #1, you will have the opportunity to “live the life of a participant” by completing a 7-day daily diary. Instructions will be given in class on September 11<sup>th</sup> and the last of the materials related to this exercise will be turned in by September 18<sup>th</sup>. Exercise #2 will be completed in class and involves conducting observations on mock clinical interviews and 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 10% for completion of both exercises. “Adequate completion” will be specifically defined in the exercise materials distributed.

**Brief report:** We will aggregate the data from Exercise 1 and provide you with summaries of the results by September 25<sup>th</sup>. From that point, you will use the data to write a brief report. This brief report will include all sections of an APA-style research paper. The paper must be no longer than 15 pages in length (the 15 pages does not include title page, abstract, references, and tables) and adhere to APA-style outlined in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* (2001). This brief report is due by 5 p.m. on Thursday November 8<sup>th</sup> and will be worth 30% of your grade in the course. I will review each of your papers, give you detailed written feedback, and will meet with you individually on Wednesday Nov. 21<sup>st</sup> to discuss this feedback. Based on these comments, you then have an opportunity to rewrite the brief report. This rewrite is due by 5 p.m. on Thursday December 6<sup>th</sup>. NOTE: The rewrite IS NOT mandatory. However, should you choose to rewrite the paper, 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	30%	Exercise #1	5%
Quizzes	30%	Exercise #2	5%
Brief report	30%		

**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/infoucal/UW/policy\\_71.html](http://www.adm.uwaterloo.ca/infoucal/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
<b>September</b>		
11	Course introduction	BEGIN EXERCISE 1
13	Review of research methods concepts (I) & research ethics	
18	Review of research methods concepts (II) & writing clinic	REMINDER: EXERCISE 1 DUE at beginning of class
20	Survey methods & observational designs	REMINDER: DISCUSSION QUESTIONS DUE SEPT 24 <sup>th</sup> by 10 a.m.
25	Discussion forum	<b>QUIZ</b>
27	Experimental designs	REMINDER: DISCUSSION QUESTIONS DUE OCT 1 <sup>st</sup> by 10 a.m.
<b>October</b>		
2	Discussion forum	<b>QUIZ</b>
4	Implicit measures	REMINDER: DISCUSSION QUESTIONS DUE OCT 8 <sup>th</sup> by 10 a.m.
9	Discussion forum	<b>QUIZ</b>
11	Genetics & neurobiology	REMINDER: DISCUSSION QUESTIONS DUE OCT 10 <sup>th</sup> by 10 a.m.
16	Discussion forum	<b>QUIZ</b>
18	Diary studies & longitudinal designs	REMINDER: DISCUSSION QUESTIONS DUE OCT 17 <sup>th</sup> by 10 a.m.
23	Discussion forum	<b>QUIZ</b>
25	Writing clinic	
30	Diagnosis: deriving criteria, measurement	
<b>November</b>		
1	Clinical interview	
6	Behavioral assessment	REMINDER: EXERCISE 2 completed in-class
8	Personality testing	
13	Intelligence testing	
15	Psychotherapy, drug and combo studies	REMINDER: DISCUSSION QUESTIONS DUE NOV 19 <sup>th</sup> by 10 a.m.
20	Discussion Forum	<b>QUIZ</b>
22	*****NO CLASS---MEETINGS TO REVIEW BRIEF REPORT COMMENTS***** *****SCHEDULED for WEDS Nov. 21st*****	
27	Multi-method measurement Redefining the scope of research	
29	Professional Development	
<b>December</b>		
6	*****ALL REPORT	REVISIONS DUE*****

**READINGS:**

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

**Sept. 11<sup>th</sup>**: Course introduction, review of web design and palm pilot use.

**Sept. 13<sup>th</sup>**:

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*, 2<sup>nd</sup> edition (pp. 31-53). New York: J. Wiley & Sons.

*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.

**Sept. 18<sup>th</sup>**:

*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*, 2<sup>nd</sup> Edition (Chapter 10, pp. 286-309). Wadsworth/Thomson Learning.

Rosnow, R. L., & Rosenthal, R. (2002). *Beginning behavioral research: A conceptual primer*, 4<sup>th</sup> 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](http://wps.prenhall.com/hss_rosnow_beginning_5/0,8870,1235692-,00.html)

*Lecture will also involve a writing clinic. See the following to help you navigate this:*

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*, 2<sup>nd</sup> Edition (pp. 185-219). Washington, D. C.: American Psychological Association.

Sept. 20<sup>th</sup>

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

Sept. 25<sup>th</sup>

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.**

Sept. 27<sup>th</sup>

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

Oct. 2<sup>nd</sup>

**\*Grolnick, W. S., Gurland, S. T., DeCoursey, W., & Jacob, K. (2002). Antecedents and consequences of mothers' autonomy support: An experimental investigation. *Developmental Psychology, 38*, 143-155.**

Oct. 4<sup>th</sup>

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. 9<sup>th</sup>

**\*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. 11<sup>th</sup>

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

Oct. 16<sup>th</sup>

**\*Coan, J. A., Schaefer, H. S. & Davidson, R. J. (2006). Lending a hand: Social regulation of the neural response to threat. *Psychological Science, 17*, 1032-1039.**

Oct. 18<sup>th</sup>

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. 23<sup>rd</sup>

\*Laurenceau, J. P., Feldman Barrett, L., & Pietromonaco, P. R. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology*, 74, 1238-1251

### Oct. 25<sup>th</sup>

**Writing Clinic.** Again, see the following to help you navigate this:

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, 2<sup>nd</sup> Edition* (pp. 185-219). Washington, D. C.: American Psychological Association.

### Oct. 30<sup>th</sup>

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. 1<sup>st</sup>

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

### Nov. 6<sup>th</sup>

### Nov. 8<sup>th</sup>

Groth-Marnat, G. (1997). *Handbook of psychological assessment, 3<sup>rd</sup> edition* (pp.393-403 **Rorschach**, 458-470 **TAT**, 499-506 **Projective drawings**). New York: J. Wiley & Sons.

### Nov. 13<sup>th</sup>

No readings.....BRIEF REPORT DUE!!!!

### Nov. 15<sup>th</sup>

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, 2<sup>nd</sup> edition* (pp. 330-352). New York: J. Wiley & Sons.

[NOTE: I have assigned only a part of the chapter]

**Nov. 20<sup>th</sup>**

**\*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. 21<sup>st</sup>**

Meetings scheduled to discuss brief report feedback

**Nov. 22<sup>nd</sup>**

NO CLASS

**Nov. 27<sup>th</sup>**

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

**Nov. 30<sup>th</sup>:**

Check out: [http://www.psychology.uwaterloo.ca/gradprog/preparation/grad\\_school\\_in\\_psych.html](http://www.psychology.uwaterloo.ca/gradprog/preparation/grad_school_in_psych.html)

**Dec. 6<sup>th</sup>:**

BRIEF REPORT REWRITES DUE!!!!