

UNIVERSITY OF WATERLOO



University of Waterloo
Department of Psychology
Social Science Advanced Research Methods:
Research in Personality and Clinical Psychology
PSYCH 389 - Section 002
Fall 2022

INSTRUCTOR AND T.A. INFORMATION

Instructor: Dr. Jennifer Boyd, Ph.D., C.Psych.
Preferred Pronouns: she/her/hers
Drop-In Office Hours: Thursday 2:30 pm – pm PAS 3237
Email: jboyd@uwaterloo.ca

T.A. Aleece Katan
Preferred Pronouns: she/her/hers
Drop-In Office Hours: Tuesday 12:30 pm - 1:30 pm, PAS 3204
Email: akatan@uwaterloo.ca

Course Time & Location: Thursday 11:30 am – 2:20 pm, Environment 1 (EV 1) Rm 132

Please note that all times are Eastern Standard Time/Eastern Daylight Savings Time Zone

Please include the course code (PSYCH 389) in your email subject line and your name and student ID# in the body of the email.

Even though this is an in-person course, please be aware that LEARN (discussion boards, chat) and email are the primary methods of communication with the TA and instructor.

COURSE DESCRIPTION (PSYCH 389)

Topics explore social science research methods in Psychology. Consult departmental listings for upcoming topics, which may include naturalistic observation, factorial experiment design, behavioural coding, survey/questionnaire construction, interviewing, and/or linguistic analysis. Activities may include research proposals, group and/or individual projects (e.g., lab experience, data collection), research reports, critiques of published/proposed research, and student presentations.

Prerequisite: PSYCH 211, 257/257R; PSYCH 238/338 or 253/253R; Level at least 3A Honours BA Psychology Research Intensive Specialization or Honours BSc Psychology or Makeup Psychology.

Corequisite: PSYCH 391

Antirequisite: PSYCH 393, 395, 397, 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 discussions, quizzes/tests, and assignments.

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. Demonstrate understanding of personality and clinical research methods in a written research proposal

Course website through [LEARN](#).

REQUIRED TEXTS

Leary, M. R. (2017). *Behavioral research methods* (7th ed.). Pearson.

- The book is available through Pearson as an e-Text for \$49.99 for 12 months <https://www.pearson.com/en-ca/subject-catalog/p/introduction-to-behavioral-research-methods/P200000002940/9780137541188> or a 12-month Revel subscription for \$79.99. The Revel version is not required but you may opt for that version if you feel it will improve your learning experience. You may link to the Revel version here: <https://console.pearson.com/enrollment/tbwulq>
- Should you be encountering significant financial pressures that prevent you from accessing a copy of our required text, please [email the instructor](#) to discuss alternate arrangements.

- You will also need access to the [Publication Manual of the American Psychological Association \(APA\)](#) for research paper style and formatting of references and citations (7th edition). You may use the [APA's own site on its style](#) and [the OWL \(Online Writing Lab\) at Purdue University](#). A new edition of the style guide was released in October 2019 ([Publication Manual of the American Psychological Association](#)). You may also wish to consider purchasing a copy of the Publication Manual for yourself if you intend to continue your studies in Psychology. The [campus bookstore](#) has hard copies available for \$44.50. Access to the 7th edition is available for 1-hour loan through the [UWaterloo Library Course Reserves](#).

Both items are also available at Reserve Desk at Porter Library for short-term loans. The Leary text is available for a 3-hour loan and the APA Publication Manual for a 1-hour loan.

ADDITIONAL READINGS

- Additional readings will be assigned for some modules and will be available through [LEARN](#) and [Course Reserves at the UWaterloo Library](#).

COURSE REQUIREMENTS AND ASSESSMENT

Student grades for each component will be posted on [LEARN](#).

<u>Assessment</u>	<u>Due Date</u>	<u>Weighting</u>
Information Literacy Live Search	Oct. 6 by 11:30 am	5 %
In-Class Group Activities (3)	Sept. 15 & 22, Nov. 24 (in-class)	10 % (3-4 % each)
Test # 1	Oct. 20 (in-class)	20 %
In-Class Group Article Critique	Oct. 27 (in-class)	5 %
Research Proposal Outline	Nov. 3 by 11:30 am	5 %
Test # 2	Nov. 10 (in-class)	20 %
Article Critique	Nov. 17 by 11:30 am	10 %
Final Independent Research Proposal	Dec. 1 by 11:30 am	25 %
<u>Total:</u>		100 %

COURSE OUTLINE

Week	Date	Topic	Readings	Activities and Assignments
1	Sept. 8	Introduction to the Course		
2	Sept. 15	Coming Up with Research Questions & Making Valid Inferences	Leary, M. E. (2017). Chapter 1	In-class Group Activity (3 %)
3	Sept. 22	Psychological Measurement and Selecting your Sample	Leary, M.E. (2017). Chapters 3 & 4	In-class Group Measure Development Activity (3 %)
4	Sept. 29	Finding Research: Information Literacy Skills <i>Guest Speaker: Tim Ireland</i>	Library Research Workshop with Tim Ireland (Liaison Librarian) <i>Contact: ext 45061, tireland@uwaterloo.ca</i>	Information Literacy Live Search – due by 11:30 am on Oct. 6 (5%)
5	Oct. 6	Writing Workshop & APA Style Reading & Understanding Research Articles	Leary, M.E.(2017). Chapter 16. Publication Manual of the APA Burton, C. M., & King, L. A. (2008). Effects of (very) brief writing on health: The two-minute miracle. <i>British Journal of Health Psychology</i> , 13(1), 9-14.	In-class practice critique (Burton article)
N/A	Oct. 13	Fall Reading Week		
6	Oct. 20	Understanding Relationships Between Variables	Leary, M. R. (2017). Chapters 7 & 8	Test # 1 (in-class) (20 %)

Week	Date	Topic	Readings	Activities and Assignments
7	Oct. 27	Experimental Methods	Leary, M.R. (2017). Chapters 9 & 10 Dupasquier, J. R., Kelly, A. C., Moscovitch, D. A., & Vidovic, V. (2020). Cultivating self-compassion promotes disclosure of experiences that threaten self-esteem. <i>Cognitive Therapy and Research</i> , 42, 108-119.	In-class Group Article Critique (5 %) (read the article assigned to your group before class so that you may fully participate)
8	Nov. 3	Assessment and Evaluation of Interventions	Leary, M.R. (2017) Chapter 13 Article TBD	Research Proposal Outline Due (5 %) at 11:30 am
9	Nov. 10	Measurement: From Traits to States - <i>Guest Speaker: Aleece Katan</i>	Readings TBD	Test # 2 (in-class) (20 %)
10	Nov. 17	Qualitative research Case Study Research	Leary, M.R., Ch. 14 Article TBD	Article Critique Due (10 %) at 11:30 am
11	Nov. 24	Controversies and Contemporary Issues in Psychology Research	Leary, M. R. (2017). Chapter 15	In-Class Group Activity (4 %)
12	Dec. 1	Special Topic in Clinical Psychology and Personality		Research Proposal Due at 11:30 am (25 %)

FURTHER INFORMATION ON COURSE REQUIREMENTS AND ASSESSMENT

GROUP WORK

We will frequently complete in-class group work and have discussions as a whole class. Students are expected to contribute fully to group work and discussions. At the end of each in-class activity which is graded, you will submit your completed assignment as a group. These will be structured so that they can be completed within the class time allotted. All other assignments are to be completed independently.

Article Critiques

You will have an opportunity to learn how to evaluate empirical research articles as a group and independently. These exercises will help you apply the knowledge learned in class and from the text to understanding real research papers. I will provide you with a set of questions about each article to be critiqued, and these questions may vary slightly depending on the nature of the article and content we have covered in class up to when the article is assigned.

In-class Group Article Critique (5 %): This activity will involve reading a research paper in advance of class and coming to class prepared to discuss it with your group. Each group will answer a series of questions about the strengths and weaknesses of the article and report back to the rest of the class. This exercise will help you prepare to complete the article critique assignment, which you will do independently outside of class time.

Article Critique Assignment (10 %): You will be assigned an article to critique independently, outside of class time. This critique is due October 27 by the start of class (11:30 am). The articles will be assigned later in the term.

In-Class Activities (3 total) 3-4 % each depending on activity

In-class exercises that will involve group work, discussion, and critical thinking skills to help reinforce the course content. Every student is expected to contribute fully to the group discussions. A written assignment will be submitted at the end of these in-class activities.

Two In-Class Test (20 % each)

Tests will consist of a combination of multiple choice, short-answer, and long-answer questions evaluating your understanding of the material covered in the course up to the date of the test. Tests will be non-cumulative and closed-book. They will begin promptly at the start of class on the days scheduled.

Research Proposal (2 parts)

The purpose of the research proposal is to allow you the opportunity to design a clinical/personality research study on a topic of your choosing. If you have difficulty coming up with a topic, please arrange to speak to the TA or instructor well in advance of the due date. Both the Research Proposal Outline and the Final Independent Research Proposal should be in APA format.

Part 1: Research Proposal Outline (5 %)

The outline is an opportunity for you to get feedback on your idea for the final research proposal. You are expected to provide a brief summary of the research topic referencing at least three articles, state your hypothesis, and basic outline of methods. This brief summary is expected to be in APA format. It should be no more than two pages in length double-spaced (excluding references). More information and an example will be provided later in the course.

Part 2: Final Independent Research Proposal (25 % total)

The final research proposal is due by the start of class on November 24, 2022. The final research proposal is expected to include the following sections: literature review, hypothesis, methods, planned data analysis, and description of anticipated outcomes and impact on the field. The final proposal should be in APA format and be no more than 12 pages in length double-spaced (excluding references). More information regarding expectations will be provided in class.

LATE WORK

Please note that all assignments, tests, and group work are expected to be submitted and completed on time. Please refer to the syllabus and LEARN for details of these deadlines, as they vary across evaluative component. Assignments, tests, or group work submitted late without justification will receive a 10 % deduction per day off the total grade of that assignment/quiz/test.

File formats

Unfortunately, LEARN cannot preview all file formats easily for marking or cross-referencing with Turnitin.com. Downloading files increases grading time and all file formats are not viewable to Mac vs. PC users. Please submit all written work in Microsoft Word (.doc or .docx) or PDF format unless you have made other arrangements with me in advance. To maintain academic integrity, I cannot accept links to Google docs. Download your Google doc as .docx or PDF before submitting to the LEARN dropbox. If you are asked to resubmit work because of file format challenges, we may apply the late penalty.

ACCOMMODATIONS:

The Psychology Department's General Policies regarding accommodations for illness, disabilities, religious/cultural grounds, bereavement and other extenuating circumstances can be found here: <https://uwaterloo.ca/psychology/accommodations-course-requirements-assignments-tests-quizzes>

Students requesting accommodation for course requirements due to *illness* should do the following:

- If experiencing COVID-19 or influenza-like symptoms: You can self-declare your symptoms on Quest. Follow the instructions here: <https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness-isolation>
- If experiencing non-influenza-like symptoms seek medical attention and have a medical practitioner complete a Verification of Illness Form. See <http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations> for further details.

Accommodations may include an extension or reweighting of the grading scheme, depending on the specific circumstances.

Accommodation for students who are unable to attend in-person class due to self-isolation

Lecture slides will be uploaded to LEARN following every in-person class meeting. The instructor will hold an online review session every week for students who were unable to attend the in-person lecture due to self-isolation or other reasons.

Alternate arrangements in case there is a short-term (e.g., one-week) cancellation of in-person classes, whether for the particular course or University-wide

If there is a need for a short-term (e.g., 1-2 week) cancellation of in-person classes, then the classes will be held online at the officially scheduled date and time. A backup recording of any online-delivered lectures will also be provided through LEARN. Details for how to access the course online will be provided if this situation arises.

Alternate arrangements in case there is a longer-term cancellation of in-person classes, whether for the particular course or University-wide

If there is a need for a longer-term cancellation of in-person classes, then the course will shift back to online class sessions and recordings of these sessions will be provided through LEARN. In this case, the classes will be delivered online at their officially scheduled dates and times. A backup recording of any online classes will also be provided through LEARN. Details for how to access the course online will be provided if this situation arises.

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

<https://uwaterloo.ca/secretariat-general-counsel/faculty-staff-and-students-entering-relationships-external>

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. [Check the Office of Academic Integrity for more information.]

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity for more information.] 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 instructor, academic advisor, or the undergraduate associate dean. For information on

categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

CONCERNS ABOUT A COURSE POLICY OR DECISION

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 (Dr. Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Telephone: 519-888-4567 ext. 38790

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. When in doubt, please be certain to contact [Richard Eibach](#), the Associate Chair for Undergraduate Affairs who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

MENTAL HEALTH SERVICES

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

[Mental Health Services](#) aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

Please visit the [University of Waterloo Coronavirus website](#) to stay informed and get the most recent updates for students and instructors.

On Campus

- Health Services Building: located across the creek from Student Life Centre
 - Call 519-888-4096 to schedule an appointment
- Telehealth Ontario: call 1-866-797-0000 for free 24/7 advice from a health professional
- Counselling Services (Needles Hall Addition, NH 2401)
 - Call 519-888-4567 x 32655 to schedule an appointment
 - counserv@uwaterloo.ca
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- [Glow Centre](#): support services for sexual and gender diversity
- [Empower Me](#): 24/7 mental health and wellness service for students (telephone)

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

THE WRITING AND COMMUNICATION CENTRE

[The Writing and Communication Centre \(WCC\)](#) works with students in all Faculties to help you consider your audience, clarify your ideas, develop your voice, and write in the style appropriate to your discipline.

They offer one-on-one support for writing papers, delivering presentations, integrating research, and revising for clarity and coherence. Group appointments for team-based projects, presentations, and papers are also available.

All of their services are available virtually: booked appointments, drop-ins, resources, and writing groups. Check out [their website](#) for other ways to interact with them, such as open online forums and online Q&As. Visit them at www.uwaterloo.ca/writing-and-communication-centre.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring your assignment instructions and any notes or drafts to your appointment.

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres (six miles) on each side of the Grand River.

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

THE OFFICIAL VERSION OF THE COURSE OUTLINE

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.