

# UNIVERSITY OF WATERLOO



University of Waterloo  
Department of Psychology  
Social Science Advanced Research Methods:  
*Research in Personality and Clinical Psychology*  
PSYCH 389 - Section 042  
Fall 2020  
*Remote Delivery*

## INSTRUCTOR AND T.A. INFORMATION

**Instructor:** Dr. Pamela Seeds, Ph.D., C.Psych.  
**Preferred Pronouns:** she/her/hers  
**Drop-In Office Hours:** Thursdays 9:00 – 10:00 a.m. EST  
**Email:** [pamela.seeds@uwaterloo.ca](mailto:pamela.seeds@uwaterloo.ca)

**T.A.** Aleece Katan  
**Preferred Pronouns:** she/her/hers  
**Drop-In Office Hours:** Mondays 1:00 p.m. – 2:00 p.m. EST  
Wednesdays 1:00 p.m. – 2:00 p.m. EST  
**Email:** [akatan@uwaterloo.ca](mailto:akatan@uwaterloo.ca)

***\*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 online course, please be aware that LEARN (discussion boards, chat) and email are the primary methods of communication with the TA and instructor. All drop-in office hours will take place on the Microsoft Teams platform at the scheduled time.*

## **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.

## **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. Understand the strengths and weaknesses of various measurement methods.
- C. Critically evaluate research in personality and clinical psychology from a methodological viewpoint.

**Course website** through [LEARN](#).

**Instructor/TA office hours** through [Microsoft Teams](#).

## **REQUIRED TEXTS**

- Leary, M. R. (2017). *Behavioral research methods* (7th ed.). Pearson.
- A copy of the textbook is available through the [campus bookstore](#), either as e-text (\$79.99) or loose-leaf + e-text (\$89.99).
- *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.*
- Revel course code: <https://console.pearson.com/enrollment/vqmwvu>
- You will also need access to the APA's Publication Manual for research paper style and formatting of references and citations (7<sup>th</sup> 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 2020 ([Publication Manual of the American Psychological Association](#)). Access to the 7<sup>th</sup> edition is available through the [UWaterloo Library Course Reserves](#) for free (through the HathiTrust). You may also wish to consider purchasing a copy of the Publication Manual for yourself if you intend to continue your studies in Psychology.

## **ADDITIONAL READINGS**

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

## **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>

## **COURSE REQUIREMENTS AND ASSESSMENT**

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

<u>Assessment</u>	<u>Due Date</u>	<u>Weighting</u>
Academic Integrity Module Quiz	Sunday, Sept. 13 by 11:59 p.m.	1% bonus
Group Contract	Sunday, Sept. 13 by 11:59 p.m.	1% bonus
Written Reflection	Sunday, Dec. 9 by 11:59 p.m.	1% bonus
Self-Quiz on Prior Knowledge (graded but not counted toward your mark in the class)	Sunday, Sept. 13 by 11:59 p.m.	0%
APA Style Assignment	Sunday, Sept. 20 by 11:59 p.m.	5%
Information Literacy Live Search	Sunday, Sept. 27 by 11:59 p.m.	5%
Group Article Critique Assignment	Sunday, Oct. 4 by 11:59 p.m.	5%
Individual Article Critique Assignment	Monday, Oct. 19 by 11:59 p.m.	5%
Article Critique Quiz	Monday, Dec. 7 from 12:00 a.m. to 11:59 p.m.	5%
Quizzes (10)	Sept. 13, Sept. 20, Oct. 11, 25, Nov. 1, 8, 15, 22, 29 & Dec. 6 by 11:59 p.m.	Best 8 quizzes x 5% each = 40% of final grade
Assignments (8) Deadlines will vary based on class requirements	Oct. 11, 25, Nov. 1, 8, 15, 22, 29, & Dec. 6 by 11:59 p.m.	1 to 10% each

*If you add the above, it equals more than 100%. For final grade calculation in the course, students will be allowed to drop their lowest percentages (which may be any combination of assignments, activities, and/or quizzes).*

### **APA Style Assignment.**

By completing this online correction of a sample manuscript, you will learn how to format a scientific research paper in the style used by Psychology according to the American Psychological Association (APA) Style Guide. You will have one week to complete this assignment as a group.

### **Information Literacy Live Search.**

By completing this online 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.

You will have three hours to complete this activity independently, taking advantage of any and all online sources and methods taught via Tim Ireland's workshop module and any resources posted for the class on LEARN. This is not a collaborative assignment.

### **Article Critiques.**

You will have an opportunity to evaluate 2 empirical articles (1 as a group, 1 independently). Please prepare a 2 to 4 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 on [LEARN](#) and a demonstration of how to do one in the Reading Research module in Week 4. Please turn in critiques by the deadline specified on the weekly course outline.

### **Article Critique Quiz.**

You will have the opportunity to demonstrate your ability to analyze and critique an empirical article in a structured manner. A very brief article will be provided to you, and you will be required to read and answer a series of questions about it as you have done in the previous article critiques. You will have three hours to complete this quiz from the time that you start it, although it will likely not take you that long. The quiz will be worth 5% of your final grade. This component will be completed on the final day of the course (December 7, 2020) anytime from 12:00 a.m. to 11:59 p.m. (open for 24 hours)

### **Weekly Quizzes.**

In 10 of the modules, there will be a brief online quiz to assess your understanding of the assigned readings (textbook chapters, journal articles, webpages, guest lectures, etc.). Each quiz should take no more than 15 minutes to complete, but you will have up to 1 hour to complete them online. Quizzes will be made up of multiple choice, fill-in-the-blank, matching, and short answer questions. Quizzes must be written by Sunday night at 11:59 p.m. of the week of that topic. Each quiz will be worth 5% of your grade. Please refer to the section below

entitled 'Accommodations to Course Requirements' for information about what to do should you be unable to write a quiz.

While I would hope that you are able to write these quizzes without the aid of your textbook/readings, I understand that you will likely have your study resources available to you while you are writing them. The purpose of these quizzes is to reinforce and integrate your learning, and perhaps highlight topics that need further study. The quizzes should not be completed in collaboration with other people. To minimize the benefit (and likelihood) of cheating or collaboration with peers, the quizzes will function in the following ways:

- Questions will be randomly drawn from a pool of questions that tackle the same underlying material. No two students will receive the same quiz questions, same response options, or same order of questions.
- Questions will only be shown one-at-a-time and you will not be able to go back and change an answer once you have moved to the next question.
- You will have a time limit of 1 hour for completing the quiz, from the time that you start it. If you do the reading(s) before you start the quiz, one hour should be an abundant amount of time for everyone, including people entitled to extra time on quizzes as an accommodation.

At the end of the term, your lowest-scoring quizzes will be dropped so that your best 8 scores, each worth 5% of your grade in the class, contribute 40% of your final grade in the course.

Each quiz must be completed by **Sunday at 11:59 p.m. Eastern Daylight Savings Time** the week of that course content. *You can of course complete the quiz earlier than that deadline, and work in advance of content should you wish.* Please see the course schedule below and LEARN for clarification on these dates and what material is covered on those quizzes. Quizzes are non-cumulative, but the course material does build on itself over the semester. **Late quizzes will not be available to students without justifiable reasons.** Any missed quizzes will receive an automatic grade of 0 and be dropped as part of your lowest quiz marks.

### **Weekly Assignments.**

During at least half of the modules, there will be activities to complete. On 8 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 each week by Sunday at 11:59 p.m. Each assignment will be no more than 2-6 pages in length (excluding title page, abstract, and references if applicable), and will be worth 1 to 10% of your grade depending on its length and complexity. Some assignments will be submitted as a group, with others being individual submissions.

### **Assigned Grades.**

To ensure fairness, final grades in this course are based exclusively on students' performance on the components of the course described above. Because of the buffer built into the course (e.g., opportunities to drop your lowest quizzes), you should be able to miss some course material if you become ill or are otherwise unavailable for brief periods during our class without it negatively impacting your final grade in the course. Quizzes may not be re-written, nor will the quizzes or assignments be re-weighted in calculating final grades. Grades will not be adjusted on the basis of need or request, and students will not be able to improve their marks by completing additional assignments. All students are judged using the same evaluations, and grades that are earned are the grades that are granted.

### **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.

### **ACCOMMODATION FOR COURSE REQUIREMENTS FOR PSYCHOLOGY COURSES**

*Policies of the Psychology department pertaining to course requirements are available on the [department website](#).*

**\*\*Please note** that alternative arrangements for the assignments/quizzes/group participation will only be made if there is a **major disruption** in your ability to function academically due to **documented** and legitimate medical or compassionate reasons or based on religious grounds. If you are encountering a situation that is likely to impact you for several weeks of the course, please contact the instructor ([Dr. Seeds](#)) immediately to determine the best course of action. All documentation must date from before/during the missed assignment/quiz/group work, not after it. That is, the documentation must represent *first-hand knowledge* of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation.

Our course evaluative components are structured in such a way as to allow for some minor disruptions without negative impact to student grades, particularly during this unprecedented time of a global pandemic. Please be aware that the course is designed to allow students to drop their lowest grade items in the calculation of their final grade. Evaluative components of the course equal more than 100% if they are all completed as scheduled (e.g., extra quizzes). This 'buffer' allows students to have some instances where they may miss a quiz or assignment for any reason, and not need to make it up. Instead, they can take a grade of '0' on that component and drop it as part of their lowest grades. I would encourage you all to **save** some

of these freebies for later in the term in case you experience an illness or other substantial disruption to your daily functioning.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

### **RELIGIOUS HOLIDAYS TO BE ACCOMMODATED IF REQUESTED**

Requests for accommodation based on religious holidays must be submitted in writing to the student's instructor(s) as soon as the conflict becomes apparent; in any case, within **two weeks** of being notified of an academic requirement that poses a conflict to their religious or spiritual practices, observances, or beliefs. Instructors may provide accommodations as outlined in the Accommodations section of the Undergraduate Calendar. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

***The following includes occasions and observances for Fall 2020 that might warrant accommodation on religious/cultural grounds:***

<b>Date</b>	<b>Religious/Holiday observance</b>
Monday, September 7 (University of Waterloo closed, with exceptions)	Labour Day (Canada, USA)
Friday, September 18 - Sunday, September 20	Rosh Hashanah (Jewish)
Sunday, September 27 - Monday, September 28	Yom Kippur (Jewish)
Wednesday, September 30	Orange Shirt Day (Recognition of Residential Schools)
Saturday, October 3	Sukkot (Judaism)
Saturday, October 10	Shmini Atzeret (Judaism)
Saturday, October 10 - Sunday, October 11	Shmini Atzeret (Judaism)
Monday, October 12 (University of Waterloo closed)	Thanksgiving (Canada) Columbus Day (USA)
Saturday, October 17	Navaratri (Hindu)
Sunday, October 18	Birth of the Bab (Bahá'í)
Sunday, October 18 - Monday, October 19	Birth of Bahá'u'lláh (Bahá'í)
Sunday, October 25	Dussehra (Hindu)
Thursday, October 29	Mawlid al Nabi (Islam)
Saturday, November 14	Diwali (Sikh, Hindu)
Thursday, November 26	Thanksgiving (USA)
Monday, November 30	Guru Nanak's Birthday - Bikarami (Sikh)
Thursday, December 10 - Friday, December 18	Hanukkah (Jewish)
Sunday, December 13	Aga Khan's Birthday (Islam Ismaili)



Date	Religious/Holiday observance
Thursday, December 24 (University of Waterloo closed)	Christmas Eve (Christian)
Friday, December 25 (University of Waterloo closed)	Christmas Day (Christian)
Saturday, December 26 (University of Waterloo closed)	Death of Prophet Zarathustra (Zoroastrian)
Saturday, December 26 - Friday, January 1 (University of Waterloo closed)	Kwanzaa

### **LATE WORK**

Please note that all assignments, quizzes, 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 or quizzes submitted late **without justification will receive an automatic grade of zero** and be dropped as part of your lowest marks in the class. Students will not be allowed re-writes on quizzes or an opportunity to complete alternate assignments/work to improve their mark in the course.

Where there are legitimate extenuating circumstances—such as an illness or a family emergency—contact the instructor promptly to arrange accommodations. If you encounter circumstances that you feel may cause you to be late in submitting multiple assignments or weekly quizzes, you should contact the instructor immediately, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with me at least 24 hours prior to the deadline to request an extension. No last-minute extensions will be granted. If an extension is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation.

### **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. See the [Office of Academic Integrity webpage](#) for more information. You will also be asked to complete a module on Academic Integrity in LEARN as part of this course.

### **DISCIPLINE**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#)

### **PLAGARISM DETECTION SOFTWARE**

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

*Note:* students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®.

### **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](mailto: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](#).

## COURSE OUTLINE

Week	Dates	Topic	Readings	Activities and Assignments
1	Sept. 8-11	Introduction to the course  Coming Up with Research Questions	Kazdin, A. E. (2017). Ideas that begin the research process. In A. E. Kazdin (Ed.), <i>Research in Clinical Psychology</i> (5th ed., pp. 78-110). Pearson.	<ol style="list-style-type: none"> <li>1. Academic integrity module and quiz (1% bonus)</li> <li>2. A Little Bit About You quiz (for the instructor) – ungraded</li> <li>3. Practice Quiz – review of what you should already know entering this class</li> <li>4. Quiz 1 (on Kazdin chapter and lecture) – before Sunday, Sept. 13 at 11:59 p.m.</li> <li>5. Group contract (1% bonus)</li> <li>6. Live Q &amp; A with instructor/TA – Wednesday, September 10 at 9:00 a.m.</li> </ol>
2	Sept. 14-18	Scientific Writing & APA Style	<p>American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7<sup>th</sup> ed.). Author.</p> <p>Leary, M. E. (2017). Chapter 16</p>	<ol style="list-style-type: none"> <li>1. APA Style Group Assignment: Correct the online manuscript using your skills and knowledge (open book) – before Sunday, September 20 at 11:59 p.m.</li> <li>2. Quiz 2 (on Leary chapter, APA publication manual, and APA style lecture) – before Sunday, Sept. 20 at 11:59 p.m.</li> </ol>
3	Sept. 21-25	Finding Research: Information Literacy Skills <i>Guest Speaker: Tim Ireland</i>	Library Research Workshop Online Module with <a href="#">Tim Ireland</a> (Liaison Librarian)	<ol style="list-style-type: none"> <li>1. Activity: complete online module in preparation for live search</li> <li>2. Information Literacy Live Search - before Sunday, Sept. 27 at 11:59 p.m.</li> </ol>

Week	Dates	Topic	Readings	Activities and Assignments
4	Sept. 28-Oct. 2	Reading Research: Article Critiques	<p>Dozois, D. J. A., &amp; Mental Health Research Canada (2020). Anxiety and depression in Canada during the COVID-19 pandemic: A national survey. <i>Canadian Psychology/Psychologie canadienne</i>. Advance online publication. <a href="https://dx.doi.org/10.1037/cap0000251">https://dx.doi.org/10.1037/cap0000251</a></p> <p>Burton, C. M., &amp; 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. <a href="https://doi.org/10.1348/135910707X250910">https://doi.org/10.1348/135910707X250910</a></p>	<ol style="list-style-type: none"> <li>1. Activity: work through article critique example in preparation for article critique assignments (Dozois paper)</li> <li>2. Group Assignment: Article Critique – before Sunday, Oct. 4 at 11:59 p.m. (Burton paper)</li> </ol>
5	Oct. 5-9	Conceptual Overview of Positive Psychology	<p>Positive psychology. (2020). In <i>Wikipedia</i>. <a href="https://en.wikipedia.org/wiki/Positive_psychology">https://en.wikipedia.org/wiki/Positive_psychology</a></p> <p><a href="#">VIA Institute article on 24 Character Strengths</a></p>	<ol style="list-style-type: none"> <li>1. Activity: <a href="#">VIA Character Strengths Survey</a></li> <li>2. Quiz 3 (on Wikipedia and VIA websites, and lecture) – before Sunday, Oct. 11 at 11:59 p.m.</li> <li>3. Individual Assignment: Written reflection on how your top five personal strengths manifest in your academic studies or may help you succeed in this class – before Sunday, Oct. 11 at 11:59 p.m.</li> </ol>

Week	Dates	Topic	Readings	Activities and Assignments
N/A	<b>Oct. 12-16</b>	<b>Fall Reading Week</b>		
		Reading Research: Article Critiques	<p>Please select one of the following <u>articles to complete your independent article critique on one of the following 3 articles:</u></p> <p>Zawadzka, A. M., &amp; Zalewska, J. (2013). Can humility bring happiness in life? The relationships between life aspirations, subjective well-being, and humility. <i>Roczniki Psychologiczne [Annals of Psychology]</i>, 16(3), 433-449.</p> <p>Lyubomirsky, S., Dickerhoof, R., Boehm, J. K., &amp; Sheldon, K. M. (2011). Becoming happier takes both a will and a proper way: An experimental longitudinal intervention to boost well-being. <i>Emotion</i>, 11(2), 391-402. <a href="https://doi.org/10.1037/a0022575">https://doi.org/10.1037/a0022575</a></p> <p>Mongrain, M. &amp; Anselmo-Matthews, T. (2012) Do positive psychology exercises work? A replication of Seligman et al. (2005). <i>Journal of</i></p>	1. Individual Assignment: Article Critique – before <b>Monday, Oct. 19 at 11:59 p.m.</b>

Week	Dates	Topic	Readings	Activities and Assignments
			<p><i>Clinical Psychology</i>, 68(4), 382-389.  <a href="https://doi.org/10.1002/jclp.21839">https://doi.org/10.1002/jclp.21839</a></p>	
6	Oct. 19-23	<p>Realities of Research in the Community: What You Can Bring to the Table as a Clinical Researcher  <i>Guest speaker: Kira Vimalakanthan</i></p>	<p>Barker, C., Pistrang, N., &amp; Elliott, R. (2016). Evaluation Research. In C. Barker, N. Pistrang, &amp; R. Elliott (Eds.), <i>Research methods in clinical psychology: An introduction for students and practitioners</i> (3rd ed., pp. 198-216).</p> <p>Grembowski, D. (2016). The evaluation process as a three-act play. In D. Grembowski (Ed.), <i>The practice of health program evaluation</i> (2nd ed., pp. 17-44).</p> <p>Mills, A. S., Vimalakanthan, K., Sivapalan, S., Shanmugalingam, N., &amp; Weiss, J. A. (2020). Brief Report: Preliminary Outcomes of a Peer Counselling Program for Parents of Children with Autism in the South Asian Community. <i>Journal of Autism and Developmental Disorders</i>. Advance online publication. <a href="https://doi.org/10.1007/s10803-020-04538-9">https://doi.org/10.1007/s10803-020-04538-9</a></p>	<ol style="list-style-type: none"> <li>1. Quiz 4 (on Barker and Grembowski chapters, guest lecture, and journal article) – before Sunday, Oct. 25 at 11:59 p.m.</li> <li>2. Group Assignment: Designing Community Research Assignment – before Sunday, Oct. 25 at 11:59 p.m.</li> </ol>

Week	Dates	Topic	Readings	Activities and Assignments
7	Oct. 26-30	Self-Report Measurement: From Traits to States <i>Guest Speaker: Aleece Katan</i>	Leary, M.R. (2017). Chapter 3 & Chapter 4 pp. 66-75.  Iida, M., Shrout, P. E., Laurenceau, J.-P., & Bolger, N. (2012). Using diary methods in psychological research. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), <i>APA handbook of research methods in psychology: Vol. 1. Foundations, planning, measures, and psychometrics</i> (pp. 277–305). American Psychological Association. <a href="https://doi.org/10.1037/13619-016">https://doi.org/10.1037/13619-016</a>	<ol style="list-style-type: none"> <li>1. Quiz 5 (on Leary chapters and guest lecture) – before Sunday, Nov. 1 at 11:59 p.m.</li> <li>2. Group Assignment: – before Sunday, Nov. 1 at 11:59 p.m.</li> </ol>
8	Nov. 2-6	Observer-Report Measurement	Leary, M. R. (2017). Chapter 4 pp. 58-65; 76-80.  Varghese, A. L., & Nilsen, E. (2013). Incentives improve the clarity of school-age children’s referential statements. <i>Cognitive Development</i> , 28(4), 364-373. <a href="https://doi.org/10.1016/j.cogdev.2013.07.001">https://doi.org/10.1016/j.cogdev.2013.07.001</a>	<ol style="list-style-type: none"> <li>1. Quiz 6 (on Leary chapters, article, and lecture) – before Sunday, Nov. 8 at 11:59 p.m.</li> <li>2. Partner Assignment: Observational Coding Activity – before Sunday, Nov. 8 at 11:59 p.m.</li> </ol>
9	Nov. 9-13	Experimental Methods	Leary, M. R. (2017). Chapter 9, 10  Dupasquier, J. R., Kelly, A. C., Moscovitch, D. A., & Vidovic, V.	<ol style="list-style-type: none"> <li>1. Activity: Identifying confounds (ungraded)</li> <li>2. Quiz 7 (on Leary chapters, article, and lecture) – before Sunday, Nov. 15 at 11:59 p.m.</li> </ol>

Week	Dates	Topic	Readings	Activities and Assignments
			(2020). Cultivating self-compassion promotes disclosure of experiences that threaten self-esteem. <i>Cognitive Therapy and Research</i> , 42, 108-119. <a href="https://doi.org/10.1007/s10608-019-10050-x">https://doi.org/10.1007/s10608-019-10050-x</a>	3. Group Assignment: Conducting Experimental Research – before Sunday, Nov. 15 at 11:59 p.m.
10	Nov. 16-20	Quasi-Experimental Methods	Leary, M. R. (2017). Chapter 13  Ransom, D. C., LaGuardia, J. G., Woody, E. Z., & Boyd, J. L. (2010). Interpersonal interactions on online forums addressing eating concerns. <i>International Journal of Eating Disorders</i> , 43(2), 161-170. <a href="https://doi.org/10.1002/eat.20629">https://doi.org/10.1002/eat.20629</a>	1. Quiz 8 (on Leary chapter, article, and lecture) – before Sunday, Nov. 22 at 11:59 p.m. 2. Group Assignment: Designing Quasi-Experimental Research – before Sunday, Nov. 22 at 11:59 p.m.
11	Nov. 23-27	Correlational Methods	Leary, M. R. (2017). Chapters 7 & 8	1. Quiz 9 (on Leary chapters and lecture) – before Sunday, Nov. 29 at 11:59 p.m. 2. Individual Assignment: Interpreting Correlational Data – before Sunday, Nov. 29 at 11:59 p.m.
12	Nov. 30-Dec. 4	Ethical Issues and Contemporary Controversies in Clinical Psychology Research	Leary, M. R. (2017). Chapter 15	1. Quiz 10 (on Leary chapter and lecture) – before Sunday, Dec. 6 at 11:59 p.m. 2. Group Assignment: Public Outreach on Science and Truth – before Sunday, Dec. 6 at 11:59 p.m.



Week	Dates	Topic	Readings	Activities and Assignments
13	Dec. 7-11	Reading Research: Article Critique	TBA	<ol style="list-style-type: none"> <li>1. Article Critique Quiz –Monday, Dec. 7 between 12:00 a.m. and 11:59 p.m.</li> <li>2. Individual Assignment: Written reflection on how your top five personal strengths have been enacted in this course, manifest in your academic studies or may help you succeed in this class – before Sunday, Dec. 13 at 11:59 p.m. (1% bonus)</li> </ol>

## **NOTE FOR STUDENTS WITH DISABILITIES**

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 the AS office at the beginning of each academic term.

## **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 problems with 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, as well as [modified services](#) on campus. ***Due to COVID-19 and campus closures, many services are available only online or by phone.***

### **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](mailto: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 [our website](#) for other ways to interact with us, such as open online forums and online Q&As. Visit them at [www.uwaterloo.ca/wcc](http://www.uwaterloo.ca/wcc).

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.

## **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.

## **OTHER HELPFUL INFORMATION**

University of Waterloo [Department of Psychology](#)  
University of Waterloo [Registrar's Office](#)  
University of Waterloo's [COVID-19 Information](#)  
[Canadian Psychological Association](#)  
[American Psychological Association](#)  
[Association for Psychological Science](#)  
[Ontario Psychological Association](#)  
[The Canadian Council of Professional Psychology Programs](#)  
[The College of Psychologists of Ontario](#)  
[Society for a Science of Clinical Psychology](#)  
[Society of Clinical Psychology](#)  
[Society of Clinical Child & Adolescent Psychology](#)  
[Society for Research in Psychopathology](#)  
[Canadian Association for Cognitive and Behavioural Therapies](#)  
[Association for Behavioral and Cognitive Therapies](#)  
[Canadian Register of Health Service Psychologists](#)