

University of Waterloo
Department of Psychology
Psych 397 Section 1
Research Methods in Personality and Clinical Psychology
Fall 2016
Monday and Wednesday 1:00-2:20pm, PAS 4032

Instructor and T.A. Information

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Course Description

Current research methods and procedures employed in personality and/or clinical psychology research will be covered. Activities may include research proposals, group and/or individual projects (e.g., 'hands on' lab experience and data collection), research reports, critiques of published and proposed research, individual and/or group presentations.

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

Corequisite: PSYCH 391

Antirequisite: PSYCH 393, 395, 399

Course Goals and Learning Outcomes

This course is about the research methods used in the scientific study of personality and clinical psychology. Within the course we will be covering theory, methods and applications through a combination of didactic and experiential learning. You will have opportunities to demonstrate your command of the materials through in-class discussions, quizzes/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.

Required Text

- Leary, Mark R. (2012). Behavioral research methods (6th edition). Toronto: Pearson.
- Two copies of the textbook are available through 3-hour reserve at the Dana Porter Library
- Additional readings will be assigned for each lecture and will be available through LEARN.

Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation/Due Date</u>	<u>Weighting</u>
Information Literacy Quiz	Sep. 21	4%
In-Class Quizzes (8)	Sep. 28, Oct. 14, 24, 31, Nov. 7, 14, 23, 30	4% each
Term Project		
Project Proposal	Oct 24	10%
Project Presentation	Oct 31 / Nov 2	4%
Research Fair Poster	Date TBA	10%
Data Analysis Assignments (2)	Oct. 14, Nov. 23	8% each
In-Class Assignments (2)	Oct. 3, 27	8% each
Independent Article Critique	Dec. 5	10%
Class Participation	Sep. 22, Oct. 3, Nov. 15	2% each

If you add the above, it equals 108%. For final grade calculation in the course, students will be allowed to drop their lowest two of any component weighted 4% or lowest one of any component worth 8%.

Research Participation Bonus Credits (Optional)	Dec. 4 (final day of undergraduate classes)	up to 4%**
Total		100%

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

Information Literacy Test.

By completing this in-class test, you will learn how to:

1. Identify key sources of information to remain current in the field.
2. Discover some mechanisms to evaluate articles/authors/journals.
3. Navigate the University of Waterloo library system to access relevant information in the field from anywhere in the world.

In-Class Quizzes.

At the start of 8 of the lectures, there will be a brief in-class quiz to assess your understanding of the assigned readings (textbook chapters, journal articles, etc.). Note that an understanding of the textbook material as well as any additional assigned readings will be evaluated on the quizzes. Each quiz should take no more than 15 minutes to complete. Quizzes will be made up of multiple choice, fill-in-the-blank, and matching questions. Each quiz will be worth 4% 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.

In-Class Assignments.

During many of the class meetings there will be in-class activities and group work. On 2 occasions, you will be responsible for handing in a brief written assignment. These assignments are an opportunity for you to apply your knowledge to specific issues related to research in the area of personality and clinical psychology. They will be due by the end of the day or by the end of the following day. Each assignment will be no more than 1-4 pages in length, and will be worth 8% of your grade. One assignment will be submitted as a group and the other will be an individual submission. Please submit your assignments either in hard copy or on [LEARN](#).

Group Assignments

Much of the term project and several in-class exercises will be completed in groups. For each component we will clearly explain what is to be completed as a group, what is to be completed individually, and what will be considered an acceptable amount of collaboration. We will supply a Group Assignment Checklist for group members to complete each time group work is submitted. We will also provide a method for group members to assess the contributions of themselves and each other so that absent or ill-prepared group members will have their grade reduced relative to present and well-prepared group members.

Article Critique

You will have an opportunity to evaluate an empirical article. Please prepare a 2 to 4 page outline summarizing the article using the outline provided. You may see a general example on [LEARN](#). Please turn in critiques in-person at the end of class or online using [LEARN](#) if later in the day.

Class Participation

You will have an opportunity to contribute data that we will later analyze as part of in-class data analytic demonstrations and assignments. There are three such opportunities throughout the term, each worth 2% of the final grade. Anonymity will be preserved by the course instructor or teaching assistant removing any identifying information from the data set. Identifying information will only be used to assign credit for participation. If you would prefer not to provide your own data feel free to respond as you imagine someone else might respond.

Term Project

Students working in teams of 3 or 4 will design, conduct, analyze, and report the results of their own research on a topic relevant to personality research or clinical psychology. A number of classes throughout the term will be devoted to this project:

Brainstorming Topic & Research Questions	Sep 14
Dedicated Research Time	Sep 21
Measure Development	Oct 3
Data Analysis Assignment #1	Oct 5 (due Oct 14)
Project Proposals	Oct 17, 19 (due Oct 24)
Project Presentations	Oct 31, Nov 2
Data Collection for Project	Nov 7, 9
Data Analysis Assignment #2	Nov 16 (due Nov 23)
Poster Preparation	Nov 28
Research Fair	date TBA

Measure Development. Students working in groups will develop a measure of a construct related to their topic to be used in their research. Student will complete each other's measures. Data analysis will be demonstrated on Oct 5, and each group will submit results of analyses of their own data (due Oct 24).

Project Proposals. Students will submit an eight-page research proposal in APA format (due Oct. 24).

Project Presentations. The proposals will be presented in class on Oct 31 / Nov 2 to solicit peer feedback. This will provide a little time for revisions before data collection on Nov 7 / Nov 9.

Data Analysis. Example data analyses will be demonstrated on Nov 16. Each student will submit their own data analysis report by Nov 23. This will provide sufficient time for additional analyses (as necessary) prior to preparation of the poster on Nov 28.

Research Fair. Each group will create a poster presentation of their research at a research fair held in conjunction with other research methods classes. Time and location will be announced as soon as arrangements have been completed.

Research Participation Bonus Credits (Optional)

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

The Use of LEARN in this Course

LEARN will be used extensively in this course. LEARN will be used to post non-textbook readings, assignments, lecture notes, and so on. Announcements will be made on LEARN and repeated in class. Email communication with the class will be conducted using LEARN. Dropboxes will be provided on LEARN for uploading assignments. Please check the uWaterloo Home Page as well as LEARN for important announcements should an emergency arise (such as a major snow storm). Please use your uWaterloo email address and check email regularly for important and time-sensitive messages.

Accommodation for Course Requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - seek medical treatment as soon as possible and obtain a completed [uWaterloo Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours.
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

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.

Important dates for the Fall 2016 academic term

Event	Date
Lectures begin:	Thursday, September 8
Last day to add a class:	Wednesday, September 21
Last day to drop, no penalty:	Wednesday, September 28
<i>UW holiday (Thanksgiving):</i>	Monday, October 10
<i>Study Days</i>	October 11-12
Make-up day (for Oct 11)	Thursday, October 13 (Tuesday schedule)
Make-up day (for Oct 12)	Friday, October 14 (Wednesday schedule)
Final exam schedule published:	Wednesday, October 19 (approximate)
Last day to drop, receive a WD:	Friday, November 18
Make-up day (for Oct 10)	Monday, December 5 (Monday schedule)
Lectures end:	Monday, December 5
Last day to drop, receive a WF:	Wednesday, December 7
Exams begin:	Thursday, December 8
Exams end:	Thursday, December 22

Accommodation for Religious Reasons

Students requesting accommodation based on religious or cultural grounds must contact the Associate Dean of Arts, in writing, by the following deadlines:

- for the final exam: within one week of the [final exam schedule being posted by the Registrar's Office](#)
- for tests or assignments: before the 'drop – no penalty period' ends (Wednesday, September 28, 2016)
The Associate Dean will contact Dr. Oakman to make alternate arrangements.

The following includes occasions and observances for Fall 2016 that might warrant accommodation on religious/cultural grounds:

Dates	Religious holiday
Sunday, October 2 (sundown) Monday, October 3 Tuesday, October 4 (sundown)	Rosh Hashanah (Jewish)
Tuesday, October 11	Ashura (Islam)*
Tuesday, October 11 (sundown) Wednesday, October 12 (sundown)	Yom Kippur (Jewish)
Wednesday, November 14	Guru Nanak's Birthday (Sikh)
Tuesday, December 13	Aga Khan's Birthday (Islam Ismaili)

* Tentative: *The actual timing of Muslim events is subject to the sighting of the moon immediately before.*

Elective arrangements (e.g., travel plans), co-op interviews, and employment are not considered acceptable grounds for granting accommodations for academic course requirements.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing a test/exam. Cover any readings and arrange to borrow notes from a classmate; professors can't give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Oakman will of course be pleased to answer any questions during office hours after you have borrowed and reviewed lecture notes from a classmate.)

Late Work

Assignments submitted late will receive a 1 mark penalty each day it is submitted after the due date. For example, if you submit your Independent Article Critique (worth 10%) two days late, 2 marks will be subtracted from your mark out of 10. If you submit the Independent Article Critique four days late, 4 marks will be subtracted from your mark out of 10. Course requirements scheduled during the first two weeks of classes can be made up for those who enrol during those weeks.

Attendance Policy

Lecture material will not repeat information from the textbook; most lecture material will be new and intended to enhance your understanding of the topic. Attendance is required in order to complete the in-class assignments and quizzes/tests, and as such is strongly recommended for success in the course.

Electronic Device Policy

You are welcome to bring electronic devices to the class to be used for course-related activities. Please turn cell phones to silent mode or turn them off entirely.

Retention Policy for Unclaimed Course Work

Graded final examination papers as well as unclaimed graded assignments, essays, and midterm tests for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures. Note that final examination papers are not returned to students.

Course Outline

Week	Date	Topic	Activities / Readings Due	Assignments & Tests
1	Sept. 12	Introduction to the course	None	
1	Sept. 14	Workshop 1: Scientific Process and Brainstorming a Topic REG Coordinator Visit (2pm)	Brainstorming Term Project Topic and Research Questions	Complete online measures by 11pm Sep. 22
2	Sept. 19	Workshop 2: Information Literacy Part 1 - Library Research	None	Library Research Workshop Note: Held in PAS 1237
2	Sept. 21	Information Literacy Quiz & Research for Term Project	Research for Term Project	Information Literacy Test: Complete the in-class test using the skills you learned the previous week Note: Held in PAS 1237
3	Sept. 26	Information Literacy Part 2 - Library Research Workshop	None	Library Research Workshop Note: Held in PAS 1237
3	Sept. 28	Self-Report Measurement	Leary, M.R. (2012). Chapter 3 & Chapter 4 pp. 80-90. Lecture: Test Development and Psychometric Theory	In-Class Quiz

Week	Date	Topic	Activities / Readings Due	Assignments & Tests
4	Oct. 3	Test Development Exercise	Measure Development for Term Project	Measures to be submitted on LEARN by 11pm Oct. 3 Complete online measures by 11pm Oct. 4
4	Oct. 5	Data Analysis Demonstration	None	Data analysis assignment due by 11pm Oct. 14.
5	FRIDAY Oct. 14	Descriptive Research Methods	Leary, M. R. (2012). Chapter 6. <u>We will also be discussing the dissertation of a past student. If interested, the reference is:</u> Cripps, E. M. (2004). <i>Toward an empirical understanding of hypersexuality</i> (Doctoral dissertation). Retrieved from ProQuest Dissertations Publishing. (NQ94568).	In-class Quiz
6	Oct. 17	Workshop 4: Project Proposals	Develop Project Proposals	
6	Oct. 19		Develop Project Proposals	Submit Project Proposal in Drop-Box by 11pm Oct. 24
7	Oct. 24	Implicit Measurement	Gawronski, B. (2009). Ten frequently asked questions about implicit measures and their frequently supposed, but not entirely correct answers. <i>Canadian Psychology</i> , 50, 141-150. doi:10.1037/a0013848 Libby, L. K., Valenti, G., Hines, K. A., & Eibach, R. P. (2014). Using imagery perspective to access two distinct forms of self-knowledge:	In-Class Quiz

Week	Date	Topic	Activities / Readings Due	Assignments & Tests
			Associative evaluations versus propositional self-beliefs. <i>Journal of Experimental Psychology: General</i> , 143, 492-497. doi:10.1037/a0033705	
7	Oct. 26	Implicit Measurement Exercise	None	Assignment: Complete the in-class assignment in groups. Submit your individual reflection and application assignment to LEARN Dropbox by 11 p.m. tomorrow (Oct. 27).
8	Oct. 31		Project Presentations	
8	Nov. 2		Project Presentations	
9	Nov. 7	Quasi-Experimental Methods	Leary, M. R. (2012). Chapter 13 Data Collection for Term Project	In-Class Quiz
9	Nov. 9		Data Collection for Term Project	
10	Nov. 14	Correlational Methods	Leary, M. R. (2012). Chapter 7 & 8 (pp. 163-169) Fallis, E. E., Rehman, U. S. , & Purdon, C. (2014). Perceptions of partner sexual satisfaction in heterosexual committed relationships. <i>Archives of Sexual Behavior</i> , 43, 541-550. doi:10.1007/s10508-013-0177-y	In-Class Quiz Complete online measures by 11pm tomorrow (Nov. 15)
10	Nov. 16	Correlational Data Analysis Demonstration	None	Data analysis assignment due by the 11 p.m. Nov. 23.

Week	Date	Topic	Activities / Readings Due	Assignments & Tests
11	Nov. 21	Article Critique Practice	Spenhoff, M., Kruger, T.H.C., Hartmann, U., & Kobs, J. (2013). Hypersexual behavior in an online sample of males: Associations with personal distress and functional impairment. <i>The Journal of Sexual Medicine</i> , 10, 2996-3005. doi:10.1111/jsm.12160	Demonstration: working through article critique example in preparation for 2 critique assignments
11	Nov. 23	Randomized Controlled Trials	Kelly, A. C. , & Carter, J. C. (2015). Self-compassion training for binge eating disorder: A pilot randomized controlled trial. <i>Psychology and Psychotherapy: Theory, Research, and Practice</i> , 88, 285-303. doi:10.1111/papt.12044	In-class Quiz
12	Nov. 28	Poster Preparation		
12	Nov. 30	Program Evaluation	Barker, C. Pistrang, N., Elliott, R. (2002). Chapter 11 Bowen, G. L. (1984). Evaluation of the U.S. Air Force Family Support Center program. <i>Evaluation and Program Planning</i> , 7, 303-310. doi:10.1016/0149-7189(84)90054-5	In-Class Quiz
13	Dec. 5	Independent Article Critique		Individual Article Critique Due by 11:00 p.m. to LEARN Dropbox

Concerns about the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs ([Richard Eibach](#)) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach
Email: reibach@uwaterloo.ca
Phone: 519-888-4567 ext. 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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 the department’s administrative assistant 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](#).

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

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See [Policy 70](#) and [72](#) below for further details.

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; reibach@uwaterloo.ca.

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](#)

Accommodation for Students with Disabilities

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.

Counselling & Psychological Services

<https://uwaterloo.ca/counselling-services/>

Student Success Office

<https://uwaterloo.ca/student-success/>

Writing Centre

<https://uwaterloo.ca/writing-centre/>

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results

- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one

percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.