

UNIVERSITY OF
WATERLOO



University of Waterloo
Department of Psychology
Research Methods in Personality and Clinical Psychology (PSYCH 397 Section 001)
Held with: Social Science Advanced Research Methods (PSYCH 389 Section 002)
Fall 2019
Wednesdays 11:30 a.m. - 2:30 p.m., PAS 4032

INSTRUCTOR AND T.A. INFORMATION

Instructor: Dr. Pamela Seeds, Ph.D., C.Psych.
Office: PAS 3040
Office Phone: 519-888-4567 extension 38132
Office Hours: Wednesday 10:00 – 11:00 a.m.
Email: pamela.seeds@uwaterloo.ca

T.A. Kira Vimalakanthan
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Office Hours: Friday 11:00 a.m. – 12:00 p.m.
Email: kvimalak@uwaterloo.ca

COURSE DESCRIPTION (PSYCH 397)

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 257/257R or PSYCH 323R; Level at least 3A Honours Psychology or Make-up Psychology students; Psychology average at least 74%.

Corequisite: PSYCH 391

Antirequisite: PSYCH 389, 393, 395, 399; Psychology Research Intensive Specialization

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

CROSS-LISTED COURSE

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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. (2017). Behavioral research methods (7th edition). Toronto: Pearson.
- A copy of the textbook is available through 3-hour reserve at the Dana Porter Library
- Additional readings will be assigned for each lecture and will be available through LEARN and Course Reserves at the Dana Porter Library.

COURSE REQUIREMENTS AND ASSESSMENT

<u>Assessment</u>	<u>Date of Evaluation/Due Date</u>	<u>Weighting</u>
Practice In-Class Quiz (graded but not counted toward your mark in the class)	Sept. 11	0%
APA Style Test	Sept. 18	10%
Information Literacy Test	Sept. 25	10%
Article Critique Assignment (In-Class)	Oct. 2	10%
Article Critique Assignment (Independently at home)	Oct. 20	10%
In-Class Quizzes (6)	Oct. 9, 23, 30, Nov. 6, 13, 20	5% each
In-Class Assignments (6) Deadlines will vary based on class requirements	Oct. 9, 23, 30, Nov. 6, 13, 20	5 to 10% each
Article Critique Review/Test	Nov. 27	10%

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 and/or tests).

APA Style Test.

By completing this in-class test, 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.

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.

Article Critiques.

You will have an opportunity to evaluate 2 empirical articles (1 with group consultation, 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](#). Please turn in critiques in-person at the end of class or online if later in the day.

Article Critique Review/Test.

You will have the opportunity to demonstrate your ability to analyze and critique an empirical article in-class. A very brief article will be provided to you at the start of the class, and you

will be required to read and answer a series of questions about it. You will have 90 minutes to complete this 'test', which will be worth 10% of your final grade. This component will be completed on the final day of the course.

In-Class Quizzes.

In 6 of the lectures, there will be a brief in-class quiz to assess your understanding of the assigned readings (textbook chapters, journal articles, webpages, etc.). 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 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.

In-Class Assignments.

During at least half of the lectures, there will be in-class activities and group work. On 6 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. Depending on their length, they will be due by the start of the next class or at a negotiated deadline a short time in the future (e.g., by the following 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 5 to 10% of your grade depending on the length and complexity. Some assignments will be submitted as a group, with others being individual submissions.

ACCOMMODATION FOR COURSE REQUIREMENTS FOR PSYCHOLOGY COURSES

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

Missing a test or exam: If you cannot write one of the midterm tests because of compelling medical, religious, or compassionate (e.g., family emergency) reasons, and you require a make-up test date, you must contact the instructor directly *prior* to the date of the test. Make-up tests and exams will not be considered in the absence of a documented medical, religious, or compassionate (i.e., family emergency) reason, submitted within 48 hours following the due date, **with no exceptions**. The instructor maintains full discretion in assessing whether reasons qualify as compassionate or not.

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with 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. **Please note that make-up tests may be in essay format rather than multiple choice format.**
- 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.
- **Elective arrangements (e.g., travel plans), co-op interviews, and employment** are not considered acceptable grounds for granting accommodations for academic course requirements per the uWaterloo Examination Regulations and Related Matters

Missing a lecture: 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 cannot give personalized lectures for every student who misses a class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during a scheduled appointment after you have borrowed and reviewed lecture notes from a classmate.)

Please be aware that the course is designed to allow students to drop up to extra percentage of 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. 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 10 to 40%. The lowest percentage items may comprise any combination of quizzes, tests, and/or assignments.

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 to the student's instructor(s) as soon as the conflict becomes apparent; in any case, no later than one week

following the publication of the final exam schedule. 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 2019 that might warrant accommodation on religious/cultural grounds:

Date	Religious/Holiday observance
Monday, September 2 (University of Waterloo closed, with exceptions)	Labour Day (Canada, USA)
Sunday, September 29 (sundown) - Tuesday, October 1 (sundown)	Rosh Hashanah/New Year (Jewish)
Tuesday, October 8 (sundown) - Wednesday, October 9 (sundown)	Yom Kippur (Jewish)
Monday, October 14 (University of Waterloo closed)	Thanksgiving (Canada) Columbus Day (USA)
Sunday, October 27	Diwali (Sikh, Hindu)
Tuesday, November 12	Guru Nanak's Birthday/Bikarami (Sikh)
Thursday, November 28	Thanksgiving (USA)
Friday, December 13	Aga Khan's Birthday (Islam Ismaili)
Wednesday, December 25 (University of Waterloo closed)	Christmas Day (Christian)
Thursday, December 26 (University of Waterloo closed)	Death of Prophet Zarathustra (Zoroastrian)

LATE WORK

Assignments submitted late without justification will receive a 1 mark penalty after two days late and one mark penalty each day thereafter. For example, if you submit your Individual Article Critique (worth 10%) two days late, 1 mark will be subtracted from your mark out of 10. If you submit the Individual Article Critique four days late, 3 marks will be subtracted from your mark out of 10.

ELECTRONIC DEVICE POLICY

Cell phone ringers must be turned “off” or to “vibrate” during class time. Cell phones should be put away during lectures. Students are welcome to bring laptops to class (but see warning

under Learning Contract, below). Students wishing to audiotape lectures must request special permission from the instructor. Videotaping lectures is not permitted.

ATTENDANCE POLICY

Attendance in class will be tracked and graded through the quizzes and assignments. Students are expected to attend all classes unless there is compelling medical, religious, or compassionate reason.

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.

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®. See [guidelines for instructors](#) for more information.

COURSE OUTLINE

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
1	Sept. 4	Introduction to the course	None		Dr. Seeds
		Conceptual overview of the research area	Wikipedia article on positive psychology	Online survey (optional)	Dr. Seeds
2	Sept. 11	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).	In-Class Quiz (Practice Only – graded but not for marks)	Dr. Seeds
		Scientific Writing & APA Style 101	Leary, M. E. (2017). Chapter 16 American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6 th ed.). Washington, DC: Author.		Dr. Seeds
3	Sept. 18	Information Literacy - Library Research Workshop & Live Search	None	Library Research Workshop Note: Held in PAS 1237	Dr. Seeds & Tim Ireland (Library Liaison)
				APA Style Test: Complete the in-class test using the skills that you learned last week (open book)	

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
4	Sept. 25	Information Literacy - Live Search Test		Information Literacy Test: Complete the in-class test using the skills you learned the previous week Note: Held in PAS 1237	Dr. Seeds & Tim Ireland (Library Liaison)
		Group 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 article critique assignments/ test	Dr. Seeds
5	Oct. 2	Ethical Issues in Clinical Research	Leary, M. R. (2017). Chapter 15	Assignment: Complete the in-class activities (ungraded).	Dr. Seeds
		Group Article Critique	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, 9-14. doi:10.1348/135910707X250910	Article critique: Work in groups to complete the assignment. Submit as a group by next Wednesday at 11:30 a.m. (Oct. 9).	Dr. Seeds

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
6	Oct. 9	Realities of Research in the Community: What You Can Bring to the Table as a Clinical Researcher	Barker, C., Pistrang, N., & Elliott, R. (2016). Evaluation Research. In C. Barker, N. Pistrang, & R. Elliott (Eds.), <i>Research methods in clinical psychology: An introduction for students and practitioners</i> (3rd ed., pp. 198-216). 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).	In-Class Quiz on two chapters Complete the assignment in-class. Submit by end of day on Sunday (11:59 p.m. Oct. 13)	Kira Vimalakanthan
N/A	Oct. 16	Fall Reading Week		No class	
	Sun., Oct. 20	Individual Article Critique Due Date	<u>Please select one of the following articles to complete your independent article critique on one of the following 3 articles:</u> Zawadzka, A. M., & 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, 433-449.	Individual Article Critique Due by 11:59 p.m. to LEARN Dropbox	

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			<p>Lyubomirsky, S., Dickerhoof, R., Boehm, J. K., & Sheldon, K. M. (2011). Becoming happier takes both a will and a proper way: An experimental longitudinal intervention to boost well-being. <i>Emotion, 11</i>, 391-402. doi:10.1037/a0022575</p> <p>Mongrain, M. & Anselmo-Matthews, T. (2012) Do positive psychology exercises work? A replication of Seligman et al. (2005). <i>Journal of Clinical Psychology, 68</i>, 382-389. doi:10.1002/jclp.21839</p>		
7	Oct. 23	Test Development and Analysis OR Measurement of Behaviour	<p>Leary, M.R. (2017). Chapter 3 & Chapter 4 pp. 66-75.</p> <p>Arthen, I. <u>The Story of Real Vampires</u>. <i>FireHeart, 2</i>.</p>	In-Class Quiz on chapter(s)	Dr. Seeds
		Self-Report Measurement Test Development		Group Work: Complete the in-class assignment. Submit as a group by the start of next class (Oct 30 at 11:30 a.m.).	Dr. Seeds

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
8	Oct. 30	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, 364-373. doi:10.1016/j.cogdev.2013.07.001	In-Class Quiz on chapter(s)	Dr. Seeds
				Assignment: Complete the in-class assignment in groups. Submit your partnership's work to LEARN Dropbox by the start of next class (Nov. 6 at 11:30 a.m.).	Dr. Seeds
9	Nov. 6	Experimental Methods	Leary, M. R. (2017). Chapter 9, 10 Orr, E. M. J., & Moscovitch, D. A. (2014). Physical appearance anxiety impedes the therapeutic effects of video feedback in high socially anxious individuals. <i>Behavioural and Cognitive Psychotherapy</i> , 42, 92-104. doi:10.1017/S1352465812001038	In-Class Quiz on chapter(s)	Dr. Seeds

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
9	Nov. 6			Assignment: Complete the in-class assignment in groups. Submit your partnership's work to LEARN Dropbox by the start of next class (Nov. 13 at 11:30 a.m.).	
10	Nov. 13	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, 43</i> , 161-170. doi: 10.1002/eat.20629	In-Class Quiz on chapter(s)	Dr. Seeds
		Quasi-Experimental Methods	None	Assignment: Complete the in-class assignment in groups. Submit your partnership's work to LEARN Dropbox by the start of next class (Nov. 20 at 11:30 a.m.).	Dr. Seeds

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
11	Nov. 20	Correlational Methods	Leary, M. R. (2017). Chapters 7 & 8	In-Class Quiz on chapter(s) Assignment: Complete the in-class assignment in groups. Submit your partnership's work to LEARN Dropbox by the start of next class (Nov. 27 at 11:30 a.m.)	Dr. Seeds
12	Nov. 27	Contemporary Controversies in Psychology Research	TBA		Dr. Seeds
		Individual Article Critique	TBA	Article Critique Test (article given in-class and you must read and complete your submission)	Dr. Seeds

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](#).

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.

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

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

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 on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

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](#)
[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](#)