DALHOUSIE UNIVERSITY

Methods in Experimental Clinical Psychology Syllabus
Department of Psychology and Neuroscience
PSYO 3122 Winter 2025

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.
Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Course Instructor(s)

Name	Email	Office Hours
Instructor Dr. Rebecca Tucker PhD, Clinical Psychology	Rebecca.Tucker@dal.ca	Mondays 2:30pm – 4:30pm or by appointment Drop-in, Office 2330
TA Charlotte (Charlie) Aelick PhD Student, Clinical Psychology	Charlotte.Aelick@dal.ca	Wednesdays 12:00pm–1:00 pm Drop-in online via Teams

Course Description

Students learn how to conduct research on topics in applied clinical psychology. Students conduct a series of research projects in the laboratory by serving both as subjects and experimenters, and analyze the results of these studies in written lab reports. Research studies serve to illustrate concepts discussed in class.

Course Prerequisites
PSYO 2000.03 or NESC 2007.03, PSYO 2501.03 or STAT 2080.03, and PSYO 2220.03

Key knowledge or skills expected of students coming into the course
Students should be able to critically evaluate scholarly journal articles in psychology and/or neuroscience. Knowledge of fundamental principles of research design (PSYO 2000), statistics (PSYO 2051) and psychological disorders (PSYO 2220) are assumed. Students are also expected to have experience writing lab reports in APA format, as well as locating appropriate scholarly articles and books using the library.

Course Structure

Course Delivery
Class time will typically consist of lectures and class discussion, with some whole classes being set aside for workshops (see below for details)

Lectures
Mondays and Wednesdays, 10:05am – 11:25am in Chemistry 223

Course Materials

Barker, C. & Pistrang, N., & Eliott, R. (2015). Research methods in clinical psychology: An introduction for students and practitioners (3rd ed). West Sussex, UK: Wiley.

Both digital and paper versions of the textbook are available at Dalhousie bookstore:
bookstore.dal.ca/PSYO3122

All required information and materials for the course can be found on the PSYO 3122 Brightspace page, including lecture slides and any additional readings noted below that are not in the textbook. It will be helpful to check the webpage often as that is where I will post all relevant updates, lecture slides, and grades.

Assessment

Component	Weight (% of final grade)	Date(s)
Study Design Questions, Part 1	10%	February 5
Study Design Questions, Part 2	10%	March 19
Research Question & Annotated Bibliography	15%	January 22
First Paper	20%	February 26
Expanded Paper	20%	April 7
Workshop Participation	12%	Varies (see schedule)
Lecture Quizzes	13%	Day of Guest Lectures

Assignment Details

Study Design Questions
You will have a written assignment that will be completed in two parts throughout the term. The assignment is designed to be a brief evaluation of decision-making in research. Each part will consist of short- answer questions comprised of hypothetical scenarios that you might run into when designing a study, expecting you to synthesize and apply the knowledge you obtain in class. Your goal will be to demonstrate critical appraisal of research topics and challenges in designing studies based on the information you already learned in class and justify your decision making using any of the resources provided in class. Each part will be distributed approximately two weeks before they are due and will require no more than two pages double spaced responses.

Research Question & Annotated Bibliography
This is the first step towards completing your final research paper. In this assignment, you will be required to submit your conceptual research question your hypothetical study will be answering and an annotated bibliography with references that will be useful in your first paper. Your bibliography should contain exactly 6 references, all of which should be relevant, high-quality, and current sources with accompanying 1-paragraph summaries of each article and a description of why it is relevant to your topic. Each article summary in the

annotated bibliography should be about 150-250 words. A grading rubric will be placed online using Brightspace.

First Paper
The first paper builds on your annotated bibliography and acts as the next step towards completing your final paper, consisting of an introduction section, hypotheses, and reference list. The introduction should contain: (a) an introduction to the specific problem under study, (b) a description of prior theory, (c) a description of prior empirical research, and (d) a statement of the rationale for the current study. Two specific, creative, and plausible a-priori hypotheses should be proposed. The introduction/hypotheses section should be a maximum of 1500 words long. The reference list should be in APA 7th Edition format. You should cite at least all 6 references from your annotated bibliography in this paper. You may cite more than 6 references if you like, with no upper limit. A grading rubric will be placed online using Brightspace.

Expanded Paper
Your second paper will revise and expand upon the first paper and include your proposed research design. As such, you will be required to include a revised version of your introduction/hypotheses section that incorporates feedback from your previous draft, a detailed method section, a modified discussion section, and an APA formatted reference list. The method section should include subsections for participants, materials/apparatus, and procedure—all of the things typically included in a research paper! The modified discussion section will consist of a review of ethical considerations, potential threats to validity/reliability in your design, the strengths/limitations of your design, and the impact your results would have on clinical practice. The introduction/hypotheses section should be a maximum of 1500 words long. The method and discussion sections should be a maximum of 2000 words long. A grading rubric will be placed online using Brightspace.

Workshop Participation
There are four workshops spread throughout the course that provide some hands-on experience with research methods and, as such, are part of the benefits of a methods-based course. For each workshop, there will be activities that are completed in-class, sometimes independently and sometimes as a group. The work from these activities can be submitted on Brightspace at the end of class. While they will not be graded in the traditional sense (i.e., they will not be graded based on correct answers, etc.), each submission will be a marker of your attendance/engagement in that workshop. Participation in these workshops is worth 12% all together, which means each one you attend is worth 3% of your final grade.

Lecture Quizzes
There will be a total of 4 lecture quizzes, each one associated with one of the scheduled guest lectures. Each quiz will consist of approximately 2–3 questions based on the guest lecture and/or the reading assigned by the speaker and approximately 1–2 questions about content covered in class lectures since the previous quiz. Potential question formats include multiple choice, true/false, select all that apply, and/or fill in the blank. The quiz is timed at approximately 1 minute per question. On the day of each guest lecture, the quiz will become available on Brightspace at the end of class (11:25 am) and will be due by the end of the day (11:59 pm). The quizzes are worth 13% all together, which means each one is worth 3.25% of your final grade.

NOTE: Conversion of numerical grades to final letter grades follows the Dalhousie Grade Scale

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

Course Content

Date	General Topic	Readings	Important Dates
M Jan 6	Getting Acquainted	-	-
W Jan 8	Doing the Groundwork	Chapter 3 Herek (2011)	
M Jan 13	Philosophical Perspectives on Research	Chapter 2	
W Jan 15	**Workshop 1** Developing a Research Question		
M Jan 20	Foundations of Quantitative Measurement	Chapter 4	
W Jan 22	**Guest Lecture** Research with Indigenous Communities—*Charlotte Aelick*	*TBD by Speaker*	**Annotated Bibliography Due** **Lecture Quiz 1** Design Questions 1 Open
M Jan 27	Self-Report & Observational Methods	Chapters 6 & 7	
W Jan 29	**Guest Lecture** Review Methodology *Mya Dockrill*	*TBD by Speaker*	**Lecture Quiz 2**
M Feb 3	Foundations of Qualitative Methods	Chapter 5	
W Feb 5	**Writing an Introduction**	*TBD*	**Design Questions 1 Due**
M Feb 10	Foundations of Experimental Design	Chapter 8	
W Feb 12	**Workshop 2** Study Design		
M Feb 17	WINTER STUDY BREAK – NO CLASSES		
W Feb 19			
M Feb 24	Participant Sampling	Chapter 10	
W Feb 26	**Guest Lecture** Community Engagement in Research—*Blair Irish*	*TBD by Speaker*	**Lecture Quiz 3** **First Paper Due**
M Mar 3	Thematic Analysis	Braun & Clarke (2006)	
W Mar 5	**Workshop 3 Thematic Analysis**		Design Questions 2 Open
M Mar 10	Small-N Designs	Chapter 9	
W Mar 12	Ethics in Clinical Research	*TBD*	
M Mar 17	**Guest Lecture** Research with Preschool Children—*Madison MacLachlan*	*TBD by Speaker*	
W Mar 19	Mixed Method Designs	Hanson et al., (2005)	**Lecture Quiz 4** **Design Questions 2 Due**
M Mar 24	Statistical Methods and Interpretation	Chapter 12	
W Mar 26	**Workshop 4** Statistics		
M Mar 31	Research Dissemination & Knowledge Translation	*TBD*	
W Apr 2	Pseudoscience in Clinical Psychology	*TBD*	

**Expanded paper is due Monday April 7 by 11:59pm **

Note. **Some dates and some topics may change**

Course Policies on Missed or Late Academic Requirements

Late Penalties for Papers
Papers and assignments are to be submitted in electronic format on Brightspace. Papers and assignments are due by 11:59pm on the date indicated in the schedule. Late assignments will be assigned a penalty of 2% per day. To illustrate, if an assignment is due at 11:59pm on January 22 and is submitted…
- at 12:30am on January 23 (i.e., 30 minutes late), it will receive a 2% late penalty
- any time before 11:59pm on January 23, it will receive a 2% late penalty
- at 12:00am on January 24, it will receive a 4% late penalty

Concern re: mark/grade
If you have a concern with a grade on an assignment, please document your concern(s) in writing and submit to Dr. Tucker. A meeting will be scheduled to address your concerns. All concerns must be raised within three weeks of the time when the mark is provided by the course instructor.

Student Declaration of Absence
Dalhousie University recognizes that students may experience short-term illness, distress, or other extenuating circumstances (such as caregiving duties; immediate family illness, injury or death; involvement in an accident; legal proceedings or being a victim of a crime) that may affect their ability to complete required graded academic requirements. Student declaration of absence forms are a standardized way to handle student absences that interfere with the completion of graded academic requirements (exams, quizzes, presentations, papers, etc.)

Student declaration of absence forms cannot be used to reschedule assessments for leisure activities (e.g., going to the beach, leaving town on vacation). They also cannot be used to cover up lack of planning/preparation (e.g., forgetting to study, procrastinating on a paper). Using a student declaration of absence form for these purposes constitutes academic dishonesty and may make you subject to University discipline.

Here is the procedure you should follow if you experience short-term illness, distress or other extenuating circumstances that affects your ability to complete assessment components:

a) The Student Declaration of Absence form or alternate verification of the absence must be submitted to the course instructor, or to the instructor's designate online through Brightspace within three (3) calendar days following the last day of absence. I only accept forms submitted via Brightspace, not in person or by email.

b) The Declaration may only be used a maximum of 2 times throughout the term and may only cover 3 consecutive days of absence per form.

Here are the specific rules for each assessment component:

Late written assignments: If you experience a short-term illness, distress or other extenuating circumstances in the 7 days prior to the paper/assignment deadline, you may submit a student declaration of absence. You will receive an extension on the paper/assignment equal to the number of days lost due to your circumstance, to a maximum of 3 days. You cannot submit 2 forms for a single assignment to get 6 days extension.

Missed workshop: If you miss a workshop (e.g., due to travel concerns, weather, etc.) but are still able to complete the handouts on your own before the workshop is over, then you will receive the same 3% credit. If you are unable to complete the workshop at the specified time, then you may submit a student declaration of absence and we will discuss options for adjusting that component of your grade (e.g., pro-rating the other workshops so they are worth more). This can only be done for 1 workshop.

Missed guest lecture and/or quiz: Due to the nature of quizzes it is not possible to extend the due date for them as we can with written assignments. As such, a similar approach will be taken as with the workshops—if you are not able to complete the quiz by the specified time, you may submit a SDA and we will discuss options for adjusting that component of your grade (e.g., pro-rating the other quizzes so they are worth more). This can only be done for 1 quiz.

Course Policies related to Academic Integrity

While students are allowed to discuss the assignments in this class and you are able to ask/answer questions amongst your peers, written assignments should be submitted individually and represent your own work.

The lecture quizzes are open-book, meaning you are able to use class notes, slides, and/or textbooks. However, you are not permitted to collaborate with your classmates on quizzes or to seek out direct answers to specific questions online (e.g., on websites students post class notes/exams to).

I do not use plagiarism software in this course.

Please note, due to the nature of the assignments and the skills/knowledge they are assessing, I do not allow the use of generative AI and large language models (e.g., ChatGPT) in this course. If the use of these tools is suspected, we will investigate that possibility and, if necessary, further steps in line with academic integrity policies may be taken.

Learning Objectives

1. Be able to recall and compare different types of research designs, types of validity and types of reliability for both qualitative and quantitative studies.

2. Be able to critically review the literature and develop hypotheses on a selected topic in clinical psychology.

3. Be able to design a research study to test a self-generated hypothesis and be able to write up a research proposal testing that hypothesis in APA style.

4. Be able to identify what sorts of statistical tests would be required in order to test for power, reliability, validity and hypothesis testing. The goal is primarily conceptual, rather than mathematical expertise.

5. Be able to effectively communicate your understanding of a selected specialty of clinical psychology in both written assignments and an oral presentation.

University Policies and Statements

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: https://www.dal.ca/about-dal/internationalization.html

Academic Integrity

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: http://www.dal.ca/cultureofrespect.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: https://www.dal.ca/about/leadership-governance/academic-integrity/faculty-resources/ouriginal-plagiarism-detection.html

Student Use of Course Materials

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in

Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Faculty of Science

Student Resources and Support

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates):
http://www.dal.ca/academics/important_dates.html

Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html

Dalhousie Grading Practices Policies: https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Grade Appeal Process: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html

Sexualized Violence Policy: https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html

Scent-Free Program: https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

General Academic Support – Advising (Halifax): https://www.dal.ca/campus_life/academic-support/advising.html

General Academic Support – Advising (Truro): https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): https://www.dal.ca/campus_life/academic-support/On-track.html

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Indigenous Connection: https://www.dal.ca/about-dal/indigenous-connection.html

Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803: https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf

Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre.html

LGBTQ2SIA+ Collaborative: https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html

Dalhousie Libraries: http://libraries.dal.ca/

Copyright Office: https://libraries.dal.ca/services/copyright-office.html

Dalhousie Student Advocacy Services: https://www.dsu.ca/dsas?rq=student%20advocacy

Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Human Rights and Equity Services: https://www.dal.ca/dept/hres.html

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Study Skills/Tutoring: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Faculty of Science Advising Support: https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html

Safety

Biosafety: http://www.dal.ca/dept/safety/programs-services/biosafety.html

Chemical Safety: https://www.dal.ca/dept/safety/programs-services/chemical-safety.html

Radiation Safety: http://www.dal.ca/dept/safety/programs-services/radiation-safety.html

Laser Safety: https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html