

# Methods in Experimental Clinical Psychology Syllabus

## Department of Psychology and Neuroscience

PSYO 3122 Fall 2023

*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
<b>Instructor:</b> Rebecca Tucker PhD Candidate, Clinical Psychology	<a href="mailto:rebecca.tucker@dal.ca">rebecca.tucker@dal.ca</a>	Thursdays 1:00pm – 3:00pm or by appointment  Online via Teams (unless by request)
<b>TA:</b> Charlotte Aelick PhD Student, Clinical Psychology	<a href="mailto:Charlotte.Aelick@dal.ca">Charlotte.Aelick@dal.ca</a>	Thursdays 11:45am – 12:45pm or by appointment  Drop-in online via Teams (unless by request)

### 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, short in-class practice questions, and class discussion. Eight classes during term will consist of small “conferences” where a group of students will give oral presentations, which will be followed by more in-depth class discussion. There will be two workshops—these will typically take the form of hands-on activities where we will split the class into small groups. We will visit the groups throughout the class to assist while you work through a series of questions to help you learn basic research skills.

### Lectures

Tuesdays and Thursdays, 10:05am – 11:25am in LSC Common Area 208

### Choosing a Specialty

Everyone will be expected to select an area of specialty by September 12. There are eight areas of specialty to choose from: (1) mood disorders, (2) personality disorders, (3) eating disorders; (4) substance and behavioural addictions, (5) attention deficit hyperactivity disorder, (6) autism spectrum disorder, (7) schizophrenia, and (8) anxiety disorders. This choice is important because both of your papers and your conference presentation must be within your area of specialty! Because of the course design, there can be no more than 6 people within any single area of specialty, with one area having 8 people. Signing up for an area of specialty is on a first-come first serve basis. Signup sheets will be placed online using Brightspace.

## **Course Materials**

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

Both digital and hard-copy versions of the book are available at the Dalhousie bookstore.

All required information and materials for the course can be found on the PSYO 3122 Brightspace page, including lecture slides and 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**

<b>Component</b>	<b>Weight (% of final grade)</b>	<b>Date(s)</b>
Assignment: Study Design Questions, Part 1	15%	October 5
Assignment: Study Design Questions, Part 2	15%	November 9
Annotated Bibliography	10%	September 21
1 <sup>st</sup> Draft of Paper	20%	October 19
Expanded Paper	20%	December 6
Conference Presentation	20%	Varies (see Schedule)

## Assignment Details

### **1) Assignment: 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.

### **2) Annotated Bibliography**

The annotated bibliography should contain exactly 6 references, and should include relevant, high-quality, and current sources with an accompanying short 1-paragraph summary of each article and 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 and sample annotated bibliography to use as a guide will be placed online using Brightspace.

### **3) First Draft of Paper**

The first paper consists 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 (about 6 pages) 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 and sample paper will be placed online using Brightspace.

### **4) Expanded Paper**

Your second paper will revise and expand upon the first draft. It will include a revised version of your introduction/hypotheses section which incorporates feedback from your previous draft, a detailed method section, and an APA formatted reference list. The method section should include subsections for participants, materials/apparatus, procedure, ethical considerations, and a short discussion of the strengths/limitations of your chosen design. The introduction/hypotheses section should be a maximum of 1500 words (about 6 pages) long. The method section should be a maximum of 2000 words (about 8 pages) long. A grading rubric and sample paper will be placed online using Brightspace.

### **5) Conference Presentation**

There will be a total of 8 conferences held throughout the term, where up to 3 research articles examining current topics in experimental clinical psychology will be presented and discussed (one topic will have 4 research articles). Each article will be presented by a pair of two students, who will be able to sign up for a specific article ahead of time. Links to articles for conferences will be posted on the course's website. Each article is also available online through the Dalhousie University library website. The grading scheme for conference presentations will be posted on the Brightspace.

***Other course components***

You have the option to earn up to 2 bonus points by attending and engaging in the in-class workshops. These are the aspect of the course that provides 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. Bonus points will be awarded with the following scheme:

- Attended 3 workshops = 2 points
- Attended 2 workshops = 1 point
- Attended 1 workshop = 0.5 point

**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	Class	General Topic	Suggested Readings	Important Dates
Sept 5	1	Getting Acquainted	-	-
Sept 7	2	Doing the Groundwork	Chapter 3 & Herek (2011)	
Sept 12	3	Philosophical Perspectives on Research	Chapter 2	Deadline for Choosing Specialty
Sept 14	4	Foundations of Quantitative Measurement	Chapter 4	
Sept 19	5	Conference 1: Mood Disorders		
Sept 21	6	<b>Workshop 1: Statistics</b>		Annotated Bibliography Due  Assignment Part 1 Distributed
Sept 26	7	Self-Report & Observational Methods	Chapter 6 & 7	
Sept 28	8	Conference 2: Personality Disorders		
Oct 3	9	Foundations of Qualitative Methods	Chapter 5	
Oct 5	10	Conference 3: Eating Disorders		Assignment Part 1 Due
Oct 10	11	Foundations of Experimental Design	Chapter 8	
Oct 12	12	<b>Workshop 2: Study Design</b>		
Oct 17	13	Participants: Sampling and Ethics	Chapter 10	
Oct 19	14	Conference 4: Attention-Deficit Hyperactivity Disorder		1 <sup>st</sup> Draft of Paper Due
Oct 24	15	Thematic Analysis	Braun and Clarke (2006)	
Oct 26	16	<b>Workshop 3: Thematic Analysis</b>		Assignment Part 2 Distributed
Oct 31	17	Conference 5: Substance and Behavioural Addictions		
Nov 2	18	Small-N Designs & Discussion of Guidelines for Paper 2	Chapter 9	
Nov 7	19	Conference 6: Autism Spectrum Disorder		
Nov 9	20	Mixed Method Designs	Hanson et al., (2005)	Assignment Part 2 Due
Nov 14	READING WEEK – NO CLASSES			
Nov 16	READING WEEK – NO CLASSES			
Nov 21	21	Conference 7: Schizophrenia		
Nov 23	22	Statistical Methods and Interpretation	Chapter 12 (pgs 226-235)	
Nov 28	23	Conference 8: Anxiety Disorders		
Nov 30	24	Special topics: Program Evaluation and Dissemination/Knowledge Translation <i>Potential Guest Speaker: TBD</i>	<i>TBD by Speaker</i>	

\*\*Expanded paper is due December 6<sup>th</sup>, which is the last day of classes for the term\*\*

**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 5% per day. To illustrate, if an assignment is due on September 26:

- If an assignment is 2 hours late, it will receive a 5% late penalty
- If an assignment is handed before 11:59pm on September 26, it will receive a 5% late penalty
- If an assignment is handed in at 12:00am on September 27 it will receive a 10% 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 Ms. 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:

*Missed Conference Presentation: Presentation:* Your presentation will be rescheduled for another day, most likely during regular class time. If it is unable to be rescheduled due to time or other restraints, alternative options will be discussed (e.g., the possibility of recording the presentation to be shared on Brightspace as a way mimic to the presentation experience as much as possible).

*Late Bibliography/Papers or take-home assignment:* 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 paper to get 6 days extension.

### **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.

There is one assignment in this course that is to be completed in pairs – the conference presentation. I expect you to work collaboratively with your partner on this project and contribute equal amounts of work. It is best to reach out to your partner as early in the term as possible to avoid last-minute difficulties with arranging to work together.

I do not use plagiarism software (e.g., URKUND) 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](mailto:elders@dal.ca). Additional information regarding the Indigenous Student Centre can be found at:

[https://www.dal.ca/campus\\_life/communities/indigenous.html](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](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](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](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](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/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.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](http://www.dal.ca/academics/important_dates.html)

Classroom Recording Protocol: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](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](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](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](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](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](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](https://www.dal.ca/campus_life/academic-support/On-track.html)

Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](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](mailto: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](https://www.dal.ca/campus_life/communities/black-student-advising.html)

International Centre: [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)

South House Sexual and Gender Resource Centre: <https://southhousehalifax.ca/about/>

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](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](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](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>