



Psychology 650	Research Seminar in Clinical Psychology	Fall 2019
Instructor:	Candace Konnert	Lecture Location: AD247B
Phone:	403-220-4976	Lecture Days/Time: Alternate W 12:00-13:50
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Office:	Admin 235C	
Office Hours:	By appointment	

Course Description and Goals: The primary focus of this course is to provide students with a strong background in conducting and evaluating research in clinical psychology. This course will cover content from the Kazdin text, including all facets of research from the inception of the research idea to its eventual dissemination. The Kazdin textbook provides a high level of detail regarding methodological and statistical issues. As such, I view much of the text as more of a reference guide and something to be consulted rather than memorized. So approach your reading with this in mind. The lectures and assignments will focus on the **application** of a subset of the Kazdin content to both published articles and students' own research, enhancing students' critical thinking skills. Students will be encouraged to think broadly about their research (e.g., theoretical/conceptual foundations and contributions, practice and policy implications, etc.). They will also be expected to justify decisions that were made in the context of designing their research, consider the pros and cons of alternative designs, and take a position on topical issues (e.g., solutions to address the "replication crisis"). My expectation is that throughout the course we will help each other become clearer "thinkers" and better researchers through lectures, presentations, constructive feedback, and discussions. Lively, thoughtful discussions will make the class more interesting and enjoyable for all so your efforts to participate will pay off.

Required Text: Kazdin, A. E. (2017). *Research design in clinical psychology* (5th ed.). New York: Allyn & Bacon. This text is available in the bookstore. Other readings will be assigned.

The following website provides an overview of reporting guidelines for various types of studies:

<http://www.equator-network.org/>

Evaluation: This year-long course meets for two hours biweekly. The grading criteria are as follows:
Article critique midterm – January 15 (25%) – essay format, content from text/readings/lecture, open book

Research presentation – (25%)
Research feedback – (10%)
Attendance and participation - (40%)

Attendance at each class and participation in discussions/research feedback is important for success in the class. Please let me know, in advance, if you must miss a class. As part of your attendance and participation mark, you will be asked to complete the following two in-class, group exercises.

Part I: October 9

Students will be given research articles to read prior to coming to class. Drawing on the course readings, you will identify the major strengths and limitations of the research, and distinguish these from less significant issues. Please consider theoretical, ethical, methodological, and statistical issues when critiquing the articles. We will discuss your article critiques in class.

Part II: October 23

Students will be asked to choose an interesting research question/hypothesis that follows from one of the articles and extends the research in an **important** way (i.e., not just “more participants” for “more power”). Using one of the designs in Kazdin, describe a follow-up study to address this research question/hypothesis. Please justify why you chose this design over other possible designs. For each design, Kazdin highlights issues that need to be considered when implementing the design (e.g., sampling, rationale for your control group, selection of measures, etc.). Please address these issues in the study you are proposing. Assume that you have unlimited resources. Finally, no study is perfect (even in our imaginary world of unlimited resources)! Describe the major limitations of your study. We will discuss your follow-up study in class.

Article critique midterm (25%). On January 15th students will be given an article to critique as an in-class, open-book exercise, noting both strengths and weaknesses of the research. Students will be asked to critique the article on theoretical, methodological, and statistical grounds, suggesting alternative strategies where possible to improve the research. This is similar to what is required for the Candidacy Exam and is intended to provide students with that experience prior to writing the exam.

Research presentation (25%). Students will each make a 30-minute presentation on their thesis research, following the outline you will be given. Following your presentation you will be asked questions about your research and you will receive written feedback from the class. I will also provide you with feedback on each of the following criteria:

The general criteria for marking your presentation are as follows (note that criteria/weights for criteria will be different for M.Sc. I and II, reflecting stages of the research):

- Organization and clarity of content
- Knowledge of the extant literature (including relevant theory) and your study as an extension of this
- Your ability to demonstrate the significance of the research and the rationale for your study

- Critical evaluation of your methodology (strengths and weaknesses) and suggestions for improvement (in an ideal world with vast resources of time and money)!
- Your ideas for future research
- Knowledge translation strategies
- Implications of your research (e.g., clinical, policy)
- Your ability to address questions and comments

Feedback on research presentation (10%). Each student in the class will be responsible for providing written feedback (both strengths and weaknesses) on at least one research presentation and summarizing the oral feedback from others. Feedback should pertain directly to the methodological issues we have discussed in class. This feedback should be typed and sent by e-mail to the course instructor, who will review it and disseminate it to the presenter. This feedback is due to the instructor one week after the oral presentation.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Date	Topic	Readings
Sep 11 M.Sc. I students only	Introduction: Achieving success in graduate school. Developing your CV Writing scholarship applications	Chambers, C. T. (2002). How to succeed as a student in Psychology. <i>Psynopsis</i> , 24(3), 14. https://cpa.ca/cpsite/UserFiles/Documents/students/Psynopsis24(3)i.pdf
Sept 12	Last day to drop a class without a penalty	
Sept 13	Last day to add or swap a course	

Sept 20	Fee payment deadline for Fall Term full and half courses.	
Sep 25	Is science important? How do I find a research idea? The basics: Threats to validity	Kazdin Ch. 1 to 4 Chambers, C. T. (2000). "Where do I start!?: Getting going on your thesis. <i>Psynopsis</i> , 22(4), 24. https://cpa.ca/cpsite/UserFiles/Documents/students/Psynopsis22(4).pdf
Oct 9	Conducting and evaluating research: Part I	Kazdin Ch. 5-8, 10-11 Neighbours, C. & Lee, C. M. (2006). A brief guide to manuscript reviewing. <i>The Behavior Therapist</i> , 29 (4), 74-76. Appelbaum, M. et al. (2018). Journal article reporting standards for quantitative research in Psychology: The APA Publications and Communications Board task force report. <i>American Psychologist</i> , 73, 3-25. See the following for reporting guidelines for a variety of research designs: http://www.equator-network.org/toolkits/peer-reviewing-research/ Schulz, K. F., Altman, D. G., & Moher, D. (2010). CONSORT 2010 Statement: updated guidelines for reporting parallel group randomized trials. <i>BMJ</i> , 340, 698-702. http://www.equator-network.org/reporting-guidelines/consort/ Montgomery, P. et al. (2018). Reporting randomized trials of social and psychological interventions: the CONSORT-SPI 2018 extension. <i>Trials</i> , 19, 407. http://www.equator-network.org/reporting-guidelines/consort-spi/
Oct 14	Thanksgiving Day. University Closed.	
Oct 23	Conducting and evaluating research: Part II	Kazdin Ch. 12-14
Nov 6	Qualitative Research Methods	Kazdin Ch. 9

		<p>Levitt, H. M. et al. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in Psychology: The APA Publications and Communications Board task force report. <i>American Psychologist</i>, 73, 26-46.</p> <p>Norris, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. <i>International Journal of Qualitative Methods</i>, 16, 1-13. http://www.equator-network.org/reporting-guidelines/srar/</p>
Nov 10-16	Term Break No Classes	
Nov 11	Remembrance Day. University Closed.	
Nov 20	Ethical issues and guidelines, interpretation of results, negative or no difference findings, scientific integrity, replication and open science	<p>Kazdin Ch. 15-17</p> <p>Guest lecture by Chelsea Moran: Replication and open science</p>
Dec 4	Knowledge translation The dynamic nature of research methods	<p>Kazdin Ch. 18 and 19</p> <p>http://www.cihr-irsc.gc.ca/e/29418.html</p> <p>Tumlin, T. R. (2006). Ten things psychologists should know when talking to the press. <i>The Behavior Therapist</i>, 29(4), 69-71, 74.</p>
Jan 15	Article Critique Midterm, in class	
Jan 29	Research presentations	
Feb 12	Research presentations	
Feb 16-22	Term Break No Classes	
Feb 17	Alberta Family Day. University Closed.	
Feb 28	Research presentations	
Mar 11	Research presentations	
Mar 25	Research presentations	
Apr 8	Research presentations	
Apr 10	Good Friday. University Closed.	
Apr 15	Lectures End. Last day to withdraw with permission from full courses.	

Reappraisal of Graded Term Work: See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: See <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. **Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam.** At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled

test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam unless there are extenuating circumstances.

If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website, <https://www.ucalgary.ca/mentalhealth/>

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

The Psychology Graduate Students' Association (PGSA) is an organization built to provide support for all graduate students in the Department of Psychology. They can be contacted at pgsa@ucalgary.ca

The Graduate Student Association (GSA) Vice-President Academic can be reached at (403) 220-5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: <https://gsa.ucalgary.ca>

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca)

<https://www.ucalgary.ca/student-services/ombuds>

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 12, 2019**. Last day for registration/change of registration is **Friday, September 13, 2019**. The last day to withdraw from this course is **Wednesday, April 15, 2020**.